

# Department of Basic Education



# annual report 2010/11



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

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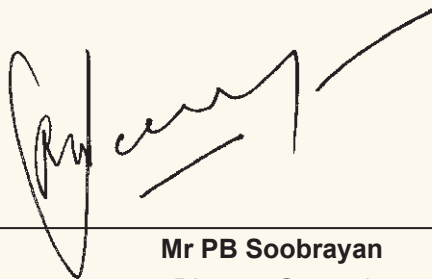
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This report is available on the Department of Basic Education website at <http://www.education.gov.za>

DEPARTMENT OF BASIC EDUCATION  
ANNUAL REPORT 2010/11

To the Minister of Basic Education, Mrs Angie Motshekga, MP.

I have the honour of submitting the Annual Report of the Department of Basic Education for the period 1 April 2010 to 31 March 2011.



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**Mr PB Soobrayan**  
Director-General  
May 2011

MINISTRY OF BASIC EDUCATION

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MRS ANGIE MOTSHEKGA, MP  
Minister of Basic Education



MR ENVER SURTY, MP  
Deputy Minister of Basic Education



MR BOBBY SOOBRAYAN  
Director-General of Basic Education

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## PART 1

<b>1.</b>	<b>GENERAL INFORMATION.</b>	<b>.1</b>
1.1	Vision, Mission and Values	.3
1.2	Organisational structure.	.4
1.3	Legislative Mandate	10
1.4	Entities Reporting to the Minister	11
1.5	Statement from the Ministry of Basic Education	12
1.6	Accounting Officer's Overview	13

## PART 2

<b>2.</b>	<b>INFORMATION ON PREDETERMINED OBJECTIVES</b>	<b>15</b>
2.1	Overall Performance	16
2.1.1	Voted Funds	16
2.1.2	Aim of vote	16
2.1.3	Summary of Programmes	16
2.1.4	Key strategic objectives' achievements	17
2.1.5	Overview of the service delivery environment for 2010/11	18
2.1.6	Overview of the organisational environment for 2010/11	19
2.1.7	Key policy developments and legislative changes	19
2.1.8	Departmental revenue, expenditure, and other specific topics	20
2.1.9	Departmental expenditure	21
2.1.10	Transfer payments	22
2.1.11	Conditional grants and earmarked funds	23
2.1.12	Capital investment, maintenance and asset management plan.	23
2.2	Programme Performance	24
2.2.1	Programme 1: Administration	24
2.2.2	Programme 2: Curriculum Policy, Support and Monitoring	39

**PART 1**

---

2.2.3	Programme 3: Teachers and Education Human Resource Development and Management . . . . .	57
2.2.4	Programme 4: Planning, Quality Assessment and Monitoring and Evaluation . . . . .	71
2.2.5	Programme 5: Social Responsibility and Support Services . . . . .	95

**PART 3**

<b>3.</b>	<b>ANNUAL FINANCIAL STATEMENTS . . . . .</b>	<b>117</b>
	Report of the Audit Committee . . . . .	118
	Report of the Accounting Officer . . . . .	120
	Report of the Auditor-General . . . . .	139
	Appropriation Statement . . . . .	144
	Notes to the Appropriation Statement . . . . .	151
	Statement of Financial Performance . . . . .	153
	Statement of Financial Position . . . . .	154
	Statement of Changes In Net Assets . . . . .	155
	Cash Flow Statement . . . . .	156
	Accounting Policies . . . . .	157
	Disclosure Notes to the Annual Financial Statements . . . . .	174
	Annexures to the Annual Financial Statements . . . . .	184

**PART 4**

<b>4.</b>	<b>HUMAN RESOURCE MANAGEMENT . . . . .</b>	<b>202</b>
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**PART 5**

<b>5.</b>	<b>OTHER INFORMATION . . . . .</b>	<b>227</b>
	Acronyms . . . . .	228
	List of Contact Details . . . . .	229
	Additional Information . . . . .	229

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# PART 1

## GENERAL INFORMATION



PART 1

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## 1.1 VISION, MISSION AND VALUES

### 1.1.1 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.

### 1.1.2 Mission

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

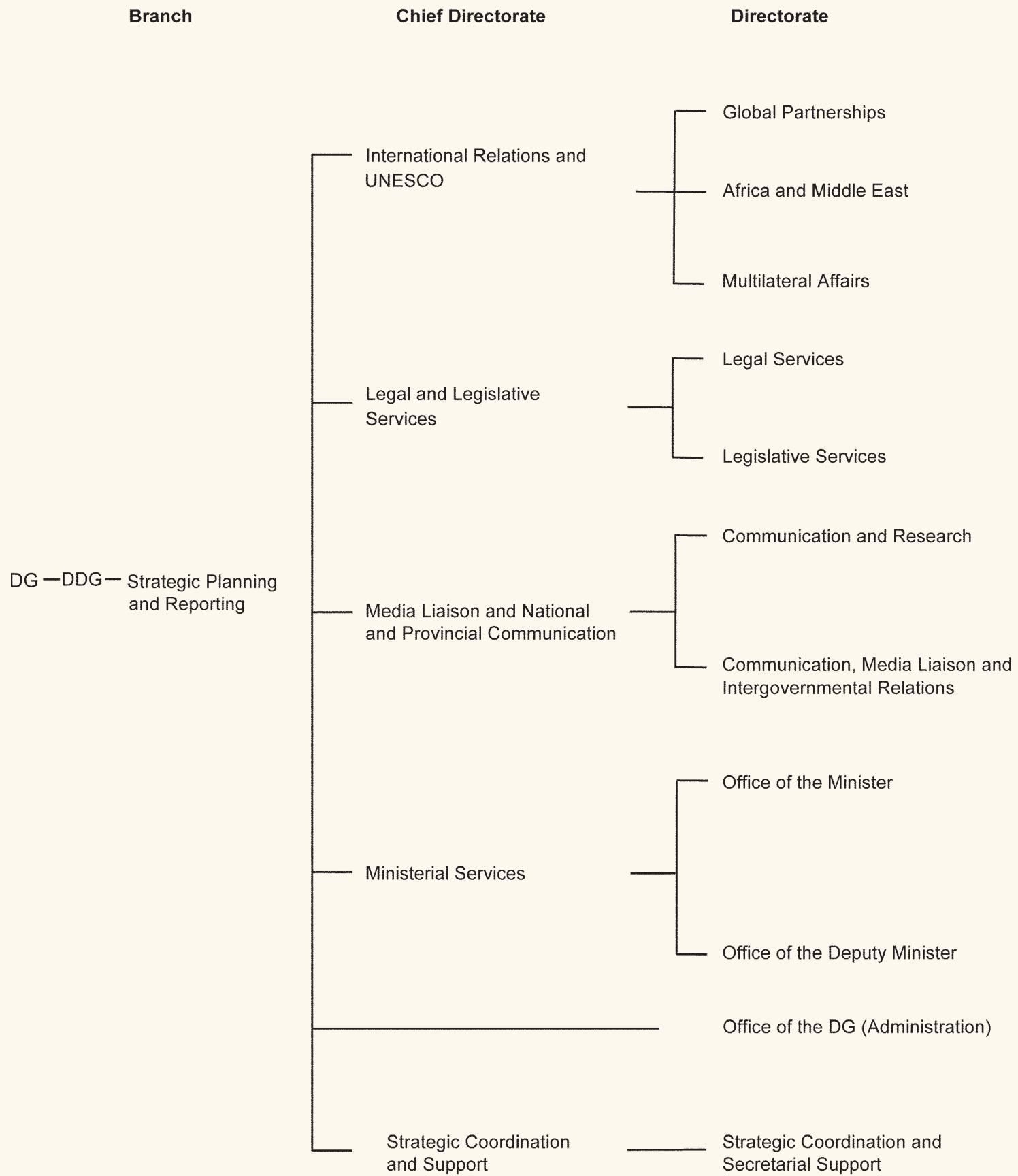
### 1.1.3 Values

The Department of Basic Education adheres to the following values:

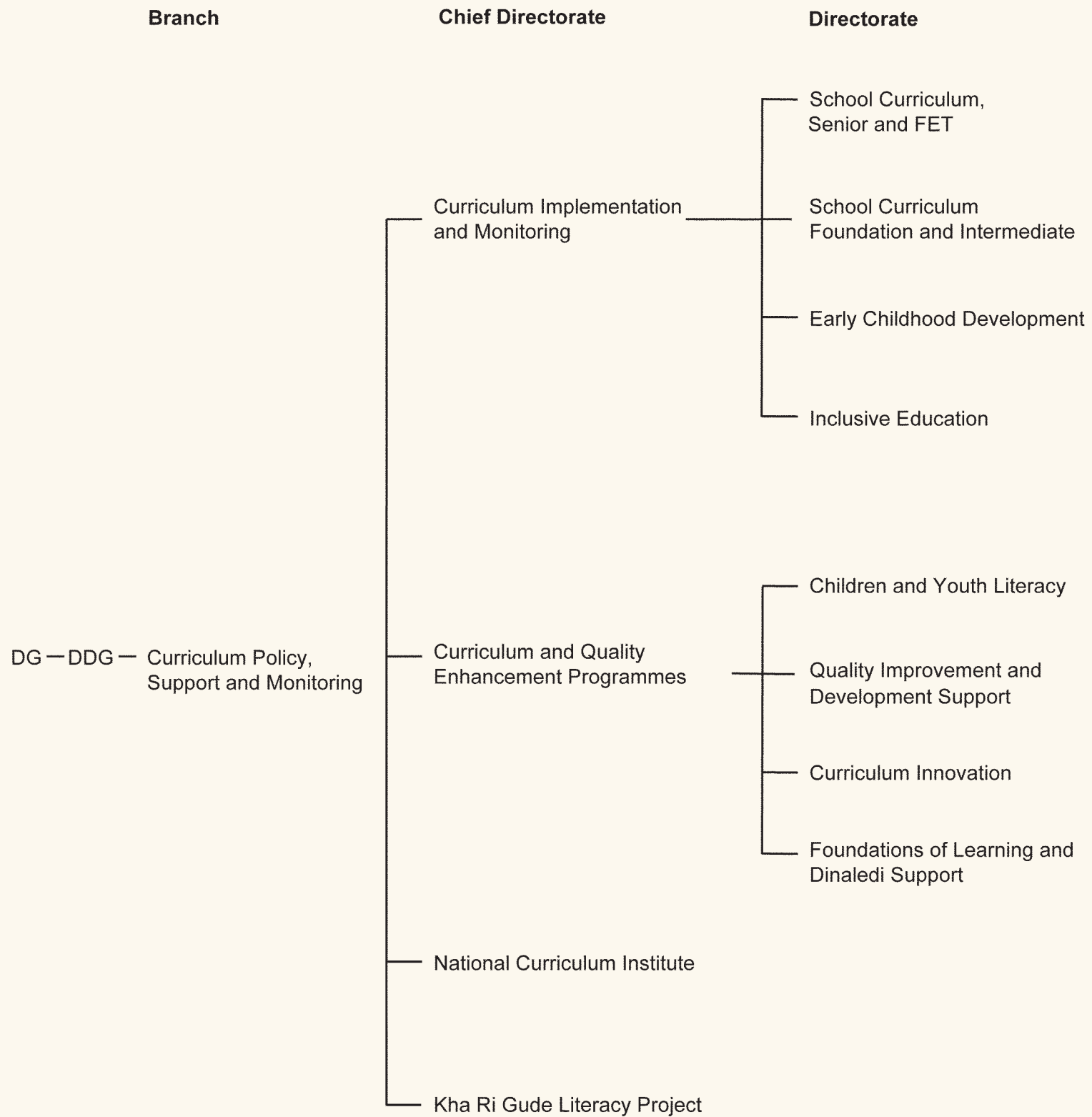
- **People**  
Upholding the Constitution, being accountable to the Minister, the government and the people of South Africa.
- **Excellence**  
Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.
- **Teamwork**  
Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.
- **Learning**  
Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.
- **Innovation**  
Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

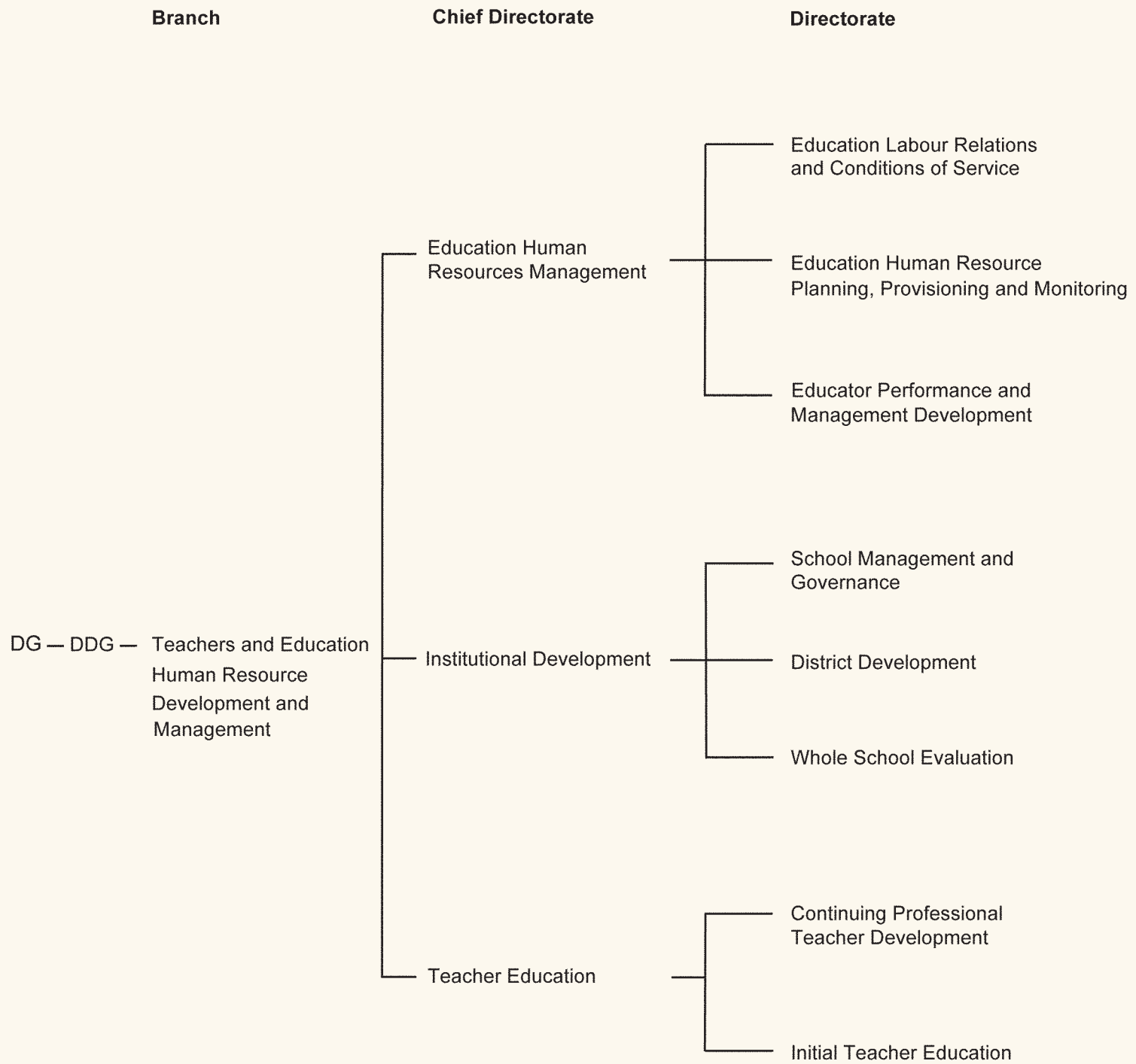
PART 1

1.2 ORGANISATIONAL STRUCTURE

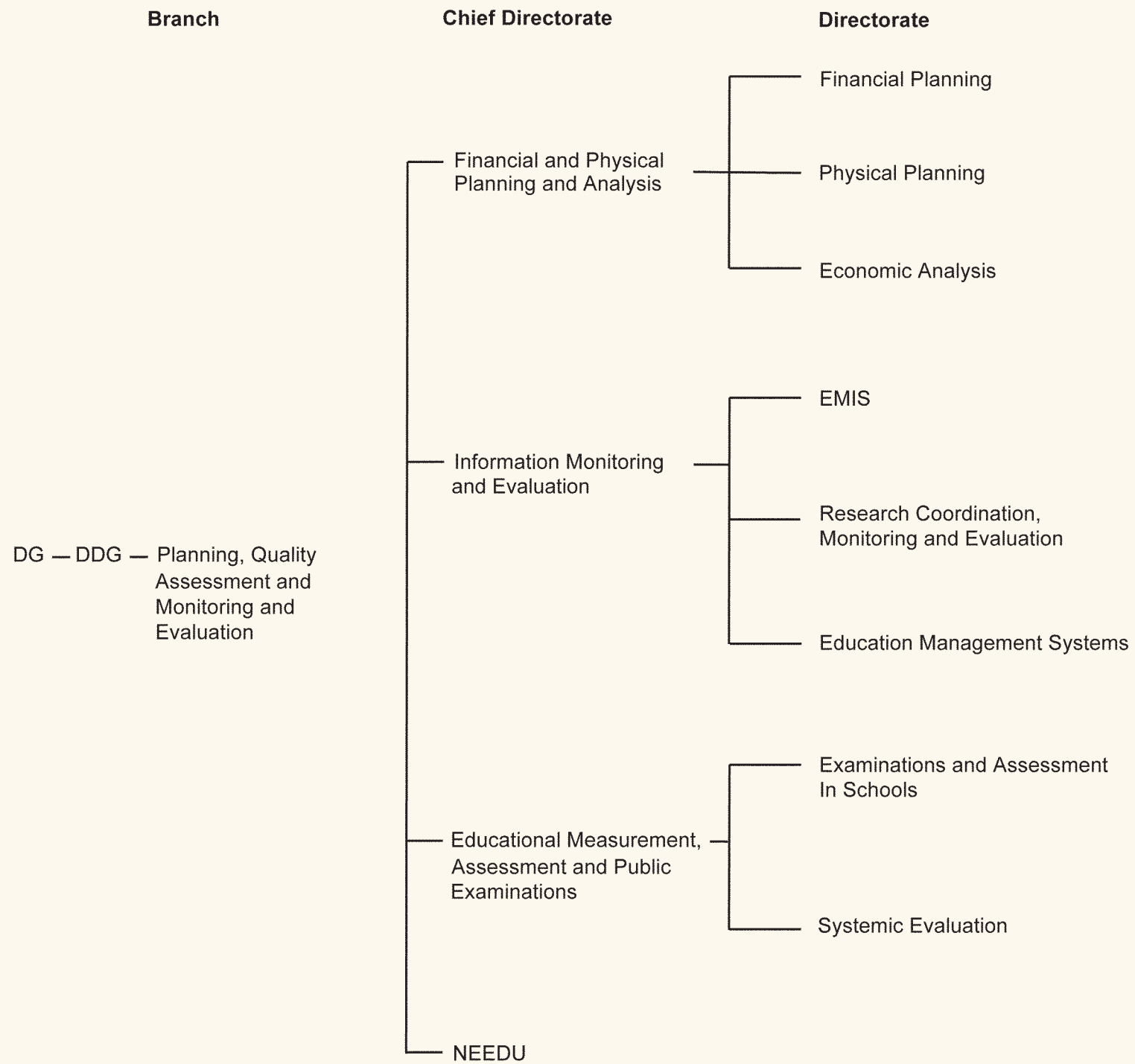


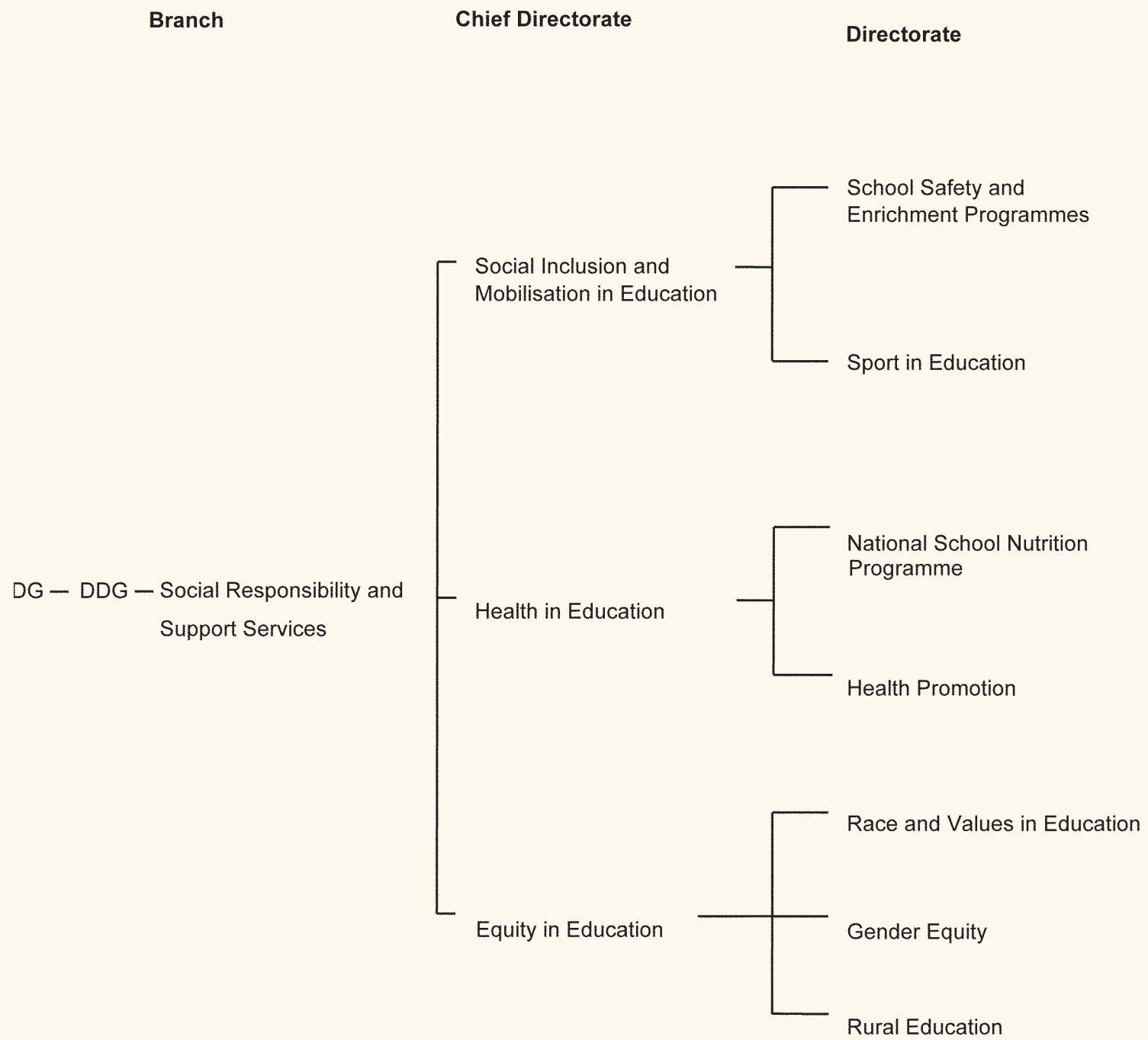
ORGANISATIONAL STRUCTURE



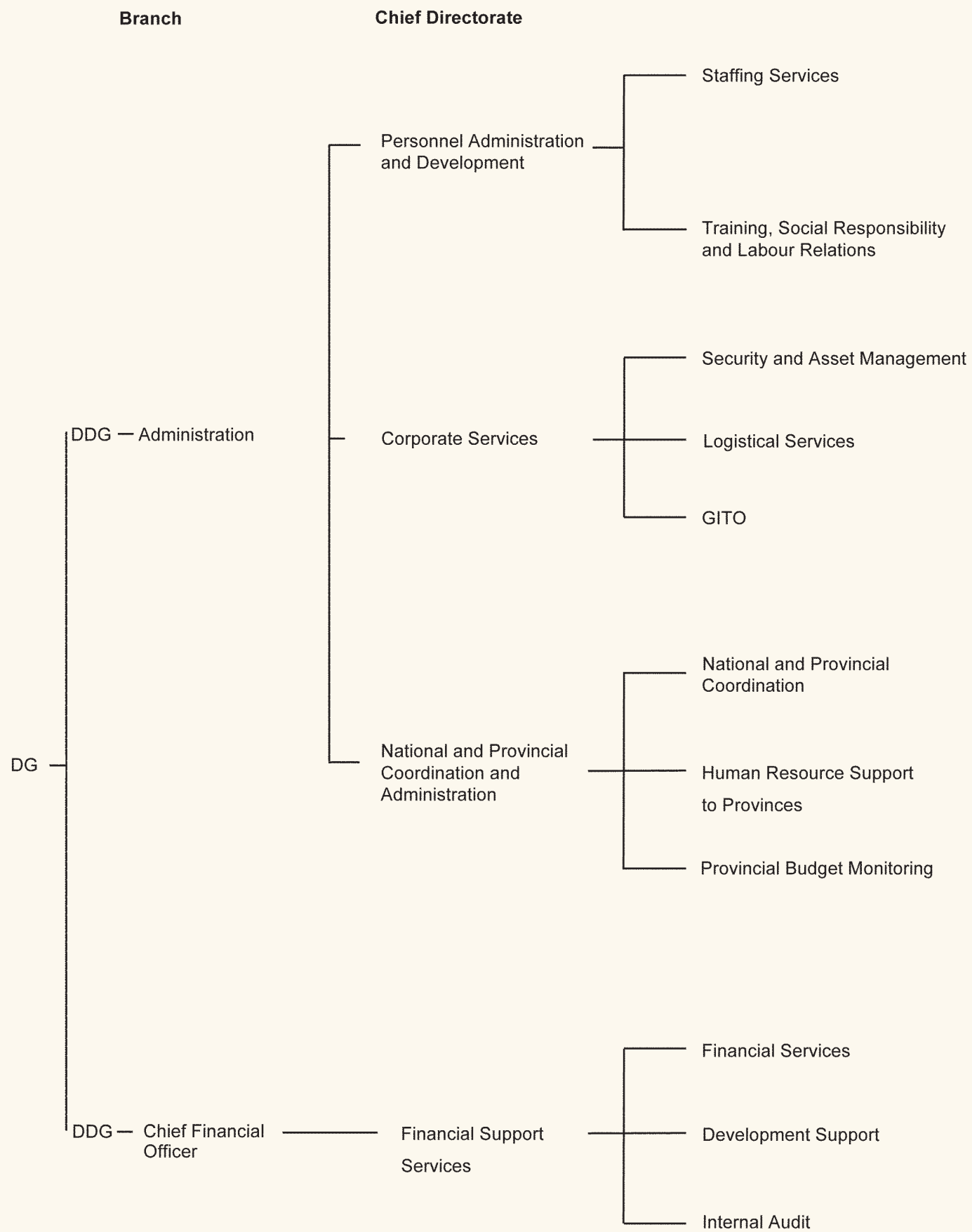


ORGANISTATIONAL STRUCTURE





ORGANISTATIONAL STRUCTURE



## PART 1

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### 1.3 LEGISLATIVE MANDATE

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:

- 1.3.1 The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- 1.3.2 The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper: *Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995)*. This document adopted as its point of departure the 1994 Education Policy Framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
- 1.3.3 The National Education Policy Act (Act 27 of 1996) (NEPA) inscribed into law the policies for the national system of education, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment, language and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
- 1.3.4 The South African Schools Act (Act 80 of 1996) (SASA) promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15. It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as "no-fee schools", and by the Education Laws Amendment Act (Act 31 of 2007), which provides, amongst others, for the functions and responsibilities of school principals, and matters pertaining to the control of substance abuse.
- 1.3.5 A whole spectrum of legislation, including the Employment of Educators Act (Act 76 of 1998), was promulgated to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The Employment of Educators Act and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.
- 1.3.6 The South African Qualifications Authority Act (Act 58 of 1995) 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 joint 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 has been refined with the publication of the Higher Education Qualifications Framework in the Government Gazette (No 928, 5 October 2007) to provide ten levels of the NQF. The school and college level qualifications occupy Levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at Level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, Levels 5 to 10. Levels 5 to 7 are undergraduate and Levels 8 to 10 are postgraduate.
- 1.3.7 The Revised National Curriculum Statement (2002) embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. At the centre of its vision are learners who will be inspired by the values of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled and compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen. Teachers are seen as key contributors to the transformation of education and South Africa.



## ENTITIES REPORTING TO THE MINISTER

- 1.3.8 The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of five-year-olds in pre-school Reception Grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to four-year-olds and six to nine-year-olds.
- 1.3.9 The Education White Paper 6 on Inclusive Education (2001) describes the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the participation and retention levels of learners in the education system, particularly learners who are prone to dropping out.
- 1.3.10 The General and Further Education and Training Quality Assurance Act (Act 58 of 2001), provides for the establishment of Umalusi. Umalusi is responsible for the provision of quality assurance in general and further education and training, issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting actual assessment.

## 1.4 ENTITIES REPORTING TO THE MINISTER

There are three public entities that report to the Minister:

### 1.4.1 EDUCATION LABOUR RELATIONS COUNCIL (ELRC)

The ELRC was established in terms of the Labour Relations Act (Act 66 of 1995). The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council. The ELRC also analyses the education situation in the country and keeps abreast of relevant international developments and trends. It does not receive government funding, but relies for its revenue on membership fees from educators, employer contributions and interest on investments.

### 1.4.2 SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

The SACE was established in terms of the South African Council for Educators Act (Act 31 of 2000). Its core functions are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from government, but relies for its revenue on educators' registration fees and interest on investments.

### 1.4.3 UMALUSI

Umalusi is one of three Quality Councils established in terms of the National Qualification Framework Act (Act 67 of 2008), the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO). Its mandate is further detailed in the General and Further Education and Training Quality Assurance Act (Act 58 of 2001; as amended, 2008).

It is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training NQF Levels 1 - 4. As such it must ensure continuous quality improvements in the delivery and outcomes of the general and further education and training sectors of the national education and training system by: setting and monitoring standards; conducting research to support its approaches and positions; developing and evaluating qualifications and curricula; accrediting private providers and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and, advising the Minister on matters related to the sub-framework of qualifications in its care.

PART 1

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## 1.5 STATEMENT FROM THE MINISTRY OF BASIC EDUCATION

The 2010/11 financial year was a significant year in South African education. Whilst the democratic government has always prioritised education, this administration has made education its apex priority. Although we have made significant strides in education, the challenges confronting us remain substantial. Among our most significant achievements are in the areas of our pro-poor spending programmes and improved access. We have made inroads into those aspects of poverty that constitute a major barrier to learning. Fees, hunger and language have constituted particular forms of hidden exclusion. Nominal and real per capita expenditure on schooling has risen. Almost eighty percent of our schools are now fee-free and our National School Nutrition Programme reaches close to ten million learners. Attendance of five-year-olds in education programmes and the percentage of learners who attended a pre-school programme have risen dramatically. More than eighty percent of learners now start learning in their home language. Participation among 7-15 year olds is near-universal.

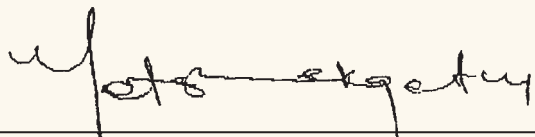
And yet there are challenges, particularly in the areas of efficiency and quality. Our percentage of repeaters is too high at nine percent and so too the percentage of drop-outs, particularly among learners from Grades 9-11. We have too many multigrade schools and two million orphans in the system requiring care. We recorded 49 500 schoolgirl pregnancies in 2009. Our infrastructure backlogs are a challenge. And our Annual National Assessments conducted this year have affirmed that our quality challenges manifest themselves at matric but begin in primary schools.

For this reason, we have placed all our efforts into sustaining our gains in equity and access and ensuring improvements in efficiency and quality. Our national commitment to Teachers, Texts and Time has been translated into several initiatives that will impact on the system. These include the finalisation of the Curriculum and Assessment Policy Statements (CAPS), delivery of high quality workbooks to schools, implementation of the Annual National Assessments to guide our literacy and numeracy interventions and continued work with the Department of Higher Education and Training on making our teacher education and development systems of recruitment, training and deployment more effective. Implementing an effective accountability system is critical and so we launched the National Education and Evaluation Unit (NEEDU) in March as part of this initiative. We made significant inroads in terms of planning to address the infrastructure backlog.

We are fully aware of the enormity of the programmes for the next three years and have already put in place resources and plans to effect implementation that will improve the lives of all South Africans.

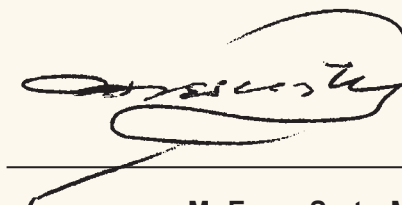
We thank our officials who are driven by passion and dedication to transform the quality of life of our people. We are equally thankful to all teachers and teacher unions, principals' associations, School Governing Body associations, Learner Representative Councils and civil society for supporting our efforts to deliver a quality educational system.

We hereby present this Annual Report of the Department of Basic Education to the National Assembly.



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**Mrs Angie Motshekga, MP**  
Minister



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**Mr Enver Surty, MP**  
Deputy Minister

## 1.6 ACCOUNTING OFFICER'S OVERVIEW

Quality basic education is at the centre of government's plans and efforts to improve the lives of all South African citizens. Our plans are strongly guided by this government's priority to reduce poverty and unemployment. The role of the Department of Basic Education is to ensure that all citizens have the necessary knowledge, skills and attitudes that will enable them to participate as equals in the economic, social and political life of our country.

This Annual Report captures the progress that the Department of Basic Education has made in executing its 2010/11 Operational Plan. While significant progress has been made in improving the quality of basic education, challenges remain. This report highlights the progress achieved by the prioritised programmes and the key challenges encountered in the same period.

At the start of the 2010/11 financial year, the Department prioritised the following goals:

### 1. Improved curriculum implementation

Significant strides were made in revising and simplifying the curriculum in the interest of better teaching and learning. The Curriculum and Assessment Policy Statements (CAPS) have effectively re-packaged the National Curriculum Statement so that it is more accessible to classroom practitioners. Every subject in each grade now has a single concise Curriculum and Assessment Policy Statement which provides specific details on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. The Department will ensure that the education system is adequately prepared for the introduction of the CAPS, which will be rolled out in phases, starting in 2012.

### 2. Integrated strategy on assessment of learners

There has been too much emphasis on the Grade 12 National Senior certificate examination results in past years and not sufficient focus on the acquisition of foundational skills lower down the system. To correct this, the Department embarked on national standardised tests in literacy and numeracy, involving Grade R to 6 learners throughout the country. The data gathered from the Annual National Assessments (ANA) will help the Department to identify gaps and implement appropriate strategies to improve learner performance as outlined in the *Action Plan*.

The 2010 academic year was disrupted by a protracted teachers' strike. Despite all the challenges, the 2010 National Senior Certificate examinations proceeded well and the pass rate improved substantially from 60.6 percent in 2009 to 67.8 percent in 2010.

### 3. A new integrated plan for teacher development

The finalisation of a strategy for the development of teachers was high on the agenda for the 2010/11 financial year. The *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* was launched in 2011. The primary goal of this comprehensive plan is to improve the quality of teacher education and development.

The recruitment of new entrants into the teaching profession has improved significantly over the last few years, with over 30 000 new applicants registering through the Funza Lushaka bursary programme in January 2011.

### 4. Textbooks and workbooks

In an effort to increase access to high-quality learning materials the distribution of workbooks (limited to Grade R to 6 in 2010) is being escalated to include all grades up to Grade 9 in 2012. Electronic versions of the workbooks are now accessible on the Department of Basic Education website. Grade R to 4 workbooks for English and Afrikaans were also translated into Braille.

The Department will continue to explore the most effective policy in the selection and provisioning of textbooks to ensure that all learners have access to a quality textbook per subject.

PART 1

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**5. Strengthen education management development capacity**

At the beginning of 2011, 1 488 school principals were enrolled in the Advanced Certificate in Education (ACE) course in an effort to strengthen school management capacity. The Integrated Quality Management System team also provided management advice and support to an additional 7 160 schools during the reporting period. Capacity development interventions were also organised in fifteen underperforming districts, to enable the district offices to support schools more effectively.

**6. Learner well-being**

The National School Nutrition Programme has been expanded to include learners in Quintile 2 secondary schools. The NSNP provided nearly 10 million learners with a nutritious meal on every school day during this period.

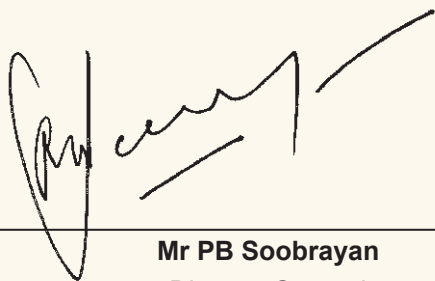
9 000 schools across the country have been linked to police stations to bolster cooperation with the SAPS in order to improve safety in schools.

In March 2011, the *Draft Integrated Strategy on HIV and AIDS, 2012 to 2016*, was released for public comment. This strategy, which is aimed at learners, educators and the wider school community, will guide the Department's response to HIV and AIDS-related challenges over the next five years.

**9. The Action Plan 2014: Towards the Realisation of Schooling 2025**

During the 2010-2011 period, the Department published a long-term education sector plan – *Action Plan to 2014: Towards the Realisation of Schooling 2025* – which paves the way for a common vision for the entire education sector. The *Action Plan* was widely welcomed in the education sector. It provides clear targets and indicators, which will form the basis of provincial strategic and annual performance plans. The *Action Plan* also provides the framework for the Basic Education Delivery Agreement linked to Outcome 1: Improved Quality of Basic Education, which was signed on 29 October 2010 by the Minister of Basic Education and the nine provincial Members of the Executive Councils for Education.

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



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**Mr PB Soobrayan**  
Director-General



## PART 2

### INFORMATION ON PREDETERMINED OBJECTIVES



PART 2

2. INFORMATION ON PREDETERMINED OBJECTIVES

2.1 OVERALL PERFORMANCE

2.1.1 VOTED FUNDS

Main Appropriation R'000	Adjusted Appropriation R'000	Actual Amount Spent R'000	(Over)/Under Expenditure R'000
6 166 200	6 171 999	5 515 077	656 922
<b>Responsible Minister</b>	Minister of Basic Education		
<b>Administering Department</b>	Department of Basic Education		
<b>Accounting Officer</b>	Director-General of Basic Education		

2.1.2 AIM OF VOTE

The aim of the Department of Basic Education is to develop, maintain and support a South African school education system for the 21<sup>st</sup> century.

2.1.3 SUMMARY OF PROGRAMMES

**Programme 1: Administration**

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

**Programme 2: Curriculum Policy, Support and Monitoring**

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

**Programme 3: Teachers and Education Human Resources Development and Management**

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

**Programme 4: Planning, Quality Assessment and Monitoring and Evaluation**

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

**Programme 5: Social Responsibility and Support Services**

The purpose of Programme 5 is to develop policies and programmes to increase the participation of learners in schools and improve the quality of learning in schools.

#### 2.1.4 KEY STRATEGIC OBJECTIVES' ACHIEVEMENTS

**Key strategic objective 1 – Streamlining of the curriculum:**

Remove certain administrative and reporting burdens and amend the existing curriculum for Grade R - 12 in order to create more time and opportunity for teaching and learning.

**Highlight:**

Following the 2009 report of the Ministerial Committee, work on the streamlining of the curriculum approaches finalisation. A Ministerial Project Committee meeting was held on 10 January 2011 to finalise the Curriculum Assessment Policy Statements (CAPS) process. The Bid Adjudication Committee approved the appointment of a project manager for the editing of the CAPS documents. 50 per cent of the CAPS documents have been sent to the publishers for the development of textbooks.

**Key strategic objective 2 – A new integrated strategy on the assessment of learners:**

Develop a detailed and integrated strategy on how the assessment of learners in Grade R - 9 should be taken forward in the coming years, using as a point of departure the important work undertaken in recent years within programmes such as the Systemic Evaluation and Foundations for Learning programmes. A key element of this strategy will be how data emerging from assessments should be used to improve learning.

**Highlight:**

Annual National Assessments were conducted in February 2011. The tests were administered to about 6 million learners in Grade 1 - 6 and Grade 9 in approximately 19 000 schools. The results and report will be finalised and submitted to the Minister by June 2011.

**Key strategic objective 3 – A new integrated plan for teacher development:**

Develop a national plan on teacher development and ensure that the goals of this plan are achieved through collaboration with the key stakeholder organisations, including teacher unions, provincial departments, universities and other training providers, and the South African Council for Educators (SACE).

**Highlight:**

The National Planning Framework for Teacher Education and Development, developed with key stakeholders in education, has been finalized to guide teacher education and support in the system. The Framework was launched by both the Minister of Basic Education and the Minister of Higher Education and Training.

**Key strategic objective 4 – Workbooks for Grade R - 9 learners:**

Distribute workbooks to all Grade R - 9 learners in all public schools in order to facilitate the implementation of the curriculum.

**Highlight:**

Numeracy and Literacy Learner workbook, Book 1 (for Grade 1 - 6), was developed and distributed to 19 000 public primary schools in the nine provinces. The second volume of 105 workbooks was handed to the printers over the period 22 February to 31 March 2011. It is envisaged that the books will be printed and the second consignment of books will be delivered to 19 000 public primary schools by 24 June 2011.

**Key strategic objective 5 – A national education management development academy:**

Strengthen policy, research and development within the Department on education leadership, management and governance.

## PART 2

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### **Highlight:**

The Department has developed two important support tools to improve school management and governance. The School Governing Body Support Tool will help school governing bodies monitor their performance and also enable the provincial departments of education to identify areas in which school governing bodies require assistance. The Annual Academic Performance Reporting Template will assist schools in the compilation of annual academic reports, thus strengthening the system's ability to identify schools in need of support.

### **Key strategic objective 6 – The Action Plan to 2014: Towards the Realisation of Schooling 2025:**

Establish a long-term plan for the basic education sector that will allow the monitoring of progress against a set of measurable indicators for monitoring enrolments, teachers, facilities and educational quality.

### **Highlight:**

A long-term plan for the basic education sector entitled *Action Plan to 2014: Towards the realisation of Schooling 2025* was published as Government Notice 752 of 2010 during June 2010. The Action Plan has 27 goals. Goals 1 to 13 deal with outputs in relation to learning and enrolments. Goals 14 to 27 deal with the actions that will result in the attainment of the 13 output goals.

### **Key strategic objective 7 – Promotion of the e-Education strategy through web-based access to education information:**

Take the web presence of the Department and basic education generally to a new level, recognising that the Internet is an increasingly important information tool in society.

### **Highlight:**

The Minister of Basic Education hosted a round table discussion in March 2011 on Information and Communication Technologies (ICTs) in Education aimed at exploring practical and workable ICT solutions that the Department could implement in the classroom to support and improve the quality of teaching and learning.

## 2.1.5 OVERVIEW OF THE SERVICE DELIVERY ENVIRONMENT FOR 2010/11

The Department is mainly responsible for developing and maintaining national education policy, norms and standards for the sector and for monitoring and evaluating the implementation of policy. It is also the responsibility of the national Department to work closely with provincial departments to ensure that provincial budgets and strategies support national policies.

The foci of our service delivery environment are learners, teachers and schools, through the services rendered by provincial education departments. This approach guides our thinking as to what has to be done to create an enabling environment for effective teaching and learning that ensures that all our citizens are empowered to effectively participate in society and the economy. The service delivery environment is underpinned by plans to improve service delivery and to promote the rights of parents.

An estimated 20 teaching days per teacher were lost during the 2010 teachers' strike, which resulted in disruption of a number of strategies and activities of the Department. In spite of this, there were significant systemic improvements during the 2010 – 2011 period that contributed towards the creation of a more mature schooling system. Three key systemic improvements stand out in 2010 – 2011.

The first was the finalisation of the long overdue teacher development plan. The development of the plan began with the 2009 Teacher Development Summit and has involved extensive expert and stakeholder consultation.

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Secondly, standard workbooks in literacy and numeracy for learners in Grade 1 - 6 were developed and distributed by the national Department.

The third major improvement was the full-scale introduction of the Annual National Assessments programme (ANA). Experiences from international practice underline how important it is to ensure that ANA is not just another monitoring tool of government but is used by schools and communities themselves as a lever for change.

Despite public expectations that the teachers' strike would negatively affect Grade 12 results, there was in fact a considerable improvement in the Grade 12 pass rate of full-time candidates, from 60.6% in 2009 to 67.8% in 2010. A historic change for the system was the release of the details on the Grade 12 results adjustments process by Umalusi. This move strengthened the credibility of the Grade 12 examinations and has probably made it clearer to the nation how exactly the widely publicised Grade 12 pass rate should be interpreted.

### 2.1.6 OVERVIEW OF THE ORGANISATIONAL ENVIRONMENT FOR 2010/11

Due to the split of the former Department of Education into the Departments of Basic Education and Higher Education and Training, the human capital as well as the financial resources had to be divided between the two new departments. No additional funding was made available except for the establishment of the Ministry of Higher Education and Training. Therefore some critical posts remained vacant during the year under review.

The Department reviewed its structure, capacity and systems and reinforced the systems and processes of the Department and management structures at all levels. The information technology capacity of the Department has been improved to effectively support the systems and processes of the Department. The revised organisational structure increased capacity to support government to improve the quality of basic education and to address the identified challenges in the education sector.

### 2.1.7 KEY POLICY DEVELOPMENTS AND LEGISLATIVE CHANGES

#### **The Basic Education Laws Amendment Bill, 2011**

The Basic Education Laws Amendment Bill amends specific provisions of the following legislation:

- South African Schools Act (Act 80 of 1996)
- National Education Policy Act (Act 27 of 1996)
- Employment of Educators Act Act 76 of 1998)
- South African Council for Educators Act (Act 31 of 2000)
- General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

The Bill contains technical and substantive amendments and aims to align the above legislative framework with the new education dispensation that came about during 2009 when the Department of Education was split into two distinct yet interrelated departments. Among others, the Bill amends sections of the above laws regarding the prohibition of political activities during school time, the extended financial responsibility of principals, non-discrimination in respect of official languages at schools and the provision of distinct categories of public schools.

