

# DEPARTMENT OF BASIC EDUCATION ANNUAL REPORT 2017/18



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA







# DEPARTMENT OF BASIC EDUCATION

VOTE NO 14

## ANNUAL REPORT 2017/18



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# TABLE OF CONTENTS

## PART A: GENERAL INFORMATION. . . . .1

1.	DEPARTMENT GENERAL INFORMATION . . . . .	1
2.	LIST OF ABBREVIATIONS/ACRONYMS . . . . .	2
3.	FOREWORD BY THE MINISTRY . . . . .	8
4.	REPORT OF THE ACCOUNTING OFFICER . . . . .	13
4.1	Overview of the operations of the Department . . . . .	13
4.2	Overview of the financial results of the Department . . . . .	15
4.3	Services rendered by the Department . . . . .	15
4.4	Programme Expenditure . . . . .	16
4.5	Expenditure per Economic Classification . . . . .	16
4.6	Virements/roll overs . . . . .	17
5.	STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT . . . . .	20
6.	STRATEGIC OVERVIEW . . . . .	21
6.1	Vision . . . . .	21
6.2	Mission. . . . .	21
6.3	Values . . . . .	21
7.	LEGISLATIVE AND OTHER MANDATES. . . . .	22
7.1	Constitutional mandate . . . . .	22
7.2	Legislative mandate. . . . .	22
7.3	Policy mandate . . . . .	23
8.	ORGANISATIONAL STRUCTURE . . . . .	24
9.	ENTITIES REPORTING TO THE MINISTER . . . . .	33

## PART B: PERFORMANCE INFORMATION . . . . . 34

1.	AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES . . . . .	35
2.	OVERVIEW OF DEPARTMENTAL PERFORMANCE. . . . .	35
2.1	Service Delivery Environment . . . . .	35
2.2	Service Delivery Improvement Plan (SDIP) . . . . .	36
2.3	Organisational Environment . . . . .	38
2.4	Key policy developments and legislative changes . . . . .	39
3.	STRATEGIC OUTCOME-ORIENTED GOALS. . . . .	39
4.	PERFORMANCE INFORMATION BY PROGRAMME . . . . .	42
4.1	PROGRAMME 1: ADMINISTRATION . . . . .	42
4.2	PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING . . . . .	62
4.3	PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT . . . . .	78
4.4	PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT . . . . .	100
4.5	PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES . . . . .	122
5.	TRANSFER PAYMENTS . . . . .	133
5.1	Transfer payments to public entities . . . . .	133
6.	CONDITIONAL GRANTS. . . . .	135

6.1	Conditional grants and earmarked funds paid . . . . .	135
7	DONOR FUNDS . . . . .	142
7.1	Donor Funds Received . . . . .	142
8	CAPITAL INVESTMENT . . . . .	143
8.1	Capital investment, maintenance and asset management plan. . . . .	143
<b>PART C: GOVERNANCE . . . . .</b>		<b>144</b>
1.	INTRODUCTION . . . . .	145
2.	RISK MANAGEMENT . . . . .	145
3.	FRAUD AND CORRUPTION . . . . .	145
4.	MINIMISING CONFLICT OF INTEREST . . . . .	145
5.	CODE OF CONDUCT . . . . .	145
6.	HEALTH SAFETY AND ENVIRONMENTAL ISSUES . . . . .	146
7.	PORTFOLIO COMMITTEES (PCs) . . . . .	147
8.	SCOPA RESOLUTIONS. . . . .	156
9.	PRIOR MODIFICATIONS TO AUDIT REPORTS . . . . .	156
10.	INTERNAL CONTROL UNIT . . . . .	156
11.	INTERNAL AUDIT AND AUDIT COMMITTEES . . . . .	156
12.	AUDIT COMMITTEE REPORT. . . . .	158
12.1.	Audit Committee Responsibility . . . . .	158
12.2.	The Effectiveness of Internal Control . . . . .	158
12.3.	In-Year Management and Monthly/Quarterly Report . . . . .	158
12.4.	Risk Management . . . . .	158
12.5.	Evaluation of Financial Statements . . . . .	159
12.6.	Auditor-General's Report . . . . .	159
12.7.	Conclusion. . . . .	159
<b>PART D: HUMAN RESOURCE MANAGEMENT. . . . .</b>		<b>160</b>
1.	INTRODUCTION . . . . .	161
2.	OVERVIEW OF HUMAN RESOURCES . . . . .	161
3.	HUMAN RESOURCES OVERSIGHT STATISTICS . . . . .	163
3.1	Personnel related expenditure. . . . .	163
3.2	Employment and Vacancies . . . . .	165
3.3	Filling of SMS Posts . . . . .	166
3.4	Job Evaluation . . . . .	167
3.5	Employment Changes. . . . .	168
3.6	Employment Equity . . . . .	170
3.7	Signing of Performance Agreements by SMS Members . . . . .	172
3.8	Performance Rewards . . . . .	173
3.9	Foreign Workers. . . . .	174
3.10	Leave utilisation . . . . .	174
3.11	HIV/AIDS and Health Promotion Programme . . . . .	176
3.12	Labour Relations . . . . .	178



3.13 Skills development . . . . .	179
3.14 Injury on duty . . . . .	180
3.15 Utilisation of Consultants. . . . .	180
3.16 Severance Packages. . . . .	181
<b>PART E: FINANCIAL INFORMATION . . . . .</b>	<b>182</b>
REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON VOTE NO. 14: DEPARTMENT OF BASIC EDUCATION . . .	183
APPROPRIATION STATEMENT . . . . .	189
NOTES TO THE APPROPRIATION STATEMENT. . . . .	232
STATEMENT OF FINANCIAL PERFORMANCE. . . . .	234
STATEMENT OF FINANCIAL POSITION . . . . .	235
STATEMENT OF CHANGES IN NET ASSETS . . . . .	236
CASH FLOW STATEMENT . . . . .	237
NOTES TO THE ANNUAL FINANCIAL STATEMENTS (INCLUDING ACCOUNTING POLICIES) . . . . .	238
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2018. . . . .	282
ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS . . . . .	282
ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS .	283
ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS . . . . .	284
ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS. . . . .	285
ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED . . . . .	286
ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED . . . . .	287
ANNEXURE 2A: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2018 . . . . .	288
ANNEXURE 3: CLAIMS RECOVERABLE . . . . .	289
ANNEXURE 4: INVENTORIES . . . . .	291
ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS. . . . .	292
ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (NOTE 12) . . . . .	295
ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (NOTE 16) . . . . .	296

## LIST OF TABLES

Table 1:	Departmental receipts . . . . .	15
Table 2:	Tariffs . . . . .	15
Table 3:	Programme Expenditure . . . . .	16
Table 4:	Expenditure per Economic Classification . . . . .	16
Table 5:	Virements . . . . .	17
Table 6:	Roll overs . . . . .	18
Table 7:	Public Entities . . . . .	33
Table 8:	Main services and standards . . . . .	37
Table 9:	Minimum requirements for Certification . . . . .	37
Table 10:	Batho Pele arrangements with beneficiaries (Consultation access etc.) . . . . .	37
Table 11:	Annual application processed within three (3) weeks . . . . .	38
Table 12:	Complaints mechanism . . . . .	38
Table 13:	Breakdown of Meetings. . . . .	51
Table 14:	Programme 1: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements . . . . .	60
Table 15:	Programme 1: Sub-programme expenditure . . . . .	61
Table 16:	Programme 2: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements . . . . .	74
Table 17:	Programme 2: Sub-programme expenditure . . . . .	77
Table 18:	Names of schools monitored in the implementation of Education Labour Relation Council (ELRC) Collective Agreement No. 8 of 2003 . . . . .	80
Table 19:	SSE & SIP Training . . . . .	82
Table 20:	Training and induction of principals and SMTs in schools in 2017/18 . . . . .	88
Table 21:	Training of school principals and Circuit Managers on curriculum management. . . . .	89
Table 22:	Pilot workshops for the training of Departmental Heads. . . . .	89
Table 23:	Concepts identified by subject specialists from the NSC diagnostic report as needing attention and support. . . . .	93
Table 24:	Training and support in technical specialisation subjects . . . . .	93
Table 25:	DBE/Siyavula/Sasol Inzalo Diagnostic Assessments. . . . .	95
Table 26:	Self-diagnostic tests summary table . . . . .	96
Table 27:	Programme 3: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements . . . . .	97
Table 28:	Programme 3: Sub-programme expenditure . . . . .	99
Table 29:	District performance in the NSC, where there are circuits participating in the School Improvement Initiative . . . . .	112
Table 30:	Programme 4: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements . . . . .	117
Table 31:	Programme 4: Sub-programme expenditure . . . . .	120
Table 32:	Provincial under-expenditure as at 31 March 2018. . . . .	129
Table 33:	Programme 5: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements . . . . .	131
Table 34:	Programme 5: Sub-programme expenditure . . . . .	132
Table 35:	Transfer payments to public entities . . . . .	133
Table 36:	National School Nutrition Programme (NSNP) . . . . .	135
Table 37:	National School Nutrition Programme (NSNP) Earmarked Funds . . . . .	135
Table 38:	Mathematics, Science and Technology (MST) . . . . .	136
Table 39:	HIV and AIDS Life Skills Education . . . . .	137
Table 40:	Education Infrastructure Grant . . . . .	139
Table 41:	Learners with Severe to Profound Intellectual Disability (LSPID) . . . . .	140

Table 42: European Union donor funding for the Primary Education Sector Policy Support Programme . . . . .	142
Table 43: Infrastructure Projects . . . . .	143
Table 44: Portfolio Committee Meetings on Basic Education . . . . .	147
Table 45: Scopa Resolutions . . . . .	156
Table 46: Prior Modifications to Audit Reports . . . . .	156
Table 47: Relevant information on the audit committee members for the period 1 April 2017 – 31 March 2018 . . . . .	157
Table 48: Personnel expenditure by programme for the period 1 April 2017 to 31 March 2018. . . . .	163
Table 49: Personnel costs by salary band for the period 1 April 2017 to 31 March 2018. . . . .	164
Table 50: Salaries, Overtime, Home Owners' Allowance and Medical Aid by programme for the period 1 April 2017 to 31 March 2018 . . . . .	164
Table 51: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2017 to 31 March 2018 . . . . .	165
Table 52: Employment and vacancies by programme as at 31 March 2018 . . . . .	165
Table 53: Employment and vacancies by salary band as at 31 March 2018 . . . . .	166
Table 54: Employment and vacancies by critical occupations as at 31 March 2018. . . . .	166
Table 55: SMS post information as at 31 March 2018 . . . . .	166
Table 56: SMS post information as at 30 September 2017 . . . . .	166
Table 57: Advertising and filling of SMS posts for the period 1 April 2017 to 31 March 2018 . . . . .	167
Table 58: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2017 to 31 March 2018 . . . . .	167
Table 59: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2017 to 31 March 2018. . . . .	167
Table 60: Job Evaluation by Salary band for the period 1 April 2017 to 31 March 2018 . . . . .	167
Table 61: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2017 to 31 March 2018 . . . . .	168
Table 62: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2017 to 31 March 2018 . . . . .	168
Table 63: Annual turnover rates by salary band for the period 1 April 2017 to 31 March 2018 . . . . .	168
Table 64: Annual turnover rates by critical occupation for the period 1 April 2017 to 31 March 2018 . . . . .	168
Table 65: Reasons why staff left the Department for the period 1 April 2017 to 31 March 2018 . . . . .	169
Table 66: Promotions by critical occupation for the period 1 April 2017 to 31 March 2018 . . . . .	169
Table 67: Promotions by salary band for the period 1 April 2017 to 31 March 2018 . . . . .	169
Table 68: Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2018. . . . .	170
Table 69: Total number of employees (including employees with disabilities) in each of the following occupational bands as at 31 March 2018 . . . . .	170
Table 70: Recruitment for the period 1 April 2017 to 31 March 2018 . . . . .	170
Table 71: Promotions for the period 1 April 2017 to 31 March 2018. . . . .	171
Table 72: Terminations for the period 1 April 2017 to 31 March 2018 . . . . .	171
Table 73: Disciplinary action for the period 1 April 2017 to 31 March 2018. . . . .	171
Table 74: Skills development for the period 1 April 2017 to 31 March 2018. . . . .	172
Table 75: Signing of Performance Agreements by SMS members as at 31 May 2017. . . . .	172
Table 76: Reasons for not having concluded Performance agreements for all SMS members as at 31 May 2017 . . . . .	172
Table 77: Disciplinary steps taken against SMS members for not having concluded Performance agreements as at 31 May 2017. . . . .	172



Table 78:	Performance Rewards by race, gender and disability for the period 1 April 2017 to 31 March 2018 . . . . .	173
Table 79:	Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2017 to 31 March 2018 . . . . .	173
Table 80:	Performance Rewards by critical occupation for the period 1 April 2017 to 31 March 2018 . . . . .	174
Table 81:	Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2017 to 31 March 2018 . . . . .	174
Table 82:	Foreign workers by salary band for the period 1 April 2017 to 31 March 2018 . . . . .	174
Table 83:	Foreign workers by major occupation for the period 1 April 2017 to 31 March 2018 . . . . .	174
Table 84:	Sick leave for the period 1 January 2017 to 31 December 2017. . . . .	175
Table 85:	Disability leave (temporary and permanent) for the period 1 January 2017 to 31 December 2017 . . . . .	175
Table 86:	Annual Leave for the period 1 January 2017 to 31 December 2017. . . . .	175
Table 87:	Capped leave for the period 1 January 2017 to 31 December 2017. . . . .	176
Table 88:	Leave payouts for the period 1 April 2017 to 31 March 2018 . . . . .	176
Table 89:	Steps taken to reduce the risk of occupational exposure. . . . .	176
Table 90:	Details of Health Promotion and HIV/AIDS Programmes . . . . .	177
Table 91:	Collective agreements for the period 1 April 2017 to 31 March 2018. . . . .	178
Table 92:	Misconduct and disciplinary hearings finalised for the period 1 April 2017 to 31 March 2018. . . . .	178
Table 93:	Types of misconduct addressed at disciplinary hearings for the period 1 April 2017 to 31 March 2018. . . . .	178
Table 94:	Grievances logged for the period 1 April 2017 to 31 March 2018. . . . .	179
Table 95:	Disputes logged with Councils for the period 1 April 2017 to 31 March 2018 . . . . .	179
Table 96:	Strike actions for the period 1 April 2017 to 31 March 2018. . . . .	179
Table 97:	Precautionary suspensions for the period 1 April 2017 to 31 March 2018 . . . . .	179
Table 98:	Training needs identified for the period 1 April 2017 to 31 March 2018 . . . . .	179
Table 99:	Training provided for the period 1 April 2017 to 31 March 2018 . . . . .	180
Table 100:	Injury on duty for the period 1 April 2017 to 31 March 2018 . . . . .	180
Table 101:	Report on consultant appointments using appropriated funds for the period 1 April 2017 to 31 March 2018 . . . . .	181
Table 102:	Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2017 to 31 March 2018 . . . . .	181
Table 103:	Report on consultant appointments using Donor funds for the period 1 April 2017 to 31 March 2018 . . . . .	181
Table 104:	Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2017 to 31 March 2018. . . . .	181
Table 105:	Granting of employee initiated severance packages for the period 1 April 2017 to 31 March 2018 . . . . .	181