#### **The National Education Evaluation and Development Bill, 2011**

The National Education Evaluation and Development Bill provides for: the establishment, composition and functioning of the National Education Evaluation and

PART 2

Development Unit (NEEDU); the governance of the unit; the evaluation and development of schools, provincial and national education departments; and related matters.

**Regulations**

- a) Regulations relating to the prohibition of the payment of unauthorised remuneration or the giving of financial benefit or benefit in kind to certain state employees.
- b) Regulations relating to equitable provision of an enabling physical teaching and learning environment at public schools.
- c) Regulations relating to assistance for victims in respect of basic education in terms of Section 27 of the Promotion of National Unity and Reconciliation Act (Act 34 of 1995).
- d) Regulations relating to the application for, and payment of, social assistance and the requirements or conditions in respect of eligibility for social assistance.
- e) Amendment to the safety regulations in schools.
- f) Regulations on learner pregnancy and other health-related aspects.

**2.1.8 DEPARTMENTAL REVENUE, EXPENDITURE, AND OTHER SPECIFIC TOPICS**

The table below reflects revenue collected only in the 2010/11 year of assessment, representing that of the Department of Basic Education following the split of the former national Department of Education.

	<b>2009/10 Actual R'000</b>	<b>2010/11 Target R'000</b>	<b>2010/11 Actual R'000</b>	<b>% deviation from target</b>
Tax revenue	-	-	-	
Non-tax revenue	-	-	-	
Sales of goods and services other than capital assets	-	-	1 270	
Interest, dividends and rent on land	-	-	379	
Sales of capital assets	-	-	-	
Financial transactions	-	-	11	
<b>TOTAL DEPARTMENTAL RECEIPTS</b>	-	-	<b>1 660</b>	

## 2.1.9 DEPARTMENTAL EXPENDITURE

Appropriation per programme									
	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1. Administration</b>									
Current payments	253 714	-	(7 475)	246 239	239 640	6 599	97.3%	-	-
Transfers and subsidies	10 347	-	32	10 379	9 476	903	91.3%	-	-
Payments for capital assets	1 487	-	8 815	10 302	10 134	168	98.4%	-	-
	265 548	-	1 372	266 920	259 250	7 670		-	-
<b>2. Curriculum Policy, Support and Monitoring</b>									
Current payments	1 270 042	-	(5 758)	1 264 284	671 560	592 724	53.1%	-	-
Transfers and subsidies	80 100	-	101	80 201	64 667	15 534	80.6%	-	-
Payments for capital assets	1 078	-	55	1 133	446	687	39.4%	-	-
	1 351 220	-	(5 602)	1 345 618	736 673	608 945		-	-
<b>3. Teachers and Education Human Resources Development and Management</b>									
Current payments	78 074	-	25	78 099	61 213	16 886	78.4%	-	-
Transfers and subsidies	425 000	-	-	425 000	425 000	-	100.0%	-	-
Payments for capital assets	588	-	18	606	406	200	67.0%	-	-
	503 662	-	43	503 705	486 619	17 086		-	-
<b>4. Planning, Quality Assessment and Monitoring and Evaluation</b>									
Current payments	143 700	-	(2 227)	141 473	123 085	18 388	87.0%	-	-
Transfers and subsidies	17 410	-	5 914	23 324	23 325	(1)	100.0%	-	-
Payments for capital assets	141	-	1 000	1 141	1 121	20	98.2%	-	-
	161 251	-	4 687	165 938	147 531	18 407		-	-
<b>5. Social Responsibility</b>									
Current payments	38 633	-	(946)	37 687	32 958	4 729	87.5%	-	-
Transfers and subsidies	3 851 371	-	7	3 851 378	3 851 378	-	100.0%	-	-
Payments for capital assets	314	-	439	753	668	85	88.7%	-	-
	3 890 318	-	(500)	3 889 818	3 885 004	4 814		-	-
<b>Total</b>	<b>6 171 999</b>	<b>-</b>	<b>-</b>	<b>6 171 999</b>	<b>5 515 077</b>	<b>656 922</b>	<b>89.4%</b>	<b>-</b>	<b>-</b>
<b>Reconciliation with Statement of Financial Performance</b>									
<b>Add:</b>									
Departmental receipts				1 660				-	
Aid assistance				63 000				-	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>				<b>6 236 659</b>				<b>-</b>	
<b>Add:</b> Aid assistance					72 815				-
<b>Actual amounts per Statement of Financial Performance (Total Expenditure)</b>					<b>5 587 892</b>				-

## PART 2

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### 2.1.10 TRANSFER PAYMENTS

- **Sector Education and Training Authority (SETA)**

In terms of the Skills Development Act (Act 97 of 1998) and the Skills Development Levies Act (Act 9 of 1999), an amount of R141 715 was transferred to the Education, Training and Development Practices Sector Education and Training Authority.

- **Association for the Development of Education in Africa (ADEA)**

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, to make these agencies aware that their practices should be adapted to the needs of nationally driven education policies, programmes and projects, and to develop a consensus between ministries and agencies on approaches to the major issues facing education in Africa. An amount of R18 000 was transferred to ADEA as a subscription fee.

- **UNESCO (United Nations Educational, Scientific and Cultural Organisation)**

An amount of R9.236 million was transferred to UNESCO as South Africa's annual membership fee.

- **Guidance, Counselling and Youth Development Centre for Africa: Malawi**

An amount of R99 429 was transferred to this centre.

- **Childline South Africa**

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa will receive calls on behalf of the Department relating, among other things, to cases of abuse in schools and to provide counselling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a contribution.

- **Human Sciences Research Council (HSRC)**

An amount of R5.9 million was transferred to the HSRC for the participation of South Africa in the Trends in International Mathematics and Science Study (TIMMS).

- **Umalusi**

During the 2010 – 2011 financial year, an amount of R17.350 million was transferred to Umalusi.

- **South African Council for Educators (SACE)**

An amount of R8.2 million was transferred to SACE in the 2010 – 2011 financial year for the management of the Continuing Professional Teacher Development System.

### 2.1.11 CONDITIONAL GRANTS AND EARMARKED FUNDS

Three conditional grants were allocated to the Department during the period under review, namely, the HIV and AIDS Life Skills Programme, the National School Nutrition Programme (NSNP), and the Technical Secondary Schools Recapitalisation grant. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act (Act 1 of 2010), were met (details of these conditional grants and other earmarked funds can be found in the Accounting Officer's Report section of this report).

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### 2.1.12 CAPITAL INVESTMENT, MAINTENANCE AND ASSET MANAGEMENT PLAN

- **Asset management**

- i. ***Progress with regard to capturing assets in the asset register***

All old and new assets have been captured in the asset register.

- ii. ***Indication of the extent of compliance with the minimum requirements***

The asset register complies with the minimum requirements.

- iii. ***Indication of the extent of compliance with Asset Management Reform milestones***

All assets have been recorded in the assets register. A policy was developed to reconcile discrepancies between the asset register and the financial system.

- iv. ***Indication of problems experienced with Asset Management Reform***

The recording of assets in the asset register is done according to components while the payments of assets on the financial statements are treated as a unit. Due to this recording discrepancy, the minor and major assets in the asset register do not balance with the minor and major assets in the financial system. A policy on the reconciliation between the asset register and the financial system (Basic Accounting System) was developed.

- **Public private partnerships (PPP)**

The Department of Education entered into a PPP Agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007. This agreement made provision for the construction of the building and for a service period of 25 years thereafter. The construction of the building started in May 2007 and was completed as scheduled in February 2010. Due to the split of the Department of Education, the building could not accommodate both departments and it was decided that only the Department of Basic Education would take over the PPP contract and occupy the building. The Department of Basic Education relocated to the new building and has already made unitary payments for the period from February 2010 to March 2011. As part of the building was custom-designed for the examination section of the Department of Education, that section of both departments is currently being accommodated in the building.

## 2.2 PROGRAMME PERFORMANCE

The activities of the Department of Basic Education are organized in the following programmes:

- Programme 1: Administration
- Programme 2: Curriculum Policy, Support and Monitoring
- Programme 3: Teachers and Education Human Resources Development and Management
- Programme 4: Planning, Quality Assessment and Monitoring and Evaluation
- Programme 5: Social Responsibility

## PART 2: PROGRAMME PERFORMANCE

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### 2.2.1 PROGRAMME 1: ADMINISTRATION

The key functions of the Administration Branch include:

- Pursuing African advancement and enhanced international cooperation in education;
- Strengthening South-South, North-South and multilateral cooperation in education;
- Effectively integrating and coordinating UNESCO activities in South Africa, including working with other government departments and cooperating with civil society organizations;
- Managing and reporting on the statutory obligations relating to human rights;
- Providing legal advice and managing any litigation concerning the Department;
- Drafting regulations and legislation and assisting in the processing of policies;
- Monitoring, supporting and evaluating provinces on implementation of legislation and management of court cases;
- Managing the administration and secretarial services of the HEDCOM legal sub-committee;
- Reporting and planning on behalf of the Department.

#### 2.2.1.1 HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES FOR 2010/11

##### **International Relations Directorate**

During 27 – 29 September 2010 the Deputy Minister led a delegation to the first World Conference on Early Childhood Care and Education, which took place in Moscow, Russia. The main objective of the conference was to assess progress towards the goal of expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children. Following the recommendations from that conference, the Department plans to host a follow-up national Conference on Early Childhood Development in 2011.

On 12 November 2010 the Department co-hosted the Education for All (EFA) stakeholders' meeting, where the Department presented its 2010 EFA Country Report to stakeholders. The forum provided an opportunity for civil society to assess the progress made towards the achievement of the six EFA goals that were agreed upon in Dakar in 2000, identify gaps and make recommendations that could assist the Department to accelerate progress towards the attainment of the EFA goals. The Department is planning a third such event for 2011.

The Minister undertook an official visit to Washington DC, USA, from 27 March to 1 April 2011, at the invitation of Mr Donald Gips, the Ambassador of the USA to South Africa. The purpose of the visit was for the two governments to share good practices in the area of educational reform. Although both countries have experienced unequal educational access by their citizenry, South Africa had made strides in redressing this historical imbalance and its policies on education access and equity were highly regarded.

The Director-General represented the Minister at the UNESCO High Level Group on Education for All (EFA) Forum in Beijing, China (23 January to 1 February 2011). The Forum brought together five middle- to high-income countries that had almost attained the EFA Goals on access to general education, to deliberate on leading the development of a global general education framework that would eventually be adopted by UNESCO member states. At the successful conclusion of the three-day forum, the Director-General met with the leadership of the Microprocessor Research and Development Centre of Peking University (MPRC). The meeting

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identified Chinese organisations that were willing to provide computer hardware and software that could be used in computer laboratories in rural schools.

The Deputy Minister represented the Minister at the follow-up meeting of the UNESCO High Level Group on Education for All (EFA) Forum. The meeting was co-hosted by UNESCO and the government of Thailand, from 22 – 24 March 2011 in Jomtien, Thailand. This annual meeting is meant to track the progress made by member states towards the achievement of six Education for All goals by 2015 as agreed to in Jomtien in 1990 and adopted in 2000 in Dakar, Senegal. The meeting identified ICT as one of the tools that could be used to fast-track the achievement of the EFA Goals, and highlighted the need to raise the quality of teaching by equipping teachers with the necessary skills.

The Department successfully negotiated a draft agreement on cooperation in basic education with China. The agreement will be signed in the second half of 2011 when China's Deputy Minister of Education will visit South Africa.

The Department also negotiated a similar agreement with Serbia which will be concluded as soon as it has undergone the required South African internal processes.

The local launch of the European Union-funded Primary Education Sector Policy Support Programme (PrimEd SPSP) took place in Cape Town in February 2011. The value of the support programme to the Department is R315 million over a period of three years. The foci of the support will be early childhood development, delivery of the curriculum and teacher training.

The Department secured 1 million US Dollars in additional support via the United States Agency for International Development (USAID).

### Legal Services

In the year under review, the Legal Services Directorate was tasked with:

- managing and successfully resolving any litigation involving the Department;
- providing legal advice aimed at minimizing the risk of litigation against the Department;
- ensuring that the interests of the Department were protected in all contracts involving the Department;
- ensuring that adverse judgments against the basic education sector were minimized;
- monitoring provinces in respect of the management of court cases;
- reporting on statutory obligations relating to human rights; and
- ensuring that policies of the Department were aligned with international human rights instruments.

During the 2010 – 2011 financial year, the Department dealt with the following cases:

#### ***Western Cape Forum for Intellectual Disability vs. Government of the Republic of South Africa***

The Western Cape Forum for Intellectual Disability launched an application in the High Court in which it sought an order declaring, *inter alia*, that the national government and the Western Cape provincial government had failed to take reasonable steps to provide for the educational needs of severely and profoundly intellectually disabled children in the Western Cape. The judgment was delivered on 11 November 2010. The Court found that the applicant was entitled to the relief sought and declared that the respondents had failed to take reasonable steps to make provision for the educational needs of intellectually disabled children in the Western Cape. The Court also directed the respondents to take reasonable measures to give effect to the rights of the affected children and to file a report at court within 12 months, as to how they would do so.

## PART 2: PROGRAMME PERFORMANCE

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### ***Centre for Child Law vs. Government of the Eastern Cape and Others***

The applicant, acting on behalf of seven schools, launched an application in the High Court for an order stating that the respondents (the national government and provincial government of the Eastern Cape) had failed to provide proper school facilities, water supply and school furniture to the schools in question. The applicant also asked the court to direct the respondents to rectify this situation urgently. The parties eventually agreed to settle out of court. The Department has been granted a conditional grant of just over R8 billion over three years to eradicate mud schools and provide proper facilities. As an interim measure at the seven schools in question, the Eastern Cape Education Department will provide mobile classrooms, toilet facilities, water tanks and furniture.

### ***Lesly Tshildzi Neswiswi vs. the Minister, Director-General and Umalusi***

This case dealt with a learner to whom a Senior Certificate had not been issued because he had not achieved the required aggregate. The learner took the Department to court because he felt that he had in fact achieved the required aggregate and that he was therefore entitled to such a certificate. The Department is opposing the matter, based on the fact that the applicant had not achieved the required aggregate. Answers have been filed, and the court has been asked to dismiss the application with costs. The matter continues.

### ***BCVO Schools vs. Minister of Basic Education and Others***

In this case, the *Beweging vir Christelik-Volkseie Onderwys* (a movement dedicated to education based on Christian principles and aimed specifically at Afrikaans-speaking members of the community who subscribe to a certain set of life views) took the Minister, Umalusi, SAQA, the Committee of University Principals, the Committee of Technikon Principals and Higher Education South Africa to court, claiming that the BCVO was not legally bound by the Revised National Curriculum Statements (RNCS), as the RNCS were not legislation, regulations or rules, but merely policy statements. The court was also asked to find that the BCVO was not legally bound by the National Policy on Religion and Education, for the same reasons as above. On 25 March, the court ruled in favour of the respondents (amongst others, the Department) and dismissed the application with costs.

### ***Hoërskool Langenhoven***

In this case, a former principal of the school had two sections of the school property transferred to his own name and was attempting to alienate the property in order to develop it for his own financial gain. The matter is ongoing.

The Legal Services Directorate dealt with several matters of interest where the provinces were the legal authority and where neither the Minister nor the Department were cited in the proceedings. Some of these cases involved:

- Non-provision of Senior Certificates – in some cases because the learner had not qualified for it and, in other cases, because of administrative errors on the part of the education departments.
  - Corporal punishment at school.
  - Educators assaulted by learners.
  - Admission policy – schools that refused to admit learners for a variety of reasons.
  - Language policy – schools that used language as a means of excluding learners.
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The Legal Services Directorate regularly assisted with the drafting and scrutinising of memoranda of agreement/understanding, to ensure that such agreements were legally sound. Some of the agreements dealt with in the reporting period were:

- (a) Memorandum of Understanding (MoU) between the Department of Basic Education and IBM South Africa. This MoU related to the development and cultivation of young talent and driving technology and innovation in schools.
- (b) Future Wave Media cc and the Department of Basic Education. This MoU related to a publishing company that wanted to publish an educational magazine in cooperation with the Department.
- (c) Draft collaborative agreement on sport and cultural programmes, between loveLife and the Department of Basic Education. The main aim of this proposed agreement was to provide sports-related activities at schools in order to get children active.
- (d) Protocol between the Council for Scientific and Industrial Research (through its operational unit, the Meraka Institute) and the Department of Basic Education. This protocol aimed at ensuring the initiation of new projects to investigate specific ICT research, development and innovation opportunities in the education system by, amongst others, supporting science, technology, engineering and mathematics learning in schools.

One of the Legal Services Directorate's tasks is to manage and report on statutory obligations relating to human rights. One of the matters dealt with in this regard was a request from the Department of Justice and Constitutional Development (DoJ&CD) that the Department respond to article 17 of the African Charter on Human and Peoples' Rights, to assist the DoJ&CD in drafting the third periodic report on the Charter. Legal Services compiled a document indicating how each of the following was catered for in the basic education legislation:

- Right to primary education
- Right to secondary education
- Right to higher education
- Right to fundamental education
- Development of a system of schools
- Establishment of an adequate fellowship system
- Improvement of the material conditions of teaching staff
- Right to choice of school
- Liberty to establish and direct educational institutions
- Compulsory education, free of charge, for all.

With regard to the tenth principle the Department's document indicated that the current legislation catered for no-fee schools in certain quintiles and that parents who were unable to pay school fees could apply for exemption.

#### **Legislative Services**

During the 2010 – 2011 financial year, the Legislative Services Directorate researched and drafted new legislation, amended existing legislation, drafted notices in terms of the relevant Acts, drafted regulations in accordance with the relevant Acts, and monitored the implementation of basic education law. Significant progress was made towards attaining the strategic objectives of the Directorate.

## PART 2: PROGRAMME PERFORMANCE

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As in previous years, the Legislative Services Directorate visited the provincial education departments in order to discuss legal matters with the provincial legal practitioners and other relevant officials. The purpose of these visits was to prevent unnecessary legal action against the provincial education departments by ensuring that the provinces understood all the relevant legal provisions, that they applied the provisions, and that any uncertainties with regard to the legal provisions were clarified.

The Directorate developed and implemented a legislative programme. The Department also drafted the Basic Education Laws Amendment (BELA) Bill which went through most of the stages leading to its promulgation. The BELA Bill consists of 22 clauses and amends the following laws:

- South African Schools Act (Act 80 of 1996)
- National Education Policy Act (Act 27 of 1996)
- Employment of Educators Act Act 76 of 1998)
- South African Council for Educators Act (Act 31 of 2000)
- General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

The Bill was presented to the Parliamentary Portfolio Committee for Basic Education. Education stakeholders also made submissions to the Committee. The Committee accepted the Bill with a few minor amendments. The Bill would be presented for debate to the National Assembly and, thereafter, to the National Council of Provinces (NCOP) and a Select Committee on Basic Education.

### Challenges

During the 2010 – 2011 financial year, the International Relations Chief Directorate suffered staff shortages as a result of the splitting of the Department of Education.

The Legal and Legislative Directorates contended with insufficient funds as legal costs made up the largest part of the units' expenses. The splitting of the Department of Education resulted in serious human resource shortages as only six of the units' 13 posts were filled.

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## PROGRAMME 1: ADMINISTRATION

## 2.2.1.2 PROGRAMME ACTIVITIES

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO</b>						
<b>DIRECTORATE: AFRICA AND MIDDLE EAST</b>						
<b>Pursue African advancement and enhanced international cooperation in education.</b>	Reports on Joint Bilateral Commissions serviced.	Attend and participate in the BNC (Bi-National Commission), JPCC (Joint Permanent Commission for Cooperation), JCC (Joint Cooperation Commission) meetings.	April 2010 – March 2011	Status reports provided at JCC meetings. Reports of the JCC meetings provided to DBE and Department of International Relations and Cooperation (DIRCO). Signed agreements on educational cooperation.	The DBE was represented at the South Africa-Algeria joint bilateral commission that took place in Pretoria. There were no Algerian counterparts on basic education present. The Commission agreed to encourage cooperation in the field of basic education between the two countries for a period of three years.	
	Reports on multilateral meetings/ forums/ technical committees/ working groups of the SADC, the AU, NEPAD and ADEA.	Attend and participate/ facilitate the participation in the multilateral meetings, forums, technical committee meetings, working groups.	April 2010 – March 2011	Status reports provided to the DBE, multilateral organisations and DIRCO on implementation of regional and continental plans of action.	SADC launched the 12 <sup>th</sup> edition of the SADC Secondary Schools Essay Competition to encourage youth participation in regional integration affairs. Three national winners were identified and submitted to the SADC Secretariat. The national leg of the 2010 SADC Secondary Schools Essay Competition ended in October 2010 and the winners were awarded their prizes by the Minister (8 October 2010). A report was compiled.	
	Report on the implementation of the Action Plans of the AU Second Decade of Education.	Hold coordination and facilitation meetings with officials from the Branches; assist with the necessary support to ensure implementation.	April 2010 – March 2011	Reports of the roll-out plans provided to the AU and DBE.	Communication was restored between READ TRUST and the DBE. A meeting with READ TRUST was held to finalise the annual programme (27 March 2011). A report was submitted to the Director-General on the Department's participation in the ADEA consultative conference in Tunis, Tunisia. The nomination of Mr E Mosuwe as the DBE representative to the ADEA Working Group on Books and Learning Materials was submitted to the ADEA Secretariat in Tunis.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Reports on visits to, and hosting of, priority countries.	Facilitate and ensure that the logistical and administrative processes are in place for priority countries.	April 2010 – March 2011	Reports of Technical Team visits provided to DBE and DIRCO.	<p>The Department assisted NEPAD with Africa Day celebrations (25 May 2010). The Department hosted a delegation of senior officials of the Ministry of Education of Uganda. The Department also hosted a delegation of senior officials of the Ministry of Education of Malawi who were on a study visit to learn from the South African experience regarding the supply of textbooks and educational materials at primary school level.</p> <p>The DBE hosted a delegation from the Ministry of Education of Namibia (8 – 11 February 2011). The objectives of the visit were: to advance and promote the bilateral educational relationships between South Africa and Namibia; and, to become familiar with the respective education systems and share best practices in quality assurance.</p>	

## PROGRAMME 1: ADMINISTRATION

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO</b>						
<b>DIRECTORATE: GLOBAL PARTNERSHIPS</b>						
<b>Strengthen South-South, North-South and multilateral cooperation in education.</b>	Report on the number of visits to, and hosting of, countries to develop and maintain bilateral and multilateral programmes and sign cooperation agreements.	Exchange familiarisation visits with countries in the Middle East.	April 2010 – March 2011	Reports on progress provided to DBE and DIRCO. Agreements on cooperation signed.	The Directorate received an invitation from the National Centre for Culture and Performing Arts of the King Hussein Foundation, inviting schoolchildren between the ages of 14 and 16 to participate in the 30 <sup>th</sup> annual International Arab Children Congress (IACC) from 30 June to 6 July 2010.	
	Development of Cooperation Agreements negotiated, signed and serviced.	Implement bilateral cooperation programmes with countries of the North, and multilateral organisations such as the UN, the EU and the Commonwealth.	April 2010 – March 2011	Progress reports tabled at annual consultation meetings and provided to DBE and DIRCO.	<p>The SA-China Basic Education Agreement was signed in March 2011 in Beijing. Other Basic Education-specific agreements were negotiated with Mexico, India, Cuba, Sri Lanka and Turkey. EU funding for the PrimEd SPSP programme was received into the RDP account at National Treasury and is being transferred to the DBE. An acting DDG for Administration was appointed to oversee the programme.</p> <p>In September 2010, the Minister attended the official launch of the programme in Brussels. The local launch took place in Cape Town (22 February 2011). Additional support to the value of 1 million USD was secured by USAID to support the DBE. A working group has been established to coordinate relations between the DBE and the USA and its agencies.</p>	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Number of Joint Bilateral Commissions serviced.	Participate in Joint Bilateral Commissions.	April 2010 – March 2011	Progress reports on activities are tabled at commission meetings and provided to the DBE and DIRCO.	One Bi-National Commission with the USA (referred to as an Annual Bi-national Forum) was held in March 2011.	The Department of International Relations and Cooperation has only scheduled one joint bilateral meeting to date.
CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO						
DIRECTORATE: MULTILATERAL AFFAIRS						
<b>Effectively integrate and coordinate UNESCO activities in South Africa, including other government departments, and cooperate with civil society organisations.</b>	Report on the review of the UNESCO Commission's strategy at national, sub-regional and regional level.	Prepare Intergovernmental Working Group on South African priorities for a general conference. Convene sector meetings and stakeholder meetings on the General Conference budget.	April 2010 – March 2011	General conference decisions for each sector are aligned to South African priority programmes and reports tabled. Related activities for the next biennium are outlined.	NATCOM is developing a five-year strategic plan and reviewing its constitution to align it better with government's and UNESCO's priorities. The constitutional review will be completed and the amended constitution submitted for approval. A performance report was submitted to the Director-General for approval. An external review of the Commission will follow.	
	Monitor and report on the progress of integration and coordination of UNESCO programmes, declarations and conventions at government and civil society level.	Establishment of the Social and Human Sciences (SHS) sector in collaboration with the Department of Social Development.	April 2010 – March 2011	Establishment of the SHS sector.	<p>The launch of the SHS Sector was delayed due to internal processes at the Department of Social Development. The Department of Social Development has yet to nominate a representative. A representative of the Department of Sport and Recreation was nominated. The IHP (Internal Hydrologic Programme) Committee held its strategic meeting (26 October 2010).</p> <p>The Fetwater Steering Committee met (1 March 2011) to discuss preparations for the third phase of the project.</p> <p>The Flemish government is ready to commit funds for the final phase but is awaiting confirmation from DWA on their endorsement of the final phase and the commitment of funds in writing.</p>	

## PROGRAMME 1: ADMINISTRATION

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Coordinating the ASPnet, Participation Programme, fellowships, awards, workshops, conferences and activities to commemorate special UN days.	April 2010 – March 2011	Information disseminated, applications submitted to UNESCO, programmes implemented.	The secretariat is planning a national ASPnet Coordinators' (educators') workshop on Education for Sustainable Development, with UNESCO funding (26 000 USD) secured under the Participation Programme. The Culture sector of the Commission submitted funding applications to the International Fund for Cultural Diversity. Six of the ten submitted applications were evaluated by the Fund by November 2010. UNESCO approved a research project to develop a best practice policy document on tax incentives for corporate funders within the arts sector, providing 59 935 USD to Business & Arts South Africa (BASA). Four Participation Programme projects from the Education, Science and Culture sector were approved. Funds were transferred to the DBE for disbursement to approved organizations. A second call for applications to the International Fund for Cultural Diversity was disseminated and will be placed on the website of the Department of Arts and Culture. Applications will be submitted to UNESCO by June 2011.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Consolidation of relations with stakeholders, such as cooperating organisations, UNESCO Chairs and the private sector.	April 2010 – March 2011	Guidelines on roles and functions of stakeholders discussed, adopted and implemented and a database developed.	DBE tabled a report on progress achieved towards EFA goals at an EFA Stakeholders' Meeting (12 November 2010). EFA volunteers worked in South Africa through South-South cooperation between NATCOM SA and NATCOM Korea. The secretariat facilitated South Africa's participation in the World Conference on Early Childhood Care and Education in Moscow, Russia (27 – 29 October). The Culture sector collaborated with the National Archives of South Africa, hosting a Memory of the World Programme workshop at the National Library.	
		Convene regular sector meetings to map out implementation plans and monitor activities.	April 2010 – March 2011	Regular meetings held and programmes implemented.	NATCOM is developing its five-year strategic plan and reviewing its constitution to align it better with government and UNESCO priorities. NATCOM will submit a performance report to Cabinet, via the Director-General and the Minister of Basic Education.	
CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES						
DIRECTORATE: LEGAL SERVICES						
<b>Manage and report on the statutory obligations relating to human rights.</b>	Reports and contributions to reports on behalf of the Department.	Attend meetings and draft reports, e.g. the right to access to information and Human Rights Commission requests. Analyse and evaluate areas for investigation of abuse through monitoring media and other reports.	1 May 2010 – 31 March 2011	Reports or contributions towards reports submitted.	Advice was provided on all human rights enquiries received by the Department during this period. South Africa's first periodic report: Convention against torture and other cruel, inhuman or degrading treatment (CAT). Recommendations in respect of the South African Human Rights Commission investigation into issues of rule of law, justice and impunity arising out of the 2008 public violence against non-nationals.	



## PROGRAMME 1: ADMINISTRATION

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Provide legal advice.</b>	Advise the Minister, the Department, provincial departments and the broad public on education legislation.	Research applicable legislative material and cases, draft legal opinions, provide either oral or written advice.	Time-frames depend on the deadlines that have been set.	Legal advice provided.	Written legal advice on various issues referred to the Department by the public, teachers and schools was provided.	
<b>Manage any litigation concerning the Department.</b>	Manage all legal actions involving the Minister or the Department, with the assistance of the State Attorney.	Administer all court cases involving the Department or the Minister.	See Achievements column.	Litigation concerning the Department successfully managed.	Involved in litigation in nine cases. Five cases are ongoing. Four are likely to be settled in the next reporting period.	
<b>Advise on all contracts.</b>	Provide legal advice and draft agreements between the Minister, the Department and other parties.	Scrutinise agreements between the Minister and other institutions and advise on possible amendments.	Time-frames depend on the deadlines that have been set.	Agreements between the Minister and other institutions were scrutinised.	Advice was provided on the following: <ul style="list-style-type: none"> <li>• Draft MoU for Physical Education Directorate, DBE, Red Cap Foundation and Sportstech;</li> <li>• Agreement between Coca-Cola South Africa and DBE;</li> <li>• Memorandum of agreement (MoA) between DBE and ETDP SETA;</li> <li>• MoU between Coca-Cola Africa Foundation, CCSA, TCCMD, DBE, Global Water Challenge (GWC), H<sub>2</sub>O for Life, Global Environment &amp; Technology Foundation and Mvula Trust concerning the Rain Water for Schools projects (RWS);</li> <li>• Agreement between DBE and the Dreamfields Project;</li> <li>• Protocol between DBE and Road Traffic Management Corporation;</li> <li>• Draft MoU between DBE and Future Wave Media cc;</li> <li>• National Heritage Council letter of acknowledgement on Nkosi Albert Luthuli Oral History Competition contribution;</li> </ul>	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
					<ul style="list-style-type: none"> <li>• Draft agreement on sport and cultural programmes between loveLife and DBE;</li> <li>• African Charter on Human Rights;</li> <li>• Memorandum on Planning, Quality Assessment and Monitoring and Education -FET;</li> <li>• MoU between DBE and IBM;</li> <li>• MoU between DBE and the Department of Communication;</li> <li>• MoU on the establishment of the National Institute for Continuous Professional Teacher Development (NICPTD) between DBE and Unisa.</li> </ul>	
<b>Monitor provinces on management of court cases.</b>	Ensure that education is best served in the handling of cases and visit provinces to monitor litigation and minimise risk areas of litigation.	Visit provinces/ call for reports to monitor litigation activities and strategies to minimise risk areas of litigation.	1 May 2010 – 31 March 2011	Monthly reports from provinces indicating the cases in such provinces as well as areas where national intervention is required.	The expected reports were received as planned. Minutes of HEDCOM legal sub-committee meeting were submitted to HEDCOM.	
CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES						
DIRECTORATE: LEGISLATIVE SERVICES						
<b>Draft regulations and legislation and assist in their processing.</b>	Draft Education Laws Amendment Bill, 2009.	Draft, publish for comments, amend and gazette legislation after Minister's approval.	April – December 2010	Bill tabled in Parliament.	<p>The draft Basic Education Laws Amendment Bill was approved by the Minister of Basic Education, presented at the Human Development Cluster meeting of Cabinet and certified by the state law advisors. The Bill was referred to Parliament for first reading.</p> <p>Draft Amendment Regulations will be approved by the Minister, CEM and the HEDCOM and be published for public comment.</p>	

## PROGRAMME 1: ADMINISTRATION

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Draft any regulations identified by the Minister or Director-General for promulgation by the Minister (regulations in terms of section 38A of the South African Schools Act; regulations relating to educational assistance; regulations for infrastructure in terms of section 5A of the South African Schools Act).	Publish for comments, amend and gazette after approval by the Minister.	April – December 2010	Regulations promulgated and published in the Government Gazette for general information.	The regulations were finalised but have not been published in the Government Gazette for general information.	Legal Services was requested to refer the regulations to the HEDCOM and CEM for re-consideration. However, all processes to have the regulations finalised have been completed. The regulations have not been finalised as the Physical Planning Directorate intends to present the regulations to HEDCOM and CEM in the near future.
<b>Monitor, support and evaluate provinces regarding implementation of legislation and management of court cases.</b>	Reports from and on provinces – visitation reports from PEDs. Drafting guidelines, commenting on, advising provinces in regard to province-specific education legislation, regulations, prescripts.	Ensure that legislation is implemented, visit provinces to monitor the implementation plans, visit schools and assist in interpretation of legislation and the drafting of legislation.	1 April – December 2010	Assist with implementation of legislation in every province and support and assistance to PEDs in the drafting of laws. Present reports to HEDCOM and CEM.	Reports were submitted to HEDCOM and CEM.	This programme has been identified for the last quarter and a submission has been compiled for the Director-General to approve the visits.
<b>Provide legal advice.</b>	Advise the Minister, the Department, provincial departments and the broad public on education legislation and the Education Law.	Research applicable legislative material, draft legal opinions, and provide either oral or written advice.	April 2010 – March 2011	Properly researched and drafted legal opinions that are provided timeously on an ad hoc basis.	Legal advice was provided as requested. The examination unit was supported in dealing with exam irregularities in Mpumalanga. Assistance in developing the Learner Attendance Norms was provided. The Department of Social Development (DSD) was assisted in developing amendments to child support grants.	All the advice provided was accepted.

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Manage the administration and secretarial services of HEDCOM legal sub-committee.</b>	Consult with provincial legal representatives in order to identify problems, discuss legislation and judgments and collect information.	Arrange venues, draft and finalise agendas and minutes.	Meetings occurred as approved by the Director-General.	Minutes, reports submitted.	<p>All HEDCOM sub-committee meetings scheduled for the year occurred (13 &amp; 14 May 2010, 15 &amp; 16 July 2010 and 16 &amp; 17 September 2010). The following legislative issues were discussed:</p> <ul style="list-style-type: none"> <li>i. Learner pregnancy and other health-related issues that impact on the provision of education at public schools;</li> <li>ii. Implementation of Chapter 7 of the Children's Act (Act 38 of 2005);</li> <li>iii. Transfer of reform schools and schools of industry to the DSD in terms of the Children's Act;</li> <li>iv. Safety measures in public schools;</li> <li>v. Basic Education Laws Amendment (BELA) Bill, 2009;</li> <li>vi. Section 38A regulations</li> <li>vii. NEEDU Bill 2.1.8 Section 5A regulations.</li> </ul> <p>The following legislative matters were discussed:</p> <ul style="list-style-type: none"> <li>i. Teacher Education and Training Fund;</li> <li>ii. Policy on Representative Councils of Learners (RCL);</li> <li>iii. Home education;</li> <li>iv. Section 14 agreements;</li> <li>v. Admission of foreign learners at our schools;</li> <li>vi. school governing body contracts.</li> </ul>	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

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

The key functions of the Curriculum Policy, Support and Monitoring Branch include:

- Expanding access to quality Early Childhood Development (ECD) opportunities, especially for poor communities, with a special focus on Grade R;
- Improving the quality of teaching and learning in Grade R - 12;
- Improving access and quality of education for learners who experience barriers to learning;
- Improving the national capacity to research and update the curriculum on an ongoing basis and to provide sound advice on improving curriculum implementation;
- Supporting curriculum implementation through the use of Information and Communication Technology (ICT);
- Providing workbooks for Grade R - 9 learners;
- Expanding provision of basic literacy for adults;
- Providing appropriate Learning and Teaching Support Materials for basic literacy programmes; and
- Monitoring and evaluating the delivery of basic literacy programmes.

## 2.2.2.1 HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES FOR 2010/11

**Early Childhood Development (ECD)**

The Department of Basic Education, in conjunction with the Department of Social Development (DSD), is collecting data from all the ECD sites registered with DSD to provide more accurate information on the Grade R coverage. Data is being captured and analysed. A report is being prepared for Senior Management.

15 000 additional ECD resources kits were printed and distributed to the 81 district offices across the provinces.

A joint project with the ETDP SETA is underway to verify the number of practitioners in training as well as to evaluate the training programmes.

**Curriculum Development Grade R - 12**

A Ministerial Project Committee (MPC) meeting was held on 10 January 2011 to finalise the Curriculum Assessment Policy Statements (CAPS) process. The Bid Adjudication Committee approved the appointment of a project manager for the editing of the CAPS documents. 50 per cent of the CAPS documents were sent to the publishers for the development of textbooks. A project manager was appointed to manage the LTSM project for the Department. 65 of the 129 CAPS were submitted to publishers for textbook development. The criteria for textbook screening were developed. Foundation Phase orientation for subject specialists on CAPS took place from 15 February to 5 March 2011 in the provinces. The FET and Foundation Phase Language CAPS were finalized and submitted to the publishers. 40 CAPS for Foundation Phase and FET have been edited and finalised by the project manager and forwarded to the MPC supervisors with recommended editorial changes. The writers met to develop the generic CAPS for Second Additional Language for Intermediate Phase (IP), Senior Phase (SP) and FET. 17 new writers were appointed for the translation of the IP and SP CAPS.

Plans for Grade 10 CAPS training for district officials are available. A draft question and answer booklet on the CAPS is being edited to promote and inform key stakeholders about the CAPS process.

140 district officials from all provinces participated in the National Strategy for Learner Attainment *lekgotla* where the analysis of the 2010 National Senior Certificate examinations and item analyses of learner scripts were presented.

## PART 2: PROGRAMME PERFORMANCE

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### **Inclusive Education**

Grade 1 - 4 English and Afrikaans workbooks for numeracy and literacy were adapted to Braille and Grade 1 - 2 workbooks submitted to Pioneer Printers for Braille production, as were a selection of Grade 10 - 12 textbooks.

Three of the five provinces that had made provision in their budgets placed orders for assistive devices and basic learner packages for learners with visual impairment by the end of the financial year. The other provinces were expected to budget for their procurement in the following financial year.

A change of plan as a result of the newly established Department meant that the survey to profile district-based support teams (DBSTs) in 30 districts would be conducted by the District Directorate and that the Inclusive Education Directorate would solicit data from the responsible Directorate once the survey had been completed. The survey was not completed by the end of the reporting period.

An inter-Branch consultation meeting took place and inputs on recommended refinement and streamlining from provinces were collated.

The unavailability of European Union funding during the reporting period resulted in provincial education departments being requested to procure the basic packages for learners with visual impairment for their schools.

200 provincial and district officials as well as School Management Teams (SMTs) of all schools for hearing and visually impaired learners were trained in the use of visual and hearing impairment in March 2011. This will be followed by the training of all teachers from the affected (66) schools between 2011 and 2013.

### **Children and Youth Literacy**

2 600 primary schools received the Sunday Times Storybooks for use in classroom libraries.

### **Quality Improvement and Development Support**

The national guidelines for school library and information services were finalised.

### **Curriculum Innovation**

569 Grade R Foundation Phase toolkits in all official languages were uploaded in the Foundation Phase learning space on the Thutong Educational Portal. There are 15 067 resources on all subjects on the Thutong Educational Portal website.

There are 17 581 registered users on the Thutong website. 130 333 home page hits were registered.

The Draft User Requirement Specification (URS) and revised Memorandum of Understanding were presented at the Deputy Ministers' Forum on 6 April 2011 for comments and recommendations.

The Minister of Education hosted a round table discussion on ICTs in Education aimed at exploring practical and workable ICT solutions that the Department could implement in the classroom to support and improve quality of teaching and learning. The Department met with the Meraka Institute and Mxit to discuss a possible mobile solution for education.

### **Workbooks**

Numeracy and Literacy Learner workbook Book 1, for Grade 1 - 6, has been developed and distributed to 19 000 public primary schools in the nine provinces. The second volume of 105 workbooks was handed to the printers over the period 22 February to 31 March 2011. It is envisaged that the books will be printed and the second consignment of books delivered to 19 000 public primary schools by 24 June 2011.

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## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

## Kha Ri Gude

A total of 583 200 learners (including blind and deaf learners) completed their final assessments. All learners' results were captured in a database for analysis.

## 2.2.2.2 PROGRAMME ACTIVITIES

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: EARLY CHILDHOOD DEVELOPMENT</b>						
<b>Expand access to quality ECD opportunities especially for poor communities, with a special focus on Grade R.</b>	850 000 learners in Grade R classes by January 2011.	Collect ECD data from all registered ECD sites.	March 2011	More accurate data collected on the Grade R coverage.	Data are still being captured and processed. A report will be compiled for Senior Management.	
	50% of all primary schools offer Grade R.	Additional Grade R units built at primary schools.	March 2011	Adequate space for increased numbers of Grade R learners in public ordinary schools.	EMIS has not yet released the report or statistics.	
	Teacher training based on the use of Grade R resource packs and workbooks in Quintile 1, 2 and 3 schools.	Orientation workshops with all provincial and district officials.	June 2010	Improved teaching and learning in Grade R classes.	Training on Grade R CAPS will be conducted as part of the broader teacher training workshops to be conducted in 2011 in preparation for implementation in 2012.	
	High-quality print, multimedia and electronic LTSM supplied to all schools from Grade R, including special schools, and uploaded on the Thutong Education Portal.	Collaborate with providers to conduct educational programmes for parents and caregivers in their home languages.	November 2010	Improved levels of understanding of stimulation provided to children aged 0 - 4 years by parents and caregivers.	15 000 additional resources were printed and distributed to the 81 district offices across the provinces.	
	Teaching training based on specific identified needs.	Monitor the effectiveness of the training of practitioners on the quality of the ECD service provided at registered ECD sites.	January 2011	10 000 practitioners trained at Level 4 qualification; more accurate data collected on the qualifications of practitioners at registered ECD sites.	The joint project with the ETDP SETA is underway. The project aims to verify the number of practitioners in training.	
			March 2011	Improve support to registered ECD sites and families.	No progress due to financial constraints.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: CURRICULUM IMPLEMENTATION AND MONITORING</b>						
<b>DIRECTORATE: CURRICULUM DEVELOPMENT, IMPLEMENTATION AND SUPPORT</b>						
<b>Improve the quality of teaching and learning in Grade R - 12.</b>	Streamlined and aligned Curriculum and Assessment Policy documents specifying content developed in all subjects from Grade R - 12.	Support the Ministerial Project Committee to develop Curriculum and Assessment Policy documents.	September 2010	Curriculum and Assessment Policy Statements in all subjects of the National Curriculum Statement (NCS).	The finalized draft guidelines were tabled at HEDCOM and will be presented at the next Council of Education Ministers' Meeting (CEM).	
		Amend Curriculum Policy to be consistent with the Curriculum and Assessment Policy documents.	December 2010		Amendments to CAPS documents were completed and finalized.	
	A new system for monitoring the extent to which teachers complete their annual learning programmes within the school year.	Design and piloting of new instruments for use on an annual basis by district offices, and design of a national sample-based verification system of district-level monitoring and remediation.	September 2010	Release of policy governing the new system and finalisation of operational elements.	The policy document was released for public comment.	
	Guidelines for language for strengthening learning and teaching and mother tongue instruction developed and tested in schools.	Develop a framework and guidelines for teaching language across the curriculum from Grade 1 - 12.	December 2010	Guidelines for teaching Language of Learning and Teaching (LOLT) tested in schools.	A training module for languages across the curriculum was developed. The module was presented to Curriculum Management Committee (CMC) for discussion and approval. Provinces are expected to give inputs to strengthen document.	
		Conduct a seminar on language across the curriculum.	July 2010	Seminar completed successfully.	A language seminar was held and a report on the seminar was produced.	
		Train district officials on the strategies for teaching language across the curriculum.	October 2010	District officials trained.	Plans for Grade 10 CAPS training for district officials are available. A draft question and answer booklet on the CAPS is being edited to inform all stakeholders about the CAPS progress.	



## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	High-quality print, multimedia and electronic LTSM supplied to all schools from Grade R - 12, including special schools, and uploaded on the Thutong Education Portal.	Develop and publish a national catalogue of textbooks and distribute it to schools.	December 2010	Teachers and learners access quality subject materials.	Publishers were updated on textbook development and CAPS.	
		Update subject learning spaces on Thutong with appropriate resources for curriculum delivery and support.	December 2010	Teachers and learners access quality subject materials.	Subject specialists updated subject learning spaces on the Thutong Education Portal website on an ongoing basis. In addition, self-study guides on difficult content in accounting, mathematics, geography, history, life sciences, physical science, chemistry, computer applications technology and languages were developed and distributed to schools to support Grade 12 teachers.	
		Develop and distribute exemplar assessment tasks and Practical Assessment Tasks (PATS) for 2011 to schools.	August 2010	PATs for 2011 finalised and exemplar tasks in schools.	PATs were completed and distributed to districts.	
		Conduct a survey of the supply of textbooks and LTSM in Grade R - 12 and produce a report.	February 2011	Report on supply of textbooks for all learners.	A plan was developed for the distribution of textbooks for Grade 10 - 12. Provinces submitted their lists of textbook shortages in schools in the respective provinces.	
	Teacher training based on specific identified needs.	Develop training material based on identified subject gaps and train teachers in all subjects.	February 2011	Teachers trained in specific subject content.	The National Strategy for Learner Attainment <i>Iekgotla</i> was held where the analysis of the 2010 National Senior Certificate (NSC) exams and item analyses of learner scripts were presented. 140 district officials participated from all provinces. All participants were given copies of the presentations.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Schools monitored and supported through specific interventions for improved performance.	Analyse NSC examination results to select underperforming schools and develop schools through school intervention programmes.	March 2011	Schools monitored, support provided where needed and report finalised.	Winter school report is available.	
	Workshops in 200 technical schools are refurbished for teaching and learning.	Approve provincial business plans for the disbursement of funds to provinces for recapitalization purposes.	March 2011	200 technical schools refurbished.	Six of the nine provinces completed all their annual targets Eastern Cape, Limpopo and Mpumalanga failed to meet their annual targets. Funding was withheld for the remainder of the period for these provinces. Expenditure reached 86% (R55 million) of the total transfers to date of R64 million. The withheld funds amounted to R15.5 million of the total budget of R80 million. R10 million will be required to cover commitments. An average 70% of the projected outputs have been completed (410 of 703 outputs).	
		Develop national catalogue of equipment and infrastructure for procurement by provinces.	October 2010	National catalogue of technical workshop equipment is available.	Implementation guides, to enhance the speed of delivery of the project, have been developed and submitted to provinces.	
		Monitor provincial implementation of the recapitalization of technical schools.	February 2011	Quarterly progress reports available and provincial disbursements approved on time.	The third quarter monitoring exercise was not approved and the questionnaires were submitted electronically to schools and provinces. Closing date for the submission of questionnaires was 31 March 2011. The analysis of the feedback from schools will form part of the Annual Report for 2011/12. The evaluation exercise will be conducted by the Development Support Directorate.	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: CURRICULUM IMPLEMENTATION AND MONITORING</b>						
<b>DIRECTORATE: INCLUSIVE EDUCATION</b>						
<b>Improve access and quality of education for learners who experience barriers to learning.</b>	Specialised LTSM is available in schools.	Coordinate procurement of Braille LTSM for Grade 10 - 12 and Grade R - 1 schools for visual impairment.	April 2010 – March 2011	LTSM procured for 22 schools for the visually impaired for Grade 10 - 12 and R - 1.	Grade 1 - 4 English and Afrikaans workbooks for numeracy and literacy were adapted to Braille and Grade 1 - 2 workbooks submitted to Pioneer Printers for Braille production, as was a selection of Grade 10 - 12 textbooks.	
	Implementation of guidelines for quality education and support in special schools and special schools resource centres in 30 designated special schools.	Coordinate the procurement of assistive devices and technology through a national tender.	April 2010 – March 2011	Assistive devices procured for 22 schools for the visually impaired and 36 designated full-service and special schools.	Three of the five provinces that had made provision in their budgets placed orders for assistive devices and basic learner packages for learners with visual impairment by the end of the financial year. The other provinces were expected to budget for their procurement in the following financial year.	
		Conduct survey to profile district-based support teams (DBSTs) in 30 districts.	April – September 2010	Profiles of DBSTs in 30 districts developed.	As a result of the newly established Department the survey was to be conducted by the District Directorate and the Inclusive Education Directorate would have obtained the data once the survey had been completed. The survey was not completed by the end of the reporting period.	
	Screening, Identification, Assessment and Support (SIAS) strategy integrated with other systems for identification of barriers to learning and development.	National Task Team reviews and streamlines the SIAS Strategy.	April – October 2010	SIAS Strategy completed.	An inter-Branch consultation meeting took place and inputs on recommended refinements and streamlining from provinces were collated.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Align mass screening process to SIAS by participating in roll-out of mass screening programme.	April 2010 – March 2011	Targeted number of learners in Quintile 1 schools screened for barriers to learning.	The Directorate participated in the screening process at all levels. Data were solicited from the Health Promotion Directorate and are being analysed for support provision.	
		Develop a strategy for improving quality of education and support to learners with visual impairment in ordinary and special schools.	April 2010 – March 2011	Strategy approved.	The unavailability of European Union funding during the reporting period resulted in provincial education departments being requested to procure the basic packages for learners with visual impairment for their schools. Three of five provinces that had budgets placed orders through the national tender system for materials and assistive devices.	
	Teacher training based on specific identified needs.	Conduct training workshop for 30 master trainers from across provinces on the Special Needs Education Guidelines in special schools and special schools resource centres.	September 2010	30 master trainers trained.	200 provincial and district officials, as well as School Management Teams (SMTs) of all schools for the hearing and visually impaired (except from the Free State), were trained in visual and hearing impairment in March 2011. This will be followed by the training of all teachers from the affected (66) schools from 2011 through to 2013.	
		Monitor the roll-out of training at provincial level.	October 2010 – March 2011	Report on implementation available.	As reported above.	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	10 000 learning spaces created for learners who experience barriers to learning through Full-Service/ Inclusive School Guidelines.	Conduct training workshop for 30 master trainers from across provinces on the Full-Service/ Inclusive School Guidelines.	September 2010	30 master trainers trained.	The Directorate coordinated insertions into the CAPS documents through the Inclusive Education Reference Group, which were approved by the MPC. The development of a training programme on curriculum differentiation and adaptation for Foundation Phase and Grade 10 teachers started at the end of the reporting period and will be incorporated into the DBE's orientation programme on CAPS that will be implemented in the 2011 – 2012 financial year.	
	Guidelines for inclusive teaching and learning (ITL) techniques completed.	Develop ITL guidelines to be incorporated in the Curriculum and Assessment Policy Statements.	April – September 2010	ITL guidelines incorporated in the Curriculum Implementation Review process.	The Inclusive Education Reference Group held a workshop (7 – 8 March 2011) to develop a training manual on Curriculum Differentiation and Curriculum Adaptation in preparation for CAPS training using the Guidelines for Inclusive Teaching and Learning.	
	South African Sign Language (SASL) curriculum developed for Grade R - 12.	Collaborate with FET and GET schools and relevant stakeholders in development of SASL Curriculum.	April – September 2010	SASL Curriculum completed and published for public comment.	All activities planned for this project for the reporting period were completed. Writers were appointed and briefed. Execution of the task will begin in the next financial year.	
	Human Resource Development Strategy for special schools developed.	Develop HRD Strategy through consultation with Teacher Development Directorates in the Departments of Basic and Higher Education and other stakeholders.	April 2010 – March 2011	Strategy approved.	The role of the Directorate was to facilitate the establishment of the Task Team and to provide technical inputs for the development of the norms. The Task Team was established and technical inputs were made for the Human Resource Planning, Monitoring and Support Directorate to take the process further as the lead Directorate.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Physical upgrading of the selected 20 full-service schools coordinated.	Monitor progress of physical upgrading of 20 full-service schools.	April 2010 – March 2011	20 full-service schools complying with standards of universal design.	The Directorate monitored progress on the physical upgrading of the 20 full-service schools and a synthesised report was developed at the end of the reporting period. Of the 38 full-service schools that provinces eventually targeted, 20 were completed and 7 were nearing completion.	
	Funding norms for an inclusive system developed.	Contract service provider to collaborate with the national task team on development of funding norms.	April 2010 – March 2011	Funding norms for an inclusive education system developed.	As with the development of Post Provisioning Norms, the Directorate facilitated the establishment of the Task Team, and participated in the development of the norms by making technical inputs into the process. The Directorate also made technical inputs in the initial stages of the development process and the Financial Planning Directorate (lead Directorate) took these into account in developing a model to be used for the process. The model was presented to the HEDCOM sub-committee on Inclusive Education.	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: NATIONAL CURRICULUM INSTITUTE</b>						
<b>Improve the national capacity to research and update the curriculum on an ongoing basis and to provide sound advice in improving curriculum implementation.</b>	Establish terms of reference and institutional specifications for improved monitoring, research and development.	Consultation with curriculum experts (national and foreign) and teacher organisations. Analysis of institutional needs, including needs of provinces. Assessment of previous national, provincial and foreign attempts in this area.	April 2010 – March 2011	Specifications of the new functions are finalised.	A Ministerial Project Committee (MPC) meeting was held on 10 January 2011 to finalise the CAPS process. The Bid Adjudication Committee approved the appointment of a project manager for the editing of the CAPS documents. 65 of the 129 CAPS were submitted to publishers for textbook development. The criteria for textbook screening were developed. Foundation Phase training on CAPS took place from 15 February to 05 March 2011. The FET and Foundation Phase Language CAPS were finalized and submitted to the publishers. 40 CAPS for Foundation Phase and FET were edited and finalised by the project manager and forwarded to the MPC supervisors for approval. The writers met to develop the generic CAPS for Second Additional Language for IP, SP and FET. 17 new writers were appointed for the translation of the IP and SP CAPS.	
<b>CHIEF DIRECTORATE: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME</b>						
<b>DIRECTORATE: CHILDREN AND YOUTH LITERACY</b>						
<b>Improve Literacy in Grade R - 12.</b>	Libraries and media centres promoted in schools.	Develop and distribute to all public schools printed copies of the National Guidelines for School Library and Information Services and CD-ROM copies to all provinces.	April – September 2010	All public schools provided with printed copies of the National Guidelines for School Library and Information Services and all provinces with CD-ROM copies.	The finalized draft guidelines were tabled at HEDCOM and will be presented at the next CEM.	
	A reading promotion campaign conducted to promote reading awareness.	Participate in activities such as Library Week, World Book Day and International Literacy Week.	March – September 2010	Participation in activities such as Library Week, World Book Day and International Literacy Week.	2 600 primary schools received the Sunday Times Storybooks for use in classroom libraries.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME</b>						
<b>DIRECTORATE: QUALITY IMPROVEMENT AND DEVELOPMENT SUPPORT</b>						
<b>Streamlining of the Curriculum.</b>	Provincial provisioning of basic resources in Quintile 1 schools is supported, guided and monitored.	Develop template for audit of basic resources for infrastructure, basic resources for FFL, and Grade R in Quintile 2 and 3 schools.	April – June 2010	Database of basic resources for Quintile 2 schools established.	The project activities were not approved and integrated into the CAPS process.	
		Printing, packaging and postage.				
		Capture data from returned audit forms on database provided and provide a report.				
		Report on audit findings.				
		Monitor resourcing of Quintile 1 public ordinary primary schools with appropriate learning support materials to improve teaching of literacy and numeracy.				
Ensure outcomes-based planning in the system.	Develop a QIDS UP guideline document to guide the QIDS UP provincial implementation strategy and support; provinces implement multi-year programmes of resourcing schools in poorest communities.	1 April 2010	HEDCOM-approved guideline sent to all provinces for implementation.	The project activities were not approved due to the implementation of the CAPS process.		
	Monitoring on implementation through analysis of provincial plans, monthly and quarterly reports.	April 2010 – March 2011	Provincial plans and reports are aligned to strategic objectives of the system and display progressive achievements of set targets.	The project activities were not approved due to the implementation of the CAPS process.		



## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>New integrated strategy on learner assessment.</b>	Report on improvement of learner competences in Literacy and Numeracy in Grade 1 - 6 to 10% of baseline.	Capture data of summary of results for literacy and language in each of Grade 1 - 6.	November 2010 – January 2011	Report of Grade 1 - 6 learner achievements in literacy and language.	The project activities were not approved due to the implementation of the CAPS process.	
		Monitor performance of least performing schools.		Progressive improvement of least performing schools in literacy and language.	The project activities were not approved due to the implementation of the CAPS process.	
<b>Provide workbooks and textbooks for learners in Grade R - 9.</b>	Report on the delivery, utilisation and impact of Grade R resource packs and workbooks for Grade R to 9 in Quintile 1 - 3 schools.	Monitor impact and training of teachers in use of Grade R resource packs and workbooks in Quintile 1, 2 and 3 schools.	April 2010 – March 2011	Number of Grade R teachers trained in the use of resource packs.	Resource packs were reprinted and distributed to the 89 districts for dissemination to all registered ECD centres.	
				Improved Grade R learner achievement in a sample of schools with Grade R.	Workbooks for literacy and numeracy were developed for Grade 1 - 6 in all eleven languages. Workbook 1 was distributed to all public schools in the 9 provinces.	
CHIEF DIRECTORATE: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME						
DIRECTORATE: CURRICULUM INNOVATION						
<b>Support curriculum implementation through the use of ICT.</b>	High-quality electronic and multimedia curriculum content resources are developed.	Develop and publish electronic and multimedia content in all subjects of the NCS on the Thutong website portal.	Ongoing	Subject content areas are published on the Thutong website.	569 Grade R Foundation Phase toolkits in all official languages were uploaded on the Foundation Phase learning space on the Thutong Education Portal website. There are 15 067 resources on Thutong.	
		Use the portal to manage the development of the national catalogue of textbooks and LTSM.	February 2011	Registration of publishers.	No progress made. The tool has to be rebuilt as SITA does not have the capacity or expertise to use the current system.	
		Create and populate learning spaces on the Thutong portal for all subjects of the NCS with appropriate subject materials.	December 2010	All subject learning spaces on the Thutong Education Portal updated monthly.	There are 17 581 registered users. There were 130 333 home page hits on the portal.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	The Thutong portal is extensively used as a curriculum content resource and is accessible.	Develop and distribute offline resources for teachers and learners and distribute to schools.	February 2011	Schools not connected to the internet have access to Thutong material.	Awaiting the finalisation of the CAPS documents.	
	Support the first year of implementation of the Proof of Concept.	Collect and analyse ICT data for the 9 districts and schools selected for the implementation of the ICT Proof of Concept. Implemented in 9 districts.	February 2011	Selected districts and schools are e-ready (ICT capable).	Two centres (Witbank and Ganyesa) were completed. Training of facilitators has been completed.  Draft training programs have been compiled.	
		Coordinate the implementation of the connectivity plan and implement the connectivity of 500 Dinaledi schools.	February 2011	Dinaledi schools are connected and e-ready.	The Draft User Requirement Specifications (URS) and revised MoU will be presented at the Deputy Ministers' Forum on 6 April 2011 for its comments and recommendations.	
		Establish and manage partnerships to implement e-education interventions to support curriculum delivery.	February 2011	ICT partnerships developed.	The Minister of Basic Education hosted a round table discussion on ICT in education aimed at exploring practical and workable ICT solutions that the Department could implement in the classroom to support and improve the quality of teaching and learning. The DBE met with the Meraka Institute and Mxit to discuss a possible mobile solution for education.	
		Develop Guidelines for Schools ICT Hardware and Software Specifications.	February 2011	Guidelines for Language of Learning and Teaching (LOLT) teaching tested in schools.	SITA provided DBE with the final document.	
		Coordinate bi-monthly ICT Inter-Provincial Working Group Meetings.	Bi-monthly	Provincial reports submitted on time.	An ICT Inter-Provincial Working Group meeting was held on 22 February 2011.	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME</b>						
<b>DIRECTORATE: FOUNDATIONS FOR LEARNING CAMPAIGN AND DINALEDI SUPPORT</b>						
<b>Improve enrolment and performance in mathematics and science.</b>	Mathematics, science and technology strategy is evaluated and interventions implemented.	Train mathematics and science teachers in subject content in 500 Dinaledi schools and other schools.	October 2010	Mathematics and science teachers trained.	The business plan development process for the conditional grant is in progress to cater for all the sub-projects in the Dinaledi Project.	
		Monitor 200 Dinaledi schools and provide teaching and learning resources.	August 2010	Monitoring report of Dinaledi available to direct interventions.	The strategy is under discussion with all stakeholders.	
		Register learners at Dinaledi schools in mathematics and science Olympiads.	October 2010	Learners complete Olympiads tests.	Project was completed in August 2010.	
		Evaluate the mathematics and science strategy to establish correlation progress.	January 2011	Evaluation report available to inform new strategic approach.	The World Bank recommendations were incorporated in the mathematics and science revised strategy.	
<b>Provide workbooks for Grade R to 9 learners.</b>	Lesson plans and workbooks in all official languages and First Additional Language (FAL) English for Grade R - 6 teachers and learners delivered to all public schools.	Develop lesson plans in 10 official languages and FAL English for Grade R - 6.	April – August 2010	LTSM support to 15 292 (84%) schools through provision of lesson plans in 10 official languages and FAL English.	Learner workbook (Book 1) for Grade 1 - 6 was developed and distributed to 19 000 public primary schools in all provinces. The second volume of 105 workbooks was handed to the printers by 31 March 2011. The second consignment of books will be delivered to 19 000 public primary schools by 24 June 2011.	
		Develop workbooks for Grade R - 6 learners in all official languages for HL and English at FAL level for literacy and for numeracy.	April – November 2010	LTSM support to all public primary schools through the provision of workbooks.	Project put on hold due to the CAPS process. Development of workbooks will be done once the subject statements are finalised.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Teacher training based on specific identified needs.	Train 1 000 Foundation Phase and Intermediate Phase district officials in the use of support documents and monitoring of the implementation of the Foundations For Learning (FFL) programme.	April – November 2010	1 000 district officials trained in the use of support documents and monitoring of the implementation of the FFL programme.	Project put on hold due to the CAPS process. Training for subject specialists on the CAPS was held from 28 February to 4 March 2011.	
<b>Develop new integrated strategy on the assessment of learners.</b>	Preparation for the external evaluation of the Foundations for Learning (FFL) programme.	Develop terms of reference, appoint service provider and identify a sample school for the external evaluation of the FFL programme.	April – September 2010	Terms of reference finalised, service provider appointed and sample schools identified for the external evaluation of the FFL programme.	The terms of reference were finalized.	
CHIEF DIRECTORATE: KHA RI GUDE LITERACY PROJECT						
<b>Expand the provision of basic literacy for adults.</b>	Facilitate delivery of basic literacy classes to 610 850 learners across all 9 provinces, including 500 blind and 800 deaf learners.	Enrol 610 850 learners in basic literacy classes.	April 2010 – March 2011	Database of 610 850 Kha Ri Gude learners available.	A total of 583 200 learners (including blind and deaf learners) completed their final assessments. All learners' results were captured on a database for analysis.	
	Employ 34 444 volunteer educators, 3 444 volunteer supervisors, 175 volunteer coordinators and 5 senior coordinators on short-term contracts.	Contract 33 936 volunteer educators on short-term contracts.	May – November 2010	Database of 33 936 volunteer educators is available.	Project completed.	
		Contract 3 394 volunteer supervisors, as well as 18 blind and 9 deaf supervisors on short-term contracts.	May – December 2010	Database of 3 394 volunteer supervisors is available and 27 blind/deaf coordinators.	Project completed.	
	Employ 188 (including blind and deaf) volunteer coordinators and 5 senior coordinators, on 12-month short-term contracts.		April 2010 – March 2011	Database of a total of 188 (including blind and deaf) volunteer coordinators is available.	Coordinators were responsible for collecting and moderating learner assessments prior to submitting them to head office for verification. Project completed.	

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Employ 100 blind educators and 100 deaf educators on short-term contracts.	May – December 2010	Database shows that 100 blind/ deaf volunteer educators are recorded as well as 1 300 blind/ deaf learners.	Confirmation of the number of blind volunteer teachers and learners was submitted. 80% of Braille assessments of blind learners were completed.	
		Train all supervisors and volunteer educators in the use of the materials.	April – June 2010	Campaign records show that volunteer educator training has been conducted.	Project was completed.	
		Assess all learners continuously to ensure that a minimum of 80% achieve the learning outcomes.	May – December 2010	Learner assessment portfolios are completed and returned to the Kha Ri Gude Unit and results show that learners were successful.	A total of 583 200 learners (including blind and deaf learners) completed their final assessments. All learners' results were captured in a database for analysis.	
		Conduct advocacy initiatives on the Kha Ri Gude Campaign.	April – May 2010	Campaign records show increased learner and volunteer interest and participation.	The campaign has reached its full quota and many coordinators have waiting lists for 2011.	
<b>Provide appropriate Learning and Teaching Support Materials (LTSM) for basic literacy programmes.</b>	Sufficient LTSM and learner assessment portfolios, in all official languages, provided for all learners and volunteer facilitators.	Update, print and distribute LTSM to all volunteer educators, supervisors and coordinators.	May – June 2010	Materials distribution records available.	LTSM materials were supplied to ABET centres. A database of supported centres was compiled.	
		Distribute Braille materials for blind learners.	May – June 2010	Records available of distribution to blind learners.	Project was completed.	
		Review materials to be used for the next financial year. Make necessary corrections and amendments to materials. Review and refine monitoring and assessment instruments. Have these typeset and ready to print. Provide sufficient stationery to all volunteers.	April – December 2010	CD-ROMs of revised materials are ready for printing.	Revisions were made to the manuals and CD-ROMs were handed to the printers.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Monitor and evaluate the delivery of basic literacy programmes.</b>	Facilitate the provision of sufficient implementation, monitoring, support and evaluation personnel for the campaign.	Employ 3 394 volunteer supervisors and 188 coordinators on short-term contracts.	May – December 2010	Database of coordinators and supervisors in all targeted districts available.	Project was completed.	
		Facilitate the monitoring and evaluation of various components of the campaign in terms of various monitoring tools.	May – December 2010	Monitoring tools are developed and used to monitor educators. Reports are generated from these.	Monitoring tools were refined.	
	Assessment portfolios completed by the 619 920 learners participating in Kha Ri Gude classes.	Engage learners in continuous assessment activities.	June – December 2010	Learner assessment portfolios are completed and returned to the Kha Ri Gude Unit for verification.	A total of 583 200 learners (including blind and deaf learners) completed their final assessments. All learners' results were captured in a database for analysis.	
	SAQA (or other relevant agency) to verify learning outcomes which have been aligned with UNESCO Literacy Assessment and Monitoring Programme (LAMP) and ABET Level 1.	A sample of approximately 5% (31 000) portfolios are moderated.	March 2011	Validation completed and reports submitted to the Director-General.	A validation workshop was held (1 – 3 April). SAQA reports are awaited.	
	Validation completed and reports submitted to the Director-General.	Validation completed and reports submitted to the Director-General.	April 2010 – March 2011	Validation completed and reports submitted to the Director-General.	SAQA conducted the verification. Reports will be submitted in May 2011.	
	International evaluation is conducted.	International report reflects high-quality campaign.	September 2010	International report submitted to Director-General.	A reviewer from UNESCO observed the learner assessments and the verification process. Reports are awaited.	
	Databases are analysed and statistics are interpreted.	Various indicators pertaining to learners and educators are documented and reflect high (85%) retention rates and high achievement (pass rate 80%).	July – December 2010	Qualitative and statistical reports are available to show learner profiles, assessment results, payments and other indicators as required.	The process has been completed for the 2010 calendar year. The project is ongoing.	

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PROGRAMME 2: CURRICULUM, POLICY SUPPORT AND MONITORING						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Monitor outsourced human resource and financial management and procurement component of the campaign.</b>	All logistical, administrative and management systems are developed.	Quarterly monitoring of performance by external agency is carried out. Payments of stipends are carried out efficiently.	April 2010 – March 2011	Monitoring tools are developed and used to monitor the outsourced component. Payrolls indicate efficiency in payments.	Payment activities against outputs were much improved with R340 777 806 (100% of stipends) being paid out to 44 700 volunteers.	

## PART 2: PROGRAMME PERFORMANCE

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### 2.2.3 PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

The key functions of the Teachers and Education Human Resource Development and Management Branch include:

- Implementing an Education Human Resource Management Information System;
- Revising the Personnel Administrative Measures (PAM);
- Finalising discussions at the ELRC on the revised instruments on Teacher Appraisal, as well as EMS for institution and office-based educators;
- Training all educators once these instruments have been finalised;
- Visiting 8 000 underperforming schools and 40 district offices to establish the quality of support rendered, as well as to establish systems of enhancing accountability in those institutions;
- Developing a comprehensive framework on the role of education districts;
- Completing the development of the Integrated National Planning Framework for Teacher Development;
- Increasing the number and quality of new teachers; and
- Awarding Funza Lushaka bursaries.

#### 2.2.3.1 HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES FOR 2010/11

The HR Connect Project was completed in collaboration with the DPSA. This achievement will provide the system with reliable information on teachers. The profiles created for each teacher through this project provide an accurate indication of what skills we have in the system, enable us to identify gaps and increase our ability to address such gaps.

The Personnel Administrative Measures (PAM) were amended. This is a major milestone since the measures were last updated in 2003 and they are a critical element in the implementation of educators' conditions of service.

A total of 7 160 schools were visited by external IQMS moderators. During these visits, moderators were able to provide support on IQMS implementation which is critical to the improvement of accountability levels in schools. IQMS coordinators also monitored the delivery of the curriculum. Through their visits, moderators were able to sensitize the Department to some of the challenges that schools face, including lack of furniture, dilapidated buildings and vacancies in schools, enabling the Department to intervene where appropriate. Regular reports on the visits to schools, as well as the findings, are provided to Heads of Education in the various provinces.

The National Planning Framework for Teacher Education and Development, developed with key stakeholders in education, has been finalized to guide teacher education and support in the system. The Framework was launched by both the Minister of Basic Education and the Minister of Higher Education and Training. Training on the Curriculum and Assessment Policy Statement (CAPS) of Curriculum Advisors responsible for the Foundation Phase were conducted in all nine provinces in anticipation of CAPS implementation in the Foundation Phase in 2012.

The annual process of identification and celebration of excellence in teaching was conducted with great success, culminating in the National Teaching Awards, held in Pretoria on 25 February 2011.

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PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

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Interest in teaching has improved significantly as reflected in the number of applications for the Funza Lushaka bursary – a special bursary programme run by the Department to recruit quality young people into teaching in specialist posts that are hard to fill. Over 30 000 applications were received. 10 073 students were funded from the first year of study through to the PGCE, with 1 842 qualifying at the end of 2010. Most bursaries were awarded to students specializing in the FET Phase. There will therefore be more targeted recruitment of students who are able to teach in an African language for the Foundation and Intermediate Phases.

A guideline on the organisation, roles and responsibilities of Education Districts was finalised for use within the system to guide practice.

1 488 principals were enrolled in the Advanced Certificate in Education: School Leadership course.

The Policy on Learner Attendance was implemented by all public schools as part of national norms and standards for the recording, managing and monitoring of learner attendance. This marks the beginning of providing the system with standardised procedures for these processes with a view to ensuring equity in the treatment of learners across provinces.

The Branch also developed two important support tools to improve school management and governance. The School Governing Body Support Tool will help school governing bodies monitor their performance and also enable the provincial education departments to identify areas in which school governing bodies require assistance. The Annual Academic Performance Reporting Template will assist schools in their compilation of annual academic reports, thus strengthening the system's ability to identify schools in need of support.

## PART 2: PROGRAMME PERFORMANCE

## 2.2.3.2 PROGRAMME ACTIVITIES

<b>PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT</b>						
<b>STRATEGIC OBJECTIVE</b>	<b>PERFORMANCE MEASURES</b>	<b>ACTIVITIES</b>	<b>TIMEFRAME</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACHIEVEMENTS</b>	<b>COMMENTS</b>
<b>CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT</b>						
<b>DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING, PROVISIONING AND MONITORING</b>						
<b>Develop and implement a National HR Planning Framework.</b>	HR Planning Framework is implemented in all Provincial Departments of Education (PEDs).	Facilitate the dissemination and implementation of the National Education Human Resources Framework.	1 October 2010	Workshops held in all PEDs.	Processes are in place to conduct the workshops.	Workshops will be held in 2011. The Framework was approved late in the financial year.
		Facilitate and support human resource planning activities in the PEDs.	1 July – 30 September 2010	Individual sessions with each PED HR Planning unit.	Processes are in place to have individual sessions with each PED HR Planning Unit.	Individual sessions will be held in 2011. The Framework was approved late in the financial year.
		Produce an annual Human Resource Planning Report.	1 June – 31 July 2010	Report presented to HEDCOM.	Achieved The Annual Report was presented to HEDCOM.	
<b>Manage the demand, supply, utilisation and retention of school-based educators.</b>	Education Human Resource Management Information System is implemented at all levels of the sector.	Process guideline manual and supporting sources of information are distributed to every public school, District and Provincial Office.	1 April – 31 July 2010	Report on delivery.	Achieved A report on delivery to provincial offices, district offices and schools in 6 provinces was delivered to Senior Management in March 2011.	
		Business Intelligence System is operational and training provided to all levels of the sector.	1 July 2010 – 31 March 2011	Biannual report provided to HEDCOM.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	
		Participate in and support the development of Integrated Financial Management Systems including its piloting in the Free State Department of Education.	1 April 2010 – 31 March 2011	Biannual report to Senior Management.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	

## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Determine the short and medium-term labour demand for school-based institutions.	Database of teachers' existing qualifications and subjects teachers are qualified to teach established to identify shortages.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The HR Connect project was finalised. Data will be received from the service provider.	
	Identify sources of supply.	Establish database on profiles of all educators who are in excess to the establishments of provinces.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The database on profiles that have been submitted is available to all provinces.	
		Maintain database of Funza Lushaka graduates.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The database of graduates for 2010 to be employed in 2011 is available to PEDs.	
		Establish database of Funza Lushaka bursars to complete studies in the next three years.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The database of possible graduates for the next 3 years is available to PEDs.	
		Maintain database of unemployed educators.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The database is available to PEDs.	
		Maintain database of foreign educators.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved A database is available to PEDs.	
		Determine the extent and correct utilisation of schools-based educators.	Establish database of subjects currently employed permanent and temporary educators are teaching in each school, including excess educators.	1 July 2010 – 31 March 2011	Database available to Districts and PEDs.	Achieved The HR Connect project was finalised. Data will be received from the service provider.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Review the current recruitment and retention strategies to determine effectiveness.	Analysis of the Teacher Laptop Initiative and incentives to posts.	1 April 2010 – 31 March 2011	Biannual reports on analysis provided to HEDCOM.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	
		Facilitate and support the implementation of Occupation Specific Dispensation Collective Agreement 4 of 2009.	1 April 2010 – 30 June 2011	Report on implementation to HEDCOM end of first quarter.	Achieved.	
		Facilitate and support the implementation of the conditions of service of ECD practitioners.	1 July 2010 – 31 March 2011	Biannual reports on implementation to HEDCOM.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	
<b>Develop and maintain norms.</b>	Review the new post distribution model with regard to curriculum change.	Determine and implement any changes required to the model due to changes in curriculum for 2011 and 2012.	1 July 2010 – 31 March 2011	Report on impact of changes in curriculum on the model and its implementation to HEDCOM.	Achieved A report was provided to HEDCOM in October 2010.	
	Develop norms and standards for Inclusive Education, Grade R, Technical schools.	Norms and standards for Inclusive Education to be developed for the provisioning of posts to schools.	1 July 2010 – 31 March 2011	Approval by HEDCOM.	Work is in progress.	Work on norms and standards for schools was completed but not approved as yet by HEDCOM.
		Norms and standards for Grade R are established for post provisioning to primary schools offering Grade R.	1 July 2010 – 31 March 2011	Approval by HEDCOM.	Norms and standards for Grade R for post provisioning were not developed this year, since there was no directive on how Grade R would be rolled out to public schools.	
		Norms and standards are established for technical schools due to requirements of the Occupation Health and Safety Act.	1 July 2010 – 31 March 2011	Approval by HEDCOM.	After analysis was done it was found that there was no need for separate norms.	
		Facilitate and support the implementation of the strategy to reduce class sizes.	1 April 2010 – 31 March 2011	Biannual report to HEDCOM.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	

## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Review norms and standards for support staff to schools.	Collate information on progress towards compliance with the minimum norms.	1 July 2010 – 31 March 2011	Biannual report to HEDCOM.	Achieved A second report was provided at HEDCOM on 28 & 29 March 2011 in HR sub-committee meeting annotation.	
		Gazette norms and standards.	1 October 2010 – 31 March 2011	Gazette published.	Norms and standards still need to be revised before being gazetted.	
	Review norms and standards for district office staffing.	Revise the proposed norms and standards according to any amendments made on the proposed District Policy.	1 October 2010 – 31 March 2011	Amendments made to the norms and standards and costing thereof.	No new norms are proposed at this stage.	
<b>CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT</b>						
<b>DIRECTORATE: EDUCATOR PERFORMANCE MONITORING AND DEVELOPMENT</b>						
<b>Develop a revised Teacher Performance Appraisal System (TPAS) and monitor its implementation.</b>	A revised TPAS is finalised. Training material produced and training initiated.	Implement and monitor existing IQMS instruments. External moderators to visit 8 500 schools.	1 April 2010 – 31 March 2011	Quarterly reports to HEDCOM and CEM available. 8 500 schools visited.	Moderators visited 7 160 schools to monitor IQMS implementation (this figure consists of 6 040 first-time visits and 1 120 follow-up visits).	The target of 8 500 schools could not be reached due to: 1. Extended holidays due to the World Cup in June/ July. 2. Teachers' strike in August. 3. Visits to 1 510 centres in December to monitor NCS Examinations. 4. Visits to 710 schools (7 – 11 March to conduct a survey on furniture in schools 5. Visits to 509 schools and 79 distribution centres to monitor the ANA.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Development of revised instruments for TPAS.	1 – 30 April 2010	Revised instruments available.	The draft revised TPAS instrument and rating guide are available.	
		Refer the proposed TPAS instruments to the ELRC for negotiations and finalisation.	1 May – 31 July 2010	Signed instrument available.	Proposed TPAS instrument has been discussed in the task team, and is in the process of being referred to ELRC Council for finalization.	
		Development of training materials.	1 August 2010 – 31 August 2010	Training material available.	No progress.	This is subject to the availability of a signed instrument.
		Initiation of training and advocacy for provincial officials and educators.	1 September 2010 – 31 March 2011	Training reports available.	No progress.	This is subject to the availability of a signed instrument.
<b>Implement a performance-based contract and Performance Appraisal System (PAS) for school principals/ deputy principals.</b>	PAS for principals and deputy principals is developed and finalised. Training material produced and training initiated. Each principal and deputy principal to be assessed in terms of the IQMS.	Finalisation of PAS instruments for school principals/ deputy principals by the ELRC.	1 April 2010 – 30 June 2010	Signed instrument available.	Discussions on the Performance Management and Development System for Education Management Services are currently in progress at the ELRC.	Discussions on the draft instrument are proceeding, and are likely to be concluded by the end of June 2011.
		Development of training materials.	1 July 2010 – 31 July 2010	Training material available.	No progress.	This is subject to the availability of a signed instrument.
		Initiation of training and advocacy for provincial officials and principals/ deputy principals.	1 August 2010 – 31 March 2011	Training reports available.	No progress.	This is subject to the availability of a signed instrument.
		Existing IQMS instruments implemented. Principals and their deputies assessed and monitored.	April 2010 – 31 March 2011	Quarterly reports to HEDCOM and CEM available. 8 500 schools visited.	7 160 schools were visited in 2010 – 2011 to monitor the assessment of principals and deputy principals in terms of the IQMS. An Annual Report will be prepared for the HEDCOM meeting of May 2011.	The report on this item is similar to the one given on IQMS implementation, since it covers both teachers and principals

## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Implement a performance-based contract and Performance Appraisal System (PAS) for office-based educators.	PAS for office-based educators is developed and finalised. Training material produced and training initiated.	Finalisation of PAS instruments for office-based educators by the ELRC.	1 April 2010 – 31 June 2010	Signed instrument available.	Work in progress. This matter is being discussed by the ELRC. Performance of office-based educators was monitored in terms of the ELRC Collective Agreement 3 of 2002.	An analysis based on the key findings of the Performance Management and Development System (PMDS) for office-based educators was presented to HEDCOM in December 2010. An Annual Report in this regard will be presented to the HEDCOM meeting of 9 May 2011.
		Development of training materials.	1 July 2010 – 31 July 2010	Training material available.	No progress.	This is subject to the availability of a signed instrument.
		Initiation of training and advocacy for provincial officials and office-based educators.	1 September 2010 – 31 March 2011	Training reports available.	No progress.	This is subject to the availability of a signed instrument.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT</b>						
<b>DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE</b>						
<b>Create a positive framework and maintain conditions of service for educators.</b>	Monitor the implementation and analyse the implications of collective agreements that maintain and improve the conditions of service of educators.	Continue the implementation of the Occupational Specific Dispensation for Educators which would result in the improvement of their remuneration.	1 April – 30 September 2010	Conduct workshops in all PEDs to ensure successful and consistent implementation. A report to HEDCOM is produced in September 2010.	Achieved All identified anomalies have been corrected.	
		Conclude an agreement on Teacher Appraisal.	1 April 2010 – 31 March 2011	Agreement is signed and implemented.	Work is in progress. Task Team met in November 2010 and December 2010.	Labour representatives presented two separate proposals and requested time to consolidate their proposals into one before presenting it to the employer.
		Conclude an agreement on the revised examination tariffs for markers.	1 April 2010 – 31 March 2011	Agreement is signed and implemented.	Achieved The draft collective agreement was tabled at the ELRC and all parties agreed to sign it.	
		Finalize and conclude an agreement on the Education Management Service and the Specialist Category.	1 April – 30 September 2010	Agreement is signed and implemented.	Work is in progress. Work on EMS for office-based educators was completed.	Job descriptions need to be reviewed.
		The revision of the PAM is finalized and an electronic version is made available to all stakeholders, including schools.	1 – 30 April 2010	An updated PAM is available.	Achieved Amendments to the PAM document were completed and presented to the ELRC for ratification.	
		Monitor the reduction in the appointment of temporary educators.	1 April 2010 – 31 March 2011	Present Senior Management and HEDCOM with quarterly reports.	Third and fourth quarter reports were delayed.	Report has been completed and will be presented to Senior Management.



## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Implement the recommendations of the review of the Dispute Resolution and Prevention Strategy.	Research and investigate possibilities for granting access to housing for educators working in deep rural areas.	1 April 2010 – 31 March 2011	Report with recommendations presented to Senior Management and HEDCOM.	The matter was dealt with by the DPSA.	The leading employer in the PSCBC (DPSA) tabled a proposed framework of the new Housing Finance Scheme for all public servants for implementation by no later than 30 April 2013.
		Organize advocacy and training for Labour Relations and relevant HR officials.	1 April 2010 – 31 March 2011	Properly informed and trained officials. Reduction in disputes.	PED LR officers and HR officers attended a workshop in November for training on the implementation of salary deductions (following the teachers' strike). In December a National Labour Relations Forum was held to reflect on the 2010 strike and reinforce the role of LR officers in ensuring labour peace.	The Office of the PSC convened, in collaboration with the PSCBC & DPSA, a 2 <sup>nd</sup> Biennial Labour Relations Conference for the public service that was attended by HR and LR practitioners on 14 – 16 March 2011.
<b>CHIEF DIRECTORATE: INSTITUTIONAL DEVELOPMENT</b>						
<b>DIRECTORATE : DISTRICT DEVELOPMENT</b>						
<b>Ensure effective professional leadership at district level of the system.</b>	Comprehensive framework on the role of education district offices with respect to various national programmes, aimed at bringing about better focus on improving schools.	Consolidate and streamline existing policies governing districts, examine existing levels of staff capacity and funding in districts and likely improvements in this area.	1 April 2010 – 31 March 2011	Framework document to be developed.	The framework document was approved by CEM as a guideline to be utilized in the system.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Report on the annual audit of all districts to update District Management Information Services (DEMIS) databases.	Conduct provincial audit using DEMIS instrument. Update databases of district skills and capacity and generate a report.	June 2010 – March 2011	Annual Report on the DEMIS will be generated.	All information on subject advisors was captured.	
	Report on the effectiveness of management systems at district level in the area of District Curriculum Support Services.	Monitor, report on and support implementation of district operational plans focusing on utilisation of subject advisors.	1 April 2010 – 31 March 2011	Quarterly reports will be generated on District Curriculum Support Services.	35 districts were identified across the country that achieved less than 60% in the 2009 NSC examinations. Of the 35 districts, 13 districts were prioritized and visited to determine the interventions required to provide support.	Focus was placed on the 18 poor performing districts in the 2010 NSC examination.
	Report on the effectiveness of management systems at district level in the area of District Management and Governance Service to support and sustain school functionality.	Monitor, report on and support implementation of district operational plans focusing on utilisation of officials supporting school management.	1 April 2010 – 31 March 2011	Quarterly reports will be generated on District Curriculum Support Services.	An instrument was developed to collect information from district offices that will be analysed to determine the interventions required to support the implementation of district operational plans, focusing on utilisation of officials supporting school management and governance. Data from two districts in Mpumalanga and Eastern Cape were collected.	Focus was placed on the 18 poor performing districts in 2010 NSC examination.
	Report on the effectiveness of management systems at district level in the area of District Corporate Services.	Monitor and report on the effectiveness of corporate services (school infrastructure; educator conditions of service, e.g. early payment of new educators, closing of files for retiring educators).	1 April 2010 – 31 March 2011	Quarterly reports on District Learner Support Services will be generated.	No progress.	This matter has not been concluded as initially planned because of the lack of capacity in the Directorate.
	Report on district business meetings.	Organise three national District Directors' meetings.	April 2010 – March 2011	Reports will be generated on the district business meetings held.	A meeting with all 81 district directors was held on 14 December 2010 focusing on Action Plan 2014 and the role of districts in ensuring the realisation of this plan.	A follow-up meeting has been planned for June 2011.

## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Handbook for District Directors.	Develop a Handbook for District Directors.	August 2010 – March 2011	Progress Report on the development of the Handbook.	A document on the minimum delegations of authority for all District Directors was developed.	
<b>CHIEF DIRECTORATE : INSTITUTIONAL DEVELOPMENT</b>						
<b>DIRECTORATE: WHOLE SCHOOL EVALUATION</b>						
<b>Better reporting on the effectiveness of schools.</b>	Hold principals accountable for providing credible and reliable data on school performance.	Finalise the development of the Handbook for School Evaluation intended to assist Whole School Evaluation supervisors and school principals to evaluate schools with ease.	April – October 2010	A handbook for School Evaluation to be used by WSE supervisors and school principals is produced.	Draft Handbook for School Evaluation was developed.	
	Monitor the implementation of the policy on whole school evaluation.	Provide support and guidance to provincial WSE units on the implementation of the policy through on-site visits to WSE activities.	July 2010 – March 2011	Report to the system on the state of school performance.	Achieved.	
		Monitor three evaluated schools per province to verify the level of implementation of the recommendations by the WSE teams.	October 2010 – March 2011	Report on the level of implementation of recommendations.	Achieved.	
	Training of newly appointed WSE supervisors.	Training of the supervisors newly appointed by provinces in the implementation of the WSE policy.	July – October 2010	All newly appointed supervisors are trained in the implementation of the WSE policy.	All newly appointed supervisors were trained in the implementation of the WSE policy.	Completed according to the plan
		Assessment of trainees through submission of their portfolios.	February – March 2011	The number of trained WSE supervisors is increased.	All trainees were assessed.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: TEACHER EDUCATION</b>						
<b>DIRECTORATE: CONTINUING PROFESSIONAL TEACHER DEVELOPMENT</b>						
<b>Increase the number and quality of new teachers and support practising teachers and school and curriculum leaders to improve their professional practices in priority areas.</b>	Complete the development of the new, strengthened, integrated national plan for teacher education and development (in line with the Teacher Development Summit declaration) and provide financial, planning, systems, coordination and monitoring support for its implementation in collaboration with DHET, provinces and relevant stakeholders.	Costed plan is developed.	April 2010	Costed plan presented to the Minister for approval.	The plan was launched by both Ministers of Education.	Implementation of the plan will be accelerated in 2011.
		Year by year implementation schedule is developed.	October 2010	Schedule of prioritised programmes published and communicated to stakeholders.	A framework for implementation plans was adopted.	
	Support and monitor the completion of the Continuing Professional Teacher Development (CPTD) management system pilot and preparation of the CPTD management system implementation plan in partnership with SACE.	CPTD management system pilot is completed.	October 2010	Pilot report is published.	The pilot was completed. The draft report is available.	The draft report is available
		CPTD management system implementation plan is developed.	February 2011	Implementation plan is approved.	Achieved.	
	Implement, monitor and evaluate effective support to leadership and management in schools through the ACE-school leadership and management qualification as well as focused short courses for existing and aspirant candidates.	1 400 principals and deputy principals participate in the ACE-School Leadership programme, appropriate short courses are developed and 1 000 leaders participate in short courses.	April - December 2010	1 400 school leaders complete the first year of the ACE School Leadership and 1 000 school leaders complete a relevant accredited short course.	The 2010 ACE programme was implemented in all provinces except in the Eastern Cape (due to financial challenges). The Department exceeded its enrolment target.	

## PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Monitor, evaluate and support provinces to implement targeted teacher development to support development of teachers in line with the NSC implementation of review.	Identify current funding streams within the provincial budgets and direct them to support teachers to develop curriculum knowledge competence in the areas of need identified in the NCS implementation review report.	June 2010	Funding is identified and allocated to support teachers according to provincial needs.	Achieved.	
	Implement a teacher recruitment campaign and maintain and further develop the Funza Lushaka bursary scheme to improve the supply of quality initial teachers in priority areas.	Develop and implement a teacher recruitment campaign that is responsive to current needs.	31 March 2011	A teacher recruitment strategy is developed and approved.	Achieved.	
April 2010 – March 2011			The 2010 – 2011 teacher recruitment strategy is implemented.	Information on teaching as a career and the Funza Lushaka bursary was distributed.		
April 2010 – March 2011		Reports on teacher supply and demand are generated.	Achieved. Reports on profiles of Funza Lushaka graduates are available.			
30 June 2010		2010 bursars are selected.	Achieved 10 073 bursaries were awarded.			
April – October 2010		Monthly donor's reports requested from NSFAS and non-payments followed up.	Achieved. R462 198 603.48 (99% of total funds available for disbursement) was paid out to institutions, representing the cost of bursaries to 10 073 students.			
April – September 2010		Funza Lushaka report received from Higher Education Institutions.	All 23 institutions submitted reports used for monitoring purposes.			
		Manage the Funza Lushaka bursary scheme to grow the supply of teachers in national priority areas.	September 2010	2011 Funza Lushaka Policies and Processes document is produced.	The policies and processes document was compiled and forwarded to institutions.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 3: TEACHERS AND EDUCATION HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
			October 2010 – February 2011	Potential bursars apply for the bursaries.	Achieved. Over 30 000 applications were received, including a total of 22 213 new applications of which 10 405 were from applicants who would enrol as first year students.	
			April 2010 – February 2011	2010 graduate bursars are successfully placed in provincial teaching posts.	Work is in progress.	A database of qualifying bursars was compiled and forwarded to provinces to effect placement.

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**PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION**


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**2.2.4 PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION**

The key functions of the Planning, Quality Assessment and Monitoring and Evaluation Branch are:

- Developing systems and procedures to support and maintain the integrated education management systems based on individual learner records, and monitoring and reporting on the implementation of the education information policy in the basic education sector;
- Focusing on cross-cutting aspects such as financial and physical resource planning, budgeting support, and coordination of the implementation of national policy with provincial education departments;
- Promoting the integrity of national school assessments and examinations; and
- Evaluating the entire education system by means of the National Education Evaluation and Development Unit (NEEDU) to ensure the provision of quality education.

**2.2.4.1 HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES FOR 2010/11**

Accelerated Schools Infrastructure Delivery Initiative (ASIDI) plans and targets were finalised and presented to HEDCOM and CEM. In spite of government funding constraints, the infrastructure bid was approved and additional funds were made available. The frameworks for the backlogs grant and the Infrastructure Grant to provinces were finalised with National Treasury.