## LIST OF FIGURES

Figure 1:	Graphical representation of the Department of Basic Education performance and call resolution trend (April – December 2017): . . . . .	113
-----------	--	-----

# PART A: GENERAL INFORMATION



## 1. DEPARTMENT GENERAL INFORMATION

<b>PHYSICAL ADDRESS:</b>	222 Struben Street Pretoria 0001
<b>POSTAL ADDRESS:</b>	Private Bag X895 Pretoria 0001
<b>TELEPHONE:</b>	012 357 3000 (Switchboard) 0800 202 933 (Toll free)
<b>FAX:</b>	012 323 0601
<b>EMAIL:</b>	<a href="mailto:info@dbe.gov.za">info@dbe.gov.za</a>
<b>WEBSITE:</b>	<a href="http://www.education.gov.za">www.education.gov.za</a>

## 2. LIST OF ABBREVIATIONS/ACRONYMS

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



DoH	Department of Health
DoJ	Department of Justice
DoRA	Division of Revenue Act
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public and Service Administration
DRDLR	Department of Rural Development and Land Reform
DREP	Departmental Research and Evaluation Plan
DSD	Department of Social Development
DSGs	Development Support Groups
EAs	Education Assistants
EAC	English Across the Curriculum
EBR	Evidence-Based Report
EC	Eastern Cape
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EEA	Employment of Educators Act, 1998
EFAL	English First Additional Language
EGMS	Early Grade Mathematics Study
EGRA	Early Grade Reading Assessment
EGRS	Early Grade Reading Study
EIG	Education Infrastructure Grant
EIS	Education Information Services
EIS	Education Information System
EJNTT	Extended Joint National Task Team
ELRC	Education Labour Relations Council
EMGD	Education Management and Governance Directorate
EMIS	Education Management Information Systems
ENE	Estimate of National Expenditure
ESEID	Economic Sectors, Employment and Infrastructure Development
ETDP	Education Training and Development Practice
EU	European Union
FAL	First Additional Language
FET	Further Education and Training
FGD	Focus Group Discussion
FoPs	Fundamentals of Performance
FOSAD	Forum of South African Directors-General
FP	Foundation Phase
FS	Free State
G&A	Governance and Administration
GDE	Gauteng Department of Education
GET	General Education and Training
GHS	General Household Survey
GIS	Geographical Information System
GITO	Government Information and Technology Officer
GP	Gauteng Province
GTAC	Government Technical Advisory Centre
HCT	Higher Colleges of Technology
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HESOP	Heritage Education Schools Outreach Programme
HIV	Human Immunodeficiency Virus

HL	Home Languages
HOD	Head of Department
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Matters
HRSP	Historic Schools Restoration Project
HSRC	Human Sciences Research Council
IAS	Implementing Agents
IBE	International Bureau of Education
ICT	Information and Communications Technology
ICTS	International Co-operation, Trade and Security
ID	Identity Document
IDT	Independent Development Trust
IE	Inclusive Education
IIAL	Incremental Introduction of African Languages
IPMP	Infrastructure Programme Management Plan
IQMS	Integrated Quality Management System
IRBA	Independent Regulatory Board for Auditors
IRMA	International Relations and Multilateral Affairs
ISASA	Independent Schools Association of Southern Africa
ISCED	International Standard Classification of Education
JAD	Joint Application Development
JCC	Joint Commission for Cooperation
JCPS	Justice, Crime Prevention and Security
JICA	Japan International Co-operation Agency
KZN	KwaZulu-Natal
LAPs	Learner Assessment Portfolios
LEAP	Learn English Audio Project
LoLT	Language of learning and Teaching
LP	Limpopo
LDoE	Limpopo Department of Education
LIS	Library and Information Services
LR	Labour Relations
LRA	Labour Relations Act
LSAs	Learners' Support Agents
LSPID	Learners with Severe to Profound intellectual Disabilities
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MAB	Man and the Biosphere
MEC	Member of the Executive Council
MIT	Ministerial Investigation Team
MM	Ministerial Management
MMM	Ministerial Management Meeting
MMS	Middle Management Service
MoA	Memorandum of Agreement
MoST	Management of Social Transformation
MoU	Memorandum of Understanding
MP	Mpumalanga
MPAT	Management Performance Assessment Tool
MSM	Marking Standardisation Meetings
MST	Mathematics, Science and Technology

MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
MTT	Ministerial Task Team
MUNS-PSI	Minimum Uniform Norms and Standards for Public School Infrastructure
NACCW	National Association for Child Care Workers
NAEF	New Africa Education Foundation
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATCOM	South Africa National Commission for UNESCO
NATU	National Teachers Union
NC	Northern Cape
NCF	National Curriculum Framework
NCTT	National Core Training Team
NCS	National Curriculum Statements
NCOP	National Council of Provinces
NDP	National Development Plan
NEAC	National Examination and Assessment Committee
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NGOs	Non-Government Organisations
NIAF	National Integrated Assessment Framework
NICPTD	National Institute for Curriculum and Professional Teacher Development
NIIED	National Institute for International Education
NLRD	National Learner Record Database
NQF	National Qualification Framework
NRC	National Research Co-ordinators
NRF	National Response Framework
NSC	National Senior Certificate
NSDP	National School Deworming Programme
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSIP	National School Information Policy
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NTA	National Teaching Awards
NTT	National Task Team
NTT	National Training Team
NW	North West
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
OHS	Occupational Health and Safety
OMF	Open Media Framework
OVHD	OpenView High Definition
PAM	Personnel Administrative Measures
PATs	Performance Assessment Tasks
PDOU	Planning and Delivery Oversight Unit
PEDs	Provincial Education Departments
PEU	Professional Educators' Union

PFMA	Public Finance Management Act
PGPs	Personal Growth Plans
PID	Profoundly Intellectually Disabled
PIRLS	Progress in International Reading Literacy Study
PLCs	Professional Learning Communities
PMDS	Performance Management and Development System
PME	Planning, Monitoring and Evaluation
POA	Programme of Action
PPMs	Programme Performance Measures
PPP	Public Private Partnership
PSP	Professional Service Provider
PSRIP	Primary School Reading Improvement Programme
QASD	Quality Assurance and Skills Development
QCT	Quality Co-ordinating Team
QLTC	Quality Learning and Teaching Campaign
QMRs	Quarterly Monitoring Reports
QMS	Quality Management System
RCT	Randomised Control Trial
RCME	Research, Co-ordination, Monitoring and Evaluation
REAP	Rural Education Assistants Project
ReSEP	Research on Socio-Economic Policy
ROSA	Regional Officer for Southern Africa
SA	South Africa
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAICA	South African Institute of Chartered Accountants
SAIDE	South African Institute for Distance Education
SAOU	Suid-Afrikaanse Onderwysers Unie
SAPA	South African Principals' Association
SAQA	South African Qualification Authority
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SASP	South African Standard for Principalship
SBA	School-Based Assessment
SC	Senior Certificate
SCC	SACMEQ Co-ordinating Centre
SCM	Supply Chain Management
SCMP	Second Chance Matric Programme
SCOA	Standing Committee on Appropriations
SCOPA	Standing Committee on Public Accounts
SDC	Social Data Collectors
SDGs	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SDLC	System Development Lifecycle
SEIAS	Socio-Economic Impact Assessment System
SGB	School Governing Body
SHE	Safety, Health and Environmental



SIAS	Screening, Identification, Assessment and Support
SID	School Infrastructure Development
SIPs	School Improvement Plans
SISCO	School Improvement Support Co-ordinators
SITA	State Information Technology Agency
SM	Senior Management
SMM	Senior Management Meeting
SMS	School Monitoring Survey
SMS	Senior Management Service
SMTs	School Management Teams
SONA	State of the Nation Address
SPCHD	Social Protection, Community and Human Development
SPSP	Society for Personality and Social Psychology
SSE	School Self-Evaluations
STATSSA	Statistics South Africa
STEM	Science, Technology, Engineering, and Mathematics
STIs	Sexually Transmitted Infections
SUBCOM	Sub-Committee
TARMII	Teacher Assessment Resources for Monitoring and Improving Instruction
TASP	Teacher Appreciation and Support Programme
TB	Tuberculosis
TBF	Tiger Brands Foundation
TCM	Technical Committee Meetings
TDCM	Teacher Development and Curriculum Management
TDI	Teacher Development Implementation
TIDs	Technical Indicator Descriptions
TIMSS	Trends in International Mathematics and Science Study
ToR	Terms of Reference
TUC	Teacher Union Collaboration
TVET	Technical and Vocational Education and Training
TWF	Travel with Flair
TWG	Technical Working Group
U-AMP	User-Asset Management Plan
UAT	User Acceptance Test
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
URS	User Requirements Specification
USA	United States of America
USAID	United States Agency for International Development
USAO	Universal Service and Access Obligation
WC	Western Cape
WSPR	Work Skills Planning and Reporting

### 3. FOREWORD BY THE MINISTRY

The year 2017 was declared as the centenary celebration of one of South Africa's greatest visionaries and struggle icons of his time, Comrade Oliver Reginald Tambo, whose love for children was aptly illustrated when he said that "the children of any nation are its future. A country, a movement, a person that does not value its youth and children, does not deserve its future." Quality Basic Education is at the heart of our country's future.

Despite South Africa's globally recognised, progressive and equitable policies on school funding, broader societal poverty and inequalities persist, and these have an effect on learner performance. The painful and unequal history of our country is not proving easy to transform quickly. The public discourse on the schooling system creates an impression that not much has changed – that challenges continue to persist in the same size and nature. However, the system is dynamic and changes have occurred, some subtle, and some more obvious – but in most cases, these changes have been in the right direction, towards ensuring we have a stable system. Governance and capacity in the administration of public services has been identified as a constraint in the concurrent arrangements in the Basic Education Sector. We have had to work more efficiently and smartly to ensure that improving learning outcomes drives all our endeavours.

The commitment of the South African Government in delivering an integrated service to its children stretches far wider than the delivery of curriculum in the classroom. The percentage of South Africans living below the 'food poverty line' of R441 reached a historical low of 21% in 2011, and subsequently deteriorated to 25% in 2015. This was largely due to a worsening economic climate in the country, including a rise in unemployment, driven by global and local adverse factors. It is therefore important to take stock of interventions which would help to reduce the effects of poverty on schooling. Effective learning will only take place if learners are safely at school and on time, have been well fed, are healthy and have the required workbooks, textbooks and stationery.

In responding to the Government's strategic plan (Medium-Term Strategic Framework 2014-2019), the Department is responsible for Outcome 1 (Quality Basic Education) and collaborates with other Departments on Outcome 7 in respect of Infrastructure and the National School Nutrition Programme (NSNP), Outcome 13 in respect of Early Childhood Development (ECD) and Outcome 14 in respect of Fostering Constitutional Values and Promoting Social Cohesion. Substantial progress has been made towards achieving the set targets. However, there is still a need for the sector to strengthen processes, systems and tools. A more rigorous effort should be undertaken to improve Interdepartmental co-ordination to ensure effective collaborative work.

The Scholar Transport Programme, the NSNP, the Health Services Package as well as Learning and Teaching Support Materials (LTSM) Programmes are steps that the Department continues to undertake to ensure that the Sustainable Development Goals (SDGs) are realised. The NSNP benefited 9 247 359 learners in 21 277 schools in 2017 – well above the number of learners who can be considered as poor. The NSNP may partly explain why, despite the increase in the population below the food poverty line since 2011, there was no corresponding increase in hunger experienced by the population. In spite of exceptional budget pressures in Provincial Education Departments since 2011, the percentage of learners not paying school fees, according to household survey data, increased. In the 2017/18 Financial Year, more than 79% of the schools benefitted from the 'No Fee School' Programme, which translates into 9, 7 million learners. The elimination of school fees from most South African schools, which started in 2007, was part of a worldwide movement to remove the barriers to schooling largely experienced by poor households.

During the last ten (10) years, we have built on the foundations of the education policy reforms that were implemented in the first decade or more of our democracy. Access to schooling is now effectively universal. The number of children enrolled in Grade R has increased from about 242 000 in 2001 to almost 840 000 in 2017. Today, about 95% of children in Grade 1 have previously attended Grade R – this is an aspect of access that is likely to contribute to improved quality later on in school through providing a better learning foundation. In addition, close to 99% of 7 to 15 year old children attended an educational institution in 2016.

The DBE continues to work with the Department of Social Development (DSD) in expanding access to Early Childhood Development (ECD). A Sector Plan, as well as the Human Resources Strategy for the Employment of Qualified ECD Practitioners within schools, was developed. Recently, the Department introduced the National Curriculum Framework for Children from birth to 4 years (NCF), which will assist in regulating and monitoring the curriculum offered at all ECD centres across the country. The DBE's goal is to increase access to these services so that children, including those with special needs, can be accommodated, over and above improving the quality of the comprehensive package of services offered at these centres. Approximately one (1) million children are accommodated at various ECD centres in all provinces and thus far, we have trained more than 21 000 ECD teachers.

There is still a long way to go before South Africa starts performing at an acceptable level with regards to international assessments. However, the rate of improvement achieved since 2002 may be about as fast as one could hope to observe in a large unequal education system. The latest Progress in International Reading Literacy Study (PIRLS) revealed that our learners still have challenges with their cognitive achievement. Census 2011 data on the use of eye glasses reveals startling patterns of inequality in the detection of eyesight conditions amongst black African and Coloured learners. White and Indian learners are three (3) to four (4) times more likely to use eye glasses than black African and Coloured learners. This kind of inequality has not been given the attention it deserves in the policy debates. A stronger emphasis is therefore needed on publicly-funded initiatives to test the eyesight of learners, and to provide eye glasses where these are needed. It seems clear that a lack of access to eye glasses is one important explanation behind the slow acquisition of reading skills among learners from poor households.

The Action Plan to 2019: *Towards the Realisation of Schooling 2030*, emphasises the importance of early grade teaching in order to increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language and numeracy competencies. The Early Grade Reading Study (EGRS) aims to address the cognitive levels of literacy challenges. The EGRS, which took place in the North West Province and extended to Mpumalanga, uses formal impact evaluation methods to investigate new ways to improve reading outcomes in the Foundation Phase. It points to the potential value of providing teachers with lesson plans, additional reading materials and on-site coaching, as a way to improve reading in African Languages. Steps are also underway to conduct a similar Early Grade Mathematics Project to investigate cost-effective policy and programmatic interventions to improve Foundation Phase Mathematics.