The 2011 national funding target tables and poverty tables were published. The government notice on amendments relating to compensation for exemption and operational funds to no-fee schools was completed and approved by the Minister. An analysis of all Provincial Education Departments' Annual Performance Plans for 2011 – 2012 and their alignment to Action Plan to 2014 was completed.

The Policy on Learner Attendance was gazetted, briefing sessions were held in every province and policy booklets delivered to all provinces for distribution to schools. Tools for the monitoring of learner attendance policy implementation were developed. The quality of data collection is being continually improved.

The year witnessed an improvement in the conduct, management and administration of the National Senior Certificate examination. A Ministerial Intervention Strategy to restore the integrity of examinations in Mpumalanga was successfully implemented by the Department in the management of the 2010 examinations.

The Annual National Assessments were conducted in February 2011. The tests were administered to about 6 million learners in Grade 1 - 6 and Grade 9 in approximately 19 000 schools. The results and report will be finalised and submitted to the Minister by June 2011.

Since its establishment, the National Education Evaluation and Development Unit (NEEDU) has engaged in a series of discussions and conversations that were essential to refine mechanisms through which the evaluation and development of schools could be effectively undertaken. The NEEDU Bill, which spells out the mandate of NEEDU (of providing an authoritative, analytical and accurate account of the state of education in South Africa and particularly the status of teaching and learning in all schools), was drafted.

**Challenges**

The lack of capacity in the Department of Basic Education, due to the splitting of the Department of Education, remains a challenge.

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## PART 2: PROGRAMME PERFORMANCE

## 2.2.4.2 PROGRAMME ACTIVITIES

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION</b>						
<b>DIRECTORATE: EDUCATION MANAGEMENT INFORMATION SYSTEMS</b>						
<b>Implement and report on the implementation of the Education Information Policy.</b>	The 2010 national surveys are conducted, verified and integrated into the national data warehouse (including ad hoc surveys).	Provide support to provinces and monitor implementation of education information standards through guidelines and discussions.	April 2010 – March 2011	Guidelines and reports produced and HEDCOM sub-committee on EMIS minutes reflect relevant discussions.	Three HEDCOM sub-committee on EMIS meetings were held in April 2010, July 2010 and on 8 March 2011. Comprehensive information packs were prepared for provinces and HEDCOM.	
		Monitoring instrument is utilised to assess adherence to approved Education Information Policy and Standards by PEDs.	April 2010 – March 2011	Report is compiled on the state of implementation of Education Information Policy and Standards.	The report is currently annotated for HEDCOM in July 2011 and the information policy has now been amended.	Note that the Information Policy has now been amended in Gazette No 33426
	The second set of information standards and guidelines is fully implemented.	Advocacy to PEDs and all relevant stakeholders towards implementation of the information standards.	April 2010 – March 2011	Advocacy documentation, guidelines and reports are compiled.	Advocacy plan was compiled. Involvement of HEDCOM sub-committee members to represent provinces as first step in advocacy implementation was initiated.	Standards have not been gazetted as yet.
	Develop further standards and amend existing standards as required.	Compile and maintain a list of information standards needs, on an ongoing basis.	April 2010 – March 2011	Register of required education information standards. Education Information Standards on the register are published, advocated and implemented.	Work is in progress. The Register of Education Information Standards was compiled and maintained.	
		Draft, and consult on, education information standards with relevant bodies and stakeholders (HEDCOM SC, HEDCOM and Education Information Standards Committee).	April 2010 – March 2011	Education information standards gazetted and distributed to PEDs and all relevant stakeholders for implementation.	Standards SC06 – SC011 were signed by the Minister. Standards SC010 and SC012 await the Minister's approval. Work on Standard SC013 was completed.	



## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Develop and maintain an Integrated Education Management Information System (EMIS) based on individual learner records.</b>	The 2010 national surveys are conducted, verified and integrated into the national data warehouse (including ad hoc surveys).	Datasets, as stipulated in Education Information Requirements, Government Gazette 29757 and ad hoc data, are processed.	April 2010 – March 2011	Integrated national database for head counts and annual surveys for ordinary and special schools, and Early Childhood Development Centres, are maintained at DBE.	All national surveys planned to be completed in the half year period (January – March 2011) were conducted nationally: SNAP (tenth day School Survey) and ASS 2011. Preliminary SNAP data were consolidated into national database; Q2 (Second Quarter) Master list was posted on the internet and a departmental announcement made.	
		Geographical Information System (GIS) reporting is functional by setting up GIS reporting operations at EMIS.	April 2010 – March 2011	Unit able to produce on demand GIS data and map requests.	GIS Datasets: AFRIGIS updated and integrated to EMIS and remapped. New data integration, updating of 2009/10 into GIS Data. GIS Project KML file development in progress.	
	An annual sample survey is conducted to verify and improve the accuracy of the 2010 annual school survey data.	A sample of ordinary, special schools, Adult Basic Education and Training, and Further Education and Training institutions is conducted to quality assure data collection.	April 2010 – March 2011	Reports emanating from the Data Quality Surveys are shared with PEDs, HEDCOM, CEM and Minister. Report compiled on corrective action that has been undertaken as result of data quality audit.	A service provider has been appointed for Project Data Quality Audit (DQA) 2011.	For the 2010/11 Data Quality Audit, PEDs would conduct DQAs and submit reports to DBE.
		Self-assessment exercise on readiness of EMIS unit to meet South African Statistical Quality Assessment Framework (SASQAF) requirements.	April 2010 – March 2011	Report emanating from SASQAF of the state of EMIS data is compiled.	SASQAF has now been mobilized with Stats SA. Indicators were selected for self-assessment.	The process is dependent on Stats SA.
	Publication of 2009 Education Statistics at a Glance report, and the preliminary release of the 2010 learner data (School Realities 2010).	Compilation, release and publication of education Information statistics.	April 2010 – March 2011	Publication of Education Statistics in South Africa 2009, School Realities 2010 and other reports, including those based on Annual School Survey data.	Both EMIS publications were published and distributed: School Realities 2010 (September, released before its official date) and Education Statistics in South Africa 2009 (December 2010).	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION</b>						
<b>DIRECTORATE: RESEARCH COORDINATION, MONITORING AND EVALUATION</b>						
<b>Promote and undertake the monitoring and evaluation (M &amp; E) of the schooling system.</b>	Mechanisms are established to promote the M & E of the schooling system.	Develop sector indicators and Programme Performance Measures (PPMs).	August 2010	Sector indicators and PPMs are adopted.	Both sector indicators and PPMs were adopted.	
		Develop guidelines and frameworks for M & E of policy implementation.	December 2010	Guidelines on M & E of policy are adopted. Framework for M & E of NCS is developed.	Guidelines were not adopted. Framework was not developed.	Further work is required on the guidelines. The framework could not be developed owing to procurement issues and the need to take into account changes to the curriculum. In terms of procurement, the quotations received from service providers exceeded the available budget.
	Promote M & E coordination.	Ongoing	Two meetings each of the M & E Transversal Team and HEDCOM SC are held.	Meetings were held as planned (M&E Commission 8 July 2010 and 25 Oct 2010; HEDCOM SC 27 July 2010, 1 Nov 2010 and 21 February 2011).		
	Undertake capacity-building on M & E.	December 2010	One capacity-building programme on M & E is held for national and provincial officials.	A capacity-building programme was held in December 2010.		
	Finalise Dictionary of Terms; approved and published.	July 2010	Dictionary of Terms approved.	The Minister approved the Dictionary on 25 February 2011.		

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Undertake orientation programme on policy on learner attendance.	October 2010	Orientation programmes for PED and district officials on learner attendance policy are undertaken.	Orientation programmes were undertaken in all PEDs (20 May – 4 June 2010).	
		Finalise policy on home education.	December 2010	Policy on home education is gazetted.	Discussion document on home education was approved by Senior Management and submitted to the Ministerial Management Meeting to approve publication for public comment.	Draft Regulations have been prepared and proposed amendments to South African Schools Act have been drafted.
		Promote EFA coordination.	Ongoing	UNESCO activities on EFA are responded to where appropriate.	Participated in activities of the SA UNESCO Commission, UNESCO Institute for Statistics (international and regional) and UNESCO High Level Group meeting in March 2011.	
<b>Undertake reporting on the schooling system.</b>	Monitoring reports are developed and disseminated.	Prepare report on macro indicators (MI).	December 2010	2010 macro indicator report is published.	MI Report was published on the website.	There was a three month delay in the publication of the MI report owing to procurement delays. The appointment of a service provider took longer than planned.
		Prepare report on the sector plan.	March 2011	Progress report on sector plan is approved.	The progress report is being finalised.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Prepare report on service delivery in schools.	March 2011	2011 service delivery report is published.	The service delivery report could not be published owing to the lack of updated information.	The service delivery report has been replaced with a report on infrastructure. This report will be finalised in June 2011.
		Prepare report on General Household Survey (GHS).	March 2011	Report on 2009 GHS is published.	The report on the 2009 GHS is being finalised.	The report needs to be edited.
		Disseminate report on education leave.	April 2010	Report on educator leave is disseminated.	The educator leave report was disseminated to all relevant forums.	We are awaiting a response from the ELRC regarding the presentation of the report.
		Prepare reports based on analysis of EMIS and other data.	March 2011	Language of Learning and Teaching (LOLT) report is disseminated. Status quo and trend reports are prepared.	LOLT report was presented at the LOLT Colloquium and published on the website.	
		Respond to national and international reporting obligations.	March 2011	Reports on Millennium Development Goals (MDGs) and EFA prepared.	MDG and EFA reports were prepared.	
<b>Promote research coordination.</b>	Research coordination is promoted.	Develop a framework for research coordination.	December 2011	Framework on research coordination is adopted.	The concept note on research coordination was approved by the Director-General. A draft framework on research coordination was prepared.	
		Network with research organisations.	Ongoing	Interaction with external research organisations is undertaken.	Interaction took place with SAQA, Umalusi and NRF research forums, as well as partial involvement in developments regarding the establishment of an education research organisation in South Africa.	

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION</b>						
<b>DIRECTORATE: EDUCATION MANAGEMENT SYSTEMS</b>						
<b>Develop systems to support the integrated education management information system.</b>	Implementation of the national Learner Unit Record Information and Tracking System (LURITS) in all schools for the core learner and educator datasets.	LURITS administrators are trained and supported for all provinces and national level.	April 2010 – March 2011	LURITS administrators meet quarterly in Pretoria for support and training.	All four quarterly planning sessions for LURITS administrators took place.	
		Implementation in provinces continues and is planned and monitored according to the LURITS targets.	April 2010 – March 2011	Quarterly reports are submitted to the EMIS HEDCOM sub-committee, HEDCOM and CEM on the status and progress of the system.	LURITS progress reports and targets were presented at all EMIS HEDCOM sub-committee meetings and LURITS Steering Committee meetings.	
		Schools using paper systems are supported via Optical Mark Recognition scanning or other technology.	April 2010 – March 2011	Schools with paper systems have learners registered on LURITS.	SITA proposal for 2011 services was signed and printing of 2011 forms for paper-based schools in Eastern Cape and KwaZulu-Natal is underway. Limpopo forms were scanned and are being edited.	Insufficient funding for EC which was tabled at HEDCOM and CEM, necessitated that the project continue in 2011 – 2012.
	Maintenance and upgrading of the South African School Administration and Management System (SA-SAMS) school administration system. The SA-SAMS provincial warehouse is implemented in all provinces.	Code enhancements are made according to user needs.	April 2010 – March 2011	Updated SA-SAMS software is distributed to provinces at quarterly intervals.	All SA-SAMS updates and corrections could not be addressed due to the urgency of the Annual National Assessments (ANA).	
	New modules are requested by schools and provinces. Requests are reviewed and approved by the technical committee of the HEDCOM EMIS sub-committee. If approved, modules are developed with training materials.	Ongoing	Updated SA-SAMS modules are distributed to provinces.	A number of SA-SAMS modules, including ANA, were completed.		

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		The SA-SAMS warehouse is implemented in all provinces.	April 2010 – March 2011	The SA-SAMS warehouse is functional in all provinces.	Support to provinces to implement SA-SAMS in all schools is ongoing. Warehouses are implemented in Free State, North West, Western Cape and Mpumalanga.	Not implemented in the other five provinces due to financial and logistical constraints.
	The Business Intelligence (BI) system is available to all managers. The system is enhanced to meet the ongoing information needs of managers.	DBE managers are trained on the use of the BI system. The use of the system by DBE managers is monitored and tracked.	April 2010 – March 2011	Report on the usage of BI by managers at the DBE is presented to Senior Management in February 2011.	Intensive training was postponed until movement to production.	
		The BI system is further enhanced to include data from LURITS and other data sources.	April 2010 – March 2011	The development of the upgraded system is completed and installed at SITA Centurion.	Testing of BI has stopped because of the problem with BI software (SITA is attending to the problem).	
		Dashboards are developed for senior managers and the staff in the Ministers' offices.	April 2010 – March 2011	Dashboard reporting is available to senior managers and strategic staff.	Dashboards for SNAP data have been developed.	Dashboard reports are not accessible due to the problems with BI software.
		Detailed school profiles are developed and available via the BI system.	April 2010 – March 2011	Completed school profiles available on the BI system.	School profiles for SNAP Data have been developed.	School profiles are not accessible due to the problems with BI software.

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Develop systems and procedures to support education policy implementation.</b>	Survey capture tools are developed for EMIS and other directorates on request.	Electronic data capture tools are developed for all EMIS surveys and for the surveys of other directorates on request.	April 2010 – March 2011	Completed tool development and use of tools for data capture.	Annual School Survey, SNAP survey, ECD and SNE SNAP survey capture tools were released to provinces following the schedules of the surveys to the EMIS requirements.	
	Facilitate and support the development of operational information systems to support policy implementation.	Provide support to the HR Planning Directorate on the development of the Human Resource Management Information System (HRMIS).	April 2010 – March 2011	Functioning HRMIS system from school to national level.	The resources from SITA to compile the Technical Design Specification, Functional Design Specification, User Requirement specification, and develop and maintain the Post Provisioning Model tool will be acquired via the Government Information Technology Office (GITO) by June 2011. Licenses for provincial access to HR data were acquired.	The initial proposal from SITA reflected unrealistic pricing and did not include all requirements. Awaiting updated proposal via GITO.
		Provide support to the Physical Planning Unit for further development of the national infrastructure system.	April 2010 – March 2011	The enhancements to the infrastructure system are completed and installed.	Final certification for production is in process.	
	Monitor and assist provinces with planning of systems and budgets to implement the national EMIS business plan and education policies.	The LURITS/ SA-SAMS business plan is updated quarterly to include provincial needs and to mitigate risks.	April 2010 – March 2011	Quarterly progress report on the implementation of the LURITS/ SA-SAMS business plan to HEDCOM EMIS sub-committee, HEDCOM & CEM.	The LURITS business plan was presented at the HEDCOM EMIS sub-committee (16 – 17 March 2011) and the LURITS Steering Committee (15 March 2011).	
		On-site visits are undertaken to provinces to assist with planning of systems in the province.	April 2010 – March 2011	Reports are provided to Provincial HODs on progress in the provinces.	Regular updates from provinces were received.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Design functional specifications for different levels of the education system to improve education business processes.	Develop functional specifications for improved business processes on request.	Ongoing	System documentation produced.	The feasibility study to convert SA-SAMS public reports to be translated into all 11 languages was completed together with preparation of the reports. The Learner Information/ Admission Form and process were completed.	The Learner Information Form is awaiting approval from the Technical Committee of Standards.
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS						
DIRECTORATE: FINANCIAL PLANNING						
<b>Plan and monitor the equitable distribution of education funding in support of education policies.</b>	Amendments to norms, as indicated by the review and ongoing monitoring and support to public and independent schools (including fee levels, exemptions, no-fee schools, transfers, etc.)	Providing support on implementation of the norms, including implementation activities for 2011 no-fee school determinations.	April – December 2010	Deadlines as per funding norms met (publication of proportion of learners, lists of no-fee schools for 2011, national per learner target allocations for 2011 MTEF). Publication of the required amendments.	Awaiting MEC signed-off no-fee lists from the following PEDs: EC, GP, MP and NW. The draft Gazette for publishing no-fee lists was forwarded to Minister on 15 March 2011 for approval and publication for FS, KZN, LP, NC and WC.	
		Monitoring implementation of funding norms with special focus on compliance and impact of no-fee schools and exemption regulations.	April 2010 – March 2011	Monitoring report submitted to the Minister by November 2010 and thereafter to HEDCOM and CEM.	Monitoring report on implementation of funding norms was completed and submitted to Minister on 23 March 2011.	
		Review previous work and reports produced on the costing of a Basic Minimum Package for Schooling.	April 2010 – March 2011	Draft concept paper for discussion/ consultation by October 2010. Report on consultation to the Minister by March 2011.	Several costing models were examined and found to be unsuitable for DBE purposes. Work is in progress using internal capacity.	



## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Finalise the amendments to the School Funding Norms and develop an implementation plan.	April – December 2010	Publication of final amendments. Approved implementation plan by HEDCOM and further noting by CEM.	Amendments relating to compensation for exemption and operational funds to no-fee schools were completed and published in the Government Gazette (28 January 2011). Implementation plans were approved by the HEDCOM sub-committee on Finance (22 February 2011) and the Director-General (8th April 2011). Plans were distributed to HODs on 12 April 2011. Awaiting enactment of the BELA Bill before finalising other amendments.	
		Analysis and research on new issues relating to the School Funding Norms as identified through the review thereof.	April 2010 – March 2011	Publication of draft amendment for public comments.	Implementing the collapsing of Quintiles 1 to 3 was deferred due to provincial budgetary limitations.	
	Develop a national funding policy for inclusive education.	Draft a national funding policy for inclusive education.	April 2010 – March 2011	Draft policy for discussion/consultation by October 2010. Report on consultation to the Minister by January 2011.	Draft policy proposals for funding of an inclusive education system were produced and forwarded to the Director-General for input.	
	Monitoring and support of implementation of norms and standards for Grade R to ensure universal access by 2014.	Monitoring implementation of Grade R funding norms.	April – December 2010	Monitoring report for Grade R on provincial implementation submitted to the Minister by June 2010 and thereafter to HEDCOM and CEM.	The monitoring report on implementation of Grade R funding norms by PEDs was completed and submitted to the Minister for approval. The Minister approved the report (28 October 2010) and the report was distributed to HODs (November 2010).	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS</b>						
<b>DIRECTORATE: PHYSICAL PLANNING</b>						
<b>Develop, implement and monitor a strategy for improved and adequate facilities at schools.</b>	Implement the infrastructure policy and the Norms and Standards, including provincial support and monitoring.	Finalise Learner Transport and Hostel policies.	April – December 2010	Draft Learner Transport policy and Hostel policy approved by HEDCOM and CEM.	The hostel policy has been finalised with inputs from stakeholders and provinces and from directorates in DBE. The draft will be presented to Senior Management, HEDCOM and CEM. A presentation on learner transport was submitted to the Minister at MMM and to HEDCOM (6 Dec 2010). Discussions are in progress with the Department of Transport to discuss the draft learner transport policy and agree on a way forward regarding roles and responsibilities and the publication of the policy.	
		Develop a National Procurement policy, prototype plans, cost model and design manual.	April 2010 – March 2011	Approval by HEDCOM and CEM.	Preliminary elemental prototype designs, as well as a cost model, were presented and discussed at the HEDCOM sub-committee on Infrastructure. Plans were revisited and a report was presented to the Minister at MMM.	
		Monitoring of utilisation of baseline adjustments and preparation of further budget bids in line with policy implementation requirements.	April 2010 – March 2011	Quarterly reports and annual budget bid.	Total school infrastructure spending at the end of the third quarter was 50% of the total adjusted budget (less than the expected expenditure of 75%). The EC, FS & Gauteng were the lowest spending provinces. There was a slight improvement in January 2011 with expenditure increasing to 59% and to 68% in February 2011.	

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Produce two monitoring reports in March and September on the implementation of Norms and Standards.	April 2010 – March 2011	Norms and Standards monitoring reports in September and March to HEDCOM and CEM.	The testing of National Education Infrastructure Information Management Systems (NEIMS) was completed. A report will be compiled and submitted in April 2011 as a result of the capturing of assessment forms that would impact on the data to be released.	
	Develop, implement and monitor the schools infrastructure delivery plan to bring schools to minimum functionality.	Develop and implement infrastructure delivery action plan to address basic functionality at schools (water, electricity, sanitation and fencing).	April 2010 – March 2011	Plan approved by HEDCOM and CEM.	ASIDI plans and targets were finalised and presented to HEDCOM and will be presented to CEM on 14 April 2011. The frameworks for the backlogs grant and the Infrastructure Grant to provinces were finalised with National Treasury.	
		Develop and implement a maintenance policy for schools.	April 2010 – March 2011	Draft policy approved by HEDCOM and CEM.	On the advice of the HEDCOM sub-committee on Infrastructure, the guidelines were revisited to factor in life cycle maintenance and devolving maintenance to SGBs. The final draft will be presented to Senior Management, HEDCOM and to CEM for approval.	
		Manage donor-funded projects.	April 2010	Projects plans and progress reports.	Project plans and progress reports were submitted and implementation is proceeded accordingly.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS</b>						
<b>DIRECTORATE: ECONOMIC ANALYSIS</b>						
<b>Promote and support optimal budgeting processes as well as monitor and evaluate the utilisation of resources in education.</b>	Report on the assessment of economic credibility and policy compliance of PEDs' annual performance plans (APPs) for 2010 – 2011 is produced.	Collection and analysis of reports and final report preparation.	May – August 2010	Report to HEDCOM sub-committee on Finance, HEDCOM and CEM.	The APP report was finalized.	Copies of both PEDs' Annual Performance Plans and Budget Comparison Reports (BCR) have been distributed to the Director-General, DDGs, CFO and externally to the PEDs.
	Assess the utilisation of standard and uniform formats and programme structures utilised across PEDs and proposals for amendments and refinements.	Analysis of standard charts of account, budget programme structure revisions and whether they provide reliable information. Make recommendations to National Treasury on amendments.	April – October 2010	Revised approved guidelines to National Treasury and provinces.	Report on PEDs' compliance with programmes, sub-programmes and 'of which' items was produced. Letters signed by the Director-General were sent with the above report to PEDs on 15 October 2010 for consideration.	A commitment was received from Mpumalanga to consider the recommendations.
	Finalise report on long-range basic education financing, resourcing and costing plan.	Analysis of provincial budgets and performance non-financial indicators, and fiscal and economic analysis of implications (Basic Education Investment Review).	July 2010 – March 2011	Interim assessment report, November 2010. Final report, March 2011.	Draft chapters were presented on 5 April 2011 to the Acting Deputy Director-General: Planning, Quality Assessment and Monitoring and Evaluation for comment, input and approval.	
		Participate in provincial visits, mid-year reviews and benchmark assessments.	July 2010 – February 2011	Reports per province produced by Directorate and provided to the Director-General within two weeks of visit.	A report on the Budget benchmarking exercise held in January 2011 was completed and submitted by the Budget Monitoring Directorate.	

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

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STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Consultative process on sector priorities, finalisation of priority paper and bid, manage bid process and budget implementation.	April 2010 – January 2011	Priority paper and provincial instructions on allocations as per management plan.	Submissions for the 2011 MTEF were submitted in October 2010. Allocations were announced in the Medium Term Budget Policy Statement in October 2010 and the Budget Speech in February 2011.	
		Data collection for UNESCO reports and report finalisation. Finalise systems for collection of data that were not provided according to UNESCO requirements.	June 2010 – March 2011	2009/10 UNESCO report submitted. A report recommending systems and processes to provide full data is consulted.	The work on the 2009/10 UNESCO report was approved by the Director-General.	
	Guidelines with regards to the coordination for optimal provincial budgeting are utilised across PEDs.	Develop a comprehensive guide to coordinate budget planning in the basic education sector.	April 2010 – March 2011	Guidelines produced and implemented in the basic education sector.	The HEDCOM sub-committee on Planning and Monitoring & Evaluation resolved that a task team should address the alignment of the Action Plan to 2014 to the APPs for 2012 – 2013 by its next meeting.	
<b>CHIEF DIRECTORATE: EDUCATIONAL MEASUREMENT, ASSESSMENT AND PUBLIC EXAMINATIONS</b>						
<b>DIRECTORATE: SYSTEMIC EVALUATION</b>						
<b>A new integrated strategy on the assessment of learners.</b>	National report on the performance of Grade 3, 6 and 9 learners in public schools available.	Dissemination of results from Grade 3 and 6 schools and learners sampled for external moderation of Annual National Assessments (ANA) in 2009.	April – June 2010	National and nine provincial reports available on findings and recommendations for improvement interventions.	A national report was produced.	The report will be submitted to the Minister for approval.
		Development, refinement and quality-assurance of literacy and numeracy tests to be administered to Grade 1 - 6 and Grade 9 learners in November 2010.	April – June 2010	Final, independently moderated sets of literacy and numeracy tests for Grade 1 - 6 and Grade 9 in appropriate languages of learning and teaching ready for printing.	Tests were finalised in November 2010.	The ANA administration cycle was shifted from November to February 2011, hence the shifting of time frames for subsequent activities.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Printing and distribution (to district offices) of literacy and numeracy tests for Grade 1 - 6 and Grade 9 learners.	July – October 2010	Copies of tests distributed to all district offices to be written by approximately 10 million Grade 1 - 6 and Grade 9 learners in 24 000 schools.	Tests were distributed to 151 delivery points nationally in January/ February 2011.	
		External monitoring of the administration of tests on a 7.5% representative sample of all public schools with Grade 3, 6 and 9 learners.	2 – 4 November 2010	Technical status report on the completion of test administration in approximately 1 800 sampled schools (7.5% sample).	Monitoring of tests administration was done in 158 schools (7.5% of 1 800 Grade 3 & 6 and 450 Grade 9 sampled schools).	
		External marking and moderation of tests from the representative sample of 1 800 schools with Grade 3, 6 and 9 (sampled in the ratio 3:2:1 to reflect the profile of the basic education system).	December 2010 – January 2011	Data on moderated tests ready for analysis and reporting.	The HSRC is in the process of marking and moderation of collected sampled scripts (to be finalised in April 2011).	Cleaned datasets from HSRC will be available by 22 April 2011. The final report on Grade 3 and 6 is due on 2 June 2011. Technical report on Grade 9 tests will be available by 15 September 2011.
		Analysis and reporting on the performance of learners in the sampled externally moderated schools.	April – June 2010	National report and school profiles available.	A final report on verification ANA of learner performance in Grade 3 & 6 will be available on 2 June 2011.	Preliminary results from Verification ANA (HSRC) will be available on 29 April 2011.
	National report on the performance of South Africa's Grade 6 learners in the Southern and Eastern Africa Consortium for Monitoring Educational Quality study (SACMEQ III) available.	Analysis of data, writing and production of a national report on the performance of Grade 6 learners in SACMEQ III.	May – September 2010	National report on SACMEQ III study presented to Minister.	Report on health knowledge of Grade 6 learners on HIV & AIDS was submitted to the Minister and MMM in March 2011.	A final country report will be submitted to Senior Management in June 2011.

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

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STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE: EDUCATIONAL MEASUREMENT, ASSESSMENT AND PUBLIC EXAMINATIONS</b>						
<b>DIRECTORATE: EXAMINATIONS AND ASSESSMENT IN SCHOOLS</b>						
<b>Improve formative classroom assessment from Grade R to 12.</b>	Policy on the new integrated strategy on the assessment of learners developed.	Task Team appointed to draft a policy on the integrated strategy on the assessment of learners. Policy document drafted and submitted to CMC, IPEC and HEDCOM for approval. Policy document submitted for public comment. Final policy document approved by Minister and gazetted as policy. Gazetted policy advocated and teachers trained in the implementation of the Integrated Assessment Policy.	April – May 2010	Policy gazetted and teachers trained in the implementation of the policy.	A draft policy on the Integrated Assessment Strategy for learners was submitted to senior management of DBE in 2010 and referred back to the policy task team for further development.	
	Valid, fair and reliable test items developed for selected learning areas/ subjects in Grade 3, 6, 9 and 12.	Concept document on the process of item development and banking developed. Implementation plan on item development and banking approved by the Director-General. IT system for item banking developed. Item writers and item reviewers trained. Specifications for item development for the selected subjects learning areas completed. Sample assessment items developed, reviewed and banked. Sample items distributed to selected educators for comment. Additional assessment items developed, reviewed and banked. Assessment items distributed to educators for use in everyday assessment.	April 2010 – March 2011	Reliable and valid test items used by teachers.	The appointment of item writer in five selected subjects was finalised. Item specifications were developed. The payment structure for the item writer was developed.	This activity will be continued in 2011 – 2013.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Training of subject advisors in the integrated assessment strategy.	Trainers identified across nine PEDs to train educators in the diagnostic assessment approach. Trainers trained by DBE in the new assessment approach. Training conducted across nine PEDs and training monitored by DBE. Success of training evaluated and report presented to the Director-General.	April – November 2010	Subject advisors trained.	School-Based Assessment sample moderation was monitored by the DBE across all PEDs in 2010. A panel of moderators was selected for Life Orientation (LO) and SBA.	This activity will be continued in 2011 – 2012 due to financial constraints.
<b>Establish a credible summative external assessment system.</b>	No serious examination irregularities reported.	Audit of examination processes and security arrangements conducted across all PEDs. Training of examination officials in the conduct of examinations and management of examination irregularities. PEDs to ensure that District Assessment Irregularities Committees (DAIC) and School Assessment Irregularities Committees (SAIC) are fully functional. Monitoring of all examination processes from registration of candidates to the release of results strengthened.	April 2010 – March 2011	Examination irregularities reduced to a minimum.	A comprehensive audit of all examination processes and security arrangements was done in Mpumalanga. In the remaining provinces a focused audit was done on printing, packing and distribution facilities, and security measures. All examinations, including NSC and SC, were monitored and no serious irregularities were identified in the 2010 – 2011 examinations.	The audit of examination processes and security arrangements in PEDs was deferred to 2011 – 2012 due to financial constraints.



## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

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STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Measurement instruments endorsed by key stakeholders and international partners.	<p>All comments from 2009 question papers consolidated and presented to examiners.</p> <p>Workshop for examiners conducted for selected subjects to address the issues emanating from these subjects.</p> <p>Internal moderators closely monitored in the execution of their functions.</p> <p>Independent experts appointed to review the question papers for mathematics, physical science and accounting, before they are printed. Selected question papers submitted to three internal assessment bodies for international evaluation after they are written.</p>	April 2010 – March 2011	High-quality and high standard question papers developed.	260 question papers for NSC November 2010 and 2011 supplementary examinations were finalised and distributed to PEDs. 244 question papers for SC May/ June 2010 and 2011 were finalised in 2010. The SC 2011 question papers were distributed to PEDs in 2011. A Training workshop for examiners and moderators was conducted in February. Comments from the 2010 examinations were consolidated and provided feedback into the process of setting the 2011 question papers.	
	Discrepancies in the outcome of re-marking appeals reduced to 1%.	<p>Additional criteria for the appointment of markers approved by HEDCOM, CEM and ELRC.</p> <p>Appointment of markers monitored across all PEDs by DBE.</p> <p>Training session conducted for appointed markers well ahead of the marking process.</p> <p>National marking guideline discussions conducted for all subjects.</p> <p>National moderators appointed for selected subjects to evaluate the quality of marking across marking centres.</p>	April – December 2010	High-quality marking administered across all PEDs.	DBE monitored the appointment and training of markers in all provinces. DBE managed the whole marking process in Mpumalanga. Memo discussions were held and standardised marking guidelines were distributed across all PEDs. Moderators were appointed in selected subjects and deployed to all marking centres to ensure consistency in the standard of marking across provinces.	

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Raw marks accepted in 80% of the subjects.	Capacity-building workshops conducted to improve examination officials' understanding of the standardisation process. Provide input to Umalusi into the determination of norms for the 2010 NSC examinations. Provide Umalusi with detailed reports on the question papers, marking and intervention strategies. Data on 2010 NSC examination results analysed and clearly motivated proposals on mark adjustments presented to Umalusi.	September – December 2010	Marks adjusted in exceptional cases.	Pre-standardisation and standardisation processes were completed between 21 – 24 December 2010. The raw marks of 39 subjects from a total of 58 subjects were accepted by Umalusi. Adjustments were made downwards in 10 subjects and upwards in 9 subjects.	
	Results accurately and timeously processed and analysed and certificates issued to all learners, four months after the results are released.	All developments on the IECS completed, tested and approved, and IECS is effectively maintained and supported. Complete dry run on the processing and resulting of examination results conducted. All examination results are accurately processed on the IECS and released to candidates as per schedule. NSC certificates for 2009 candidates and 2010 candidates processed and issued to candidates as per schedule.	April 2010 – March 2011	NSC certificates issued four months after release of results.	The IECS Mainframe system was developed and the November 2010 NSC examination was successfully captured. Re-mark/ Re-check requests were finalised. Supplementary exam 2011 registrations were finalised. Development of the Supplementary exam results and bulk November certification development is taking place.	Certification would take place by the end of April.

## PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION

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STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Comprehensive subject reports distributed to all schools and integrated into teaching and learning.	Subject reports from nine PEDs consolidated into one comprehensive national report. National subject report distributed to all districts and schools. Subject advisors conduct workshop with teachers on the areas of weaknesses so that improvement strategies can be implemented at school level.	April 2010 – March 2011	Feedback from 2009 examination applied in the 2010 teaching process.	In 2010 each province took responsibility to provide feedback for teaching and learning. However, in 2011 the DBE took the initiative to consolidate the provincial subject reports into a comprehensive national report. This was produced and submitted to the Curriculum Branch in February 2011 for distribution to schools so as to ensure feedback to schools and the system at large.	
	Selected national question papers benchmarked with two national institutions and three international examining bodies.	Criteria for the benchmarking of selected question papers negotiated with international and national institutions. Selected question papers submitted for benchmarking and reports received. Benchmarking reports reviewed by DBE and submitted to HEDCOM. Improvement plans developed on the basis of these improvement plans.	April 2010 – March 2011	Selected question papers benchmarked.	In 2011 selected subjects were identified for benchmarking with three international assessment bodies that were utilised in the 2008 benchmarking and two additional bodies (Nigeria and HESA). Submission in this regard was approved and letters to these organisations were sent.	This activity will be continued in 2011 – 2012 due to financial constraints.
<b>Establish a system for standardised systemic assessment.</b>	Schools performing under 20% evaluated and improvement plans implemented.	<i>Included In Plan from Curriculum Chief Directorate/ Branch</i>				
	Annual National Assessment (ANA) administered in Grade 3 and 6 across all schools.	<i>Included In Plan from Curriculum Chief Directorate/ Branch</i>				
	Comprehensive report on systemic performance presented to HEDCOM and CEM and development plans implemented.	<i>Included In Plan from Curriculum Chief Directorate/ Branch</i>				

PART 2: PROGRAMME PERFORMANCE

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Improve the quality assurance summative school-based assessment.</b>	Guidelines for SBA developed for selected subjects in Grade 3, 6, 9 and 12.	Establish task teams to develop SBA Guidelines for Grade 3, 6, 9 and 12. Draft Guidelines submitted to a Curriculum and Assessment Reference Group for review and finalisation. SBA submitted to HEDCOM for approval. SBA Guidelines distributed to all schools. National advocacy campaign conducted on the implementation of these SBA Guidelines.	July – September 2010	SBA Guidelines developed.	SBA policy submitted to HEDCOM was returned for refinement by the Inter-Provincial Examinations and Assessment Committee (IPEAC).	
	Implementation of SBA supported and monitored in selected schools at Grade 3, 6, 9 and 12.	Subject advisors and curriculum specialists trained in their support and monitoring role with regard to SBA. Monitoring and support conducted by subject advisors and reports submitted to DBE on the progress with SBA implementation. Early warning signals schools on the progress with SBA implementation.	April – June 2010	SBA implementation supported by subject advisors.	In 2010, moderation of SBA was closely monitored by the chief directorate, a report on the findings was produced and this report assisted during the standardisation process.	This activity will be continued in 2011 – 2012 due to financial constraints.

## PROGRAMME PERFORMANCE: PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 4: PLANNING, QUALITY ASSESSMENT AND MONITORING AND EVALUATION						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Moderation and validation systems established at school, district, province and national levels.	Policy on the moderation and validation of SBA presented to Ministerial Curriculum Review Committee. PEDs briefed on the establishment and implementation of the SBA moderation systems, pending the outcome of the Ministerial Curriculum Review Committee. DBE conducts a review of the SBA moderation systems currently in place in PEDs, across all grades. SBA Improvement plans developed for all grades. SBA moderation conducted at Grade 12 level at provincial and national level.	April 2010 – March 2011	Moderation and validation system functional.	Appointment of Cluster Leaders in districts, with payment structure, was approved by HEDCOM, and the process of appointment of moderators for SBA and LO is underway.	This activity will be continued in 2011 – 2012 due to financial constraints.
CHIEF DIRECTORATE: NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)						
<b>Provide better accounting of the overall quality of the basic education sector.</b>	Clarification of the role of NEEDU and the level of resourcing required.	Consultation with stakeholders, examination of past institutional gaps in the Department.	April 2010 – March 2011	Plan for the unit is produced.	Concept documents which map out how NEEDU will function were developed in the form of a draft NEEDU Bill and an accompanying narrative document. The Unit has started to implement its plan.	Conducted school visits in provinces using developed evaluation instruments and gave feedback to schools and districts; reports compiled.
					Advocacy - Making the work of NEEDU known to the public.	A series of strategic conversations were held to benchmark the work of NEEDU against national and international best practice. These conversations included a well attended NEEDU Inception Conference and the Minister's launch in March 2011.

## PART 2: PROGRAMME PERFORMANCE

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- Improving the quality of arts, culture and music education and training in schools;
- Facilitating the implementation of physical education at schools;
- Promoting mass participation in school sport;
- Contributing to enhanced learning capacity through school feeding;
- Promoting sustainable food production initiatives in schools (SFPS) in order to develop skills;
- Developing systems for the mainstreaming of care and support for teaching and learning;
- Increasing knowledge and awareness of health promoting behaviours;
- Facilitating early identification and treatment of health barriers to learning;
- Ensuring that gender-related barriers in public schools are reduced;
- Monitoring and reporting on gender equality and gender equity in basic education;
- Promoting human rights, social cohesion and a national identity through celebrating unity in diversity within a South African and broader continental identity; and
- Improving the quality of rural and farm schools.

### 2.2.5.1 HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES FOR 2010/11

#### **School Safety and Enrichment Programmes**

A collaborative partnership is being implemented between the Department and SAPS. A protocol was signed by both Ministers. 9 000 schools (1 000 per province) have been linked to police stations. Phase One has been completed.

8 000 Safe School committees were established and trained (except in Eastern Cape). The Support and Intervention Plan for the Eastern Cape on progress made in terms of Phase One and to prepare the province for the implementation of Phase Two was submitted. The Support and Intervention Plan will take place in the mega-districts.

The evaluation of the Sport for Development project, as commissioned by UNICEF, was completed by Khulisa. A final impact evaluation report was received from Khulisa.

The draft School Safety Policy document was forwarded to UNICEF and policy developers to assist with final formatting of the policy as part of the policy review.

The draft Guidelines for Safe Schools were aligned to the school safety policy which is being reviewed.

The establishment of Scholar Patrol Teams at schools is being monitored by provincial officials from both departments (Basic Education and Transport).

The curriculum enrichment guidelines have been revised and submitted for comment to management.

Preparations and procurement for the National South African Schools Choral Eisteddfod (SASCE) competition were finalized using the budget from the 2010 – 2011 financial year. The Adjudicator and Conductor workshop was successfully held at the Reserve Bank Auditorium on 29 – 30 January 2011. All provinces forwarded

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**PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES**

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their representatives to the workshop. The 2011 SASCE prescribed music has been distributed to all provinces and loaded on to the Thutong Portal for easy access by teachers/ conductors.

Preparations for the establishment of School Sport leagues were completed. Stakeholder meetings were held to adopt the management plan and delivery model, and to determine the contributions that each stakeholder would make towards the establishment of the leagues. Adidas donated sports equipment and UNICEF donated 190 000 soccer balls.

Any further training of physical education educators in the remaining provinces will be done in conjunction with the Curriculum and Teacher Development Sections. The development of the training documents has been concluded.

**National School Nutrition Programme**

The National School Nutrition Programme (NSNP) was successfully implemented in the year under review, achieving most of the key priorities set out in the operational plan.

The NSNP progressed towards its goal of providing quality nutritious meals to targeted primary and secondary school learners. The programme reached 8 125 695 learners in 20 250 Quintile 1 - 3 primary and Quintile 1 - 2 secondary schools.

A total of 43 of 47 planned workshops on Sustainable Food Production in Schools (SFPS) were conducted in five provinces. During the third quarter, 19 workshops were conducted in four provinces (Free State, Gauteng, Eastern Cape and North West). The focus of these workshops was on fruit tree planting and management practice for vegetable production and targeted parents, community members, gardeners, educators and learners where possible.

In the fourth quarter, 24 out of the 25 planned workshops were conducted on meal planning and preparation in the Eastern Cape, Gauteng, Limpopo and North West provinces. Participants gained skills in preparing quality meals, using the correct measurements.

Monitoring in schools was intensified with a greater number of visits to schools in this financial year. A total of 331 schools in all nine provinces were visited with the purpose of monitoring implementation of the programme, assessing the state of readiness in extending the programme to Quintile 3 secondary schools and offering support to schools where needed.

In an effort to improve the knowledge base of the programme, a number of documents have been generated. Both the draft NSNP Safety Booklet and the NSNP Equipment and Utensils Guideline were developed and await approval by senior management. The intention is to print and distribute both documents to districts and schools in the 2011 – 2012 financial year.

The first issue of the NSNP newsletter, *Inside NSNP*, was published and distributed to all provinces. 255 copies of the Nutrition Education Implementation guidelines and training manuals have been printed and distributed to all district offices through a partnership with the Food and Agricultural Organisation of the United Nations (FAO).

A national campaign to create awareness of healthy lifestyles was accomplished with the successful hosting of the National Nutrition Week (NNW) and the Lunch Box Campaign at Tityaza Primary School, Eastern Cape. The Lunch Box Campaign was combined with the NNW campaign with the theme “Healthy Lunch Boxes for Children” and the slogan ‘BULB’- Brighten Up Lunch Boxes. Media campaigns ran for the entire NNW on the Ukhozi, Lesedi, Legwalagwala, Motswedding and Thobela radio stations.

The Nutrition Education sub-Directorate undertook an impact analysis study to establish the effectiveness of the campaign in the school and its surrounding areas. Data collection has been completed and the report is expected to be available by the end of May 2011.

Two vegetable tunnels were procured as planned and were delivered and erected in two schools, one in Gauteng and the other in Free State. The planting of

## PART 2: PROGRAMME PERFORMANCE

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seedlings has already started in these tunnels.

Editing of the Horticulture Manual for Schools was finalised and the manual returned to the consultant for design, layout and printing (part of the FAO project).

### Health Promotion

During the past year an accelerated programme of action was implemented to develop the Department of Basic Education Draft Integrated Strategy on HIV and AIDS. The Draft Strategy was approved by HEDCOM and CEM on 18 October and 18 November 2010 respectively. A seminar was hosted on 7 March 2011, at which the Deputy Minister announced the Draft Integrated Strategy on HIV and AIDS, 2012 to 2016, and formally opened the consultation process.

On 12 May 2010, the Director-General approved eight provincial business plans for the HIV and AIDS Life Skills Education Programme. The Western Cape submitted its draft business plan for evaluation on 24 May 2010. Evaluation comments were returned to the province to be finalised and for signing-off by the Superintendent-General. The signed business plan was received on 1 July 2010. The Director-General approved the business plan on 13 August 2010. Due to the late submission of the business plan, the transfer of the first and second tranche of funds for the Western Cape was delayed for April, May, June and July. Upon approval of the business plan, the delayed tranches were released on 18 August 2010.

In the third and fourth quarters, the content of the conditional grant framework was discussed and reviewed with participation of provinces. Upon agreement with National Treasury, the revised conditional grant framework was approved internally and used to develop the 2011 – 2012 provincial business plans. Nine business plans were received from provinces and were submitted to the Director-General for approval.

Relationships with experts in the field of sexuality education were fostered through meetings with Soul City (26 – 28 July 2010), the Reproductive Health and Research Unit (RHRU), University of Witwatersrand (23 August 2010) and the Ndlovu Care Group in Limpopo.

A Task Team was established to develop a strategy for the implementation of the HIV Counselling and Testing (HCT) campaign in schools. The approach to the School HCT Campaign was presented to the following structures within the Department:

- Life Skills Inter-provincial meeting (19 July 2010);
- Care and Support for Teaching and Learning Inter-provincial meeting (20 – 21 July 2010);
- School Governing Bodies Forum (24 July 2010);
- Council of Education Ministers' Meeting (presented by the Minister of Health – 5 August 2010);
- Senior Management in the Department of Basic Education (6 August 2010);
- Partners' Inter-provincial Meeting (coordinated by the Department of Health – 10 August 2010).

Subsequently, the strategy was presented and approved by HEDCOM (18 October 2010) and CEM (18 November 2010).

During the fourth quarter, the Minister of Health called a national consultative meeting with all key stakeholders (national and provincial) at which it was announced that the School HCT campaign would be de-linked from the national HCT campaign to pay attention to the dynamic nature and diverse needs of the target audience within the education sector. In this regard, the School HCT campaign (now called the Integrated School Health Programme) was put on hold until the sector was ready to implement a comprehensive programme of action. A meeting of national and provincial officials currently implementing School Health Programmes was planned for 13 April 2011 to deliberate on the content of the service package and delivery mechanisms.

During the first and second quarters, the Department and external experts in the field of peer education spent time editing, reviewing and doing quality assurance of

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**PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES**


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the peer education guidelines. In the third quarter, the guidelines were finalised and a preface approved by the Director-General. In the fourth quarter, meetings were held with Futures Group International (13 January 2011 and 17 February 2011), a partner appointed by USAID to provide technical support on HIV to the Departments of Health and Education and SANAC as well as to identify a service provider to assist with the design, layout, printing and dissemination of the peer education guidelines. Terms of reference were developed for the appointment of the service provider for editing and printing. The appointment is pending approval by USAID.