To promote and improve on the foundational skills of reading, writing and counting, as well as having the basic necessities in place for quality teaching and learning to take place, the Department, in partnership with the National Education Collaboration Trust (NECT), rolled out the Primary School Reading Improvement Programme (PSRIP) for 11 000 Foundation Phase teachers across all provinces.

In terms of efficiency of the system, though there have been small improvements, grade repetition figures have remained high, especially among male learners. It is also clear that grade repetition is higher in secondary school than in primary school, particularly between Grades 9 and 11. Evidence-based policies and programmes emphasise the importance of mastering certain learning foundations in earlier grades for the sake of further learning. The cognitive benefits of strong, early learning foundations, in which the acquisition of skills in one period makes the acquisition of skills in another period easier, means that intervening earlier, rather than later, is more cost-effective. The costs of providing curriculum support for areas of learner deficits identified in the Foundation Phase are expectantly lower than mediating learning later in schooling where the gap between curriculum and learner knowledge may be excessively large in a multitude of subjects. The costs accrued at a later stage include high rates of grade repetition and dropping out of the education system. It is envisaged that the Early Grade Reading Study (EGRS) will assist in addressing this challenge.

The Department continued its focus on the Read to Lead Campaign, whose mandate is to mobilise society at large to contribute to the improvement of reading abilities of all South African children, in order to ensure that by 2019 all learners are able to demonstrate age-appropriate levels of reading.

The results from the National Senior Certificate (NSC) Examination attest to the progress made in the sector. The annual number of NSC passes has grown from under 300,000 in the mid-1990s to above 450,000 in recent years. Turning to the quality of outcomes, what is clear is that the numbers of learners attaining the level of skills in key subjects such as Mathematics and Physical Science required for mathematically-oriented university studies has grown substantially. Grade 12 Mathematics and Physical Science Examinations data reveal large increases in the number of learners reaching critical performance thresholds in 2016, such as marks of 50, 60 or 70 percent in those key subjects. In addition, the number of black African learners obtaining a mark of 60 in Mathematics increased by as much as 65%, reflecting that this trend has been towards reducing racial inequalities. Since 2008, the numbers of black African Matriculants with Bachelor Passes has roughly doubled from about 60 000 to about 120 000.

A number of additional activities are currently underway to improve the DBE's monitoring and evaluation processes. An exercise has been undertaken to align our national goals and monitoring with international goals and reporting through the SDGs and the Continental Education Strategy for Africa (CESA). Preparations for conducting the first cycle of the Systemic Evaluation pilot study were completed during this financial year. Systemic Evaluation is the first of the three (3) tiers of the National Integrated Assessment Framework (NIAF), which was developed after having considered historical lessons and criticisms levelled at the Annual National Assessment (ANA) to improve its design, efficiency and take-up by teachers. An early learning assessment tool is being developed to measure system progress in the extent to which children entering Grade 1 are prepared for schooling, based on their Early Childhood Development (ECD) and Grade R experience. The 2017/18 School Monitoring Survey (SMS) is expected to provide updated indicator values for the goals expressed in the Action Plan to 2019.

The three (3) Curriculum Streams Model developed in 2016, which aims to promote differentiation for more effective inclusive education includes academic, technical-vocational and technical occupational streams. It is designed to improve curriculum choices and post-school opportunities and career choices for young people country-wide. During this financial year, 26 technical occupational subjects were developed, 260 subject advisors and teachers were oriented in the subjects and 67 Schools of Skill are piloting the technical occupational subjects. The Department acknowledges that more work needs to be done to address the other streams.

In spite of the slow economic growth which resulted in the number of educators working in public schools dropping by 3 percent between 2013 and 2016, as a result of budget constraints in provinces, the Department continues to award bursaries to students enrolled for initial teacher education as well as monitoring the placement of young and qualified teachers within schools. A total of 15 134 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2018, out of a target of 13 500. By the end of December 2017, 89 percent of graduates eligible for placement in 2017 were placed, exceeding the annual target of 85 percent. A total of 15 087 young and qualified educators aged 30 years and below were appointed. Through our Operation Phakisa Information and Communications Technology (ICT) Programme, we have provided ICT equipment to various teacher centres for provision and accessibility to internet and off- line resources.

Furthermore, in its efforts to continuously improve the quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM), the Department provided workbooks to public schools; providing Braille workbooks; integrated ICT into the curriculum, replaced inappropriate structures, provided water, sanitation and electricity through the ASIDI and the Education Infrastructure Grant (EIG) programmes; as well as the provision of ICT infrastructure, connectivity and digital content.

We have to continue developing systems that will assist us in averting tragedies which happen at our schools – whether with respect to safety, sanitation, violence and substance abuse. A recent case of a child drowning in a pit latrine at her school in the Eastern Cape makes us more resolute to continue to work jointly with the PEDs in addressing the infrastructure backlogs as well as the maintenance of existing infrastructure.



There has been a gradual but visible transformation in how districts prioritise and approach the support given to schools, an example of this is the utilisation of multi-disciplinary teams which are focused on improved learning outcomes. Across districts, there is now an enhanced focus on teaching and learning which puts at the forefront of their priorities, the monitoring of assessment and curriculum coverage; support to schools at risk; support to learners at risk or progressed learners; and learner and teacher absenteeism rate. Districts and circuits are taking more responsibility in owning the performance of the schools within their individual districts and circuits.

During the year under review, the amended Policy on the Organisation, Roles and Responsibilities of Education Districts was approved. The policy enables the provinces to implement the minimum staffing norms for districts. A survey to determine the percentage of school principals rating the support services of districts as being satisfactory was conducted, and showed that 72 percent of the sampled school principals were satisfied with the support they received from the districts.

The draft Basic Education Laws Amendment (BELA) Bill was approved by Cabinet for publication thereof in the Government Gazette for public comment in October 2017. The draft Bill proposes to amend the South African Schools Act, 1996 (Act No. 84 of 1996), and the Employment of Educators Act, 1998 (Act No. 76 of 1998), so as to align them with developments in the education landscape and to ensure that systems of learning and excellence in education are put in place in a manner which respects, protects, promotes and fulfils the right to basic education enshrined in section 29(1) of the Constitution of the Republic of South Africa, 1996.

During this financial year, the DBE, in collaboration with the PEDs, developed an additional 18 Programme Performance Measures (PPMs) to strengthen the alignment of the sector indicators and targets to the Medium-Term Strategic Framework (MTSF). The development of these sector indicators has started enabling the sector to improve service delivery in ensuring that outcome- and impact-focused deliverables are developed and implemented. The newly developed MTSF-aligned indicators will also enable improved governance and informed decision-making for the sector, leading to improved learning outcomes in support of our national development priorities. The development of the new MTSF indicators intends to guide the sector in further developing and improving tools, systems and processes for effective implementation in ensuring the provision of Quality Basic Education, with and through the nine (9) PEDs.

The availability of credible data and information, and the use of evidence through research, monitoring and evaluation in the sector contributes towards identifying areas where there is insufficient co-ordination in the system, and assists in unpacking challenges to provide possible solutions in the quest to improve quality and efficiency. We have increased the engagement between policy makers, researchers and practitioners in the sector especially in terms of trends in performance. Our analysis is now informing the policy reform narrative. There is tangibly more understanding and co-operation within the Basic Education Sector amongst all stakeholders. However, the tensions between accountability for learner outcomes and institutional improvement still require unpacking and interrogation with the oversight and accountability structures, our structures, partners and teacher unions.

Our work with organisations such as the Chapter 9 institutions is yielding fruit – we now have a better appreciation of the complex enterprise that is Education. However, we aim to do more – to build systems, to use information and to manage knowledge in a way that improves the effectiveness of our administrative structures at district, provincial and national level.

We recognise and acknowledge the dedication and tireless contribution shown by our officials, teachers and Teacher Unions, Principals' Associations, School Governing Body Associations, Learner Representative Councils, learner formations, civil society, parents and guardians of learners and the private sector in helping us achieve Government's number one (1) priority, which is Improved Quality of Basic Education. All of us have a duty to ensure that the right of our learners to quality, effective, inclusive, and efficient basic education is not negotiable. We will continue working towards a stable system that looks at the whole development of a child – our future leaders, as rightly stated by Comrade Oliver Reginald Tambo.

We are hereby pleased to present the Annual Report of the Department of Basic Education for the 2017/18 Financial Year.



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

**MRS AM MOTSHEKGA, MP**  
**MINISTER**  
**JULY 2018**



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

**MR ME SURTY, MP**  
**DEPUTY MINISTER**  
**JULY 2018**

## 4. REPORT OF THE ACCOUNTING OFFICER

### 4.1 Overview of the operations of the Department

The 2017/18 Annual Report provides an account of the 2017/18 Annual Performance Plan, as well as an account of the progress made towards the implementation of the National Development Plan 2030: Our Future – Make it Work, and the Medium-Term Strategic Framework (MTSF) 2014 – 2019, which have dominated the policy narrative in recent years. Despite encountering various challenges during the period under consideration, the Department of Basic Education (DBE) continued to pursue planned targets in the interest of ensuring that service delivery was not compromised or negatively impacted.

Administrative support continues to play a pivotal role in support of the different programmes of the Department, particularly, in ensuring that the DBE, as the lead agent in the sector, continues to champion the strategic vision for a transformed, realigned, and repositioned Basic Education Sector. This vision stated by the Minister of Education is of “a South Africa, in which all our people, irrespective of race, socio-economic background and religious beliefs will have access to quality and efficient 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”.

During the year under review, the DBE established a solid foundation for accountability and provided strategic leadership and guidance to Provincial Education Departments (PEDs) through regular meetings between internal DBE structures and PEDs. This was undertaken to support provincial efforts to provide quality basic education. The Department has conducted quarterly meetings with district directors which have been informed by specific themes driving the quality of education, annual meetings with PEDs, as well as monitored and reported on key activities which affected the broader civil society.

The DBE, in collaboration with PEDs, developed an additional eighteen (18) Programme Performance Measures (PPMs) for the sector in order to strengthen the alignment of the sector indicators and targets of the MTSF. The development of these indicators has enabled the sector to improve service delivery by ensuring that outcome and impact-focused deliverables are developed and implemented. The newly developed MTSF-aligned indicators will also aid in improving governance and decision making for the sector, thereby, improving audit outcomes. These indicators are also intended to guide the sector in further developing and refining tools, systems, and processes for effective implementation and ensuring the provision of quality basic education.

The DBE has also made inroads in improving the roll-out of Information and Communications Technology (ICTs) in schools. Approximately 15 000 schools have access to broadband. Discussions are currently underway with the Vodacom Foundation and MTN to provide access to Grades 10 to 12 Learning and Teaching Support Materials (LTSMs) through the DBE Cloud - a DBE portal that provides access to digital education resources. Preparations are under way for the DBE, in partnership with the South African Post Office, to roll out broadband to an additional 4 544 schools across all provinces. This move will accelerate digital learning in our schools.

The majority of schools (98 percent) received DBE workbooks for all grades. Compared to previous years, all provinces have shown significant improvements in the provisioning of textbooks.

The Mathematics, Science and Technology (MST) Conditional Grant responds to the MST targets set out in Chapter 9 of the NDP and Goals 1 to 9, 16 and 20 of the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The MST participation rate has increased rapidly since 1994. South Africa’s National Senior Certificate (NSC) results also reveal an encouraging increase in the MST subjects on an annual basis. Learner performance continues to be on a steady increase with improved support from the Department and relevant stakeholders. Results from the NSC Examinations also attest to this progress. The overall 2017 NSC pass rate stands at 75.1 percent. This number increases to 76.5 percent when progressed learners are excluded, a 0.3 percent improvement from the 76.2 percent achieved in 2016. However, with the progressed learners included, the overall pass rate, stands at 75.1 percent, a 2.6 percent improvement from the 72.5 percent achieved in 2016.

The NDP states that individuals recruited to the teaching profession must be candidates of a high caliber, who will commit to improving teaching and learning outcomes in the classroom. In the 2017/18 Annual Performance Plan, the DBE committed to recruiting young teachers through the Funza Lushaka Bursary Scheme. A total of just over R1 billion was allocated to the

Programme. The Funza Lushaka Bursary Programme provides fixed bursaries that cover student tuition fees, accommodation (including meals), learning materials, and a stipend of R600 per month to cover basic living expenses. Approximately 3 743 (89 percent) Funza Lushaka Graduates were placed during the 2017/18 Financial Year, resulting in a total of 15 134 bursaries awarded. Whilst 11,000 bursaries have been awarded to returning students, the remaining bursaries have been allocated to new recipients. More than 63,000 bursary applications have been received for the 2018 academic year.

Public School Infrastructure has been at the forefront of the MTSF priorities. The DBE, in collaboration with PEDs, has made significant strides in addressing school infrastructure challenges. These challenges include ensuring that all schools have access to water, sanitation, electricity and safe structures. To date, the DBE has replaced inappropriate and unsafe schools with newly built schools, and provided water, sanitation and electricity to these schools.

The following was achieved through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI):

- Replacement of inappropriate structures: a total of 12 schools were fully completed in 2017/18, with an additional 10 schools being sectionally completed;
- Sanitation: a total of 54 practical Completion Certificates were received for sanitation, of which 29 were for 2017/18, 22 for 2016/17, and 3 for 2015/16;
- Water: a total of 75 practical Completion Certificates were received for water, of which 43 were for 2017/18, 23 for 2016/17, 4 were for 2015/16, 4 were for 2014/15 and 1 was for 2013/14; and
- Electricity: a total of 67 Certificates of Compliance were received for electricity, of which 17 were for 2017/18, 45 for 2016/17, 2 for 2015/16, 1 was for 2014/15, 1 was for 2013/14, and 1 was for 2012/13.

There has also been continuous engagement and monitoring in relation to the work undertaken by the Implementing Agents (IAs). The strengthened management oversight on the appointment of credible service providers has also yielded positive results in fast tracking the appointment, implementation and completeness of some of the ASIDI projects.

The DBE continued to implement and support the PEDs on five (5) conditional grants allocated during the 2017/18 Financial Year. This support was extended to the new Learners with Severe to Profound Intellectual Disabilities (LSPID) Conditional Grant, by facilitating the setup of relevant structures to integrate it into the planning, co-ordination, reporting and evaluation cycle and systems of the sector. Some of the outputs include the appointment of all nine (9) LSPID Provincial Co-ordinators, and a total of 105 Transversal Itinerant Outreach Team Members who were appointed in different PEDs.

Regular deworming contributes to the good health and nutrition for children, which in turn leads to increased enrolment, attendance and increased educational attainment. The most disadvantaged children, such as orphans and vulnerable groups from poor communities, often suffer the most from ill health and malnutrition, and gain the most benefit from deworming.