The Care and Support for Teaching and Learning (CSTL) Programme is a Southern African Development Community (SADC) initiative that was adopted in 2008 by SADC Education Ministers. The goal of the CSTL programme is to realise the educational rights of all children, including those who are most vulnerable, through schools becoming inclusive centres of learning, care and support.

Since the inception of the CSTL Programme in South Africa, the focus has been on laying a firm foundation to support the mainstreaming of care and support within the schooling system. The key achievements of the CSTL Programme for the financial year included:

- a. An Inter-Provincial Forum (held 20 – 22 July) to discuss the findings of the policy review, situation analysis and baseline study and identify plans for joint implementation of the programme. National and provincial officials from the HIV and AIDS Life Skills Education Programme, Inclusive Education, School Safety, Curriculum and National School Nutrition Programme Directorates attended the meeting.
- b. Training on the CSTL Conceptual Framework and the National Support Pack (NSP) was conducted (8 – 10 December 2010), attended by national and provincial officials from the HIV and AIDS Life skills Education Programme, Inclusive Education, School Safety, Curriculum and the National School Nutrition Programme.
- c. A two-day M & E workshop was convened on 18 – 19 November 2010 with representatives from various directorates in the Department. Validation of the regional CSTL framework was done and input provided on the regional, national and school level CSTL programme indicators.
- d. The CSTL Programme advocacy DVD was developed for profiling the programme's priority areas.

In the fourth quarter, the focus of implementation for the CSTL Programme was threefold: selecting a minimum of 25 schools per province to pilot programme implementation in the nine defined CSTL priority areas; setting up/ strengthening Provincial Task Teams to implement the CSTL Programme; and, conducting provincial training on the NSP. A reporting template was developed and sent to provincial focal point persons to enable provinces to submit a monthly progress report. The national focal point person attended the CSTL roadshows in Limpopo (25 – 26 January) as well as a meeting in the Northern Cape with the delegates from the schools selected for the pilot project (4 February 2011).

The second draft of the National Strategy for the Prevention and Management of Substance Abuse amongst learners was developed during the second and third quarters. The document will be finalised in the new financial year and a consultation process with the relevant stakeholders will be initiated.

During 2010, the school health screening programme was facilitated through two School Health Weeks, (March and October 2010). The statistics for the March School Health Week obtained from the Department of Health show that 42 580 Grade 1 learners were screened in the 18 priority health districts in March 2010. The highest referral rate was for learners with oral health concerns (10.85 per cent). It is estimated that the target set for 2010 of reaching 50 000 Grade 1 learners in Quintile 1 primary schools was overshot by three times reaching over 150 000 learners. An increase in the coverage of health assessment areas was noted in October 2010 when compared to March 2010 in hearing screening, immunization and de-worming in the Eastern Cape, North West and Limpopo Provinces.

Strong collaborative relationships exist between the Departments of Health and Basic Education at provincial and district level.

### **Gender Equity**

The Gender Equity Directorate has developed learner-focused guidelines for dealing with sexual abuse in schools. The purpose of the handbook is to equip learners with knowledge and understanding of sexual harassment and sexual violence, its implications, ways to protect themselves from perpetrators, and where to report abuse.

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## PART 2: PROGRAMME PERFORMANCE

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The Speak Out handbook and posters for addressing sexual abuse formed the core of the Sixteen Days of No Violence against Women and Children campaign. Support from MIET Africa saw an additional 10 000 copies of the handbook printed, as well as an additional 5 000 posters for use during the campaign. A further 2 500 copies of the handbook were printed by UNICEF. The campaign was also replicated at provincial level, with all provinces printing additional copies of the resources for use during the campaign as well as distribution to schools. The handbook has also been profiled on several websites and publications.

Two posters on sexual abuse were developed with support from MIET Africa. The posters have been distributed widely through the Gender Equity Directorate, MIET Africa, as well as all provincial gender focal points.

The Girls/ Boys Education Movement clubs (GEM/BEM) Back to School Campaign introduced thousands of learners and participating teachers to Speak Out resources, as well as engaged them in discussions to tackle sexual abuse in schools.

The Directorate had commissioned a desktop study in 2008 to review literature on teenage pregnancy with a focus on school-going adolescents. Following the study, a process was begun to develop a comprehensive strategy for prevention and management of teenage pregnancy in South Africa. The draft strategy has now been completed and will be presented for approval to the Director-General.

The Deputy Minister has approved the development of regulations dealing with learner pregnancy by the Legal and Legislative Services Chief Directorate.

The Gender Equity Directorate (in July 2010) undertook a Gender Audit in the basic education sector. The audit was meant to enable government and service providers to identify and adequately address issues of girls' education and gender issues for which interventions for equality are necessary. The audit was conducted using a United Nations Girls' Education Initiative (UNGEI) monitoring and evaluation tool to test its usability in informing the monitoring and evaluation framework of South Africa. The report of the audit was finalized and submitted during the third quarter.

### Values In Education

The Race and Values in Education Directorate and the Directorate for Gender Equality, in collaboration with the Education Management and District Governance (EMDG) Directorate, have developed a training manual on human rights and school governance to support provinces. The manual promotes the application of human rights through school governance and targets School Governing Bodies and Representative Councils of Learners. The manual also promotes social cohesion by emphasizing the importance of national symbols and heritage in building a united national identity. It advocates the formulation of school-based policy in relation to human rights and the values of the constitution. The manual has been submitted for the approval of the Director-General.

The Directorate is collaborating with the Curriculum Directorate, the Department of Justice and Constitutional Development and the University of Pretoria as part of the task team for the Moot Court Competition. Close to 300 schools participated in the first round of the competition. The Universities of Pretoria, Western Cape and Venda trained schools in their provinces on issues relating to the competition and provided interns to the Directorate to capture school data and to address frequently asked questions. The adjudicators' data bank and a database of participating schools in the 2010 – 2011 rounds were completed. The finals were held in March and were a great success. A report is available.

Lead SA and the South African Interfaith Council partnered with the Department to promote the Bill of Responsibilities. The Bill has been launched in the Western Cape and Gauteng with forthcoming launches in the Eastern Cape and KwaZulu-Natal. Ten thousand copies of the book have been printed. Every secondary school and district office across the country will be given a hard copy of the book and CD-ROM copy for easy printing and computer access. A limited number will be made available to primary schools.

Through an active programme of the commemoration of historical anniversaries, the Directorate encouraged learners and educators to engage with South Africa's difficult past while reflecting on and celebrating its successes. The Directorate developed support materials and partnerships with related organisations to celebrate, build knowledge and inculcate values that signify the importance of these days, events and people. The materials were distributed electronically to the provinces. The Directorate provided support to the provincial rounds of the Nkosi Albert Luthuli Young Historians Competition. A report of provincial programmes on commemorative days (2010) is available.

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## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

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The Directorate has made progress in its project on 'Building social cohesion in school communities'.

Action research was conducted in 11 school communities across five provinces. Preliminary analysis of the data collected will inform the development of a social mobilisation toolkit. A draft literature review has been submitted by the service provider and is being analyzed by a panel of critical peers. The voices of learners regarding social cohesion were collected through a series of Youth Dialogues held in five provinces. The final research report with recommendations for the social cohesion toolkit was submitted by the service provider for comment.

### **Rural Education**

The Directorate is promoting access and retention of learners in rural and farm schools through monitoring and ensuring the signing of South African Schools Act (SASA) Section 14 agreements of public schools on private property, and developing guidelines for functional school hostels in farm and rural areas.

There are 2 641 public schools situated on private property. 69 per cent of SASA Section 14 agreements have been signed and the signed and concluded agreements were envisaged to increase to an estimated 80 per cent by the end of the year. The Directorate drafted a discussion document aimed at facilitating the process of signing the agreements. Inputs made by provinces were incorporated in the document and further discussed at the inter-provincial meeting held in February 2011.

The Directorate and provincial officials have developed guidelines for functional school hostels. The guidelines were amended to incorporate the inputs of other structures of the Department. The aim of the guidelines is to optimise the functionality of school hostels in order to promote access to schools in rural and farm areas.

Provinces presented progress reports on service delivery to the 450 schools earmarked for improvement at a Rural Education inter-provincial meeting in February 2011. Most of the provinces reported a significant improvement in service delivery to these schools. A progress report on service delivery to the 450 schools was compiled.

The Multi-Grade Teaching Support programme is aimed at capacitating teachers and officials in multi-grade teaching. The Centre for Multi-Grade Education of the Cape Peninsula University of Technology is training 104 teachers, 16 district officials and 8 provincial officials in multi-grade teaching in eight provinces (except Western Cape). Contact sessions were held in January and the March/April school holidays. The training will be completed in May 2011.

The third Rural Education newsletter was printed and distributed to all provinces.

### **2.2.5.2 PROGRAMME ACTIVITIES**

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE : SOCIAL INCLUSION AND MOBILISATION IN EDUCATION</b>						
<b>DIRECTORATE : SCHOOL SAFETY AND ENRICHMENT PROGRAMMES</b>						
<b>Support and monitor the implementation of School Safety interventions in schools.</b>	The implementation of School Safety interventions in schools has been supported and monitored.	Distribute the School Safety Policy to schools.	April 2010 – March 2011	School Safety Policy has been distributed to schools.	School Safety Policy was not distributed to schools. Inputs for consideration were received internally. The document was submitted to UNICEF for review.	Draft School Safety Policy will be reviewed and re-submitted.
		Train School Management Teams and School Governing Bodies in Positive Discipline and Classroom Management in 9 high priority schools in partnership with Girls and Boys Town.	April – July 2010	Training of SMTs and SGBs in Positive Discipline and Classroom Management has been monitored and supported within the 9 Ministerial Schools. Report available.	SMTs and SGBs from the 9 Ministerial Schools were trained in Positive Discipline and Classroom Management with monitoring of the training programme.	Plans have been developed to support provinces to prioritise hot-spot schools demonstrating a need for intervention on Positive Discipline and Classroom Management.
		Link 9 000 schools to local police stations in partnership with the SAPS.	April 2010 – March 2011	9000 schools are linked to local police stations.	9 000 schools (1 000 schools per province) were linked with local police stations. The Minister of DBE signed the Protocol on 4 April 2011. Phase One has been completed.	Provinces and schools were proactive, linking schools up with police stations even before the Minister signed the protocol.
		Establish Safe School Committees in 9 000 schools.	April 2010 – March 2011	Safe School Committees are established in 9 000 schools.	Safe School Committees were established in 8 000 schools.	The outstanding 1 000 schools are in the Eastern Cape. A support and intervention plan has been submitted for the Eastern Cape as part of the intervention plan of the DBE in the province.

## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Implement Road Safety Scholar Patrol Programme in partnership with the Road Traffic Management Corporation in schools.	April 2010 – March 2011	Monitoring report on the implementation of road safety scholar patrol programme in schools is available.	A monitoring report was completed and is available.	Provincial coordinators from DBE and RTMC are collaborating successfully on this programme.
		Implement the Sport for Development Programme in partnership with UNICEF in 121 schools.	April 2010 – March 2011	Sport for Development is implemented in all targeted schools.	The Sport for Development Programme was implemented in all targeted 121 schools.	A Final Evaluation Impact Report was completed.
		Distribute and support the implementation of Divisional Guidelines: school-based crime prevention to 9 000 schools.	April 2010 – March 2011	Divisional Guidelines: school-based crime prevention have been introduced and implemented in partnership with SAPS in 9 000 schools.	Divisional Guidelines were not introduced and implemented.	Divisional Guidelines could not be implemented owing to the finalization of the Draft School Safety Policy.
		Training of School Safety coordinators by RTMC officials on implementation of programmes in each province.	April 2010 – March 2011	School Safety coordinators are all trained and competitions have commenced and are complete from district to national level.	School Safety coordinators were all trained and competitions were completed from district to national level.	Process and progress were evaluated with all provincial coordinators.
<b>Improve the quality of arts, culture and music education and training in schools.</b>	Arts, culture and music initiatives are implemented in two districts per province.	Facilitate capacity-building workshops (visual arts) for educators in all schools.	April 2010 – March 2011	Capacity-building workshops (visual arts) for educators have been held.	Capacity-building workshops (visual arts) for educators were not held.	The Department of Arts and Culture has a strong programme in the visual arts, thus this activity was cancelled to avoid duplication.
	School enrichment guidelines are finalized.	Distribute the school enrichment guidelines to schools.	October 2010	School enrichment guidelines have been distributed to all schools.	The document on school enrichment guidelines was not distributed to all schools.	A draft was received. Implementation tools were not included, thus the guidelines could not be distributed.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	National enrichment programmes that promote mass participation are coordinated for all 9 provinces.	Coordinate and manage national school enrichment project - "My 2010 School Adventure".	April 2010 – March 2011	Successful hosting of "My 2010 School Adventure".	"My 2010 School Adventure" was implemented successfully, monitored and evaluated.	The "My 2010 School Adventure" has been replaced by establishment of school sport leagues.
		Monitor the provincial South African Schools Choral Eisteddfod (SASCE).	June – July 2010	The SASCE's development programmes have been successfully conducted and reported on.	A workshop for adjudicators and conductors in preparation for the SASCE 2011 was held in January 2011.	A national pool of trained adjudicators and conductors will be used to support provincial and national SASCE.
		Conduct the SASCE National adjudicators' workshop.	27 – 28 March 2011	Each province has a well trained team of adjudicators to adjudicate in the provincial competitions.	A workshop for adjudicators for the SASCE 2011 was held on 29 – 30 February 2011.	A national pool of trained adjudicators will be used to support provincial and national SASCE.
		Conduct the SASCE national conductors' workshop.	3 – 4 April 2010	The team of conductors has conducted training within its province.	A workshop for conductors for the SASCE 2011 was held on 29 – 30 February 2011.	A national pool of trained conductors will be used to support provincial and national SASCE.
		Typeset and distribute repertoire for 2011.	June – July 2010	Prescribed music for 2011 has been distributed to all provinces.	Prescribed music for 2011 was printed. An electronic copy is also available on CD-ROM. Printed and soft copies were distributed to all provinces. The music was loaded on the Thutong web portal.	Availability of prescribed music will allow provinces and school to prepare ahead of time for the SASCE.

## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE : SOCIAL INCLUSION AND MOBILISATION IN EDUCATION</b>						
<b>DIRECTORATE : SPORT IN EDUCATION</b>						
<b>Facilitate the implementation of Physical Education at schools.</b>	All teachers and subject advisors in the Foundation Phase are trained in Physical Education.	Distribute teacher manuals and conduct SAQA-accredited workshops per province with Foundation Phase teachers and subject advisers of Quintile 1 schools.	April – September 2010	SAQA-accredited workshops on Physical Education have been held.	SAQA-accredited training workshops on Physical Education were held in seven of the nine provinces.	The remaining provinces will be trained in conjunction with the Curriculum Development and Teacher Development Sections.
<b>Promote mass participation in school sport.</b>	Establish school sport leagues in all districts.	Monitor and support the establishment of school sport leagues.	April 2010 – March 2011	School sport leagues have been established in all districts.	School sport leagues in cricket, soccer, netball and rugby in a selected number of districts per province are at an advanced stage.	Partners such as Adidas, UNICEF, loveLife and Supersport have come on board. Provinces will be supported to establish leagues in all districts once the Integrated School Sport Plan has been approved.
	Finalize school sport policy implementation guidelines.	Distribute the school sport policy for public comments.	April 2010 – March 2011	School sport policy has been finalized and distributed to all stakeholders.	The development of the School Sport Policy was halted owing to a new mandate to develop an integrated school sport plan, issued by the Ministers of Basic Education and Sport and Recreation.	The activity was refocused to develop a Draft Integrated School Sport Framework, which is awaiting approval.
	Special school sport projects are implemented.	Coordinate and manage the South African Schools Football World Cup.	April – June 2010	South African Schools Football World Cup has been hosted successfully and reported on.	South African Schools Football World Cup was hosted successfully and a report is available.	Football is one of the sporting codes that have been prioritized in the Draft Integrated School Sport Framework.
		Coordinate and manage Coca-Cola Ticket Fund and Recycling Project.	April – August 2010	The Coca-Cola Ticket Fund and the Recycling Project have been completed.	The Coca-Cola Ticket Fund and the Recycling Project were completed.	Ticket recipients were taken to FIFA games during the World Cup across the country.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Coordinate and manage Adidas Ticket Fund.	April – July 2010	Finalists have been handed the 2010 FIFA World Cup tickets for selected matches.	Finalists received the 2010 FIFA World Cup tickets for selected matches.	Ticket recipients were taken to FIFA games during the World Cup across the country.
<b>Increase the participation in high-quality, well organized sport, PE and sport for development through the International Inspiration project.</b>	Establish relationship between the United Kingdom and 30 South African-linked schools.	Visits by South African schools to the UK.	April 2010 – March 2011	UK study tour has been finalized.	UK study tour was finalized and 30 schools across the country have been linked to schools in the UK.	The linking of schools with schools in the UK will strengthen implementation of Physical Education and School Sport Leagues.
		Establish link with hubs within corresponding communities.	April 2010 – March 2011	Assessment study carried out to evaluate impact of project.	The British Council completed the assessment study on behalf of the Department. A report is available.	The linking of schools with schools in the UK will strengthen implementation of Physical Education and School Sport Leagues.
<b>CHIEF DIRECTORATE : HEALTH IN EDUCATION</b>						
<b>DIRECTORATE : NATIONAL SCHOOL NUTRITION PROGRAMME</b>						
<b>Contribute to enhanced learning capacity through school feeding.</b>	6 539 271 learners in Quintiles 1, 2 and 3 primary and Quintiles 1 and 2 secondary schools have access to nutritious meals.	Monitor implementation and management of the programme.	April 2010 – March 2011	6 539 271 learners in public primary and secondary schools have access to nutritious meal on all school days.	The estimated number of learners that benefited from the programme for the period under review is 8 125 695 in 20 250 Quintile 1 - 3 primary and Quintile 1 - 2 secondary schools.	Update information of the learners that benefited from the programme this quarter will be received 15 April 2011.
		Conduct workshops on programme implementation to ensure compliance.	September – October 2010	47 capacity-building workshops for NSNP staff are conducted by FET colleges.	24 of the 25 planned workshops were conducted on meal planning and preparation in Eastern Cape, Gauteng, Limpopo and North West. One workshop was cancelled in the Sekhukhune district, Limpopo.	The remaining workshop will be conducted in the first quarter of the 2011 – 2012 financial year.
		Print and distribute NSNP guidelines and manuals.	April 2010	Guidelines and manuals are printed and distributed to provinces and schools.	The Equipment and Utensils guidelines were completed and will be finalised. The safety booklet is ready. Both are being prepared for approval by the Director-General.	Approved documents will be printed in the financial year.



## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Recognize excellence and NSNP best practice in provinces.	September 2010	NSNP events to recognize best practice are conducted in 9 provinces.	All provinces except KwaZulu-Natal submitted their nominated schools. The top 3 schools were adjudicated. All equipment was procured, engraved and readied for delivery to the finalist schools.	Finalist schools will be presented with their prizes (equipment and utensils) as well as certificates during school ceremonies between May and June 2011.
		Conduct a baseline study on the nutritional status and educational outcomes of Quintile 3 secondary school learners.	March 2011	Research report	A service provider was appointed. A meeting was held on 7 April 2011 to sign the contract and agree on the timelines including the date of submission of the research proposal.	Research to commence in May 2011.
		Compile and disseminate a NSNP newsletter.	July 2010 and February 2011	NSNP newsletter disseminated.	Newsletters were distributed to all provinces and during the back-to-school campaign held in Northern Cape.	Completed and distributed to schools.
<b>Promote sustainable food production initiatives in schools (SFPS) in order to develop skills.</b>	Sustainable food production initiatives are implemented in Quintile 1, 2 and 3 primary and Quintile 1 and 2 secondary schools.	Develop implementation guidelines and training manuals on SFPS.	July 2010	Print and distribute implementation guidelines to 9 provinces and training manuals to schools in 18 identified districts.	The manual is with graphic designers for design and layout.	The editing process took longer than anticipated.
		Support SFPS initiatives.	September – October 2010	Conduct an annual baseline survey on current food production initiatives in schools.	Baseline was completed and preliminary findings reported in the Directorate meeting held in February 2011.	Final draft report will be submitted on 30 April 2011.
			April 2010 – March 2011	Food production initiatives are developed in every NSNP school.	The programme has 4 119 vegetable gardens.	The number excludes Eastern Cape and Northern Cape which did not submit their reports.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Set up SFPS 'greenhouses' as resource centres in Free State, Mpumalanga and North West.	April 2010 – March 2011	Three SFPS 'green houses' are established.	Tunnels have been set up in two project schools - one in Free State, the other in Gauteng.	The schools received seedlings and have planted in the tunnels. They received training in tunnel management and vegetable production. The seedling production section will be attended to in the next financial year.
		Mobilise school communities to celebrate Arbour week.	September 2010	National Arbour week is celebrated in Mpumalanga.	National Arbour week was celebrated in Mpumalanga. A report on the event is available.	
<b>Strengthen nutrition education in schools.</b>	A national campaign to create awareness on healthy lifestyles is implemented.	Develop implementation guidelines and training manuals on nutrition education.	July 2010	Print and distribute implementation guidelines to 9 provinces and training manuals to schools in 18 identified districts.	255 training manuals were printed and distributed to DBE and all districts.	
		Create awareness of a healthy lunch box in all the districts in the Free State.	July 2010	Learners in four selected schools in districts in Free State carry healthy lunch boxes that showcase nutritious food.	This activity was redirected to Tityaza Primary School in the Eastern Cape, where an integrated approach was adopted.	For cost effectiveness, all three pillars of the NSNP (School Feeding, Nutrition Education and Food Production) were implemented during the Nutrition Week campaign.
		Mobilise school communities on good nutrition.	April – December 2010	Media campaigns on good nutrition through newspapers, radio stations in three provinces.	A media campaign was conducted in Limpopo, Eastern Cape, Free State, Mpumalanga, Gauteng and North West. Brochures, pamphlets, lunch boxes and juice bottles were also distributed to schools participating in NSNP.	The strategy of using local radio stations assisted in reaching a wider audience.

## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Celebrate National Nutrition Week.	October 2010	Nutrition Week celebrated in KwaZulu-Natal and Northern Cape.	This activity was redirected to Tityaza Primary School in the Eastern Cape, where an integrated approach was adopted.	For cost effectiveness, all three pillars of the NSNP (School Feeding, Nutrition Education and Food Production) were implemented during the Nutrition Week campaign.
<b>Develop and strengthen partnerships to enhance the NSNP programme.</b>	A national stakeholder forum is established.	Mobilize and collaborate with the NGO and corporate sector to support NSNP.	November 2010	Two public-private partnerships to implement projects in schools are implemented.	A partnership agreement was concluded with the CSIR (Lwazi II Project). Partnership agreement discussions with Nestle and Tiger Brands will conclude in the 2011 – 2012 financial year.	The Minister's Breakfast with business resulted in discussion with many more potential partners than anticipated.
<b>CHIEF DIRECTORATE : HEALTH IN EDUCATION</b>						
<b>DIRECTORATE : HEALTH PROMOTION</b>						
<b>Develop systems for the mainstreaming of care and support for teaching and learning.</b>	National guidelines on mainstreaming care and support disseminated to all schools and aligned to the SADC Regional Programme.	Monitor training on the national conceptual framework, guidelines and M & E framework and implement the CSTL programme in 25 schools per province in accordance with the SADC Regional Programme.	September 2010	Focal point persons and district officials trained on the national conceptual framework, guidelines and M & E framework.	Focal point persons were trained on the conceptual framework and implementation guidelines. Training on the M & E framework could not take place as the regional M & E framework was not finalised and a South African M & E framework has to be developed. Provinces are being supported to set up and strengthen Provincial Task Teams and select 25 pilot schools to test implementation.	A regional meeting of M & E experts, with UNICEF assistance, to revise the regional M & E framework has been recommended for the 2011 – 2012 financial year.

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Increase knowledge and awareness of health promoting behaviours.</b>	National strategy on drug and substance use, prevention and management developed.	Facilitate the development of a national strategy on drug use and implement the strategy in 25 schools in the Northern Cape.	March 2011	National strategy on drug and substance use developed and implemented in 25 schools in the Northern Cape.	Second draft of strategy was developed. Significant progress was made in finalising the strategy. Training of officials in the Northern Cape on drug testing was postponed to the next financial year as the appointed service provider was unable to provide a tax clearance certificate.	
	DBE integrated strategy on HIV and AIDS developed.	Develop and implement the DBE integrated strategy on HIV and AIDS in four provinces with the highest HIV prevalence rates.	March 2011	DBE integrated strategy on HIV and AIDS developed and implemented in four provinces.	The draft DBE Integrated Strategy on HIV and AIDS, 2012 – 2016 was announced by the Deputy Minister at a seminar (on 7 March 2011), where he also formally opened the consultation process. The Draft Strategy was well received.	Internal and external consultations on the Draft Strategy will take place during 2011.
		Provide secretariat support to the quarterly departmental forum on HIV and AIDS.	March 2011	Departmental forum on HIV and AIDS held once per quarter.	The departmental forum was subsumed under the Chief Directors' Forum.	Internal consultation on the draft strategy will be held during 2011.
	Life skills grant framework aligned to the NSP and the integrated strategy on HIV and AIDS.	Monitor the implementation of key outputs of the grant framework.	March 2011	Key outputs of the grant framework monitored.	Expenditure on the programme (at 28 February 2011) was 75.49% of the transferred funds and 68.48% of the total allocation. The transfer of the fourth tranche of funding for Limpopo, Gauteng and Western Cape was delayed due to under-expenditure. Funding was released on 3 March 2011 upon submission of proof of commitments.	The halting of the HCT campaign impacts negatively on provinces' expenditure for the year under review.

## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Implement the HCT Campaign as part of School AIDS Month in 6 000 schools in partnership with Department of Health and other partners.	September 2011	HCT Campaign implemented in 6 000 schools.	Not implemented. The School HCT Campaign for learners was put on hold to refocus it in an Integrated School Health Programme (ISHP) following a directive from the Minister of Health (on 28 February 2011) that the School HCT Campaign be delinked from the national HCT Campaign. A meeting was convened on 11 March to plan the way forward for the ISHP and a follow-up meeting with key stakeholders was planned for 13 April 2011.	Most provinces will under-spend by the amount reserved for the School HCT Campaign, which was due to be implemented in February 2011.
	Phase II of the pilot peer education programme implemented in four provinces.	Monitor the implementation of Phase II of the pilot peer education programme in 141 schools in four provinces.	March 2011	Pilot peer education programme implemented in four provinces reaching 141 schools.	The baseline report was finalised and a decision taken to conduct a cluster non-randomised study. Review of the Peer Education Training Manuals by a team of national and provincial officials was scheduled for 8 April 2011.	A decision was taken by DBE to continue with the implementation of the project with the current service provider.
<b>Facilitate early identification and treatment of health barriers to learning.</b>	School health screening programme implemented for Grade 1 learners in Quintile 1 primary schools within the 18 health priority districts.	Conduct the School Health Week in March and October 2010 in partnership with DOH and other partners focusing on 50 000 Grade 1 learners in 900 schools.	October 2010 – March 2011	School health screening programme implemented for 50 000 Grade 1 learners in 900 Quintile 1 schools in the 18 priority health districts.	Learners in 445 schools were screened in KZN during March 2011. National officials monitored implementation of the programme in three districts. 570 additional scales and 1 000 stadiometers were purchased and will be delivered to provinces in April 2011.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE : EQUITY IN EDUCATION</b>						
<b>DIRECTORATE : GENDER EQUITY</b>						
<b>Ensure that gender-related barriers in public schools are reduced.</b>	Clear understanding of the law against sexual harassment and sexual violence in public schools.	Distribute sexual harassment guidelines for learners in public schools.	July 2010	A report on the distribution of the guideline documents to public schools.	The Speak Out handbook was distributed to all provinces. However, a distribution report is not yet available.	
		Raise awareness in public schools against sexual harassment and sexual violence.	December 2010	Presentations to learners, principals, SGBs and educator forums.	The GEM/ BEM Back to School Campaign conducted provided an opportunity to introduce thousands of learners and teachers to Speak Out resources and engage in discussions around sexual abuse in schools.	Most of the sessions were intergenerational. Principals, SGBs and educators were reached indirectly.
			July 2010	Poster against sexual harassment and sexual violence developed and distributed in public schools.	Posters related to the Speak Out handbook were developed and distributed to all provinces.	The posters that were developed summarize the handbook and allow easy use in the classroom.
	Common response in dealing with teenage pregnancy in each public school.	Release and oversee implementation of the strategy for preventing and managing teenage pregnancy.	April 2010 – March 2011	Finalized strategy document presented to Cabinet for approval.	The document was completed and will be presented for approval in the next financial year.	
				Revised measures or developed policy document for dealing with teenage pregnancy in public schools.	Revised measures or developed policy document for dealing with teenage pregnancy in public schools were not finalized. The activity was refocused.	
	Increased awareness of teenage pregnancy and parenting in the pilot schools.	Partner in a pilot project on preventing teenage pregnancy with RAPCAN.	March 2011	Report for the pilot project is completed and submitted.	The project was piloted at Lavender Hill High School in the Western Cape. The project report was submitted. Plans are underway to raise funds to implement the project in additional schools.	

## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	GEM/ BEM support programme concluded and implemented.	Strengthen the GEM/ BEM clubs through support to provinces, in partnership with UNICEF and other partners.	April 2010 - March 2011	Active and vibrant GEM/ BEM clubs in public schools.	The Department, in partnership with UNICEF, engaged in a Back to School Campaign across all provinces, to popularize the GEM/ BEM clubs and encourage learners to return and commit to their schooling in 2011. A total of 560 GEM/ BEM Clubs have been established.	The campaign also provided an opportunity to engage learners on social issues affecting their schooling as well as their lives in general.
				Biannual GEM/ BEM newsletters developed and distributed.	The newsletter was published quarterly, due to high demand for a communication tool for GEM/ BEM clubs.	
		Conduct a national GEM/ BEM empowerment camp (funding dependent).	December 2010	National camp successfully conducted.	This activity was postponed to 2011 – 2012 at the request of UNICEF (the sole funder).	
	Report of the analysis of Life Orientation in relation to dealing with sex education is completed and approved.	Appraisal of the Life Orientation Programme (to assess its effectiveness in dealing with sex education and teenage pregnancy).	March 2011	Report disseminated and findings presented to relevant stakeholders for attention.	No findings have been captured yet. Following the CAPS review process, a consultant was appointed to carry out the appraisal process against UNESCO guidelines. A report is expected by the end of 2011 – 2012 financial year, which will be followed by training of provincial and district officials through the Life skills Programme.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>Monitor and report on gender equality and gender equity in basic education.</b>	A gender equity in education monitoring system designed.	Define a monitoring and evaluation system for basic education, including key indicators of gender equity and gender equality.	July 2010	List of indicators for monitoring and evaluation adopted.	A draft list of indicators has not been tested and adopted. The Gender Equity Directorate undertook a Gender Audit in the basic education sector, to inform governments and service providers of issues of girls' education and gender issues that require intervention. The report of the audit was finalized and submitted.	
	A policy framework for addressing gender equity in basic education.	Define a policy framework for gender equality and gender equity in basic education.	December 2011	An approved policy document for addressing gender equity in basic education.	No approved policy document is available. The gender audit and the consultative seminar held in August 2010 will inform the development of the gender policy for basic education.	
<b>CHIEF DIRECTORATE : EQUITY IN EDUCATION</b>						
<b>DIRECTORATE: RACE AND VALUES IN EDUCATION</b>						
<b>Ensure that all education institutions promote human rights and the dignity of all in their ethos, policies and practices.</b>	SGBs and Representative Councils of Learners (RCLs) adhere to democratic principles, human rights and the values of the constitution in school governance, school culture and ethos.	Support democratic school governance and culture by developing a training manual that infuses human rights and values into SGB and RCL training.	April 2010 – March 2011	Training manual for SGB and RCL developed and distributed to provinces.	The training manual was completed. Provincial Departments and training institutes will receive CD-ROM copies of the manual. The manual will be posted on the DBE website. The manuals will be ready for the first phase of training in June 2011.	
	Bill of Responsibilities is introduced in schools.	Implement the Bill of Responsibilities Teachers' Guide "Building Humanity and Responsibility in Schools" in provinces.	April – September 2010	Report on implementation available.	The partnership between Lead SA, South African Interfaith Council and the DBE re-launched the Bill of Responsibilities in the Western Cape and Gauteng. The launches were covered by radio stations in the provinces and by newspapers and have generated much interest in the Bill of Responsibilities. The Directorate printed 10 000 hard copies of the Teachers' Guide and 5 000 CD-ROM copies for distribution to all provincial departments and districts. A report is available.	The partnership will re-launch the Bill of Responsibilities in the Eastern Cape and KZN. The DBE will meet with key stakeholders to advocate for the implementation of the Bill of Responsibilities.




## PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Partner with key stakeholders, civil society and NGOs to promote the Bill of Responsibilities.	April 2010 – March 2011	Report on the integration of the Bill of Responsibilities into existing programmes of key stakeholders in schools available.	A report on national implementation is available. Provinces also have their own provincial reports.	
	A Human Rights Monitoring and Evaluation framework is in place.	Develop macro indicators for values and human rights compliance in education.	April 2010 – February 2011	A Human Rights Monitoring and Evaluation Framework developed.	No framework was developed. The M & E Directorate will develop an overall framework for education and the human rights indicators will be integrated into the framework.	
<b>Ensure that all teacher development programmes prepare teachers to teach in a manner that promotes anti-discrimination and the dignity of all.</b>	Evaluation of the inclusion of human rights and values in existing teacher development and training programmes.	Evaluate the inclusion of human rights and values in existing teacher development programmes.	April 2010 – January 2011	Evaluation report on the alignment of teacher development programmes to human rights and constitutional values available.	The report is not available as the teacher development strategy was finalized later in the year. Draft guidelines for the inclusion of Human Rights, Constitutional Values and Citizenship Education have been circulated to key experts for feedback. The guidelines will be incorporated into the teacher development training.	
<b>Promote social cohesion and a national identity through celebrating unity in diversity within a South African and broader continental identity.</b>	Support provincial programmes that promote the development of a national identity, social cohesion and democratic citizenship.	Support provinces in celebrating days of national significance.	April 2010 – March 2011	Report of provincial activities available.	Quarterly reports of commemorative days were submitted by provinces through the inter-provincial meetings. A draft booklet was developed to provide provinces with classroom and school activities to commemorate national days of significance.	
		Coordinate the annual Nkosi Albert Luthuli Young Historians Oral History Competition.	April – September 2010	National report on Nkosi Albert Luthuli Young Historians Oral History Competition available.	Provincial reports from some provinces are available. The national competition could not be held due to industrial action.	
		Support Youth Dialogues in the provinces.	April – September 2010	Report on Provincial Youth dialogues available.	A report is available. Youth Dialogues were conducted in five provinces to support the social cohesion project.	

## PART 2: PROGRAMME PERFORMANCE

PROGRAMME 5: SOCIAL RESPONSIBILITY AND SUPPORT SERVICES						
STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIMEFRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<b>CHIEF DIRECTORATE : EQUITY IN EDUCATION</b>						
<b>DIRECTORATE: RURAL EDUCATION</b>						
<b>Ensure access and retention of learners in rural and farm schools.</b>	Signed SASA Section 14 Agreements at 80% of 2 641 public schools on private property contribute to improved access to schooling in 9 provinces.	Monitor the conclusion of the Section 14 Agreements and provide support to provinces during this process.	November 2010	812 outstanding SASA Section 14 Agreements concluded.	The latest report on the implementation of Section 14 Agreements for public schools on private property was compiled based on the latest reports from provinces.	
	Enhanced access to schooling in rural and farm communities through functional school hostels.	Refine and finalise national guidelines for functional school hostels.	February 2011	National guidelines for functional school hostels are finalized and ready for implementation.	The draft guideline document for functional school hostels was incorporated in the policy document on school hostels. These documents were circulated to different directorates for comments and inputs are being collated.	
<b>Improve the quality of rural and farm schools.</b>	Improved learning and teaching evident at 450 rural and farm schools.	Formulation of plans by provincial education departments for improvement of schools in rural areas, particularly the improvement of learning outcomes.	March 2011	A composite and comprehensive plan to improve the quality of rural and farm schools in all provinces in place.	During a Rural Education inter-provincial meeting in February 2011, provinces reported significant improvement in service delivery to these schools. A progress report on service delivery to the 450 schools will be compiled based on the latest reports presented by provinces. Provinces will use the ANA results to support the evaluation of progress.	
	Multi-grade support programmes contribute to improvements in Grade 3 and 6 results in language and numeracy in 10% of approximately 7 000 multi-grade schools.	Facilitate and monitor the training of teachers and provincial and district officials in KwaZulu-Natal, Eastern Cape, Free State, Northern Cape and North West.	March 2011	Report on completed training available and shared with relevant stakeholders.	A draft progress report on the project is available. 104 teachers, 16 district officials and 8 provincial officials were trained in multi-grade education in the eight provinces targeted by the project. The final assessment sessions in the project will be held in May 2011 in the eight provinces involved.	
	Widespread sharing of good practice initiatives in rural and farm schools.	Distribute the rural education newsletter in all provinces and ensure they reach rural and farm schools.	March 2011	Newsletters distributed to all provinces.	The third newsletter on rural education was printed and distributed to all provinces and to schools that participate in the Multi-Grade Teacher Training Project.	



**PART 3: VOTE 14**  
ANNUAL FINANCIAL STATEMENTS

## REPORT OF THE AUDIT COMMITTEE

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We are pleased to present our report for the financial year ended 31 March 2011.

### 1. AUDIT COMMITTEE MEMBERS AND ATTENDANCE

The Audit Committee consists of the members listed hereunder and should meet four times per annum as per its approved terms of reference. During the current year two meetings were held.

Name of Member	Number of meetings attended
Mr S. Sithole (Chairperson)	2
Mr C. Ledwaba	2
Mr F. Froneman	2
Ms G. Modise	2
Dr S. Sithole	1

### 2. AUDIT COMMITTEE RESPONSIBILITY

The Department of Education was split into the Departments of Basic Education and Higher Education and Training in 2009. The Department of Basic Education started to operate independently on 1 April 2010. The Audit Committee was appointed in July 2010. Although the Audit Committee was appointed late in the financial year, the Committee reports that it has carried out its responsibilities arising from section 38(1)(a) of the PFMA 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, has regulated its affairs in compliance with this charter, and discharged the responsibilities as contained therein.

### 3. THE EFFECTIVENESS OF INTERNAL CONTROL

The system of internal controls is designed to provide cost-effective assurance that assets are safeguarded and that liabilities and working capital are efficiently managed. In line with the requirements of the PFMA and the King III Report on Corporate Governance requirements, Internal Audit provides the Audit Committee and management with assurance that the internal controls are appropriate and effective. This is achieved by means of the risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

From the various reports of the internal auditors, the Audit Report on the Annual Financial Statements and the management report of the Auditor-General, it was noted that matters were reported indicating non-compliant supply chain management in respect of the Kha Ri Gude project that had been outsourced. The system of internal control was not entirely effective in respect of the Kha Ri Gude project where deviations were reported by the Auditor-General.

### 4. THE QUALITY OF IN-YEAR MANAGEMENT AND MONTHLY/ QUARTERLY REPORTS SUBMITTED IN TERMS OF THE PFMA AND THE DIVISION OF REVENUE ACT

The Audit Committee is satisfied with the content and quality of the quarterly reports prepared and issued by the Accounting Officer of the Department during the year under review with the exception of the matters reported in the Auditor-General's report.

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## 5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has:

- Reviewed and discussed the audited annual financial statements to be included in the Annual Report with the Auditor-General and the Accounting Officer;
- Reviewed the Auditor-General's management letter and management's response thereto; and
- Reviewed adjustments resulting from the audit.

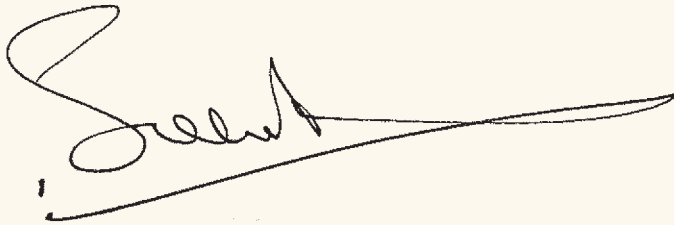
The Audit Committee concurs with and accepts the Auditor-General's conclusions on the annual financial statements and is of the opinion that the audited annual financial statements should be accepted and read together with the report of the Auditor-General.

## 6. INTERNAL AUDIT

The Audit Committee is not satisfied that the internal audit function is operating effectively. The function is currently under-resourced and is not led by a suitably qualified manager.

## 7. AUDITOR-GENERAL SOUTH AFRICA

The Audit Committee has met with the Auditor-General South Africa to ensure that there are no unresolved issues.



**Chairperson of the Audit Committee**

Date: 1 August 2011

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

**REPORT OF THE ACCOUNTING OFFICER TO THE EXECUTIVE AUTHORITY AND PARLIAMENT OF THE REPUBLIC OF SOUTH AFRICA**

**1. General review of the state of financial affairs**

The Department was established as a result of the national macro reorganisation of the state in 2009. The Department of Education was split into the Department of Basic Education and the Department of Higher Education and Training. However, the Department became operational with its own budget from 1 April 2010. There are outstanding balances in the books of the Department of Education amounting to R119.248 million. The portion applicable to my Department will be transferred to the books of my Department during the 2011/12 financial year. Refer to note 29 for more information.

The allocation for the Department that was included in the Estimates of National Expenditure 2010 for the financial year increased by 0.09 per cent, which amounts to R5.799 million. The original allocation of R6 166.200 million in the Main Appropriation increased to R6 171.999 million in the Adjusted Estimates. Included in the R6 171.999 million are transfer payments to the National Student Financial Aid Scheme (6.87 per cent), conditional grants to provincial education departments (63,70 per cent) and the remainder of transfers and subsidies (0.47 per cent). The balance of the Adjustment Estimates consists of earmarked funds, including workbooks for literacy and numeracy and the Kha Ri Gude Mass Literacy Campaign (23.60 per cent) and compensation of employees, projects and operational expenditure (5.36 per cent).

The increase of R5.799 million was made up as follows in (figures in **R'000**):

Roll-overs	1 000
Unforeseeable/unavoidable expenditure:	
• Higher salary increases	6 700
Less: Shifting of function	
• Payment of the annual contribution to the Commonwealth of Learning transferred to the Department of Higher Education and Training	(1 901)
<b>Total</b>	<b>5 799</b>

The total expenditure for the financial year was R5 515.077 million, which represent a spending rate of 89.4 per cent. When unspent earmarked amounts and withheld conditional grants are excluded, the spending rate of 99.48 per cent was achieved. The expenditure was made as follows (figures in **R'000**):

	<b>Expenditure</b>
Compensation of employees	252 907
Departmental Operations	234 270
Departmental Earmarked Funds	654 056
National Student Financial Aid Scheme	424 000
Subsidies to Public Entities in Education	24 250
<b>Conditional Grants to Provinces for:</b>	
• National School Nutrition Programme	3 663 326
• HIV and AIDS	188 045
• Technical Secondary School Recapitalisation	64 467
Other Transfers	9 756
<b>Total expenditure</b>	<b>5 515 077</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

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## **1.1 Important policy decisions and strategic issues**

The guidelines for functional school hostels have been developed. The implementation of these guidelines will ensure that the functionality of hostel structures in rural and farm schools is optimised. These functional hostel structures will be used to promote learner access to education by accommodating learners and teachers in rural and farm schools. The guidelines have been incorporated in the policy document on school hostels that has been developed.

Amendments to the National Norms and Standards for School Funding regarding compensation for school fee exemptions in fee-paying schools accommodating poor learners, as well as the provision of operational funds to no-fee schools, were finalised after they were published for public comment. These amendments will be implemented during the 2011 academic year. Further amendments seeking to address aspects of funding for recognised governing body associations to provide training to their members and funding towards their membership fees are to be finalised when related legislation contained in the Basic Education Laws Amendment Bill is enacted.

The Department reviewed the NCS and developed 195 Curriculum Assessment Policy Statements (CAPS) for Grade R - 12, to provide more guidance for teachers to strengthen teaching and learning in the classroom.

## **2.2 Significant events that have taken place and major projects undertaken or completed during the year**

From 27 to 29 September 2010 the Deputy Minister led a delegation to the first World Conference on Early Childhood Care and Education, which took place in Moscow, Russia. The main objective of the conference was to assess progress towards the goal of expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children. Based on the recommendations from that conference, the Department is planning a follow-up national Conference on Early Childhood Development in 2011.

On 12 November 2010 the Department co-hosted the Education for All (EFA) Stakeholders' Meeting, where the Department presented its 2010 EFA Country Report to stakeholders. The forum provided an opportunity for civil society to assess the progress made towards the achievement of the six EFA goals, as agreed to in Dakar in 2000, identify gaps and make recommendations that could assist the Department to accelerate progress towards the attainment of the EFA goals.

The Government Notice to amend the national per learner target allocations for 2011 as well as the declaration of a proportion of learners to attend no-fee schools in 2011 was published by the Minister in the Government Gazette on 5 November 2010. The Minister reaffirmed the determination that 60 per cent of public school learners be in no-fee schools during 2011. For the 2011 academic year approximately 72 per cent of public school learners are accommodated in more than 20 000 no-fee schools. For 2011 the national target allocation, which caters for non-personnel non-capital expenditure in schools, has been increased to R905 per learner for schools in Quintile 1, while the no-fee threshold, which is applicable to schools in Quintile 2 and Quintile 3, has been set at R829 per learner.

The Department began the development of the Curriculum Assessment Policy Statements (CAPS), for Grade R - 12 for all subjects in all four phases (Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training Phase). The generic Language CAPS were developed for all four phases and for all the 11 official languages. The Mathematics and Life Skills CAPS for Foundation Phase (Grade R - 3) were developed for all the 11 official languages. This resulted in a total of 195 CAPS.

Literacy and Numeracy Workbooks for Grade 1 – 6 were developed in all 11 official languages using internal departmental system capacity to strengthen teaching and learning in numeracy and literacy. A total of 105 workbooks were developed, printed and distributed to all public primary schools. Printing of Workbook 2 will be finalised and the books distributed in the next financial year.