A cost-effective way to improve the health of a community is through the deworming of learners. Intestinal worms contribute to an estimated 11-12 percent of the total disease burden of girls and boys aged 5-to-14 years old in low-income countries. School-based deworming has its full impact only when good hygiene is promoted and practiced through regular hand-washing, by ensuring adequate sanitation, and access to clean and safe water. A total of 6.1 million learners were dewormed in the 2017/18 Financial Year in South Africa.

The DBE established a School Governing Body (SGB) Elections Task Team comprising provincial officials and SGB associations, to review guidelines used in the 2018 SGB elections that were held from 1 to 31 March 2018. The guidelines were also used by provinces to develop Provincial Notices for the elections. The DBE monitored the state of readiness for the 2018 SGB elections in all provinces by visiting the provincial offices and two (2) district offices. The DBE also monitored the actual elections as they were taking place in all provinces.

The School Readiness Oversight and Monitoring Visits Programme was rolled out at the beginning of the academic year. The DBE in collaboration with provincial departments visited schools in all provinces to deal with different issues per school. Various schools around the country were visited to assess the school readiness, strengthen monitoring and support to provinces, districts and schools and address some of the problems.

The monitoring of Autumn Schools by the Director General in various provinces were conducted during the year under review. The oversight and monitoring visits supplement the Minister's overall provincial and district obligations.

The ABC Motsepe Schools' Eisteddfod remains one of the key mechanisms used to strengthen social cohesion in the country, particularly amongst learners. The DBE uses this competition to nurture the musical talents of these learners at school-level to harness the potential and skill of aspiring musicians. The competition also plays a pivotal role in supporting and enriching the curriculum and addressing social ills within communities. KwaZulu-Natal has emerged as the winner in the 2017 edition of the ABC Motsepe Schools Choral Eisteddfod. The province collected the highest number of trophies at this prestigious competition which saw more than 8 000 learners from across the country participating. The winning schools won prizes that included prize money to the value of R150 000, trophies and certificates. Approximately 88 trophies were awarded to the top three provinces: KwaZulu-Natal, the Eastern Cape and the North West Province. The Eisteddfod took place in Randburg, Gauteng.

I would like to thank all the officials of the DBE who worked diligently with the support of our partners and the relevant stakeholders in the sector to ensure that our priorities are pursued, and our objectives achieved.

## 4.2 Overview of the financial results of the Department

**Table 1: Departmental receipts**

Departmental receipts	2017/18			2016/2017		
	Estimate	Actual Amount Collected	(Over)/ Under Collection	Estimate	Actual Amount Collected	(Over)/ Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	2 927	2 480	447	2 001	2 489	(488)
Transfers received	244	0	244	0	0	0
Interest, dividends and rent on land	11 682	20 020	(8 338)	13 767	10 382	(3 385)
Sale of capital assets	190	0	190	0	15	(15)
Financial transactions in assets and liabilities	146	3 153	(3 007)	233	2 635	(2 402)
Total	15 189	25 653	(10 464)	16 001	521	(480)

## 4.3 Services rendered by the Department

### Services rendered

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

### Tariff policy

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

**Table 2: Tariffs**

Certification	Tariff in R
Replacement and re-issue of a Senior Certificate/National Senior Certificate	97.00
Changes or amendments on certificates (re-issue)	97.00
Re-issue of certificate due to legal changes, (e.g. surnames, ID numbers )	194.00
Confirmation document issued prior to the certificate (system generated document)	40.00
Letter to embassy and authentication of qualifications (work/study abroad)	41.00



Certification	Tariff in R
Re-issue of a statement of results (provincial)	40.00
Replacement of Standard 6, 7, 8, 9, 10 and Std 10 practical certificates	97.00
Replacement of Teacher's certified statement/diploma	97.00
Statement for teacher qualifications	40.00
Verification of qualification prior to 1992 for Government organisations	40.00
Verification of qualification prior to 1992 for Non-Government institutions	62.00
Examination Fees	
Re-mark	98.00
Re-check	23.00
Viewing	192.00

## 4.4 Programme Expenditure

Table 3: Programme Expenditure

Programme	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under-Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under-Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	435 072	435 072	0	419 000	418 301	699
Curriculum Policy, Support and Monitoring	1 766 338	1 731 097	35 241	1 877 954	1 826 691	51 263
Teacher Education, Human Resource and Institutional Development	1 250 688	1 243 823	6 865	1 179 040	1 177 397	1 643
Planning Information and Assessment	12 800 957	12 785 811	15 146	12 594 706	11 719 953	874 753
Educational Enrichment Services	6 740 565	6 736 153	4 412	6 342 761	6 333 722	9 039
<b>Total</b>	<b>22 993 620</b>	<b>22 931 956</b>	<b>61 664</b>	<b>22 413 461</b>	<b>21 476 064</b>	<b>937 397</b>

## 4.5 Expenditure per Economic Classification

Table 4: Expenditure per Economic Classification

Economic Classification	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of Employees	470 048	467 966	99.56%
Departmental Operation	1 831 715	1 747 210	95.39%
Specifically Exclusively appropriated:			
• School Infrastructure Backlog Indirect Grant	1 755 235	1 786 396	101.78%
Conditional Grants to Provinces for:			
• National School Nutrition Programme	6 426 313	6 426 313	100.00

Economic Classification	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
• Education Infrastructure	10 467 276	10 467 276	100.00
• HIV and AIDS	245 308	245 308	100.00
• Mathematics, Science and Technology	365 145	365 145	100.00
• Learners with Profound Intellectual Disabilities	72 000	66 023	91.70
• Other Transfers	1 360 580	1 360 319	99.98
<b>Total Expenditure</b>	<b>22 993 620</b>	<b>22 931 956</b>	<b>99.73</b>

The Department has improved on its internal control in ensuring efficient and effective service delivery. The Minister is informed on the spending trends in terms of the Public Finance Management Act 1999 (Act 1 of 1999) (PFMA).

The Senior Management Team also monitors and discusses the Department's spending trends at their meetings.

## 4.6 Virements/roll overs

**Table 5: Virements**

Shifted from	Amount R'000	Shifted to	Amount R'000
Programme 2: Curriculum Policy, Support and Monitoring	(13 670)	Programme 1: Administration	11 853
		Programme 5: Educational Enrichment Services	1 817
Programme 3: Teachers, Education Human Resources and Institutional Development	(1 356)	Programme 5: Educational Enrichment Services	1 356
Programme 4: Planning Information and Assessment	(7 113)	Programme 5: Educational Enrichment Services	7 113

### Reasons for the virement

Savings were mainly realised from Programme 2: Curriculum Policy, Support and Monitoring, Sub-programme: Kha Ri Gude Literacy Project. The Department realised savings on the project due to the reduced number of learners after the investigations were conducted on registered learners. Savings realised have been utilised to defray over-expenditure on Office Accommodation affected by the Consumer Price Index (CPI). Treasury approval 9/4/4/4/13 was also granted to shift R4.5 million from Compensation of Employees towards the Transfer of Households.

The Department also realised savings from Programme 4: Planning Information and Assessment, Sub-Programme: National Assessment and Public Examinations due to the recommendation of re-designing the National Assessment. The activities of the National Assessment have been aligned to the recommendations to effect changes in the Annual National Assessment modality. These savings were mainly shifted towards Programme 5: Educational Enrichment Services to introduce a transfer to the Historic Schools Restoration Project (HRSP) amounting to R6 million.