Grade 1 - 4 English and Afrikaans workbooks for literacy and numeracy were adapted to Braille and Grade 1 - 2 workbooks were submitted to the service provider for Braille production, as were a selection of Grade 10 - 12 textbooks.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

The Department conducted a Rapid Assessment Remediation Intervention in underperforming schools to provide dedicated support. The reports were submitted to the provinces that supported these schools and this resulted in the improvement in the Grade 12 2010 examination results.

A total of 583 200 learners (including blind and deaf learners) were reached during 2010 through the Kha Ri Gude mass literacy campaign. These learners completed their final assessments. The project continues to create short-term employment.

The Minister hosted a round table discussion on ICTs in Education aimed at exploring practical and workable ICT solutions that the Department could implement in the classroom to support and improve the quality of teaching and learning.

The IQMS project, with external moderators visiting schools, has been highly successful. Schools in deep rural areas and farm schools have benefited tremendously from the visits of external moderators. These are schools that were not visited by provincial officials in previous years. The reports on IQMS implementation show that teachers are no longer being allocated scores without undergoing an evaluation. Scores from a number of provinces are more realistic since they are required to show credible evidence that support them. More schools are taking IQMS more seriously than before, and are implementing it in a meaningful way. The improvement of accountability levels in the majority of schools remains a challenge, however, that will be addressed over time.

The Association for the Development of Education in Africa (ADEA) and the Commonwealth Secretariat have developed resource materials in multi-grade teaching. The Commonwealth Secretariat and ADEA have granted the Department permission to reproduce the resource materials and to share them with schools that practice multi-grade teaching. The resource materials are designed to equip teachers whose schools practice multi-grade teaching with the skills and knowledge that they need to deal effectively and efficiently with multi-grade classes. These resources were duplicated and provided to all provinces.

To address the challenges that teachers in multi-grade schools are facing, a “*Guideline Document on Multi-Grade Teaching in South Africa*” was developed. The guideline document outlines the knowledge, capabilities and skills that are essential for multi-grade teachers to know, master and apply in their classes. The guidelines were shared with provinces at the interprovincial forum that deals with rural education.

The Lunch Box campaign was combined with the National Nutrition Week (NNW) campaign with the theme “Healthy Lunch Boxes for Children” and the slogan ‘BULB’- Brighten Up Lunch Boxes. Media campaigns were broadcast by a number of radio stations. Although all provinces celebrated the NNW, the focus of the campaign was Tityaza Primary School in the Eastern Cape. Prior to the celebrations, lesson plans were developed for Life Orientation and Arts and Culture, and sent to the school. Learners presented their work and the NSNP officials, together with a local artist, used some of the learners’ work to produce a mural.

The Department hosted a seminar where the Deputy Minister announced the Draft Integrated Strategy on HIV and AIDS, 2012 – 2016, and the consultation process was formally opened on 11 March 2011. A summary and full version of the Draft Strategy together with a CD-ROM were produced for the seminar. The seminar drew together a wide spectrum of stakeholders from government, teacher unions, school governing bodies, learners, civil society, development partners, and research and academic institutions who will play a pivotal role in finalising the strategy and ensuring its effective implementation, monitoring and evaluation.

The second Biennial Summit on Substance Abuse was held from 15 to 17 March 2011. The purpose of the Summit was to share best practices (demand, supply, and harm reduction) and to strengthen effective partnerships with all key stakeholders. The theme of the Summit was “An Integrated Approach: Towards a Drug Free Society”.

The Department convened a national Quality Learning and Teaching Campaign (QLTC) workshop attended by the provincial education MECs, provincial Heads of Departments, teachers’ unions, associations of school governing bodies, student leaders and district managers to formulate a strategy for improving the quality of education through the enforcement of the non-negotiables. The workshop also devised strategies to inform citizens about the importance of education; to mobilise communities to monitor and support schools, teachers and learners; and to improve the quality of education for all children. All nine provinces have since launched the QLTC. The QLTC developed a tool to facilitate the coordination of monitoring of school readiness in 2011. The Department collaborated with the Nelson Mandela Foundation in celebrating Nelson Mandela month in communicating the education values the icon symbolises. The QLTC collaborated with the Education Labour Relations Council (ELRC) in attending to labour-related matters that were impacting adversely on the delivery of quality education.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

During the period under review, the Gender Equity Directorate, in partnership with UNICEF, engaged in a massive Back to School Campaign across all nine provinces. The purpose of the campaign was to popularize the Girls and Boys Education Movement (GEM/ BEM) as well as encourage learners to return and commit to their schooling in 2011. The campaign also provided an opportunity to engage and advise learners on social issues affecting their schooling as well as their lives in general.

The GEM/ BEM Back to School Campaign conducted during the period under review provided an opportunity for thousands of learners and participating teachers to use 'Speak Out' resources; as well as engage in discussions about how to tackle sexual abuse in schools.

The Department undertook a Gender Audit in the basic education sector during July 2010. The audit addressed two key questions:

- What is the extent to, and ways in which, the South African basic education system has made progress in terms of gender equality in education, particularly beyond parity measures?
- What are the possibilities for effective intervention against gender inequality and for improving the qualitative experiences and success of both boys and girls in schools?

The audit was meant to inform the government and other stakeholders to identify and adequately address issues of girls' education and gender issues (including enrolment, attendance, completion and achievement) for which interventions for equality were necessary. The audit was conducted using a United Nations Girls' Education Initiative (UNGEI) monitoring and evaluation tool to test its usability in informing the monitoring and evaluation framework for South Africa. The gender audit and the consultative seminar held in August 2010 were crucial activities to inform the development of the gender policy for basic education.

In promoting an understanding of the Constitution of the country, the Department, in collaboration with the Department of Justice and the University of Pretoria, conducted the Moot Court Competition. The competition created opportunities for learners to learn and apply the values linked to the constitution of the country. It has the potential to inculcate in learners the values of the Constitution of South Africa while promoting respect and appreciation for diverse ideas and opinions.

About 300 schools participated in the first round of the competition. The Universities of Pretoria, Western Cape and Venda trained schools in their provinces on issues relating to the competition. The adjudicators' data bank and a database of participating schools were completed. The finals were held in March 2011 and were a great success.

### **1.3 Improving the quality of education in rural and farm schools**

The Centre for Multi-Grade Education is currently training 104 teachers, 16 district officials and 8 provincial officials in multi-grade teaching in eight provinces namely, KwaZulu-Natal, Free State, Eastern Cape, Limpopo, Gauteng, Northern Cape, Mpumalanga, and North West. This programme is aimed at capacitating teachers and officials in multi-grade teaching. The project will also contribute towards continuing professional teacher development and it will ensure that teachers who teach in rural and farm schools contribute towards the achievement of the output goals of the Action Plan 2014: towards the realization of Schooling 2025, such as improving literacy (language) and numeracy (mathematics) of Grade 3, 6 and 9 learners in approximately 7 000 multi-grade schools.

### **1.4 Publication and dissemination of education information**

Two publications were produced during the financial year, namely the *School Realities 2010* and *Education Statistics in South Africa 2009*. 34 000 and 5 000 copies respectively have been distributed to various stakeholders. Education information was disseminated to the public, researchers and other stakeholders via EMIS when required.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

---

## **1.5 Legal and legislative matters**

The Department dealt with a number of legal challenges (a more detailed description of each case is provided in the Programme Information section of this report).

Some of the cases that were heard during this period were:

### **1.5.1 Western Cape Forum for Intellectual Disability vs. Government of the Republic of South Africa**

The Western Cape Forum for Intellectual Disability launched an application in the High Court in which it sought an order declaring, *inter alia*, that the national government and the Western Cape provincial government had failed to take reasonable steps to provide for the educational needs of severely and profoundly intellectually disabled children in the Western Cape. The judgment was delivered on the 11 November 2010 in favour of the applicants.

### **1.5.2 BCVO Schools vs. Minister of Basic Education and Others**

In this case, the *Beweging vir Christelik-Volkseie Onderwys* (BCVO) took the Minister, Umalusi, SAQA, the Committee of University Principals, the Committee of Technikon Principals and Higher Education South Africa to court, claiming that the BCVO was not legally bound by the Revised National Curriculum Statements (RNCS), as the RNCS were not legislation, regulations or rules, but merely policy statements. The application was dismissed with costs.

### **1.5.3 Centre for Child Law vs. Government of the Eastern Cape and Others**

The applicant, acting on behalf of seven schools, launched an application in the High Court for an order stating that the respondents (the national government and provincial government of the Eastern Cape) had failed to provide proper school facilities, water supply and school furniture to the schools in question. An out of court settlement was reached.

### **1.5.4 Lesly Tshildzi Neswiswi vs. the Minister, Director-General and Umalusi**

This case dealt with a learner to whom a Senior Certificate had not been issued because he had not achieved the required aggregate. The learner took the Department to court because he felt that he had in fact achieved the required aggregate and that he was therefore entitled to such a certificate. The matter continues.

### **1.5.5 Hoërskool Langenhoven**

In this case, a former principal of the school had two sections of the school property transferred to his own name and was attempting to alienate the property in order to develop it for his own financial gain. The matter is ongoing.

As part of the monitoring process, monthly reports are received from Provincial Education Departments to monitor litigation trends that might have a national impact.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

**Spending trends**

The under-expenditure of R656.922 million on the Department's programmes and per economic classification, measured against allocations after virement, is as follows, in R'000:

**Per programme**

Programme	Under-expenditure	Percentage
Administration	7 670	2.87
Curriculum Policy, Support and Monitoring	608 945	45.25
Teachers and Education Human Resources Development and Management	17 086	3.39
Planning, Quality Assessment and Monitoring and Evaluation	18 407	11.09
Social Responsibility	4 814	0.12
<b>TOTAL</b>	<b>656 922</b>	<b>10.64</b>

**Per economic classification**

	Unspent	Percentage
Compensation of employees	17 973	6.63
Departmental Operations	9 516	3.90
Departmental Earmarked Funds	612 995	48.37
Technical Secondary School Recapitalisation grant	15 533	19.41
Other Transfers	905	8.84
<b>Total expenditure</b>	<b>656 922</b>	<b>10.64</b>

The under-expenditure did not impact negatively on the Department's programmes and service delivery. Factors that contributed to under-expenditure included the following: withholding of funds in respect of the Technical Secondary School Recapitalisation conditional grant to the Eastern Cape, Limpopo and Mpumalanga provincial education departments, due to low spending of the grant in these provinces; the shifting of the Annual National Assessments from November 2010 to February 2011 due to the industrial strike action causing the timeframes for activities to be shifted; as well as a significant saving on the production of the Grade 1 - 6 workbooks for Numeracy and Literacy. Both Book 1 and 2 of the workbooks were budgeted for but only Book 1 was completed during the financial year. Printing and distribution of Book 2 could not be completed before the end of the financial year.

Several actions have been taken to avoid a recurrence of the above. Expenditure is monitored on an ongoing monthly basis, whereby responsible managers provide progress reports on projects. The Minister is also kept informed of spending levels in terms of the Public Finance Management Act. The Department's spending is being monitored and discussed at Senior Management meetings. Activities are reprioritised in accordance with the Department's objectives when necessary.

More information on under-expenditure or savings is provided in the Notes to the Appropriation Statement.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

**Virement**

The virement applied within the Department was as follows, in R'000:

Programme	Name	Programme	Name	Amount
2	Curriculum Policy Support and Monitoring	1	Administration	572
2	Curriculum Policy Support and Monitoring	3	Teachers and Education Human Resources Development and Management	833
2	Curriculum Policy Support and Monitoring	4	Planning, Quality Assessment Monitoring and Evaluation	4 197
3	Teachers and Education Human Resources Development and Management	1	Administration	200
3	Teachers and Education Human Resources Development and Management	4	Planning, Quality Assessment Monitoring and Evaluation	590
4	Planning, Quality Assessment Monitoring and Evaluation	1	Administration	100
5	Social Responsibility	1	Administration	500

Savings were mainly realised on funds provided for projects that did not take place as projected. These savings were mainly shifted towards Programme 4: Planning, Quality Assessment and Monitoring and Evaluation to defray expenditure on unforeseen and unavoidable expenditure in respect of the management of examinations in the Mpumalanga province, and to improve the quality and security of the printing, packing, distribution and marking of the National Senior Certificate examination question papers in the province. Funds were also shifted from goods and services to cover the transfer to the HSRC as a contribution towards South Africa's participation in the 2011 TIMMS (Treasury approval with reference number SS 9/4/4/13 dated 25 March 2011 was obtained) and the payment for Capital Assets that were not provided for.

The virement was approved by the Director-General in accordance with the Public Finance Management Act and reported to National Treasury as well as the Minister.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

## 2. Services rendered by the Department

### 2.1 Services rendered

The Department is mainly responsible for the formulation of national education policy and for monitoring and evaluating the implementation of policy. Services were also rendered on a national basis in respect of certificates. The total revenue collected in this regard for the period under review, amounted to R980 077.

### 2.2 Tariff policy

#### **National Technical Examinations**

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

	Tariff in R
<b>Entrance fee for examinations</b>	
a) Re-issue of statements of symbols/results (subject certificate/ statement)	48.00
b) General Education and Training Certification	48.00
<b>Application for certificates</b>	
a) Application for duplicate certificates that were issued to replace previous certificates (Senior Certificate and GETC)	48.00
b) Re-issue of statements of symbols/ results (subject certificate/ statement)	48.00
c) Changes, amendments to certificates (re-issues)	48.00
d) Changes, surnames, ID Numbers changed legally	250.00
e) Application for replacement (duplicate) certificates-National Senior Certificate (Technical), National Certificate (Vocational), National N3 certificate and Subject Statement (subject certificates) Certificate (Vocational), National N3 Certificate and Subject Statement	80.00
f) National Senior Certificate (Technical), National Certificate (Vocational), National N3 Certificate and Subject Statement	80.00
g) Confirmation document issued prior to the certificate (system-generated document)	15.00
h) Letter to embassies and authentication of qualifications (work/ study abroad)	20.00
i) Re-issue statement of results (provincial)	15.00
j) Standards 6, 7, 8, 9 and 10 practical certificates	48.00
k) Teachers certificates/ diplomas	48.00
l) Statements for teacher qualifications	15.00
m) Verification of qualifications prior to 1992 for government organisations	15.00
n) Verification of qualifications prior to 1992 for non-government institutions	35.00

### 2.3 Free services

None

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

### 3. Capacity constraints

Due to the split of the former Department of Education into the Departments of Basic Education and Higher Education and Training, the human capital as well as the financial resources had to be split between the two new departments. No additional funding was made available except for the establishment of the Ministry of Higher Education and Training. Therefore some of the critical posts remained vacant during the year under review.

### 4. Utilisation of donor funds

The Department received funding for the Primary Education Sector Policy Support Programme from the European Union. During the financial year under review an amount of R315.689 million was transferred into the RDP account. An amount of R63 million was withdrawn from the available funds in the RDP account and the expenditure of R72.814 million was incurred. The balance of the funds available to the Department in the RDP Fund, as at 31 March 2011, is R242.875 million.

These funds were used mainly for the following:

- Early Childhood Development – An amount of R3.150 million was used for the advocacy and resourcing of registered ECD Centres throughout the nine provinces. The awareness campaign for Grade R registrations was implemented by provinces, thus the DBE is developing an additional advocacy plan that will complement the provincial activities already in place. 15 000 Grade R resource packs were reprinted and distributed to schools and district offices. Furthermore, 900 000 Grade R workbooks were distributed to 13 767 schools with Grade R classes.
- The Teacher Development Training in Inclusive Education was allocated R570 000 for the training of teachers in special schools. An amount of R127 000 was committed for printing of the Guidelines for Full-Service Schools. The balance of R443 000 will be utilised for the training of teachers and SMT members in schools for the hearing and visual impaired in the next financial year.
- Human Resource Management Information System (HRMIS) – R3.206 million was spent on providing managers in schools, districts and provincial offices in six provinces with guidelines on how to manage human resources. The HRMIS project had an impact on service delivery by ensuring that processes regarding human resource matters were dealt with correctly and speedily. The allocated funds were also used to purchase user licences for the nine provinces to access and utilise human resource information stored in a central warehouse.
- The ACE: MST project – R12.223 million was utilised for payment of bursaries to different universities for 637 teachers who were in their final year of study for an Advanced Certificate in Education: Maths, Science & Technology (ACE: MST) qualification. Of the 637 teachers who registered during the 2010/11 financial year, 500 teachers completed their studies. Furthermore, the Department transferred R7.2 million to the South African Council for Educators for the management of the Continuing Professional Teacher Development System.
- The improvement of Multi-Grade Teaching in schools in Rural Areas – The Centre for Multi-Grade Education is currently training 104 teachers, 16 district officials and 8 provincial officials in multi-grade teaching in eight provinces, namely, KwaZulu-Natal, Free State, Eastern Cape, Limpopo, Gauteng, Northern Cape, Mpumalanga, and North West. The project will also contribute towards continuing professional teacher development and will ensure that teachers who teach in rural and farm schools contribute towards the achievement of the output goals of the Action Plan to 2014: towards the realization of Schooling 2025. The training will be completed in May 2011. The expenditure, as at 31 March 2011, amounted to R841 000.
- Primary Education Sector Policy Support Programme aimed at Strengthening Foundation Phase Teacher Education – For the 2010/11 financial year, an amount of R34.067 million was utilised for first-year research, programme development and material development as well as bursaries for 200 first-year teacher education students enrolled for African Language Foundation Phase.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

---

## 5. Public Entities

There are three public entities that report to the Minister:

### 5.1 Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act (Act 66 of 1995). The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council. The ELRC also analyses the education situation in the country and keeps abreast of relevant international developments and trends. It does not receive government funding, but is funded through membership fees from educators, employer contributions and interest on investments.

Achievements during the period under review were as follows:

- 531 disputes were referred to the Council. Of these, 44 per cent related to Unfair Labour Practices, 18 per cent to Other Unfair Labour Practices, 30 per cent to Unfair Dismissal, 5 per cent to Interpretation and Application and 3 per cent to Basic Condition of Employment Act disputes.
- 994 events were scheduled during the period under review. This is attributed to the improvement in the initial screening of all defective referrals, scheduling of conciliation hearings within the 30 day target and postponement requests at hearings not granted. The 994 scheduled events comprise the following activities: 4 per cent for withdrawal at conciliation, 4 per cent for dismissal at conciliation, 14 per cent awards issued, 2 per cent settlements in conciliation, 3 per cent settlements in arbitration, 1 per cent found to be out of jurisdiction in arbitration, 3 per cent pending decision on jurisdiction and 69 per cent still in process into the new financial year.

A number of significant activities occurred during the period under review:

- Amendments to the Personnel Administrative Measure document were finalised and await ratification;
- The Teacher Appraisal and RPL workshop was convened and provided a basis for parties to Council to engage in teacher appraisal matters as outlined in paragraph 3.2 of the Teacher Development Summit Declaration and the signing of Collective Agreement 2 of 2010; and
- The salary structure recommendations by the task team, resulting in the Council giving effect to Collective Agreement 4 of 2009 were concluded, and a service provider was appointed to investigate and develop a proposed salary model for possible implementation.

### 5.2 South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators Act (Act 31 of 2000). Its core functions are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from government, but relies for its revenue on educators' registration fees and interest on investments. However, an amount of R8.2 million was transferred to SACE in the 2010/11 financial year for the management of the Continuing Professional Teacher Development System.

During 2010/11, SACE delivered various functions and programmes that contributed to its vision of promoting excellence in the teaching profession:

- Registration of educators – SACE registered more than 500 000 educators in public and independent schools, and ABET and ECD centres. In addition, it registered student teachers on a provisional basis.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

- Professional Development – SACE developed the entire teaching profession by managing and coordinating the Continuing Professional Teacher Development system (CPTD), promoting teaching as a profession, monitoring the uptake of professional development by educators and determining the needs of the teaching profession, enhancing professional development and practice standards, and celebrating the teaching profession through activities such as the World Teachers' Day and an Educator Professional Assistance facility.
- Policy and Research Coordination – The Council has strengthened its mandate through policy and research coordination functions. This also contributed to SACE's role of advising the Minister of Basic Education, Council, and the profession as a whole. A SACE research agenda and policy has been developed and approved by the Council. The policy and research coordination programme also focused on issues around teacher supply and demand, teacher migration, analysis of the SACE educator misconduct cases, state and internal efficiencies.
- Ethics and Legal Affairs – All SACE-registered educators must adhere to the Professional Code of Ethics. In addition, SACE managed various educator misconduct cases submitted to it.
- Communication and Advocacy – The ongoing communication between SACE and the wider community, in particular the teaching profession, was effectively facilitated.

### **5.3 Umalusi**

130

Umalusi is one of three Quality Councils established in terms of the National Qualification Framework Act (Act 67 of 2008), the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO). Its mandate is further detailed in the General and Further Education and Training Quality Assurance Act (Act 58 of 2001 as amended, 2008).

It is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training NQF Levels 1 - 4. As such it must ensure continuous quality improvements in the delivery and outcomes of the general and further education and training sectors of the national education and training system by setting and monitoring standards; conducting research to support its approaches and positions; developing and evaluating qualifications and curricula; accrediting private providers and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and advising the Minister on matters related to the sub-framework of qualifications in its care. During the 2010/11 financial year, an amount of R17.350 million was transferred to Umalusi. Other revenue derived from fees charged for services (accreditation, certification and verification services) and interest on investments.

During 2010/11:

- A revised General and Further Education and Training Qualifications Framework was submitted to the Minister of Higher Education and Training for declaration as policy; the framework for the accreditation of private Adult and FET providers and assessment bodies was regulated by the Minister; and a similar policy for independent schools was gazetted for public comment.
- Umalusi developed and finalized the following new qualifications on its sub-framework of qualifications:
  - The National Senior Certificate for Adults (NSCA);
  - The National Independent Certificate (NIC).

These have been submitted to the Minister for consideration and regulation.

- Umalusi quality-assured the assessment and approved the results of the following examinations:
    - The National Senior Certificate (NSC)
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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

- The Senior Certificate, being phased out by 2014
- The National Certificate Vocational Levels 2 - 4 (NCV)
- Technical Certificate N3, being phased out by 2014
- The General Education and Training Certificate for adults (GETC).
- A number of research projects were undertaken and reported on, the most notable being an extension of the Maintaining Standards project that looked at the standards of examination products across a further six subjects in the National Senior Certificate. These subject reports fed into the standardization process of the National Senior Certificate 2010. Of further interest was the evaluation of the standards of NSC examination products for the Nguni languages, the reports of which also fed into the standardisation process during 2010.
- Umalusi provided advice to the Minister on the review of the National Certificate Vocational (NCV) and conducted a comparative study into the curriculum standards of the NCV and the NSC in respect of the fundamental subjects. A further comparative study was undertaken in respect of technical subjects in the NCV and the N courses.
- Providers across all sectors were provisionally accredited and monitored through the submission of annual self-evaluation of reports for Independent Schools, private FET Colleges, and private Adult Education & Training (AET) providers. More than 400 site visits were conducted across all three sectors. A total of 444 sites at 125 private FET colleges were referred to the Department of Basic Education for registration.
- The assessment systems of the National Senior Certificate and the National Certificate Vocational were monitored and reported on.

## 6. Other organisations to whom transfer payments were made

### 6.1 Sector Education and Training Authority (SETA)

In terms of the Skills Development Act (Act 97 of 1998) and the Skills Development Levies Act (Act 9 of 1999), an amount of R141 715 was transferred to the Education Training and Development Practices Sector Education and Training Authority.

### 6.2 Other transfers

- **Association for the Development of Education in Africa (ADEA)**

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, to make these agencies aware that their practices should be adapted to the needs of nationally driven education policies, programmes and projects, and to develop a consensus between ministries and agencies on approaches to the major issues facing education in Africa. An amount of R18 000 was transferred to ADEA as a subscription fee.

- **UNESCO (United Nations Educational, Scientific and Cultural Organisation)**

An amount of R9.236 million was transferred to UNESCO as South Africa's annual membership fee.

- **Guidance, Counselling and Youth Development Centre for Africa: Malawi**

An amount of R99 429 was transferred to this centre.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

- **Childline South Africa**

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa will receive calls on behalf of the Department relating, among other things, to cases of abuse in schools, and provide counselling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a contribution.

- **Human Sciences Research Council (HSRC)**

An amount of R5.9 million was transferred to the HSRC for the participation of South Africa in Trends in International Mathematics and Science Study (TIMMS).

#### 1.1 Conditional grants to provincial education departments

Three conditional grants were allocated to the Department during the period under review, namely, the HIV and AIDS Life Skills Programme, the National School Nutrition Programme (NSNP), and the Technical Secondary Schools Recapitalisation grant. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act (Act 1 of 2010), were met.

The total allocation per conditional grant for 2010/11, in **R'000**, was as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% spent of allocation
HIV and AIDS	188 045	188 045	171 506	91.2
NSNP	3 663 326	3 663 326	3 521 611	96.1
Technical Secondary Schools	80 000	64 467	60 602	75.7
<b>Total</b>	<b>3 931 371</b>	<b>3 915 838</b>	<b>3 753 719</b>	<b>95.5</b>

#### 6.3.1 HIV and AIDS

The main objective of the HIV and AIDS Life Skills Conditional Grant for the 2010/11 financial year was to provide access to an appropriate and effective integrated system of prevention, care and support for learners, educators and support staff infected with, and affected by, HIV and AIDS.

Achievements during the 2010/11 financial year:

- Advocacy: 177 152 learners and educators and 13 268 parents and other key stakeholders were reached in terms of awareness campaigns.
- Peer education: 25 492 learners were reached through the establishment of functional peer education programmes, 9 262 learners through curriculum-based learner pregnancy and learner retention programmes and 26 795 learners through training on the prevention of drug and substance use. Furthermore, 7 100 primary and secondary school educators were also trained to facilitate and mentor implementation of peer education programmes.
- Training and development: 749 educators were trained as master trainers to integrate the life skills programme into the curriculum, 11 046 secondary school life orientation educators were trained to integrate HIV Counselling and Testing (HCT) in the respective learning area and 10 053 secondary school educators were trained to integrate the life skills programme across the curriculum.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

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- Care and support: 10 558 educators and support staff who were trained as School-Based Support Teams (SBSTs) received top-up training focusing on HCT and care and support, 10 230 School Management Teams were trained to develop policy implementation plans to manage risk behaviour in schools, and 163 069 orphans and vulnerable children were identified through integrated service delivery days (involving several government departments and other stakeholders) and referred for basic services.
- Learning and Teaching Support Materials (LTSM): 121 327 sets of LTSM were distributed to schools.
- Monitoring and Support: 5 988 selected schools were reached through monitoring and support visits.

Challenges confronted during the financial year:

- The long June vacation during which the FIFA World Cup was held, together with the three-week-long public service strike and the academic catch-up programme, impacted negatively on training activities that were usually scheduled for the June and September vacation periods.
- Late approval of tender specifications in the Eastern Cape and Gauteng to conduct training activities, especially in the first and second terms, delayed training and impacted negatively on the grant.
- Delayed payment of invoices for activities that were conducted between June and December 2010 had an impact on the final spending of the grant.

### **6.3.2 National School Nutrition and Programme (NSNP)**

The main objective of this conditional grant is to contribute to enhanced learning capacity through school feeding. The National School Nutrition Programme (NSNP) continued with its mandate during the financial year to provide daily nutritious meals to the poorest public ordinary primary and secondary schools. During the financial year, 8 125 695 learners in 20 250 Quintile 1 – 3 primary and Quintile 1 – 2 secondary schools benefited from the grant.

Achievements during the financial year:

- The first issue of the NSNP Newsletter, *Inside NSNP*, was published and distributed to all provinces. A total of 450 000 copies were distributed to all schools nationally.
- A national campaign to create awareness on healthy lifestyles was accomplished with the successful commemoration of the National Nutrition Week and the Lunch Box Campaign at Tityaza Primary School, Eastern Cape Province.
- 255 copies of the Nutrition Education Implementation guidelines and training manuals were printed and distributed to all district offices through a partnership with the Food and Agricultural Organisation of the United Nations.
- The Department has appointed thirteen officials on a contract basis to increase the human resources capacity towards added responsibility with the expansion of the programme.

### **6.3.3 Technical Secondary School Recapitalization**

The purpose of the recapitalisation of technical secondary schools is to improve the conditions of technical schools, modernise them to meet the teaching requirements of learners in the technical subject fields and increase the number of suitably qualified and technically skilled graduates from these schools.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

---

The Technical Secondary Schools Recapitalisation conditional grant was introduced with the aim of improving the conditions of 200 selected technical schools in all provinces. This outcome will be achieved through building new workshops, refurbishing and/ or redesigning old or structurally unsafe workshops, procuring equipment, tools and machinery, and training teachers in new practical teaching methodologies.

The identified schools are distributed as follows: Eastern Cape (31), Free State (18), Gauteng (39), KwaZulu-Natal (32), Limpopo (24), Mpumalanga (15), Northern Cape (10), North West (22) and Western Cape (9).

Achievements during the financial year:

- 10 of 26 new workshops built to support the technical subjects offered.
- 106 of 144 existing workshops refurbished, upgraded and re-designed to comply with safety laws and regulations and minimum industry standards.
- Equipment, machinery and tools purchased and installed at 36 workshops.
- 364 of the 474 technical secondary school teachers were trained in subject content delivery and new practical teaching methodologies.
- The minimum technical specifications for equipment, tools and machinery were developed and distributed to provinces.
- The report of the Reference Team on strengthening the technology subjects was finalised and submitted to the Department.

Challenges facing the achievement of outputs for the 2010/11 financial year:

- The late development of provincial and schools' business plans delayed the implementation of the grant.
- Unrealistic projections in the business plans resulted in some provinces not meeting their performance targets in the first three quarters of the financial year.
- Delays in the development and approval of tender specifications for building and refurbishment of workshops resulted in the annual targets not being met in some provinces.

#### **6.3.4 Compliance with the Division of Revenue Act (Act 1 of 2010) (DoRA)**

In terms of section 10(5) of the DoRA, 2010, the duties of the transferring national officer includes submitting monthly reports to National Treasury, in the format determined by National Treasury, not later than 20 days after the end of each month. This obligation was met. In terms of section 12(2) of the DoRA, 2010, the duties of the receiving officer includes submitting monthly reports to the relevant provincial treasury and to the transferring national officer on amounts received, funds withheld, and the actual expenditure of the province. Not all provinces reported by the 15<sup>th</sup> of each month of the financial year. However, all information was collected on a monthly basis before the Department reported to National Treasury on the 20<sup>th</sup>. The Department submitted these quarterly reports to the National Treasury and the National Council of Provinces. The third and fourth transfers of seven provinces namely, Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West and Western Cape, in respect of the grant were delayed due to non-spending of the grant. The delay was in accordance with the Division of Revenue Act, 2010. However, after four provinces, namely Gauteng, KwaZulu-Natal, North West and Western Cape, submitted proof of commitments, their transfers were made. The remaining three provinces did not show an improvement in their spending and their transfers were not completed by the end of the financial year.

In respect of the HIV and AIDS conditional grant, the fourth transfer to Gauteng, Limpopo and the Western Cape was withheld due to under-expenditure. The three provincial education departments provided proof of commitments and activities that had been completed, and payments were made before the end of the financial year.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

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### **6.3.5 Late approval of business plans**

Provincial workshops to support the development of business plans were conducted with the nine provinces. Final business plans and compliance certificates were submitted to National Treasury for the HIV and AIDS Life Skills Programme, the NSNP and the Technical Secondary Schools Recapitalization conditional grants.

However, the first transfer to the Western Cape in respect of the HIV and AIDS conditional grant and to the Free State, Northern Cape and North West of the NSNP conditional grant were delayed for 30 days as their business plans were not finalised and approved when the transfers were made. This impacted on the start of activities in these provinces for the 2010/11 financial year.

### **6.3.6 Performance evaluation of the conditional grants**

In terms of Section 10(7) of the Division of Revenue Act (Act 1 of 2010), the transferring national officer must evaluate the performance of programmes funded or partially funded by the allocation and submit such evaluation to the National Treasury within four months after the end of the financial year. The Department conducted an annual performance evaluation of the two conditional grants that the Department managed in the 2009/10 financial year, namely the National School Nutrition Programme (NSNP) and the HIV and AIDS Life Skills Education Programme conditional grants in accordance with the process relevant and applicable to National Treasury Practice Note. The evaluation process was completed in all nine provinces. Schools were evaluated in line with the Evaluation Plan that was submitted to National Treasury, and the Evaluation Reports were submitted to National Treasury, National Council of Provinces and the Portfolio Committee on Basic Education.

## **7. Public Private Partnership (PPP)**

The Department of Education entered into a PPP Agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. This agreement made provision for the construction of the building and for a service period of 25 years thereafter. The construction of the building was completed as scheduled in February 2010. Due to the split of the Department of Education, the building was not big enough to accommodate the two departments and it was decided that only the Department of Basic Education would take over the PPP contract and occupy the building. The Department of Basic Education relocated to the new building and has already made unitary payments for the period from February 2010 to March 2011. In view of the fact that part of the building was custom-designed for the examination section of the Department of Education, the entire examination sections of both new departments are currently being accommodated in the building.

## **8. Corporate governance arrangements**

### **8.1 The risk assessment and fraud prevention plan of the Department**

The risk assessment was done during the financial year. However, it was approved late in the financial year. A fraud prevention plan is in place as required by the Treasury Regulations.

### **8.2 Internal Audit Unit**

The Internal Audit unit is operational although it is not fully staffed. The audit plan was approved by the Audit Committee and the audits were conducted according to the audit plan.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
**for the year ended 31 March 2011**

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### **8.3 The Audit Committee**

The Audit Committee is in place and functions effectively, as required by Treasury Regulations and the PFMA. The Committee met twice during the financial year under review, due to the fact that, after the Department of Education split into the Department of Basic Education and the Department of Higher Education and Training, a new audit committee had to be appointed. It is expected that the Committee will meet four times in the new financial year as required by legislation.

### **8.4 Management processes for minimising conflict of interest**

All senior managers in the Department are compelled to declare their financial interest to the Minister on an annual basis. Furthermore, all employees in the Department are compelled to request permission from the Director-General before they do any work that generates additional remuneration outside the Department. All senior managers submitted their declaration of interest forms.

### **8.5 Implementation of a code of conduct**

The Code of Conduct for Public Servants, developed by the Public Service Commission to promote a high standard of professional ethics in the Public Service, has been implemented in the Department, and managers ensure that all staff adhere to it. The two Codes of Conduct, one for Public Servants and one for Educators, have been distributed to every official in the Department and are fully implemented.

### **8.6 Safety, health and environmental issues facing the Department**

Occupation, Health and Safety is a shared responsibility between the Department and the PPP in terms of the contract. Officials of both parties have been trained in Evacuation, Firefighting, First Aid and as safety, health and environmental representatives.

The Department is using the old approved Contingency plan as an interim measure until the revised Contingency Plan/ Emergency Evacuation Plan has been finalized and approved according to the requirements of the new building.

### **8.7 Other governance structures**

- ***Bid Adjudication Committee (BAC)***

The Bid Adjudication Committee is responsible for considering the results/ outcome of the evaluation process reached by the Bid Evaluation Committee (BEC). Its duty is to adjudicate the evaluation process, scrutinise the terms of reference of bids, and make recommendations to the Director-General on advertising, awarding, extending and cancelling of bids. The Committee also adjudicates whether the bidding processes were fair, equitable, transparent, competitive and cost-effective, and ensures that they comply with the PFMA, other relevant legislation and Treasury Regulations. The members of the Committee are appointed by the Director-General and senior managers from the various programmes/ branches in the Department. The Committee is scheduled to meet at least once in a month, but ad hoc meetings are arranged if needed.

- ***Information Technology Committee (ITC)***

The purpose of the ITC, which meets once a month, is to review and endorse ICT plans, policies and standards, and coordinate and endorse compliance of the Department's ICT architecture, configuration and initiative with the strategic directions of the Government Information Technology Officer Council (GITOC) and government policies and standards. The ITC also regulates the acquisition, deployment, use and disposal of all Information and Communications Technology, Information Systems and Information Management Systems (ICT/IS/IMS) in the Department in terms of standardisation, need, quantity required, frequency of use, and potential impact on work in terms of work outcomes and cost advantage.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

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- **Budget Review Advisory Committee (BRAC)**

The BRAC advises the Accounting Officer on the allocation of departmental funds, conditional grants and donor funds, and ensures that allocations and reallocations are in line with the educational priorities for the particular financial year. The BRAC consists of the Programme Managers of the Department.

**9. Discontinued activities/ activities to be discontinued**

None

**10. New/ proposed activities**

None. The Department is in the process of being reorganised.

**11. Asset management**

**a. Progress with regard to capturing assets in the asset register**

All old and new assets have been captured on the asset register.

**b. Indication of the extent of compliance with the minimum requirements**

The asset register complies with the minimum requirements.

**c. Indication of the extent of compliance with the Asset Management Reforms milestones**

All assets have been recorded in the assets register. A policy was developed to reconcile discrepancies between the asset register and the financial system.

**d. Indication of problems experienced with the Asset Management Reforms**

The recording of assets in the asset register is done according to components while the payments of assets on the financial statements are treated as a unit. Due to this recording discrepancy, the minor and major assets in the asset register do not balance with the minor and major assets in the financial system. A policy on the reconciliation between the asset register and the financial system (basic accounting system) was developed.

**12. Inventories**

*The inventories on hand at year-end amounted to R27 498 000. (Refer to Annexure 4 for details) .*

**13. Events after the reporting date**

None

**14. Information on predetermined objectives**

National Treasury provides the legal framework within which the management of programme performance information has to be dealt. The Strategic Plan of the Department forms the basis for Quarterly Performance Reports and Annual Reports.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**REPORT OF THE ACCOUNTING OFFICER**  
*for the year ended 31 March 2011*

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Programme performance management is the responsibility of Programme Managers who are responsible and account for the performance of their Branches. Programme Managers are also responsible for corrective action in Branches to ensure that the Branches meet their mandates.

At the end of each quarter, each Programme Manager is required to:

- (a) Compile a report according to and as described in the Operational Plan of the Programme in the approved format, within ten working days following the end of a quarter.
- (b) Complete a self-assessment report on the performance and submit the consolidated programme report to the Chief Directorate: Strategic Coordination and Support for performance analysis.
- (c) Provide documentary evidence to performance auditors, both internal and external, to comply with performance audit legislative framework.

The Chief Directorate: Strategic Coordination and Support, after completing the programme performance analysis, provides Programme Managers with comments, observations and recommendations for improvements to be effected on the report where necessary.

**15. SCOPA RESOLUTIONS**

None

**16. PRIOR MODIFICATIONS TO AUDIT REPORTS**

None

**17. EXEMPTIONS AND DEVIATIONS RECEIVED FROM NATIONAL TREASURY**

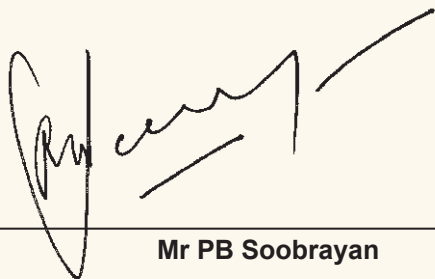
None

**18. OTHER**

None

**19. APPROVAL**

The financial statements set out on pages 144 to 193 have been approved by the Accounting Officer.



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**Mr PB Soobrayan**  
Director-General  
31 May 2011

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REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF VOTE  
14: DEPARTMENT OF BASIC EDUCATION

Report on the Financial Statements

**Introduction**

1. I have audited the accompanying financial statements of the Department of Basic Education, which comprise the appropriation statement, the statement of financial position as at 31 March 2011, and the statement of financial performance, statement of changes on net assets and the cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory information, and the accounting officer's report as set out on pages 120 to 183.

**Accounting officer's responsibility for the financial statements**

2. The accounting officer is responsible for the preparation of these financial statements in accordance with the Departmental Financial Reporting Framework prescribed by the National Treasury, and in the manner required by the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and for such internal control as management determines necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor-General's responsibility**

3. As required by section 188 of the Constitution of South Africa, 1996 (Act No. 108 of 1996) and section 4 of the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with International Standards on Auditing and *General Notice 1111 of 2010* issued in Government Gazette 33872 of 15 December 2010. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
5. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

**Opinion**

7. In my opinion the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2011 and its financial performance and cash flows for the year then ended, in accordance with the Departmental Financial Reporting Framework prescribed by the National Treasury and the requirements of the PFMA.
-

### Emphasis of matter

I draw attention to the matters below. My opinion is not modified in respect of these matters:

### Irregular expenditure

8. As disclosed in note 22 to the annual financial statements, the department incurred irregular expenditure of R81.771 million due to non-compliance with supply chain management processes as a result of the contract entered into by the Department of Education with a service provider during 2008.

### Additional Matters

#### Unaudited supplementary schedules

9. The supplementary information set out on pages 184 to 193, which are annexures to the financial statements, does not form part of the financial statements and is presented as additional information. I have not audited these annexures and accordingly I do not express an opinion thereon.

#### Financial reporting framework

10. The financial reporting framework prescribed by the National Treasury and applied by the department is a compliance framework. Thus my opinion would have reflected that the financial statements had been properly prepared instead of fairly presented as required by section 20(2) (a) of the PAA, which requires me to express an opinion on the fair presentation.

#### Material underspending of the vote

11. As disclosed in the appropriation statement, the department has materially underspent the budget on programme 2 to the amount of R608.945 million. The accounting officer's report indicates the factors that contributed to the underspending.

#### Outstanding balances

12. As disclosed in note 29 to the financial statements and paragraph 1 of the accounting officer's report, the opening balances of R119.248 million for receivables at 31 March 2011 from the Department of Education was not recorded in the books of the Department of Basic Education and/or Department of Higher Education and Training. These balances relate to amongst others the outstanding debts of the Provincial Education Departments in the Eastern Cape and Gauteng. The portion of these receivables relating to the Department of basic Education will be recorded during the 2011/2012 year as agreed with National Treasury.

#### Report on other legal and regulatory requirements

13. In accordance with the PAA and in terms of *General Notice 1111 of 2010*, issued in *Government Gazette 33872 of 15 December 2010*, I include below my findings on the annual performance report as set out on pages 23 to 116 and material non-compliance with laws and regulations applicable to the Department of Basic Education.
-

## Findings on the Report on predetermined objectives

### Usefulness of information

14. The planned and reported performance information was deficient in respect of the following criteria:
- Specific in clearly identifying the nature and the required level of performance
  - Measurable in identifying the required performance
  - Well defined, in describing the performance objective
  - Verifiable in relation to the required performance.
15. The following audit findings relate to the above criteria:
- For the selected programme (2), 32% of the planned and reported targets were not specific in clearly identifying the nature and the required level of performance
  - For the selected programmes (2, 3, 4 and 5), 55% of the planned and reported targets were not measurable in identifying the required performance.
  - For the selected programmes (2 and 3), 23% of the planned and reported indicators and measures were not clear, as unambiguous data definitions were not available to allow for data to be collected consistently.

### Reliability of information

16. For the selected programme (5), the validity, accuracy and completeness of the reported targets could not be established as sufficient appropriate audit evidence or relevant source documentation could not be provided.

## Compliance with laws and regulations

### Public Finance Management Act, Act 1 Of 1999 (as amended by Act 29 of 1999) and Treasury Regulations of 2005

#### Transfer payments

17. The accounting officer transferred funds (other than grants in terms of DoRA) to an entity without obtaining a written assurance from that entity that it implemented effective and transparent financial management and internal control systems as required by section 38(1)(j) of the PFMA.
-

### Internal audit

18. The internal audit function did not assist the Accounting Officer in maintaining efficient and effective control systems by evaluating such controls to determine their effectiveness and efficiency, and by developing recommendations for enhancement or improvement of these as required by Treasury Regulations 3.2.11. The latter also includes assessing the operational procedures and monitoring mechanisms over all transfers made and received, including transfers in terms of the Division of Revenue Amendment Act (Act No. 15 of 2010).

### Annual Financial Statements

19. The financial statements submitted for audit did not comply with section (40)(1)(a) of the PFMA. Material misstatements were identified during the audit which were corrected by management.

### Human resource management and compensation

20. The verification process for the new appointments did not cover criminal record checks/citizenship verifications/financial record checks/qualification verifications/reference checks in according with the Directive issued by the Minister of Public Service and Administration.
21. Employees worked more than the maximum overtime hours allowed as required by Public Service Regulation 1/V/D2(d).
22. Written authorisation was not provided in advance for the overtime worked as required by PSR 1/V/D2(c).

### Internal control

23. In accordance with the PAA and in terms of General notice 1111 of 2010, issued in *Government Gazette 22872 of 15 December 2010*, I considered internal control relevant to my audit, but not for the purpose of expressing an opinion on the effectiveness of internal control. The matters reported below are limited to the significant deficiencies that resulted in the findings on the annual performance report and the findings on compliance with laws and regulation included in this report.

### Leadership

24. Leadership did not ensure the development of processes and procedures instead adopted the Department of the Education processes and procedures that were not adequate in the area of compliance with laws and reporting on predetermined objectives.

### Financial and performance management

25. The Department did not have adequate processes in place to ensure accurate and complete financial and performance reporting, consequently numerous adjustments had to be effected on the financial statements.
-

### Governance

26. The Department did not ensure that internal audit is adequately resourced; consequently internal audit could not fulfil its responsibilities as set out in the legislation.

### Other reports

### Performance audits

27. A performance audit is currently underway on Early Childhood Development and Kha Ri Gude. Related findings will be reported on in a separate report.

### Information technology systems

28. An adequate IT governance framework had not been implemented.

*Auditor-General*

Pretoria

31 July 2011



AUDITOR - GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

Appropriation per programme									
	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1. Administration</b>									
Current payments	253 714	-	(7 475)	246 239	239 640	6 599	97.3%	-	-
Transfers and subsidies	10 347	-	32	10 379	9 476	903	91.3%	-	-
Payments for capital assets	1 487	-	8 815	10 302	10 134	168	98.4%	-	-
	265 548	-	1 372	266 920	259 250	7 670		-	-
<b>2. Curriculum Policy, Support and Monitoring</b>									
Current payments	1 270 042	-	(5 758)	1 264 284	671 560	592 724	53.1%	-	-
Transfers and subsidies	80 100	-	101	80 201	64 667	15 534	80.6%	-	-
Payments for capital assets	1 078	-	55	1 133	446	687	39.4%	-	-
	1 351 220	-	(5 602)	1 345 618	736 673	608 945		-	-
<b>3. Teachers and Education Human Resources Development and Management</b>									
Current payments	78 074	-	25	78 099	61 213	16 886	78.4%	-	-
Transfers and subsidies	425 000	-	-	425 000	425 000	-	100.0%	-	-
Payments for capital assets	588	-	18	606	406	200	67.0%	-	-
	503 662	-	43	503 705	486 619	17 086		-	-
<b>4. Planning, Quality Assessment and Monitoring and Evaluation</b>									
Current payments	143 700	-	(2 227)	141 473	123 085	18 388	87.0%	-	-
Transfers and subsidies	17 410	-	5 914	23 324	23 325	(1)	100.0%	-	-
Payments for capital assets	141	-	1 000	1 141	1 121	20	98.2%	-	-
	161 251	-	4 687	165 938	147 531	18 407		-	-
<b>5. Social Responsibility</b>									
Current payments	38 633	-	(946)	37 687	32 958	4 729	87.5%	-	-
Transfers and subsidies	3 851 371	-	7	3 851 378	3 851 378	-	100.0%	-	-
Payments for capital assets	314	-	439	753	668	85	88.7%	-	-
	3 890 318	-	(500)	3 889 818	3 885 004	4 814		-	-
<b>Total</b>	<b>6 171 999</b>	<b>-</b>	<b>-</b>	<b>6 171 999</b>	<b>5 515 077</b>	<b>656 922</b>	<b>89.4%</b>	<b>-</b>	<b>-</b>
<b>Reconciliation with Statement of Financial Performance</b>									
<b>Add:</b>									
Departmental receipts				1 660				-	
Aid assistance				63 000				-	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>				<b>6 236 659</b>				<b>-</b>	
<b>Add: Aid assistance</b>					72 815				-
<b>Actual amounts per Statement of Financial Performance (Total Expenditure)</b>					<b>5 587 892</b>				<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
**for the year ended 31 March 2011**

Appropriation per economic classification									
	2010/11							200910	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	271 101	-	(221)	270 880	252 907	17 973	93.4%	-	-
Goods and services	1 513 062	-	(67 709)	1 445 353	824 001	621 352	57.0%	-	-
Interest and rent on land	-	-	51 549	51 549	51 548	1	100.0%	-	-
<b>Transfers and subsidies</b>									
Provinces and municipalities	3 931 371	-	-	3 931 371	3 915 838	15 533	99.6%	-	-
Departmental agencies and accounts	442 491	-	5 900	448 391	448 415	(24)	100.0%	-	-
Foreign governments and international organisations	10 256	-	-	10 256	9 353	903	91.2%	-	-
Non-profit institutions	50	-	-	50	50	-	100.0%	-	-
Households	60	-	154	214	189	25	88.3%	-	-
Gifts and donations	-	-	-	-	1	(1)		-	-
<b>Payments for capital assets</b>									
Buildings & other fixed structures	-	-	3 773	3 773	3 772	1	100.0%	-	-
Machinery and equipment	3 413	-	5 486	8 899	7 803	1 096	87.7%	-	-
Software and other intangible assets	195	-	1 068	1 263	1 200	63	95.0%	-	-
<b>Total</b>	<b>6 171 999</b>	<b>-</b>	<b>-</b>	<b>6 171 999</b>	<b>5 515 077</b>	<b>656 922</b>	<b>89.4%</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**Detail per Programme 1: Administration**

	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1.1 Minister</b>									
Current payments	2 000	-	-	2 000	1 811	189	90.6%	-	-
<b>1.2 Deputy Minister</b>									
Current payments	1 785	-	-	1 785	1 492	293	83.6%	-	-
<b>1.3 Management</b>									
Current payments	53 268	-	1 189	54 457	52 498	1 959	96.4%	-	-
Transfers and subsidies	10 206	-	11	10 217	9 313	904	91.2%	-	-
Payments for capital assets	274	-	981	1 255	1 181	74	94.1%	-	-
<b>1.4 Corporate Services</b>									
Current payments	60 031	-	(1 220)	58 811	55 407	3 404	94.2%	-	-
Transfers and subsidies	141	-	21	162	163	(1)	100.6%	-	-
Payments for capital assets	1 128	-	390	1 518	1 478	40	97.4%	-	-
<b>1.5 National and Provincial Coordination and Administration</b>									
Current payments	9 888	-	-	9 888	9 164	724	92.7%	-	-
Payments for capital assets	85	-	-	85	59	26	69.4%	-	-
<b>1.6 Office Accommodation</b>									
Current payments	126 742	-	(7 444)	119 298	119 268	30	100.0%	-	-
Payments for capital assets	-	-	7 444	7 444	7 416	28	99.6%	-	-
<b>Total</b>	<b>265 548</b>	<b>-</b>	<b>1 372</b>	<b>266 920</b>	<b>259 250</b>	<b>7 670</b>	<b>97.1%</b>	<b>-</b>	<b>-</b>

146

Per Economic Classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	81 573	-	(3 957)	77 616	73 662	3 954	94.9%	-	-
Goods and services	172 141	-	(55 067)	117 074	114 430	2 644	97.7%	-	-
Interest and rent on land	-	-	51 549	51 549	51 548	1	100.0%	-	-
<b>Transfers and subsidies</b>									
Departmental agencies and accounts	141	-	-	141	143	(2)	101.4%	-	-
Foreign governments & international organizations	10 156	-	-	10 156	9 253	903	91.1%	-	-
Non-profit institutions	50	-	-	50	50	-	100.0%	-	-
Gifts and donation	-	-	-	-	1	(1)	-	-	-
Households	-	-	32	32	29	3	90.6%	-	-
<b>Payments for capital assets</b>									
Building & other fixed structures	-	-	3 773	3 773	3 773	1	100.0%	-	-
Machinery and equipment	1 400	-	4 913	6 313	6 163	150	97.6%	-	-
Software and other intangible assets	87	-	129	216	199	17	92.1%	-	-
<b>Total</b>	<b>265 548</b>	<b>-</b>	<b>1 372</b>	<b>266 920</b>	<b>259 250</b>	<b>7 670</b>	<b>97.1%</b>	<b>-</b>	<b>-</b>



**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**Detail per Programme 2: Curriculum Policy, Support and Monitoring**

	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Per sub-programme</b>									
<b>2.1 Curriculum Implementation and Monitoring</b>									
Current payments	27 069	-	279	27 348	24 485	2 863	89.5%	-	-
Transfers and subsidies	80 100	-	101	80 201	64 667	15 534	80.6%	-	-
Payments for capital assets	239	-	(31)	208	159	49	76.4%	-	-
<b>2.2 National Curriculum Institute</b>									
Current payments	1 244	-	(602)	642	132	510	20.6%	-	-
Payments for capital assets	39	-	(28)	11	9	2	81.8%	-	-
<b>2.3 Curriculum and Quality Enhancement Programme</b>									
Current payments	773 437	-	(5 380)	768 057	180 246	587 811	23.5%	-	-
Payments for capital assets	790	-	59	849	215	634	25.3%	-	-
<b>2.4 Kha Ri Gude Literacy Project</b>									
Current payments	468 292	-	(55)	468 237	466 697	1 540	99.7%	-	-
Payments for capital assets	10	-	55	65	63	2	96.9%	-	-
<b>Total</b>	<b>1 351 220</b>	<b>-</b>	<b>(5 602)</b>	<b>1 345 618</b>	<b>736 673</b>	<b>608 945</b>	<b>54.7%</b>	<b>-</b>	<b>-</b>

Per Economic Classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	50 681	-	3 376	54 057	51 423	2 634	95.1%	-	-
Goods and services	1 219 361	-	(9 134)	1 210 227	620 137	590 090	51.2%	-	-
<b>Transfers and subsidies</b>									
Provinces and municipalities	80 000	-	-	80 000	64 467	15 533	80.6%	-	-
Foreign governments and International organizations	100	-	-	100	100	-	100.0%	-	-
Households	-	-	101	101	100	1	99.0%	-	-
<b>Payments for capital assets</b>									
Machinery and equipment	1 008	-	46	1 054	403	651	38.2%	-	-
Software and other intangible assets	70	-	9	79	43	36	54.4%	-	-
<b>Total</b>	<b>1 351 220</b>	<b>-</b>	<b>(5 602)</b>	<b>1 345 618</b>	<b>736 673</b>	<b>608 945</b>	<b>54.7%</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**Detail per Programme 3: Teachers and Education Human Resources Development and Management**

	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Per sub-programme</b>									
<b>3.1 Education Human Resources Management</b>									
Current payments	54 472	-	320	54 792	39 307	15 485	71.7%	-	-
Payments for capital assets	256	-	-	256	158	98	61.7%	-	-
<b>3.2 Institutional Development</b>									
Current payments	13 743	-	(1 097)	12 646	12 369	277	97.8%	-	-
Payments for capital assets	182	-	11	193	180	13	93.3%	-	-
<b>3.3 Teacher Education</b>									
Current payments	9 859	-	802	10 661	9 537	1 124	89.5%	-	-
Transfers and subsidies	425 000	-	-	425 000	425 000	-	100.0%	-	-
Payments for capital assets	150	-	7	157	68	89	43.3%	-	-
<b>Total</b>	<b>503 662</b>	<b>-</b>	<b>43</b>	<b>503 705</b>	<b>486 619</b>	<b>17 086</b>	<b>96.6%</b>	<b>-</b>	<b>-</b>

148

Per Economic Classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	54 839	-	(90)	54 749	46 679	8 070	85.3%	-	-
Goods and services	23 235	-	115	23 350	14 534	8 816	62.2%	-	-
<b>Transfers and subsidies</b>									
Departmental agencies and accounts	425 000	-	-	425 000	425 000	-	100.0%	-	-
<b>Payments for capital assets</b>									
Machinery and equipment	588	-	18	606	406	200	67.0%	-	-
<b>Total</b>	<b>503 662</b>	<b>-</b>	<b>43</b>	<b>503 705</b>	<b>486 619</b>	<b>17 086</b>	<b>96.6%</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**Detail per Programme 4: Planning, Quality Assessment and Monitoring and Evaluation**

	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Per sub-programme</b>									
<b>4.1 Information Monitoring and Evaluation</b>									
Current payments	34 025	-	178	34 203	26 845	7 358	78.5%	-	-
Payments for capital assets	53	-	60	113	100	13	88.5%	-	-
<b>4.2 Financial and Physical Planning and Analysis</b>									
Current payments	11 396	-	(530)	10 866	9 990	876	91.9%	-	-
Payments for capital assets	39	-	(8)	31	27	4	87.1%	-	-
<b>4.3 Educational Measurement, Assessment and Public Examinations</b>									
Current payments	98 279	-	(1 875)	96 404	86 250	10 154	89.5%	-	-
Transfers and subsidies	17 410	-	5 914	23 324	23 325	(1)	100.0%	-	-
Payments for capital assets	49	-	948	997	994	3	99.7%	-	-
<b>Total</b>	<b>161 251</b>	<b>-</b>	<b>4 687</b>	<b>165 938</b>	<b>147 531</b>	<b>18 407</b>	<b>88.9%</b>	<b>-</b>	<b>-</b>

Per Economic Classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	58 573	-	600	59 173	57 811	1 362	97.7%	-	-
Goods and services	85 127	-	(2 827)	82 300	65 274	17 026	79.3%	-	-
<b>Transfers and subsidies</b>									
Departmental agencies and accounts	17 350	-	5 900	23 250	23 265	(15)	100.1%	-	-
Households	60	-	14	74	60	14	81.1%	-	-
<b>Payments for capital assets</b>									
Machinery and equipment	141	-	68	209	189	20	90.4%	-	-
Software and other intangible assets	-	-	932	932	932	-	100.0%	-	-
<b>Total</b>	<b>161 251</b>	<b>-</b>	<b>4 687</b>	<b>165 938</b>	<b>147 531</b>	<b>18 407</b>	<b>88.9%</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**Detail per Programme 5: Social Responsibility**

	2010/11							2009/10	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Per sub-programme</b>									
<b>5.1 Social Inclusion in Education</b>									
Current payments	10 204	-	(1 291)	8 913	8 509	404	95.5%	-	-
Transfers and subsidies	-	-	3	3	3	-	100.0%	-	-
Payments for capital assets	100	-	14	114	76	38	66.7%	-	-
<b>5.2 Equity in Education</b>									
Current payments	9 182	-	52	9 234	8 530	704	92.4%	-	-
Payments for capital assets	64	-	62	126	116	10	92.1%	-	-
<b>5.3 Health in Education</b>									
Current payments	19 247	-	293	19 540	15 919	3 621	81.5%	-	-
Transfers and subsidies	3 851 371	-	4	3 851 375	3 851 375	-	100.0%	-	-
Payments for capital assets	150	-	363	513	476	37	92.8%	-	-
<b>Total</b>	<b>3 890 318</b>	<b>-</b>	<b>(500)</b>	<b>3 889 818</b>	<b>3 885 004</b>	<b>4 814</b>	<b>99.9%</b>	<b>-</b>	<b>-</b>

150

Per Economic Classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	25 435	-	(150)	25 285	23 332	1 953	92.3%	-	-
Goods and services	13 198	-	(796)	12 402	9 626	2 776	77.6%	-	-
<b>Transfers and subsidies</b>									
Provinces and municipalities	3 851 371	-	-	3 851 371	3 851 371	-	100.0%	-	-
Departmental agencies and accounts	-	-	-	-	7	(7)		-	-
Households	-	-	7	7	-	7		-	-
<b>Payments for capital assets</b>									
Machinery and equipment	276	-	441	717	642	75	89.5%	-	-
Software and other intangible assets	38	-	(2)	36	26	10	72.2%	-	-
<b>Total</b>	<b>3 890 318</b>	<b>-</b>	<b>(500)</b>	<b>3 889 818</b>	<b>3 885 004</b>	<b>4 814</b>	<b>99.9%</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**1. Detail of transfers and subsidies as per Appropriation Act (after Virement):**

Detail of these transactions can be viewed in note 7 to Transfers and subsidies and Annexure 1 (A-D) 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. Explanations of material variances from Amounts Voted (after Virement):**

**3.1 Per Programme**

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%

1: Administration	266 920	259 250	7 670	2.9
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The under-expenditure is mainly due to savings on compensation of employees due to the non-filling of vacant posts as a result of the reorganisation of the Department as well as savings on the transfer payments to UNESCO as a result of the favourable Rand/Dollar exchange rate.

2: Curriculum Policy, Support and Monitoring	1 345 618	736 673	608 945	45.3
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The under-expenditure is due mainly to the following:

- Delays in procurement processes as well as the processing of payments in respect of the Technical Secondary Schools Recapitalisation Conditional Grant for the Eastern Cape, Mpumalanga and Limpopo provinces.
- Savings were incurred for the Workbooks project by using the in-house services of the Department for the design, layout, and development thereof and Book 1 has been distributed. The second volume of workbooks was handed over to the printers but will only be finalised in the 2011/12 financial year.

3: Teachers and Education Human Resources Development and Management	503 705	486 619	17 086	3.4
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The under-expenditure is mainly due to the following:

- Underspending on the National Education Evaluation and Development Unit project due to the Unit being emergent and evolving.
- Savings on compensation of employees has resulted under the Integrated Quality Management System project due to uncertainty on whether the project would be extended or not.

4: Planning, Quality Assessment and Monitoring and Evaluation	165 938	147 531	18 407	11.1
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The under-expenditure is mainly due to the following

- The decision to reschedule the Annual National Assessment (ANA) examinations meant the analysis of data by the service provider had also to be rescheduled as they had to wait for examination scripts for the analysis and the venues and markers for ANA were also affected.
- Underspending in respect of the Education Management Information System project was due to the late invoicing as well as incomplete service delivery by the State Information Technology Agency regarding certain projects.

5: Social Responsibility	3 889 818	3 885 004	4 814	0.1
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There were no material variances in this programme.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**NOTES TO THE APPROPRIATION STATEMENT**  
*for the year ended 31 March 2011*

**3.2 Per Economic Classification**

	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>Variance</b>	<b>Variance as a % of Final Appropriation</b>
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>%</b>
<b>Current payments</b>				
Compensation of employees	270 880	252 907	17 973	6.6
Goods and services	1 445 353	824 001	621 352	43.0
Interest and rent on land	51 549	51 548	1	0.0
<b>Transfers and subsidies</b>				
Provinces and municipalities	3 931 371	3 915 838	15 533	0.4
Departmental agencies and accounts	448 391	448 415	(24)	0.0
Foreign governments and international organisations	10 256	9 353	903	8.8
Non-profit institutions	50	50	-	0.0
Households	214	189	25	11.7
Gifts and donations	-	1	(1)	0.0
<b>Payments for capital assets</b>				
Buildings and other fixed structures	3 773	3 772	1	0.0
Machinery and equipment	8 899	7 803	1 096	12.3
Software and other intangible assets	1 263	1 200	63	5.0

The main savings occurred under goods and services and can be mainly attributed to the workbooks projects as savings were incurred by using the in-house services of the Department for the design, layout, and development thereof. Book 1 has been distributed and the second volume of workbooks was handed over to the printers but will only be finalised in the 2011/12 financial year.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**STATEMENT OF FINANCIAL PERFORMANCE**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11 R'000</b>	<b>2009/10 R'000</b>
<b>REVENUE</b>			
Annual appropriation	1	6 171 999	-
Departmental revenue	2	1 660	-
Aid assistance	3	63 000	-
<b>TOTAL REVENUE</b>		<b>6 236 659</b>	<b>-</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	4	252 907	-
Goods and services	5	824 001	-
Interest and rent on land	6	51 548	-
Aid assistance	3	65 526	-
<b>Total current expenditure</b>		<b>1 193 982</b>	<b>-</b>
<b>Transfers and subsidies</b>			
Transfers and subsidies	7	4 373 846	-
Aid assistance	3	7 200	-
<b>Total transfers and subsidies</b>		<b>4 381 046</b>	<b>-</b>
<b>Expenditure for capital assets</b>			
Tangible capital assets	8	11 664	-
Software and other intangible assets	8	1 200	-
<b>Total expenditure for capital assets</b>		<b>12 864</b>	<b>-</b>
<b>TOTAL EXPENDITURE</b>		<b>5 587 892</b>	<b>-</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>648 767</b>	<b>-</b>
<b>Reconciliation of Net Surplus/(Deficit) for the year</b>			
Voted Funds		656 922	-
Departmental revenue and NRF Receipts	13	1 660	-
Aid assistance	3	(9 815)	-
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>648 767</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**STATEMENT OF FINANCIAL POSITION**  
*at 31 March 2011*

	<i>Note</i>	<b>2010/11</b> R'000	<b>2009/10</b> R'000
<b>ASSETS</b>			
<b>Current Assets</b>		<b>659 829</b>	-
Cash and cash equivalents	9	645 365	-
Prepayments and advances	10	635	-
Receivables	11	4 014	-
Aid assistance receivable	3	9 815	-
<b>TOTAL ASSETS</b>		<b>659 829</b>	-
<b>LIABILITIES</b>			
<b>Current Liabilities</b>		<b>659 817</b>	-
Voted funds to be surrendered to the Revenue Fund	12	656 922	-
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	13	412	-
Payables	14	2 483	-
<b>TOTAL LIABILITIES</b>		<b>659 817</b>	-
<b>NET ASSETS</b>		<b>12</b>	-
<b>Represented by:</b>			
Recoverable revenue		12	-
<b>TOTAL</b>		<b>12</b>	-



**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**STATEMENT OF CHANGES IN NET ASSETS**  
*for the year ended 31 March 2011*

	<i>Note</i>	2010/11 R'000	2009/10 R'000
<b>Recoverable revenue</b>			
Opening balance		-	-
Transfers		12	-
Debts raised		12	-
Closing balance		12	-
<b>TOTAL</b>		<b>12</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**CASH FLOW STATEMENT**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b> <b>R'000</b>	<b>2009/10</b> <b>R'000</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		<b>6 236 659</b>	-
Annual appropriated funds received	1.1	6 171 999	-
Departmental revenue received	2	1 660	-
Aid assistance received	3	63 000	-
Net (increase)/ decrease in working capital		(2 166)	-
Surrendered to Revenue Fund		(1 248)	-
Current payments		(1 193 982)	-
Transfers and subsidies paid		(4 381 046)	-
<b>Net cash flow available from operating activities</b>	<b>15</b>	<b>658 217</b>	<b>-</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets	8	(12 864)	-
<b>Net cash flows from investing activities</b>		<b>(12 864)</b>	<b>-</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Increase/ (decrease) in net assets		12	-
<b>Net cash flows from financing activities</b>		<b>12</b>	<b>-</b>
Net increase/ (decrease) in cash and cash equivalents		645 365	-
<b>Cash and cash equivalents at end of period</b>	<b>16</b>	<b>645 365</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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The Annual Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act (Act 1 of 2010).

## **1. Presentation of the Financial Statements**

### **1.1 Basis of preparation**

The Financial Statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid.

### **1.2 Presentation currency**

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the Department.

### **1.3 Rounding**

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

### **1.4 Comparative figures – Appropriation statement**

A comparison between actual and budgeted amounts per major classification of expenditure is not included in the Appropriation Statement.

## **2. Revenue**

### **2.1 Appropriated funds**

Appropriated funds comprises of departmental allocations.

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Unexpended appropriated funds are surrendered to the National Revenue Fund. Any amounts owing to the National Revenue at the end of the financial year are recognised in the statement of financial position.

Any amount due from the National Revenue Fund at the end of the financial year is recognised as a receivable in the statement of financial position.

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## 2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the National Revenue Fund, unless stated otherwise.

Any amount owing to National Revenue Fund is recognised as a payment in the statement of financial position.

No accrual is made for the amount receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure note to the annual financial statements.

## 2.3 Aid assistance

Aid assistance is recognised as revenue when received.

All in-kind aid assistance is disclosed at fair value on the date of receipt in the annexures to the Annual Financial Statements.

The cash payments made during the year relating to aid assistance projects are recognised as expenditure in the statement of financial performance when final authorisation for payments is effected on the system.

The value of the assistance expressed prior to the receipt of funds is recognised as a receivable in the statement of financial position.

Inappropriately expensed amounts using local and foreign aid assistance and any unutilised amounts are recognised as payables in the Statement of Financial Position.

## 3. Expenditure

### 3.1 Compensation of employees

#### 3.1.1 Salaries and Wages

Salaries and Wages are expensed in the statement of financial performance when the final authorisation for payment is effected on the system.

Other employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements at face value and are not recognised in the statement of financial performance.

Employees costs are capitalised to the cost of a capital project when an employee spends more than 50% of his/her time on the project. These payments form part of expenditure for capital assets in the statement of financial performance.

#### 3.1.2 Social contributions

Employer contributions to post employment benefit plans in respect of current employees are expensed in the statement of financial performance when the final authorisation for payment is effected on the system.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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No provision is made for retirement benefits in the financial statements of the Department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

Employer contributions made by the Department for certain of its ex-employees (such as medical benefits) are classified as transfers to households in the statement of financial performance.

### **3.2 Goods and services**

Payments made during the year for goods and/ or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system.

The expense is classified as capital if the goods and services were acquired for a capital project or if the total purchase price exceeds the capitalisation threshold (currently R5 000). All other expenditures are classified as current.

### **3.3 Interest and rent on land**

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system. This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount is recorded under goods and services.

### **3.4 Payments for financial assets**

Debts are written off when identified as irrecoverable. Debts written off are limited to the amount of savings and/ or underspending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but an estimate is included in the disclosure notes to the financial statements amounts.

All other losses are recognised when authorisation has been granted for the recognition thereof.

### **3.5 Transfers and subsidies**

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system.

### **3.6 Unauthorised expenditure**

When confirmed, unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is derecognised from the statement of financial position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on the date of approval.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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**3.7 Fruitless and wasteful expenditure**

Fruitless and wasteful expenditure is recognised as expenditure in the statement of financial performance according to the nature of the payment and not as a separate line item on the face of the statement. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

**3.8 Irregular expenditure**

Irregular expenditure is recognised as expenditure in the statement of financial performance. If the expenditure is not condoned by the relevant authority, it is treated as an asset until it is recovered or written off as irrecoverable.

**4. Assets**

**4.1 Cash and Cash equivalents**

Cash and cash equivalents are carried in the statement of financial position at cost.

Bank overdrafts are shown separately on the face of the statement of financial position.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term, highly liquid investments and bank overdrafts.

**4.2 Other financial assets**

Other financial assets are carried in the statement of financial position at cost.

**4.3 Prepayments and advances**

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and derecognised as and when the goods/ services are received or the funds are utilised.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

**4.4 Receivables**

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party (including departmental employees) and are derecognised upon recovery or write-off.

Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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#### **4.5 Inventory**

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost or FIFO cost formula.

#### **4.6 Capital assets**

##### **4.6.1 Movable assets**

###### **Initial recognition**

A capital asset is recorded in the asset register on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

All assets acquired prior to 1 April 2002 are included in the register at R1.

###### **Subsequent recognition**

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset" and is capitalised in the asset register of the Department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the statement of financial performance.

##### **4.6.2 Immovable assets**

###### **Initial recognition**

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

###### **Subsequent recognition**

Work-in-progress of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset". On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

Repairs and maintenance are expensed as current "goods and services" in the statement of financial performance.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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## **5. Liabilities**

### **5.1 Payables**

Recognised payables mainly comprise amounts owing to other governmental entities. These payables are carried at cost in the statement of financial position.

### **5.2 Contingent liabilities**

Contingent liabilities are included in the disclosure notes to the financial statements when it is possible that economic benefits will flow from the Department, or when an outflow of economic benefits or service potential is probable but cannot be measured reliably.

### **5.3 Commitments**

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

162

### **5.4 Accruals**

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

### **5.5 Employee benefits**

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the statement of financial performance or the statement of financial position.

### **5.6 Lease commitments**

#### **Finance lease**

Finance leases are not recognised as assets and liabilities in the statement of financial position. Finance lease payments are recognised as an expense in the statement of financial performance and are appropriated between the capital and interest portions. The finance lease liability is disclosed in the disclosure notes to the financial statement.

#### **Operating lease**

Operating lease payments are recognised as an expense in the statement of financial performance. The operating lease commitments are disclosed in the disclosure notes to the financial statements.

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ACCOUNTING POLICIES**  
*for the year ended 31 March 2011*

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**5.7 Impairment and other provisions**

The Department tests for impairment where there is an indication that a receivable, loan or investment may be impaired. An assessment of whether there is an indication of possible impairment is done at each reporting date. An estimate is made for doubtful loans and receivables based on a review of all outstanding amounts at year-end. Impairments on investments are calculated as being the difference between the carrying amount and the present value of the expected future cash flows/ service potential from the investment.

Provisions are disclosed when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate of the obligation can be made.

**6. Receivables for departmental revenue**

Receivables for departmental revenue are disclosed in the disclosure notes to the Annual Financial Statements.

**7. Net Assets**

**7.1 Capitalisation reserve**

The capitalisation reserve comprises financial assets and/ or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National Revenue Fund when the underlying asset is disposed of and the related funds are received.

**7.2 Recoverable revenue**

Amounts are recognised as recoverable revenue when a payment made in the previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National Revenue Fund when recovered or are transferred to the statement of financial performance when written off.

**8. Related party transactions**

Specific information with regards to related party transactions is in the disclosure notes.

**9. Key management personnel**

Compensation paid to key management personnel including their family members where relevant, is included in the disclosure notes.

**10. Public private partnerships**

A description of the Public Private Partnership (PPP) arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

**1 Annual Appropriation**  
**1.1 Annual Appropriation**

<b>Programmes</b>	<b>Final Appropriation R'000</b>	<b>Actual Funds Received R'000</b>	<b>Funds not requested/ not received R'000</b>	<b>Appropriation Received 2009/10 R'000</b>
Administration	266 920	266 920	-	-
Curriculum Policy, Support and Monitoring	1 345 618	1 345 618	-	-
Teachers and Education Human Resources Development and Management	503 705	503 705	-	-
Planning, Quality Assessment and Monitoring and Evaluation	165 938	165 938	-	-
Social Responsibility	3 889 818	3 889 818	-	-
<b>Total</b>	<b>6 171 999</b>	<b>6 171 999</b>	<b>-</b>	<b>-</b>

164

**2 Departmental Revenue**

	<b>Note</b>	<b>2010/11 R'000</b>	<b>2009/10 R'000</b>
Sales of goods and services other than capital assets	2.1	1 270	-
Interest, dividends and rent on land	2.2	379	-
Transactions in financial assets and liabilities	2.3	11	-
<b>Departmental revenue collected</b>		<b>1 660</b>	<b>-</b>

**2.1 Sales of goods and services other than capital assets**

	<b>2</b>	<b>2010/11 R'000</b>	<b>2009/10 R'000</b>
Sales of goods and services produced by the department		<b>1 270</b>	<b>-</b>
Sales by market establishment		214	-
Administrative fees		980	-
Other sales		76	-
<b>Total</b>		<b>1 270</b>	<b>-</b>

**2.2 Interest, dividends and rent on land**

	<b>2</b>	<b>2010/11 R'000</b>	<b>2009/10 R'000</b>
Interest		379	-
<b>Total</b>		<b>379</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b> <b>R'000</b>	<b>2009/10</b> <b>R'000</b>
<b>2.3 Transactions in financial assets and liabilities</b>	<b>2</b>		
Loans and advances		4	-
Stale cheques written back		1	-
Other Receipts including Recoverable Revenue		6	-
<b>Total</b>		<b>11</b>	<b>-</b>
<b>3 Aid Assistance</b>			
<b>3.1 Aid assistance received in cash from RDP</b>			
<b>Foreign</b>			
Opening Balance		-	-
Revenue		63 000	-
Expenditure		<b>(72 815)</b>	-
Current		(65 526)	-
Capital		(89)	-
Transfers		(7 200)	-
<b>Closing Balance</b>		<b>(9 815)</b>	<b>-</b>
<b>3.2 Total</b>			
Opening Balance		-	-
Revenue		63 000	-
Expenditure		<b>(72 815)</b>	-
Current		(65 526)	-
Capital		(89)	-
Transfers		(7 200)	-
<b>Closing Balance</b>		<b>(9 815)</b>	<b>-</b>
<b>3.3 Analysis of balance</b>			
<b>Aid assistance receivable</b>			
RDP		(9 815)	-
<b>Closing balance</b>		<b>(9 815)</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<i>Note</i>	<b>2010/11</b>	<b>2009/10</b>
		<b>R'000</b>	<b>R'000</b>
<b>4 Compensation of Employees</b>			
<b>4.1 Salaries and wages</b>			
Basic salary		150 249	-
Performance awards		3 120	-
Service-Based		95	-
Compensative/ circumstantial		20 820	-
Periodic payments		15 065	-
Other non-pensionable allowances		37 840	-
<b>Total</b>		<b>227 189</b>	<b>-</b>
<b>4.2 Social Contributions</b>			
<b>Employer contributions</b>			
Pension		18 584	-
Medical		7 061	-
Bargaining council		73	-
<b>Total</b>		<b>25 718</b>	<b>-</b>
<b>Total compensation of employees</b>		<b>252 907</b>	<b>-</b>
Average number of employees		625	-

The average number of employees includes permanent and temporary employees during the financial year.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b> <b>R'000</b>	<b>2009/10</b> <b>R'000</b>
<b>5 Goods and services</b>			
Administrative fees		1 183	-
Advertising		4 988	-
Assets less than R5 000	5.1	1 656	-
Bursaries (employees)		276	-
Catering		4 506	-
Communication		4 812	-
Computer services	5.2	39 768	-
Consultants, contractors and agency/ outsourced services	5.3	42 049	-
Entertainment		121	-
Audit cost – external	5.4	5 184	-
Inventory	5.5	39 562	-
Operating leases		1 271	-
Owned and leasehold property expenditure	5.6	66 438	-
Travel and subsistence	5.7	47 171	-
Venues and facilities		2 717	-
Training and staff development		4 718	-
Other operating expenditure	5.8	557 581	-
<b>Total</b>		<b>824 001</b>	<b>-</b>
<b>5.1 Assets less than R5 000</b>	<b>5</b>		
<b>Tangible assets</b>		<b>1 647</b>	<b>-</b>
Machinery and equipment		1 647	-
<b>Intangible assets</b>		<b>9</b>	<b>-</b>
<b>Total</b>		<b>1 656</b>	<b>-</b>
<b>5.2 Computer services</b>	<b>5</b>		
SITA computer services		36 545	-
External computer service providers		3 223	-
<b>Total</b>		<b>39 768</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b> <b>R'000</b>	<b>2009/10</b> <b>R'000</b>
<b>5.3 Consultants, contractors and agency/ outsourced services</b>	<b>5</b>		
Business and advisory services		4 955	-
Infrastructure and planning		5	-
Legal costs		1 102	-
Contractors		1 480	-
Agency and support/ outsourced services		34 507	-
<b>Total</b>		<b>42 049</b>	<b>-</b>
<b>5.4 Audit cost – external</b>	<b>5</b>		
Regularity audits		3 282	-
Performance audits		133	-
Other audits		1 769	-
<b>Total</b>		<b>5 184</b>	<b>-</b>
<b>5.5 Inventory</b>	<b>5</b>		
Learning and teaching support material		1 038	-
Food and food supplies		3	-
Other consumable materials		88	-
Maintenance material		329	-
Stationery and printing		38 077	-
Medical supplies		27	-
<b>Total</b>		<b>39 562</b>	<b>-</b>
<b>5.6 Property payments</b>	<b>5</b>		
Property management fees		65 467	-
Property maintenance and repairs		969	-
Other		2	-
<b>Total</b>		<b>66 438</b>	<b>-</b>
<b>5.7 Travel and subsistence</b>	<b>5</b>		
Local		45 450	-
Foreign		1 721	-
<b>Total</b>		<b>47 171</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<i>Note</i>	2010/11 R'000	2009/10 R'000
<b>5.8 Other operating expenditure</b>	<b>5</b>		
Professional bodies, membership and subscription fees		4	-
Resettlement costs		438	-
Other		557 139	-
<b>Total</b>		<b>557 581</b>	<b>-</b>
<b>Included under other on this note are the following:</b>			
Honoraria for voluntary workers (Kha Ri Gude)		342 879	
Printing and publication services		177 678	
Freight transport service		254	
Courier & delivery services		36 328	
<b>6 Interest and Rent on Land</b>			
Interest paid		51 548	-
<b>Total</b>		<b>51 548</b>	<b>-</b>
<b>7 Transfers and Subsidies</b>			
Provinces and municipalities	<i>Note 30</i>	3 915 838	-
Departmental agencies and accounts	<i>Annexure 1A</i>	448 415	-
Foreign governments and international organisations	<i>Annexure 1B</i>	9 353	-
Non-profit institutions	<i>Annexure 1C</i>	50	-
Households	<i>Annexure 1D</i>	189	-
Gifts, donations and sponsorships made	<i>Annexure 1E</i>	1	-
<b>Total</b>		<b>4 373 846</b>	<b>-</b>

The household transfer includes expenditure for officials who left the Department. This expenditure does not form part of compensation of employee expenditure of the Department since these officials are no longer employees of the Department.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<i>Note</i>	2010/11 R'000	2009/10 R'000
<b>8 Expenditure for capital assets</b>			
<b>Tangible assets</b>		<b>11 664</b>	-
Buildings and other fixed structures	27	5 947	-
Machinery and equipment	25	5 717	-
<b>Software and other intangible assets</b>		<b>1 200</b>	-
Computer software	26	1 200	-
<b>Total</b>		<b>12 864</b>	-

**8.1 Analysis of funds utilised to acquire capital assets - 2010/11**

	Voted Funds R'000	Aid assistance R'000	TOTAL R'000
<b>Tangible assets</b>	<b>11 575</b>	<b>89</b>	<b>11 664</b>
Buildings and other fixed structures	3 772	-	3 772
Machinery and equipment	7 803	89	7 892
<b>Software and other intangible assets</b>	<b>1 200</b>	<b>-</b>	<b>1 200</b>
Computer software	1 200	-	1 200
<b>Total</b>	<b>12 775</b>	<b>89</b>	<b>12 864</b>

**9 Cash and Cash Equivalents**

Consolidated Paymaster General Account	679 851	-
Cash receipts	31	-
Disbursements	(34 535)	-
Cash on hand	18	-
<b>Total</b>	<b>645 365</b>	<b>-</b>



**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<i>Note</i>	2010/11 R'000	2009/10 R'000
<b>10 Prepayments and Advances</b>			
Travel and subsistence		19	-
Prepayments		6	-
Advances paid to other entities		610	-
<b>Total</b>		<b>635</b>	<b>-</b>

	<i>Note</i>	Less than one year R'000	One to three years R'000	Older than three years R'000	2010/11 Total R'000	2009/10 R'000
<b>11 Receivables</b>						
Claims recoverable	11.1					
	Annex 3	2 914	-	-	2 914	-
Recoverable expenditure	11.2	1 088	-	-	1 088	-
Staff debt	11.3	9	-	3	12	-
<b>Total</b>		<b>4 011</b>	<b>-</b>	<b>3</b>	<b>4 014</b>	<b>-</b>

	<i>Note</i>	2010/11 R'000	2009/10 R'000
<b>11.1 Claims recoverable</b>	11		
National departments		255	-
Public entities		2 619	-
Private enterprises		40	-
<b>Total</b>		<b>2 914</b>	<b>-</b>
<b>11.2 Recoverable expenditure (disallowance accounts)</b>	11		
(Group major categories, but list material items)			
Disallowance Miscellaneous		215	-
Salary Disallowance		873	-
<b>Total</b>		<b>1 088</b>	<b>-</b>
<b>11.3 Staff debt</b>	11		
(Group major categories, but list material items)			
Bursaries debts		12	-
<b>Total</b>		<b>12</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b>	<b>2009/10</b>
		<b>R'000</b>	<b>R'000</b>
<b>12 Voted Funds to be surrendered to the Revenue Fund</b>			
Opening balance		-	-
Transfer from statement of financial performance		656 922	-
<b>Closing balance</b>		<b>656 922</b>	<b>-</b>
<b>13 Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund</b>			
Opening balance		-	-
Transfer from Statement of Financial Performance		1 660	-
Paid during the year		(1 248)	-
<b>Closing balance</b>		<b>412</b>	<b>-</b>
<b>14 Payables - current</b>			
Clearing accounts	14.1	1 786	-
Other payables	14.2	697	-
<b>Total</b>		<b>2 483</b>	<b>-</b>
<b>14.1 Clearing accounts</b>	14		
(Identify major categories, but list material amounts)			
South African Revenue Services		1 783	-
Government Pension Funds		3	-
<b>Total</b>		<b>1 786</b>	<b>-</b>
<b>14.2 Other payables</b>	14		
(Identify major categories, but list material amounts)			
United Nations Educational, Scientific and Cultural Organization		696	-
Other		1	-
<b>Total</b>		<b>697</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>Note</b>	<b>2010/11</b>	<b>2009/10</b>
		<b>R'000</b>	<b>R'000</b>
<b>15 Net cash flow available from operating activities</b>			
Net surplus/(deficit) as per Statement of Financial Performance		648 767	-
Add back non-cash/ cash movements not deemed operating activities		9 450	-
(Increase)/decrease in receivables – current		(4 014)	-
(Increase)/decrease in prepayments and advances		(635)	-
Increase/(decrease) in payables – current		2 483	-
Expenditure on capital assets		12 864	-
Surrenders to Revenue Fund		(1 248)	-
<b>Net cash flow generated by operating activities</b>		<b>658 217</b>	<b>-</b>
<b>16 Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Consolidated Paymaster General account		679 851	-
Fund requisition account		-	-
Cash receipts		31	-
Disbursements		(34 535)	-
Cash on hand		18	-
<b>Total</b>		<b>645 365</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

		<b>Notes</b>	<b>2010/11</b>	<b>2009/10</b>
			<b>R'000</b>	<b>R'000</b>
<b>17</b>	<b>Contingent liabilities and contingent assets</b>			
<b>17.1</b>	<b>Contingent liabilities</b>			
	<b>Liable to</b>	<b>Nature</b>		
	Motor vehicle guarantees	Employees	61	-
	Housing loan guarantees	Employees	356	-
	<b>Total</b>		<b>417</b>	<b>-</b>
<b>18</b>	<b>Commitments</b>			
	<b>Current expenditure</b>			
	Approved and contracted		328 846	-
	Approved but not yet contracted		308	-
			<b>329 154</b>	<b>-</b>
	<b>Capital Expenditure (including transfers)</b>			
	Approved and contracted		318	-
	Approved but not yet contracted		6	-
			<b>324</b>	<b>-</b>
	<b>Total Commitments</b>		<b>329 478</b>	<b>-</b>

The commitments exclude operating lease commitments as disclosed on separate notes.

<b>19</b>	<b>Accruals</b>				
	<b>Listed by economic classification</b>	<b>30 days</b>	<b>30+ days</b>	<b>Total</b>	<b>Total</b>
	Goods and services	118 120	157	118 277	-
	Capital assets	13	-	13	-
	<b>Total</b>	<b>118 133</b>	<b>157</b>	<b>118 290</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	<b>2010/11</b>	<b>2009/10</b>
	<b>R'000</b>	<b>R'000</b>
<b>Listed by programme level</b>		
Programme 1: Administration	437	-
Programme 2: Curriculum Policy, Support and Monitoring	116 125	-
Programme 3: Teachers and Education Human Resources Development and Management	167	-
Programme 4: Planning, Quality Assessment and Monitoring and Evaluation	1 362	-
Programme 5: Social Responsibility	199	-
<b>Total</b>	<b>118 290</b>	<b>-</b>
<b>20 Employee benefits</b>		
Leave entitlement	6 799	-
Service bonus (thirteenth <sup>th</sup> cheque)	5 964	-
Performance awards	1 379	-
Capped leave commitments	17 003	-
<b>Total</b>	<b>31 145</b>	<b>-</b>

175

The provision for performance bonuses for SMS members was made.

The leave entitlement amount excludes the amount of R1 975 which was for the negative leave credit.

**21 Lease commitments**

**21.1 Operating leases expenditure**

<b>2010/11</b>	<b>Machinery and equipment</b>	<b>Total</b>
	<b>R'000</b>	<b>R'000</b>
Not later than 1 year	898	898
Later than 1 year and not later than 5 years	1 208	1 208
<b>Total lease commitments</b>	<b>2 106</b>	<b>2 106</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

	2010/11	2009/10
	R'000	R'000
<b>22 Irregular expenditure</b>		
<b>22.1 Reconciliation of irregular expenditure</b>		
Opening balance	-	-
Add: Irregular expenditure - relating to current year	81 771	-
<b>Irregular expenditure awaiting condonation</b>	<b>81 771</b>	<b>-</b>
<b>Analysis of awaiting condonation per age classification</b>		
Current year	81 771	-
<b>Total</b>	<b>81 771</b>	<b>-</b>
<b>22.2 Details of irregular expenditure - current year</b>		
<b>Incident</b>	<b>Disciplinary steps taken/criminal proceedings</b>	
A contract was entered into by the Department of Education with a service provider during 2008 in order to provide basic literacy to illiterate adults in the country. The Department of Basic Education took over the contract during the functional split of the Department of Education. During the audit of the Department of Basic Education, it was established that not all supply chain processes were followed in the execution of the project.	Under investigation	81 771
		81 771
<b>23 Related party transactions</b>		
<i>The following institutions have relationships with the Department</i>		
ELRC		
SACE		
UMALUSI		

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2011**

	<b>No. of Individuals</b>	<b>2010/11 R'000</b>	<b>2009/10 R'000</b>
<b>24 Key management personnel</b>			
Political office bearers (provide detail below)	2	3 303	-
Officials:			-
Level 15 to 16	10	10 437	-
Level 14 (incl CFO if at a lower level)	16	11 855	-
Family members of key management personnel	0	-	-
<b>Total</b>		<b>25 595</b>	<b>-</b>

Minister: 2010/11: R1.811 million.

Deputy Minister: 2010/11: R1.491 million.

**25 Public Private Partnership**

**A description of the arrangement**

The Department of Education obtained Treasury Approval III from National Treasury to enter into a PPP Agreement on 20 April 2007 for financing, design, construction, operation and maintenance of office accommodation. The PPP contract between the Department of Education and Sethekgo (Pty) Ltd was transferred to the Department of Basic Education after the split of the Department of Education.

The Department of Basic Education pays a unitary fee to Sethekgo which will increase with CPI annually for the period of 25 years commencing from 15 February 2010. The Department of Basic Education is entitled to charge the service provider with penalties when the agreed services levels are not met.

The agreement made provision for the Department to request any change to the Works except for any request which would increase the likelihood of the services not complying with the service specifications or materially and adversely affect the Private Party's ability to perform its obligations under the PPP Agreement (small works). These services are paid separately from the unitary fee as either a pass through or an additional cost.

The commencement of the PPP accounting term is the date from which the Department of Basic Education was entitled to exercise its right to use the asset.

The private party in turn assumed an obligation to provide such services, normally in accordance with performance requirements set by the Department of Basic Education.

The Department of Basic Education does not have the obligation to acquire the property from the private party during the PPP Agreement operation period. However at the end of the 25-year contract period the entire property, including the building and its furniture and equipment, will be transferred to the Department of Basic Education.

Provision is made in the PPP Agreement for the termination and renewal of the agreement if so required.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2011**

**Accounting Approach**

The following accounting standards were considered on the approach used in determining the disclosure of the PPP lease.

1. IFRIC 4 Determining whether an Arrangement contains a Lease.
2. Accounting Standard GRAP 13 (Accounting for leases).
3. Accounting Standard Guideline on Accounting for Public Private Partnerships.

**Disclosure Notes**

The financial statements of the Department are prepared on a modified cash basis accounting system and therefore the National Treasury guide on accounting for finance lease and PPP Agreement was used on the following disclosure.

**The actual payments of unitary fee paid during the year in R'000**

<b>Contract fee paid</b>	<b>122 961</b>
Fixed component	57 495
Indexed component	65 466
<b>Analysis of indexed component</b>	<b>65 466</b>
Goods and Services (excluding lease payments)	65 466

The following disclosure is based on the commitments for the PPP Agreement as at 31 March 2011. Note 21.2 of the annual financial statements would require the following addition in respect of the PPP.

**PPP Finance lease commitments**

2010/11	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
Not later than 1 year	53 537	3 958	57 495
Later than 1 year and not later than 5 years	267 687	15 832	283 519
Later than five years	963 672	-	963 672
Total lease commitments	1 284 896	19 790	1 304 686
LESS: finance costs	828 729	4 571	833 300
Total present value of lease liabilities	456 167	15 219	471 386



**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2011**

**26 Movable Tangible Capital Assets**

**MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>MACHINERY AND EQUIPMENT</b>	-	-	<b>30 300</b>	<b>356</b>	<b>29 944</b>
Transport assets	-	-	3 083	-	3 083
Computer equipment	-	-	20 926	143	20 783
Furniture and office equipment	-	-	3 771	-	3 771
Other machinery and equipment	-	-	2 520	213	2 307
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>-</b>	<b>-</b>	<b>30 300</b>	<b>356</b>	<b>29 944</b>

**Additions**

**ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Cash R'000	Non-cash R'000	(Capital work- in-progress current costs and finance lease payments) R'000	Received current, not paid (paid current year, received prior year) R'000	Total R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>7 784</b>	<b>24 691</b>	<b>(2 175)</b>	<b>-</b>	<b>30 300</b>
Transport assets	540	2 543	-	-	3 083
Computer equipment	2 739	18 187	-	-	20 926
Furniture and office equipment	2 981	2 965	(2 175)	-	3 771
Other machinery and equipment	1 524	996	-	-	2 520
<b>TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>7 784</b>	<b>24 691</b>	<b>(2 175)</b>	<b>-</b>	<b>30 300</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

**Disposals**

**DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
<b>MACHINERY AND EQUIPMENT</b>	-	356	356	-
Computer equipment	-	143	143	-
Other machinery and equipment	-	213	213	-
<b>TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>-</b>	<b>356</b>	<b>356</b>	<b>-</b>

**Minor assets**

**MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Opening balance	-	-	-	-	-
Additions	94	-	23 189	-	23 283
Disposals	-	-	-	-	-
<b>TOTAL MINOR ASSETS</b>	<b>94</b>	<b>-</b>	<b>23 189</b>	<b>-</b>	<b>23 283</b>

	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Number of R1 minor assets	-	-	1 562	-	1 562
Number of minor assets at cost	32	-	8 824	-	8 856
<b>TOTAL NUMBER OF MINOR ASSETS</b>	<b>32</b>	<b>-</b>	<b>10 386</b>	<b>-</b>	<b>10 418</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2011**

**27 Intangible Capital Assets**

**MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
COMPUTER SOFTWARE	-	-	1 956	-	1 956
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>-</b>	<b>-</b>	<b>1 956</b>	<b>-</b>	<b>1 956</b>

**Additions**

**ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Cash R'000	Non-cash R'000	(Development work-in- progress current costs ) R'000	Received current, not paid (paid current year, received prior year) R'000	Total R'000
COMPUTER SOFTWARE	1 200	756	-	-	1 956
<b>TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS</b>	<b>1 200</b>	<b>756</b>	<b>-</b>	<b>-</b>	<b>1 956</b>

**28 Immovable Tangible Capital Assets**

**MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
HERITAGE ASSETS	-	-	3 600	-	3 600
Heritage assets	-	-	3 600	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>-</b>	<b>-</b>	<b>3 600</b>	<b>-</b>	<b>3 600</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
*for the year ended 31 March 2011*

**Additions**

**ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011**

	Cash	Non-cash	(Capital work- in-progress current costs and finance lease payments)	Received current, not paid (paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	3 772	-	(3 772)	-	-
Non-residential buildings	3 772	-	(3 772)	-	-
<b>HERITAGE ASSETS</b>	-	3 600	-	-	3 600
Heritage assets	-	3 600	-	-	3 600
<b>TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>3 772</b>	<b>3 600</b>	<b>(3 772)</b>	<b>-</b>	<b>3 600</b>

**29 Outstanding balances of the Department of Education amounting to R119.248 million**

The Department of Education is still included in Schedule 1 of the Public Service Act which means that the Department is not yet abolished.

Certain balances remained in the books of account of the Department of Education which could not be transferred to the two newly created Departments, namely the Department of Basic Education and the Department of Higher Education and Training. These accounts relate to, amongst others, the outstanding debts of the Provincial Education Departments in the Eastern Cape and Gauteng.

Based on the uncertainties regarding the legal position of the Department of Education and the identification of the successor in right of this Department, the balances could up to this stage not be transferred to the two new Departments. An agreement has been reached between the Department of Basic Education and the Department of Higher Education and Training in collaboration with National Treasury that the outstanding accounts of the Department of Education will be transferred to the two Departments in the new financial year. The principle of the transfer that has been agreed to is as follows:

- Balances that are applicable to a specific department will be transferred to that department
- Balances that cannot be linked to a specific department will be split between the two departments in the ratio 52:48 (DBE: DHET)

The transfer process will be concluded before 31 March 2012.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2011**

**30. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES**

NAME OF PROVINCE/GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2009/10
	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 dept	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
<b>HIV and Aids (Life Skills Education) Grant</b>											
Eastern Cape	32 189	-	-	32 189	32 189	-	-	32 189	28 390	88%	-
Free State	10 866	-	-	10 866	10 866	-	-	10 866	11 000	101%	-
Gauteng	26 202	-	-	26 202	26 202	-	-	26 202	20 486	78%	-
KwaZulu-Natal	42 686	-	-	42 686	42 686	-	-	42 686	40 009	94%	-
Limpopo	28 322	-	-	28 322	28 322	-	-	28 322	19 594	69%	-
Mpumalanga	15 392	-	-	15 392	15 392	-	-	15 392	17 090	111%	-
Northern Cape	4 084	-	-	4 084	4 084	-	-	4 084	4 084	100%	-
North-West	12 912	-	-	12 912	12 912	-	-	12 912	16 417	127%	-
Western Cape	15 392	-	-	15 392	15 392	-	-	15 392	14 436	94%	-
<b>National School Nutrition Programme Grant</b>											
Eastern Cape	702 936	-	-	702 936	702 936	-	-	702 936	691 854	98%	-
Free State	195 194	-	-	195 194	195 194	-	-	195 194	189 928	97%	-
Gauteng	388 884	-	-	388 884	388 884	-	-	388 884	358 971	92%	-
Kwazulu-Natal	855 285	-	-	855 285	855 285	-	-	855 285	753 325	88%	-
Limpopo	659 233	-	-	659 233	659 233	-	-	659 233	654 371	99%	-
Mpumalanga	354 341	-	-	354 341	354 341	-	-	354 341	368 553	104%	-
Northern Cape	84 536	-	-	84 536	84 536	-	-	84 536	84 556	100%	-
North-West	249 599	-	-	249 599	249 599	-	-	249 599	250 305	100%	-
Western Cape	173 318	-	-	173 318	173 318	-	-	173 318	169 748	98%	-
<b>Technical Secondary School Recapitalisation Grant</b>											
Eastern Cape	9 549	-	-	9 549	3 342	6 207	-	3 342	6 030	180%	-
Free State	7 477	-	-	7 477	7 477	-	-	7 477	7 477	100%	-
Gauteng	17 944	-	-	17 944	17 944	-	-	17 944	14 247	79%	-
Kwazulu-Natal	15 274	-	-	15 274	15 274	-	-	15 274	15 038	98%	-
Limpopo	8 479	-	-	8 479	2 968	5 511	-	2 968	2 500	84%	-
Mpumalanga	5 869	-	-	5 869	2 054	3 815	-	2 054	1 738	85%	-
Northern Cape	3 423	-	-	3 423	3 423	-	-	3 423	2 689	79%	-
North-West	8 697	-	-	8 697	8 697	-	-	8 697	7 595	87%	-
Western Cape	3 288	-	-	3 288	3 288	-	-	3 288	3 288	100%	-
	<b>3 931 371</b>	<b>-</b>	<b>-</b>	<b>3 931 371</b>	<b>3 915 838</b>	<b>15 533</b>	<b>-</b>	<b>3 915 838</b>	<b>3 753 719</b>		<b>-</b>

The Department hereby certifies that all transfers were deposited into the primary bank accounts of the provinces for the 2010/11 financial year.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
**for the year ended 31 March 2011**

**ANNEXURE 1A**

**STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2009/10
	Adjusted ap- propriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appro- piation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
National Student Financial Aid Scheme	424 000	-	-	424 000	424 000	100%	-
Umalusi	17 350	-	-	17 350	17 350	100%	-
ETDP SETA	141	-	-	141	142	101%	-
South African Council for Educators	1 000	-	-	1 000	1 000	100%	-
Human Science Research Council (HSRC)	5 900	-	-	5 900	5 900	100%	-
Claims against the State	-	-	-	-	23		-
	<b>448 391</b>	<b>-</b>	<b>-</b>	<b>448 391</b>	<b>448 415</b>		<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
**for the year ended 31 March 2011**

**ANNEXURE 1B**

**STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS**

FOREIGN GOVERNMENT / INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2009/10
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000

**Transfers**

Association for the Development of Education in Africa (ADEA)	25	-	-	25	18	72%	-
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	99	99%	-
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	10 131	-	-	10 131	9 236	91%	-
<b>Total</b>	<b>10 256</b>	<b>-</b>	<b>-</b>	<b>10 256</b>	<b>9 353</b>		<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 1C**

**STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2009/10
	Adjusted ap- propriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Avail- able funds transferred	Appropri- ation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
<b>Transfers</b>							
Childline South Africa	50	-	-	50	50	100%	-
<b>Total</b>	50	-	-	50	50		-



**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 1D**

**STATEMENT OF TRANSFERS TO HOUSEHOLDS**

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2009/10
	Adjusted ap- propriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Avail- able funds transferred	Appropria- tion Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
<b>Transfers</b>							
Employee Social Benefits	214	-	-	214	189	88%	-
<b>Total</b>	214	-	-	214	189		-

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

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**ANNEXURE 1E**

**STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED**

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2010/11	2009/10
		R'000	R'000
<b>Received in kind</b>			
Anglo American Chairman's Fund	Recognition of the Matric exams 2009	1 500	-
<b>TOTAL</b>		<u>1 500</u>	<u>-</u>

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**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 1F**

**STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDI- TURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
<b>Received in cash</b>					
European Union	PrimEd SPSP	-	63 000	72 815	(9 815)
<b>TOTAL</b>		-	63 000	72 815	(9 815)

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 1G**

**STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE**

<b>Nature of gift, donation or sponsorship</b>	<b>2010/11</b>	<b>2009/10</b>
	<b>R'000</b>	<b>R'000</b>
<b>Paid in cash</b>		
Flowers (Dept of Sports and Recreation, R500.00; Minister of Basic Education, R300.00)	1	-
<b>TOTAL</b>	<b>1</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 2A**

**STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2011 - LOCAL**

<b>GUARANTOR INSTITUTION</b>	<b>Guarantee in respect of</b>	<b>original guaran- teed capital amount</b>	<b>Opening balance 1 April 2010</b>	<b>Guarantees draw downs during the year</b>	<b>Guaranteed repayments/ cancelled/ reduced/ released during the year</b>	<b>Revaluations</b>	<b>Closing balance 31 March 2011</b>	<b>Guaranteed interest for year ended 31 March 2011</b>	<b>Realised losses not recoverable i.e. claims paid out</b>
		<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
	<b>Motor vehicles</b>								
Employees	Motor Finance Scheme	197	-	197	136	-	61	-	-
	Subtotal	197	-	197	136	-	61	-	-
	<b>Housing</b>								
Employees	Housing Loans	356	-	356	-	-	356	-	-
	Subtotal	356	-	356	-	-	356	-	-
	<b>Total</b>	<b>553</b>	<b>-</b>	<b>553</b>	<b>136</b>	<b>-</b>	<b>417</b>	<b>-</b>	<b>-</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 3**

**CLAIMS RECOVERABLE**

	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2011	31/03/2010	31/03/2011	31/03/2010	31/03/2011	31/03/2010
<b>Government entity</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
<b>Department</b>						
Gauteng Department and Social Development	13	-	-	-	13	-
National Department of Health	11	-	-	-	11	-
Department of Higher Education and Training	-	-	71	-	71	-
Department of Higher Education and Training (Telkom account)	-	-	140	-	140	-
Department of Water Affairs	-	-	20	-	20	-
	24	-	231	-	255	-
<b>Other Government Entities</b>						
South African Revenue Service	-	-	2 619	-	2 619	-
	-	-	2 619	-	2 619	-
<b>Total</b>	24	-	2 850	-	2 874	-

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 14**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENT**  
*for the year ended 31 March 2011*

**ANNEXURE 4**  
**INVENTORY**

	2010/11		2009/10		
	Note	Quantity	R'000	Quantity	R'000
<b>Inventory</b>					
Opening balance		-	-	-	-
Add/(Less): Adjustments to prior year balances		1 055 335	21 583	-	-
Add: Additions/ Purchases - Cash		4 679 872	69 186	-	-
Add: Additions - Non-cash		92	-	-	-
(Less): Disposals		(48)	-	-	-
(Less): Issues		(4 373 790)	(63 394)	-	-
Add/(Less): Adjustments		8 944	123	-	-
Closing balance		1 370 405	27 498	-	-







## PART 4

### HUMAN RESOURCE MANAGEMENT



PART 4

4. HUMAN RESOURCE MANAGEMENT

OVERSIGHT REPORT

The statistics and information published in this part of the Annual Report are required in terms of Chapter 1, Part III J.3 of the Public Service Regulations, 2001 and have been prescribed by the Minister for Public Service and Administration for all departments within the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education:

- is exercising the powers granted under Public Service and Public Finance legislation in a responsible manner,
- is achieving national transformation priorities established by the Cabinet.

4.1 SERVICE DELIVERY

The following tables reflect the components of the Service Delivery Improvement (SDI) plan as well as progress made in the implementation of the plan.

TABLE 4.1.1 Main services provided

Main services	Actual customers
Provision of Early Childhood Development education	Learners: 0 - 4 years
Provision of Grade R education Programmes	Learners: 5 years
Provision of Basic Education (Grade 1 – 9)	Learners: 6 - 15 years
Provision of Further Education and Training Programmes	Learners: 16 - 18 years
Quality of Education	All learners
Ensure a credible outcomes-focused planning and accountability system	Education System

TABLE 4.1.2 Consultation arrangements with customers

Type of arrangement	Actual Customers	Actual achievements
Heads of Education Departments Committee (HEDCOM)	All 9 Provincial Education Departments	Achieved
Council of Education Ministers (CEM)	All 9 Provincial Education Departments	Achieved

**TABLE 4.1.3 Service delivery access strategy and information tools**

Access Strategy	Types of Information tools
Call Centre	Telephonic
Electronic Mail	Internet
Website	Internet
Government Gazettes	Newspaper
Media	Advertisements
Presidency hotline	Telephonic
Minister's hotline	Telephonic

**TABLE 4.1.4 Complaints mechanism**

Complaints Mechanism	Actual achievements
Responding to enquiries that come through the Call Centre	5 623 calls were received and resolved.
Responding to enquiries that come through the hotlines	24 enquiries were received and resolved.
Respond to public queries and correspondence	25 queries were resolved and finalised.

## 4.2 EXPENDITURE

During 2010 – 2011 a total of R15.073 million was spent on remuneration for examiners and moderators. This amount is excluded from the personnel expenditure tables as these officials were remunerated on a claim per task basis. The inclusion of this amount in the following tables would give a false impression of personnel numbers and costs in the tables.

The following figures are also not included in the personnel expenditure table:

Expenditure for interns, R1.405 million and Workbooks, R13.481 million, as well as smaller projects such as Systemic Evaluation and National Curriculum Institute, R718 000.

Departments budget in terms of clearly defined programmes. The following tables summarise final audited personnel expenditure by programme (Table 4.2.1) and by salary bands (Table 4.2.2).

## PART 4

**TABLE 4.2.1 Personnel costs by programme, 1 April 2010 to 31 March 2011**

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)
1	259 250	72 932	3 179	28.13	346
2	736 673	37 274	32 894	5.06	414
3	486 619	46 422	132	9.54	354
4	147 531	42 526	5 130	28.83	376
5	3 885 004	23 076	715	0.59	344
<b>Total</b>	<b>5 515 077</b>	<b>222 230</b>	<b>42 050</b>	<b>4.03</b>	<b>363</b>

**TABLE 4.2.2 Personnel costs by salary bands, 1 April 2010 to 31 March 2011**

Salary bands	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	0	0.00	0
Skilled (Levels 3-5)	10 192	4.59	136
Highly skilled production (Levels 6-8)	34 494	15.52	217
Highly skilled supervision (Levels 9-12)	121 105	54.49	393
Senior Management (Levels 13-16)	56 439	25.40	806
<b>Total</b>	<b>222 230</b>	<b>100.00</b>	<b>363</b>

The following tables provide a summary per programme (Table 4.2.3) and salary bands (Table 4.2.4), of expenditure incurred as a result of salaries, overtime, home owner's allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

**TABLE 4.2.3 Salaries, Overtime, Home Owner's Allowance and Medical Assistance by programme, 1 April 2010 to 31 March 2011**

Programme	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
1	72 932	54 078	74.15	928	1.27	1 375	1.89	2 501	3.43
2	37 274	28 318	75.97	5	0.01	691	1.85	1 026	2.75
3	46 422	36 257	78.10	6	0.01	554	1.19	1 388	2.99
4	42 526	32 078	75.43	607	1.43	956	2.25	1 527	3.59
5	23 076	19 299	83.63	0	0.00	441	1.91	619	2.68
<b>Total</b>	<b>222 230</b>	<b>170 030</b>	<b>76.51</b>	<b>1 546</b>	<b>0.70</b>	<b>4 017</b>	<b>1.81</b>	<b>7 061</b>	<b>3.18</b>

## HUMAN RESOURCES MANAGEMENT

TABLE 4.2.4 Salaries, Overtime, Home Owner's Allowance and Medical Assistance by salary bands, 1 April 2010 to 31 March 2011

Salary bands	Salaries			Overtime		Home Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	10 192	6 853	67.24	862	8.46	387	3.80	786	7.71
Highly skilled production (Levels 6-8)	34 494	24 965	72.37	150	0.43	1 179	3.42	2 189	6.35
Highly skilled supervision (Levels 9-12)	121 105	94 089	77.69	534	0.44	1 903	1.57	3 332	2.75
Senior Management (Levels 13-16)	56 439	44 123	78.18	0	0.00	548	0.97	754	1.34
<b>Total</b>	<b>222 230</b>	<b>170 030</b>	<b>76.51</b>	<b>1 546</b>	<b>0.70</b>	<b>4 017</b>	<b>1.81</b>	<b>7 061</b>	<b>3.18</b>

## 4.3 EMPLOYMENT AND VACANCIES

199

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 (Table 4.3.1), salary band (Table 4.3.2) and critical occupations (Table 4.3.3). The Department has identified critical occupations that need to be monitored. Table 4.3.3 provides establishment and vacancy information for the key critical occupations of the Department. The vacancy rate reflects the percentage of posts that are not filled.

TABLE 4.3.1 Employment and vacancies by programme, as at 31 March 2011

Programme	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
1	252	211	16.26	1
2	91	90	1.09	0
3	135	131	2.96	0
4	115	113	1.73	0
5	68	67	1.47	0
<b>Total</b>	<b>661</b>	<b>612</b>	<b>7.41</b>	<b>1</b>

## PART 4

**TABLE 4.3.2 Employment and vacancies by salary bands, as at 31 March 2011**

Salary band	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	0	0	0.00	0
Skilled (Levels 3-5)	95	75	21.05	0
Highly skilled production (Levels 6-8)	161	159	1.24	0
Highly skilled supervision (Levels 9-12)	314	308	1.91	0
Senior Management (Levels 13-16)	91	70	23.07	1
<b>Total</b>	<b>661</b>	<b>612</b>	<b>7.41</b>	<b>1</b>

**TABLE 4.3.3 Employment and vacancies by critical occupation, as at 31 March 2011**

Critical occupations	Number of posts	Number of posts filled	Vacancy Rate %	Number of posts filled additional to the establishment
Educators	41	41	0.00	0
<b>Total</b>	<b>41</b>	<b>41</b>	<b>0.00</b>	<b>0</b>

The information in each case above reflects the situation as at 31 March 2011. For an indication of changes in staffing patterns over the year under review, please refer to section 4.6 of this report.

#### 4.4 JOB EVALUATION

The Public Service Regulations, 1999, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (Table 4.4.1) 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.

## HUMAN RESOURCES MANAGEMENT

TABLE 4.4.1 Job Evaluation, 1 April 2010 to 31 March 2011

Salary band	Number of posts	Number of jobs evaluated	% of posts evaluated by salary bands	Posts upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	14	14	100.00	14	19.18	0	0.00
Skilled (Levels 3-5)	125	59	47.20	59	80.82	0	0.00
Highly skilled production (Levels 6-8)	112	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	314	0	0.00	0	0.00	0	0.00
Senior Management Service Band A	56	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	24	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	7	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>653</b>	<b>73</b>	<b>11.18</b>	<b>73</b>	<b>100.00</b>	<b>0</b>	<b>0.00</b>

The following table provides a summary of the number of employees whose salary positions were upgraded due to their posts being upgraded.

TABLE 4.4.2 Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2010 to 31 March 2011

Beneficiaries	African	Indian	Coloured	White	Total
Female	32	0	1	0	33
Male	40	0	0	0	40
<b>Total</b>	<b>72</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>73</b>
Employees with a disability					0

The following table summarises the number of cases where remuneration levels exceeded the grade determined by job evaluation.

## PART 4

**TABLE 4.4.3 Employees whose salary level exceed the grade determined by job evaluation, 1 April 2010 to 31 March 2011 (in terms of PSR 1.V.C.3)**

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Total number of employees whose salaries exceeded the level determined by job evaluation in 2010/11				0
Percentage of total employment				0

Table 4.4.4 summarises the beneficiaries of the above in terms of race, gender, and disability.

**TABLE 4.4.4 Profile of employees whose salary level exceed the grade determined by job evaluation, 1 April 2010 to 31 March 2011 (in terms of PSR 1.V.C.3)**

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Employees with a disability</b>					<b>0</b>

**4.5 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 (Table 4.5.1) and by critical occupations (Table 4.5.2).

**TABLE 4.5.1 Annual turnover rates by salary band for the period 1 April 2010 to 31 March 2011**

Salary band	Number of employees per band as on 1 April 2010	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Lower skilled (Levels 1-2)	14	9	4	28.57
Skilled (Levels 3-5)	100	23	9	9.00
Highly skilled production (Levels 6-8)	106	15	3	2.83
Highly skilled supervision (Levels 9-12)	305	36	16	5.24
Senior Management Service Band A	42	5	2	4.76
Senior Management Service Band B	16	1	0	0.00
Senior Management Service Band C	6	1	1	16.67
Senior Management Service Band D	1	1	0	0.00
<b>Total</b>	<b>590</b>	<b>91</b>	<b>35</b>	<b>5.93</b>



## HUMAN RESOURCES MANAGEMENT

TABLE 4.5.2 Annual turnover rates by critical occupation for the period 1 April 2010 to 31 March 2011

Occupations	Number of employees per occupation as on 1 April 2010	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Educators	41	1	1	2.44
<b>Total</b>	41	1	1	2.44

Table 4.5.3 identifies the major reasons why staff left the Department.

TABLE 4.5.3 Reasons why staff are leaving the Department

Termination Type	Number	% of total
Death	1	2.86
Resignation	4	11.43
Transfers to other Public Service Departments	8	22.86
Expiry of contract	20	57.14
Employee initiated severance packages	0	0.00
Discharge due to ill health	0	0.00
Dismissal – misconduct	0	0.00
Retirement	2	5.71
<b>Total</b>	35	100.00
Total number of employees who left as a % of the total employment		5.72

TABLE 4.5.4 Promotions by critical occupation

Occupations	Employees as on 1 April 2010	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progressions as a % of employees by occupation
Educators	41	0	0.00	0	0.00
<b>Total</b>	41	0	0.00	0	0.00

## PART 4

TABLE 4.5.5 Promotions by salary band

Salary band	Employees as on 1 April 2010	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	14	0	0.00	0	0.00
Skilled (Levels 3-5)	100	0	0.00	77	77.00
Highly skilled production (Levels 6-8)	106	0	0.00	104	98.11
Highly skilled supervision (Levels 9-12)	305	5	1.64	292	95.74
Senior Management (Levels 13-16)	65	0	0.00	0	0.00
<b>Total</b>	<b>590</b>	<b>5</b>	<b>1.64</b>	<b>473</b>	<b>80.17</b>

## 4.6 EMPLOYMENT EQUITY

The tables in this section are based on the formats prescribed by the Employment Equity Act (Act 55 of 1998).

TABLE 4.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2011

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	27	6	6	5	13	3	5	5	70
Educators and Middle Managers	124	7	12	25	95	5	11	29	308
Officers and Senior Clerks, Machine Operators	57	0	0	2	128	2	2	19	210
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security)	15	0	0	0	9	0	0	0	24
<b>Total</b>	<b>223</b>	<b>13</b>	<b>18</b>	<b>32</b>	<b>245</b>	<b>10</b>	<b>18</b>	<b>53</b>	<b>612</b>
Employees with disabilities	5	0	0	2	2	0	0	4	13

## HUMAN RESOURCES MANAGEMENT

TABLE 4.6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2011

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	1	1	0	2	1	0	2	8
Senior Management	26	5	5	5	11	2	5	3	62
Educators and Middle Managers	124	7	12	25	95	5	11	29	308
Skilled and academically qualified workers	49	0	0	2	87	2	2	17	159
Semi-skilled and discretionary decision making	23	0	0	0	50	0	0	2	75
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>223</b>	<b>13</b>	<b>18</b>	<b>32</b>	<b>245</b>	<b>10</b>	<b>18</b>	<b>53</b>	<b>612</b>

TABLE 4.6.3 Recruitment for the period 1 April 2010 to 31 March 2011

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	1	0	0	0	0	0	0	1
Senior Management	2	0	0	0	0	0	0	0	2
Educators and Middle Managers	8	0	0	1	3	0	1	0	13
Skilled and academically qualified workers	1	0	0	0	2	1	0	0	4
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	0	1
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>21</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

## PART 4

**TABLE 4.6.4 Promotions for the period 1 April 2010 to 31 March 2011**

Occupational bands	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	0	0	0	0	0	0
Educators and Middle Managers	4	0	0	0	1	0	0	0	5
Skilled and academically qualified workers	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**TABLE 4.6.5 Terminations for the period 1 April 2010 to 31 March 2011**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	1	0	0	0	0	0	0	1
Senior Management	2	0	0	0	0	0	0	0	2
Educators and Middle Managers	5	0	1	5	1	0	0	4	16
Skilled and academically qualified workers	1	0	0	0	0	1	0	1	3
Semi-skilled and discretionary decision making	1	0	0	0	8	0	0	0	9
Unskilled and defined decision making	2	0	0	1	1	0	0	0	4
<b>Total</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>35</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**TABLE 4.6.6 Disciplinary action for the period 1 April 2010 to 31 March 2011**

Type of disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	0	0	0	0	0	0	0	0	0

TABLE 4.6.7 Skills development for the period 1 April 2010 to 31 March 2011

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	1	0	0	0	4	0	0	0	5
Educators and Middle Managers	42	0	3	2	60	3	3	12	125
Officers and Clerks	37	0	2	1	63	2	2	6	113
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	0	0	0	0	0	0	0	0	0
<b>Total</b>	80	0	5	3	127	5	5	18	243
Employees with disabilities	0	0	0	0	0	0	0	0	0

#### 4.7 SIGNING OF PERFORMANCE AGREEMENTS BY SMS MEMBERS

The following tables indicate the numbers and percentages of Senior Management Service (SMS) members who signed performance agreements as on 31 July 2010 (Table 4.7.1), reasons for not having concluded performance agreements (Table 4.7.2) and disciplinary steps taken against SMS members for not having concluded performance agreements (Table 4.7.3).

TABLE 4.7.1 Signing of performance agreements by SMS members as on 31 July 2010

SMS Level	Total number of funded SMS posts per level	Total number of SMS members per level	Total number of signed performance agreements per level	Signed performance agreements as % of total number of SMS members per level
Director-General Salary level 16	1	1	1	100.00
Deputy Director-General Salary level 15	7	6	6	100.00
Chief Director Salary level 14	24	16	14	87.50
Director Salary level 13	56	44	44	100.00
<b>Total</b>	88	67	65	97.01

## PART 4

**TABLE 4.7.2 Reasons for not having concluded performance agreements for all SMS members as on 31 July 2010**

Two SMS members did not sign performance agreements owing to the fact that one member was on suspension and one member was seconded to the Eastern Cape Department of Education.

**TABLE 4.7.3 Disciplinary steps taken against SMS members for not having concluded performance agreements as on 31 July 2010**

None

**4.8 FILLING OF SMS POSTS**

The following tables indicate the number of SMS posts filled and vacant as on 31 March 2011 (Table 4.8.1), as on 30 September 2010 (Table 4.8.2), advertising and filling of SMS posts as on 31 March 2011 (Table 4.8.3), reasons for not having filled vacant posts (Table 4.8.4) and disciplinary steps taken for not complying .

**TABLE 4.8.1 SMS posts information as on 31 March 2011**

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	10	7	70.00	3	30.00
Chief Director Level 14	22	18	81.82	4	18.18
Director Level 13	58	44	75.86	14	24.14
<b>Total</b>	<b>91</b>	<b>70</b>	<b>76.92</b>	<b>21</b>	<b>23.08</b>

**TABLE 4.8.2 SMS posts information as on 30 September 2010**

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	7	6	85.71	1	14.29
Chief Director Level 14	24	16	66.67	8	33.33
Director Level 13	56	45	80.36	11	19.64
<b>Total</b>	<b>88</b>	<b>68</b>	<b>77.27</b>	<b>20</b>	<b>22.73</b>

TABLE 4.8.3 Advertising and filling of SMS posts as on 31 March 2011

SMS Level	Advertising	Filling of posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months after becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General Level 16	0	0	0
Deputy Director-General Level 15	3	0	0
Chief Director Level 14	3	0	0
Director Level 13	6	2	0
<b>Total</b>	12	2	0

TABLE 4.8.4 Reasons for not having complied with the filling of funded vacant SMS posts – advertised within 6 months and filled within 12 months after becoming vacant

Reasons for vacancies not being advertised within 6 months:
Budgetary constraints prevented the advertising of posts.
Reasons for vacancies not being filled within 12 months:
Candidates were short-listed and interviewed but were not found to be suitable for the particular posts.

TABLE 4.8.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months

None
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## PART 4

## 4.9 PERFORMANCE REWARDS

To encourage good performance, the Department granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability (Table 4.9.1), salary bands (Table 4.9.2) and critical occupations (Table 4.9.3).

**TABLE 4.9.1 Performance rewards by race, gender, and disability, 1 April 2010 to 31 March 2011**

Race	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African:					
Male	36	223	16.14	850	24
Female	68	245	27.75	1 157	17
Indian:					
Male	3	18	16.67	93	31
Female	6	18	33.33	194	32
Coloured:					
Male	3	13	23.07	102	34
Female	3	10	30.00	45	15
White:					
Male	6	32	18.75	212	35
Female	23	53	43.39	374	16
<b>Total</b>	<b>148</b>	<b>612</b>	<b>24.18</b>	<b>3 027</b>	<b>20</b>

**TABLE 4.9.2 Performance rewards by salary bands for personnel below Senior Management Service, 1 April 2010 to 31 March 2011**

Salary bands	Beneficiary profile				Cost		
	Total personnel expenditure for level (R'000)	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	0	0	0	0.00	0	0	0.00
Skilled (Levels 3-5)	10 192	21	75	28.00	132	6	1.29
Highly skilled production (Levels 6-8)	34 494	55	159	34.59	670	12	1.94
Highly skilled supervision (Levels 9-12)	121 105	72	308	23.37	2 225	31	1.83
<b>Total</b>	<b>165 791</b>	<b>148</b>	<b>542</b>	<b>27.30</b>	<b>3 027</b>	<b>20</b>	<b>1.82</b>



## HUMAN RESOURCES MANAGEMENT

TABLE 4.9.3 Performance rewards by critical occupations, 1 April 2010 to 31 March 2011

Critical occupations	Beneficiary profile				Cost		
	Total personnel expenditure for level (R'000)	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Educators	0	41	0	0.00	0	0	0.00
<b>Total</b>	<b>0</b>	<b>41</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0</b>	<b>0.00</b>

TABLE 4.9.4 Performance-related rewards (cash bonus), by salary band, for Senior Management Service

Salary Band	Total personnel expenditure for level (R'000)	Beneficiary profile			Cost		
		Number of beneficiaries	Number of employees	% of total within band	Total cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Band A	0	0	44	0.00	0	0	0.00
Band B	0	0	18	0.00	0	0	0.00
Band C	0	0	7	0.00	0	0	0.00
Band D	0	0	1	0.00	0	0	0.00
<b>Total</b>	<b>0</b>	<b>0</b>	<b>70</b>	<b>0.00</b>	<b>0</b>	<b>0</b>	<b>0.00</b>

## 4.10 FOREIGN WORKERS

The tables below summarise the employment of foreign nationals in the Department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

TABLE 4.10.1 Foreign workers, 1 April 2010 to 31 March 2011, by salary band

Salary Band	1 April 2010		31 March 2011		Change	
	Number	% of total	Number	% of total	Number	% change
9-12	1	100	1	100	0	0.00
<b>Total</b>	<b>1</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0.00</b>

## PART 4

**TABLE 4.10.2 Foreign workers, 1 April 2010 to 31 March 2011, by major occupation**

Major Occupation	1 April 2010		31 March 2011		Change	
	Number	% of total	Number	% of total	Number	% change
Educators	0	0	0	0	0	0.00
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>

**4.11 LEAVE UTILISATION FOR THE PERIOD 1 JANUARY 2010 TO 31 DECEMBER 2010**

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 (Table 4.11.1) and disability leave (Table 4.11.2). In both cases, the estimated cost of the leave is also provided.

**TABLE 4.11.1 Sick leave, 1 January 2010 to 31 December 2010**

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)	Total number of days with medical certification
Lower skilled (Levels 1-2)	57	57.89	11	78.57	5	6	33
Skilled (Levels 3-5)	373	77.47	55	48.67	7	116	289
Highly skilled production (Levels 6-8)	798	82.45	97	91.50	8	405	658
Highly skilled supervision (Levels 9-12)	1 178	81.49	193	62.66	6	1 687	960
Senior Management (Levels 13-16)	233	80.68	37	52.85	6	653	188
<b>Total</b>	<b>2 639</b>	<b>80.63</b>	<b>393</b>	<b>64.32</b>	<b>7</b>	<b>2 867</b>	<b>2 128</b>

**TABLE 4.11.2 Disability leave (temporary and permanent), 1 January 2010 to 31 December 2010**

Salary Band	Total days taken	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certificate
Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0	0
Skilled (Levels 3-5)	115	100.00	1	0.88	115	39	115
Highly skilled production (Levels 6-8)	101	100.00	3	2.83	34	63	101
Highly skilled supervision (Levels 9-12)	93	100.00	4	4.30	23	177	93
Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0	0
<b>Total</b>	<b>309</b>	<b>100.00</b>	<b>8</b>	<b>1.30</b>	<b>39</b>	<b>279</b>	<b>309</b>

## HUMAN RESOURCES MANAGEMENT

Table 4.11.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

**TABLE 4.11.3 Annual leave, 1 January 2010 to 31 December 2010**

Salary bands	Total days taken	Average per employee	Number of Employees who took leave
Lower skilled (Levels 1-2)	254	18	14
Skilled (Levels 3-5)	783	7	113
Highly skilled production (Levels 6-8)	1 546	15	106
Highly skilled supervision (Levels 9-12)	2 859	9	308
Senior Management (Levels 13-16)	643	9	70
<b>Total</b>	<b>6 085</b>	<b>10</b>	<b>611</b>

**TABLE 4.11.4 Capped leave, 1 January 2010 to 31 December 2010**

Salary bands	Total days of capped leave taken	Average number of days taken per employee	Number of employees who took capped leave
Lower skilled (Levels 1-2)	0	0	0
Skilled (Levels 3-5)	14	7	2
Highly skilled production (Levels 6-8)	13	4	3
Highly skilled supervision (Levels 9-12)	83	5	17
Senior Management (Levels 13-16)	6	2	3
<b>Total</b>	<b>116</b>	<b>5</b>	<b>25</b>

The following table summarises payments made to employees as a result of leave that was not taken.

**TABLE 4.11.5 Leave payouts for the period 1 April 2010 to 31 March 2011**

	Total amount (R'000)	Number of employees	Average payment per employee (R'000)
Leave payout due to non-utilisation of leave	0	0	0
Current leave payout on termination of service	352	26	14
Capped leave payout on termination of service	209	4	52
<b>Total</b>	<b>561</b>	<b>30</b>	<b>19</b>

## PART 4

## 4.12 HIV AND AIDS &amp; HEALTH PROMOTION PROGRAMMES

**TABLE 4.12.1 Steps taken to reduce the risk of occupational exposure**

Units/ categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
None. There are no high risk units or categories but measures are in place to reduce risk to employees in general.	Education awareness and prevention programmes
	Distribution of universal precautions
	First aid kits installed on all floors of the DBE building and 26 officials were trained in the use thereof
	Condom distribution

**TABLE 4.12.2 Details of Health Promotion and HIV and 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 T Khoza Director: Training, Social Responsibility and Labour Relations
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well-being of its 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 Directorate: Training, Social Responsibility and Labour Relations
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		The programme assists employees with task-related and personal problems.
4. Has the Department established a committee as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each Branch is represented in the committee. T Khoza, J Visser, D Ntloana, J Hlakula, K Molete, V Jacobs, T Nkomo, A Matlole, G Jordaan, J Matjeni, L Chetty, P Tshabalala, Q Moloi, R Mafoko, C Mukwevho, B Kenyane, E Mnisi, L Goosen
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
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

## HUMAN RESOURCES MANAGEMENT

Question	Yes	No	Details, if yes
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	Yes		Through information sharing and pre-test counselling. Results are few, as people will not be tested voluntarily without encouragement.
8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		Training in First Aid Programmes Distribution of condoms Protective gloves distribution Awareness campaign Information session Distribution of booklets and pamphlets on HIV and AIDS

## 4.13 LABOUR RELATIONS

The following collective agreements were entered into with trade unions within the Department.

**TABLE 4.13.1 Collective agreements, 1 April 2010 to 31 March 2011**

Subject matter	Date
None	-

The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

**TABLE 4.13.2 Misconduct and disciplinary hearings finalised, 1 April 2010 to 31 March 2011**

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	3	25.00
Verbal warning	2	16.67
Written warning	7	58.33
Final written warning	0	0.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	0	0.00
Not guilty	0	0.00
Case withdrawn	0	0.00
<b>Total</b>	<b>12</b>	<b>100.00</b>

## PART 4

**TABLE 4.13.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2010 to 31 March 2011**

Type of misconduct	Number	% of total
Mismanagement of funds	0	0.00
Negligently cause loss of state property	0	0.00
<b>Total</b>	<b>0</b>	<b>0.00</b>

**TABLE 4.13.4 Grievances lodged for the period 1 April 2010 to 31 March 2011**

	Number	% of total
Number of grievances resolved	1	33.33
Number of grievances not resolved	2	66.67
<b>Total number of grievances lodged</b>	<b>3</b>	<b>100.00</b>

**TABLE 4.13.5 Disputes lodged with Councils for the period 1 April 2010 to 31 March 2011**

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	6	100.00
Number of dispute outstanding	0	0.00
<b>Total number of disputes lodged</b>	<b>0</b>	<b>0.00</b>

**TABLE 4.13.6 Strike action for the period 1 April 2010 to 31 March 2011**

Total number of person working days lost	537
Total cost (R'000) of working days lost	103
Amount (R'000) recovered as a result of no work no pay	103

**TABLE 4.13.7 Precautionary suspensions for the period 1 April 2010 to 31 March 2011**

Number of people suspended	1
Number of people whose suspension exceeded 30 days	1
Average number of days suspended	214
Cost (R'000) of suspensions	522
The official was suspended by the former Department of Education and was allocated to the Department of Basic Education. The matter has since been resolved.	

## 4.14 SKILLS DEVELOPMENT

This section highlights the efforts of the Department with regard to skills development.

TABLE 4.14.1 Training needs identified, 1 April 2010 to 31 March 2011

Occupational categories	Gender	Number of employees as at 1 April 2010	Training needs identified at start of reporting period			
			Number of employees identified for training	Skills Programmes and other short courses	Other forms of training	Total number of courses
Senior Managers	Female	24	3	Finance for non-Financial Managers, Monitoring and Evaluation, Advanced MS-Excel, STATA	PMDS	4
	Male	41	2			
Educators and Middle Managers	Female	140	110	AMDP, Project Management, Finance for Non- Financial Managers, Policy Development, Monitoring and Evaluation, STATA, Public Finance Management, Mentoring and Coaching, Moderators and Assessor Training, MS Project, Effective Business Writing Skills, PRISA Training, Proof Reading and Copy Editing, Advanced Proof Reading and Copy Editing, Supply Chain Management, ATLAS TI	Basic Computer Skills, PMDS, Labour Relations Work Shop, Induction Programme	19
	Male	165	83			
Officers, Clerks and Machine Operators	Female	145	100	EMDP, Customer Service for frontline, Project Management, Legislative drafting, MS-Publisher, Record Management, Events Management, BAS, Logis, Office Development for office Professionals, Finance for Non- Financial Managers; Policy Development, Monitoring and Evaluation; ATLAS TI	Basic Computer Skills, PMDS, Labour Relations Work Shop, Induction Programme	17
	Male	61	48			
Elementary occupations (Cleaners, Messengers, Food services Aids, Security, Interns)	Female	2		Mail Management, Security Upgrade A, Record Management	Basic Computer Skills, PMDS, Labour Relations Work Shop, Induction Programme	7
	Male	12				
Sub Total	Female	311	213			
	Male	279	133			
<b>Total</b>		590	346			47

## PART 4

TABLE 4.14.2 Training provided, 1 April 2010 to 31 March 2011

Occupational categories	Gender	Number of employees as at 1 April 2010	Training provided within the reporting period		
			Learnerships / Internships	Skills Programmes and other short courses	Number of employees trained
Senior Managers	Female	24		Finance for Non-Financial Managers	4
	Male	41			1
Educators and Middle Managers	Female	140		AMDP, Project Management, Finance for Non-Financial Managers, Proofreading and Copy-editing, Advanced Proofreading and Copy-editing, Mentoring and Coaching, Effective Business Writing Skills, Supply Chain Management, STATA, ATLAS TI	78
	Male	165			47
Officers, Clerks and Machine Operators	Female	145		Business Writing Skills, Supply Chain Management, Office Development for office Professionals, Record Management, Project Management, EMDP	73
	Male	61			40
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	2	20	PMDS, Labour Relations Workshop, Induction Programme	0
	Male	12	15		0
Sub total	Female	311	20		155
	Male	279	15		88
<b>Total</b>		<b>590</b>	<b>35</b>		<b>243</b>



#### 4.15 INJURY ON DUTY

The following table provides basic information on injuries on duty.

**TABLE 4.15.1 Injury on duty, 1 April 2010 to 31 March 2011**

Nature of injury on duty	Number	% of total
Required basic medical attention only	2	100.00
Temporary Total Disablement	0	0.00
Permanent Disablement	0	0.00
Fatal	0	0.00
<b>Total</b>	<b>2</b>	<b>100.00</b>

#### 4.16 EMPLOYEE-INITIATED SEVERANCE PACKAGES

The Minister for the Public Service and Administration (MPSA) has, with effect from 1 January 2006 in terms of section 3(3)(c) of the Public Service Act, 1994, as amended, issued a determination on the introduction of an employee-initiated severance package (EISP) for employees. The procedure relevant to the granting of an EISP to an employee requires that the comments of the MPSA must first be obtained before departments make a final decision in this regard. The following table provides information in respect of EISPs granted during the period 1 April 2010 to 31 March 2011.

**TABLE 4.16.1 Granting of employee-initiated severance packages, 1 April 2010 to 31 March 2011**

Salary Band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by Department
Lower skilled (Levels 1-2)	0	0	0	0
Skilled (Levels 3-5)	0	0	0	0
Highly skilled production (Levels 6-8)	0	0	0	0
Highly skilled supervision (Levels 9-12)	0	0	0	0
Senior Management (Levels 13-16)	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PART 4

4.17 UTILISATION OF CONSULTANTS

**TABLE 4.17.1 Report on consultant appointments using appropriated funds for the period 1 April 2010 to 31 March 2011**

Project title	Total number of consultants that worked on the project	Duration: Work days	Contract value in Rand (R,000)
Appointment of a service provider to conduct Annual National Assessments in Public Schools	7	196	6 592
Appointment of a service provider to conduct baseline study on the nutritional status and educational outcomes of secondary school learners.	14	520	1 937
Appointment of a service provider to manage the EMIS data quality audit in ordinary schools	7	365	3 572

**TABLE 4.17.2 Report on consultant appointments using donor funds**

Project title	Total number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand (R,000)
None			

**TABLE 4.17.3 Analysis of consultant appointments using donor funds, in terms of Historically Disadvantaged Individuals (HDIs)**

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
None			

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## PART 5

OTHER INFORMATION

PART 5

OTHER INFORMATION

ACRONYMS

ACE: MST	Advanced Certificate in Education: Maths, Science & Technology
ANA	Annual National Assessment
ASIDI	Accelerated Schools Infrastructure Development Initiative
CAPS	Curriculum and Assessment Policy Statements
CSTL	Care and Support for Teaching and Learning
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
EMS	Education Management Services
FET	Further Education and Training
LTSM	Learning and Teaching Support Materials
ICT	Information and Communication Technology
MTSF	Medium Term Strategic Framework
NEEDU	National Education Evaluation and Development Unit
NICPD	National Institute for Curriculum and Professional Development
OECD	Organisation for Economic Cooperation and Development
QLTC	Quality Learning and Teaching Campaign
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGB	School Governing Body
TIMSS	Trends in International Mathematics and Science Study

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## ADDITIONAL INFORMATION

The following key documents are published and available on the Department of Basic Education website at <http://www.education.gov.za>:

- The Action Plan to 2014: Towards the realisation of Schooling 2025
- The Delivery Agreement

NOTES

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