Treasury approval 9/4/4/4/13, dated 15 March 2018, was granted by the National Treasury to cover the transfer. Furthermore, Treasury approval 9/4/4/4/13 dated 7 February 2018 was granted by the National Treasury to increase the amount of the transfer of UNESCO membership fee paid in foreign currency.

A Government Gazette No 41532 dated 27 March 2018 was published to convert an indirect allocation of the School Infrastructure Backlog Grant (SIBG) to direct allocation towards the Education Infrastructure Grant (EIG). The provinces that received the direct allocation of the EIG are KwaZulu-Natal and Limpopo.

## Request for rollovers

The Department's request for funds to be rolled-over to the 2018/19 Financial Year amounts to R3.058 million for the Conditional Grant: Learners with Profound Intellectual Disabilities (LSPID) for the Northern Cape and Limpopo Provinces. The delay was in the appointment of the Transversal Itinerant Outreach Team Members that resulted in the delays in the procurement of Tools for Trade and the LTSM, as well as provision of outreach services.

**Table 6: Roll overs**

	R'000
Transfers and subsidies	3 058
Total: Annexure A2 – Transfers and subsidies	<b>3 058</b>

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

In order to comply with the requirements of the Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on 4 May 2012 and closed 1 June 2012. However, due to the volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders. In order to ensure that the project was not compromised, the Department appointed a number of public entities, namely, the Mvula Trust-Limpopo, Coega, IDT and the Departments of Public Works, as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.

The Department appointed the Adopt-A-School Foundation as an Implementing Agent to build three (3) schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the three (3) schools. When appointing the Adopt-A-School Foundation, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.

In the event that a competitive bidding process is not followed, such a deviation must be justifiable and done in accordance with TR16A6.4. If the appointment of the implementing agent is not done in accordance with the requirements and processes described above, the management fee paid to the Implementing Agent will be regarded as irregular expenditure.

The Department appointed TCN Architects CC – Professional Services Provider for ASIDI Clusters A - H (Bid RFPDBE07), sourced from the National Transversal Framework Agreement advertised on the Government Tender Bulletin Volume 563 dated 4 May 2012. There was no need to re-do the tendering process when appointing the said service provider on the matter. However, the expenditure for this service provider has already been disclosed as irregular expenditure due to other compliance matters.

The Department appointed SAB&T as an implementing agent/service provider to manage the Kha Ri Gude programme. During the 2015/16 Financial Year, it was discovered that during evaluation, one of the stages was misinterpreted, where site visits should have been done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.

The Department appointed the DBSA, the Department of Public Works: Eastern Cape and the Coega Development Corporation as Implementing Agents for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM processes was declared as irregular.

During the construction of schools, the Department experienced challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM processes were not followed in the replacement of non performing contractors.

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

The Mvula Trust Management (TMT) did not follow the procurement process for ASIDI for the appointment of contractors to Batch three (3) projects.

The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The team has written two (2) reports to the Accounting Officer and shared these reports with the Standing Committee on Public Accounts (South Africa) (SCOPA). A request for condonation of irregular expenditure has been submitted to the National Treasury.

### **Public Private Partnerships**

The Department did not enter into a new PPP for the 2017/18 Financial Year.

### **Supply chain management**

The Department consulted the BBBEE Commission on the reporting requirements of the BBBEE Act, Act 46 of 2013. When the process was outlined, it became clear that the process will not be finalised for the financial year under review. The Department continued with the process of procuring the service provider to conduct the compliance assessment and the outcome of report will be included in the 2018/19 annual report.

The Department has liaised with the B-BBEE Commission and is currently in the process of preparing to have a B-BBEE certificate so as to comply in the forthcoming reporting period.



A handwritten signature in black ink, appearing to be 'HM Mveli', written over a horizontal line.

**MR HM MWELI**  
**ACCOUNTING OFFICER**  
**DEPARTMENT OF BASIC EDUCATION**  
**JULY 2018**

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

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

All information and amounts disclosed throughout the annual report are consistent.

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

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

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

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

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

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2018.

Yours Faithfully



**MR HM MWELI**  
**ACCOUNTING OFFICER**  
**DEPARTMENT OF BASIC EDUCATION**  
**JULY 2018**



## 6. STRATEGIC OVERVIEW

### 6.1 Vision

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

### 6.2 Mission

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

### 6.3 Values

The Department of Basic Education adheres to the following values:

#### **People**

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

#### **Excellence**

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

#### **Teamwork**

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

#### **Learning**

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

#### **Innovation**

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

## 7. LEGISLATIVE AND OTHER MANDATES

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

### 7.1 Constitutional mandate

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

### 7.2 Legislative mandate

Act	Brief description
The National Education Policy Act, 1996 (Act 27 of 1996) (NEPA)	The NEPA inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in both the general and further education and training (FET) bands policies for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA)	SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the National and Provincial Governments and ensures that Government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013) (DORA)	The DoRA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	The Employment of Educators Act provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. This act and the resultant professional council, the South African Council of Educators (SACE), regulate the teaching corps.
Public Service Act, 1994 (Act 103 of 1994), as amended	This act provides for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
National Qualifications Framework Act, 2008	The National Qualifications Framework Act, 2008 provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that would harness the potential of our adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in <i>Government Gazette No. 928</i> , 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

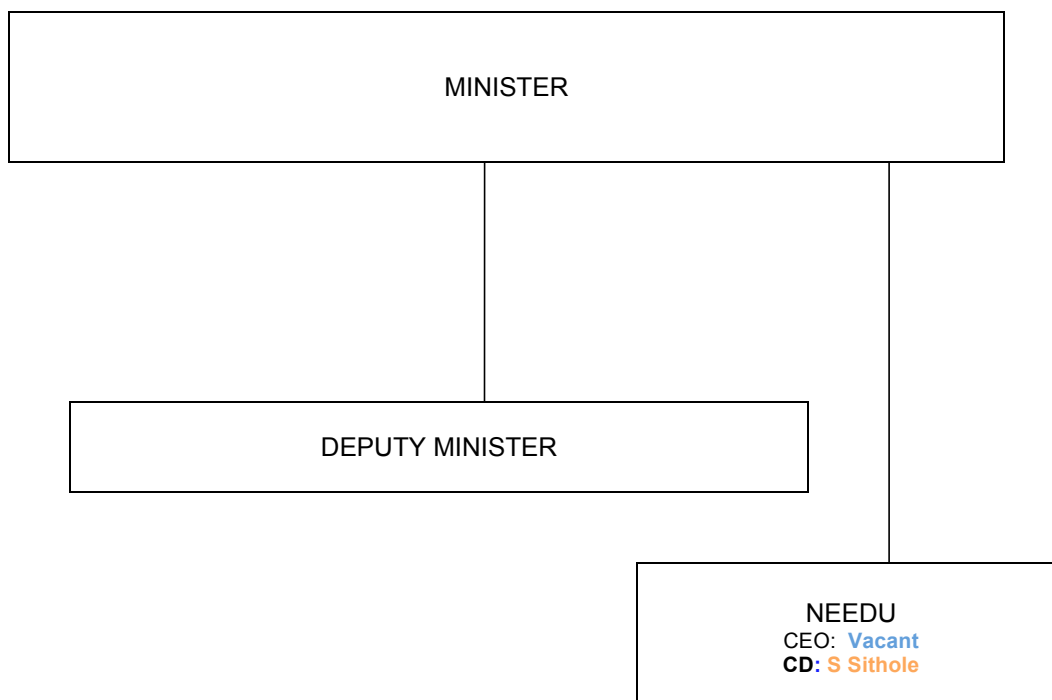
## 7.3 Policy mandate

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

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

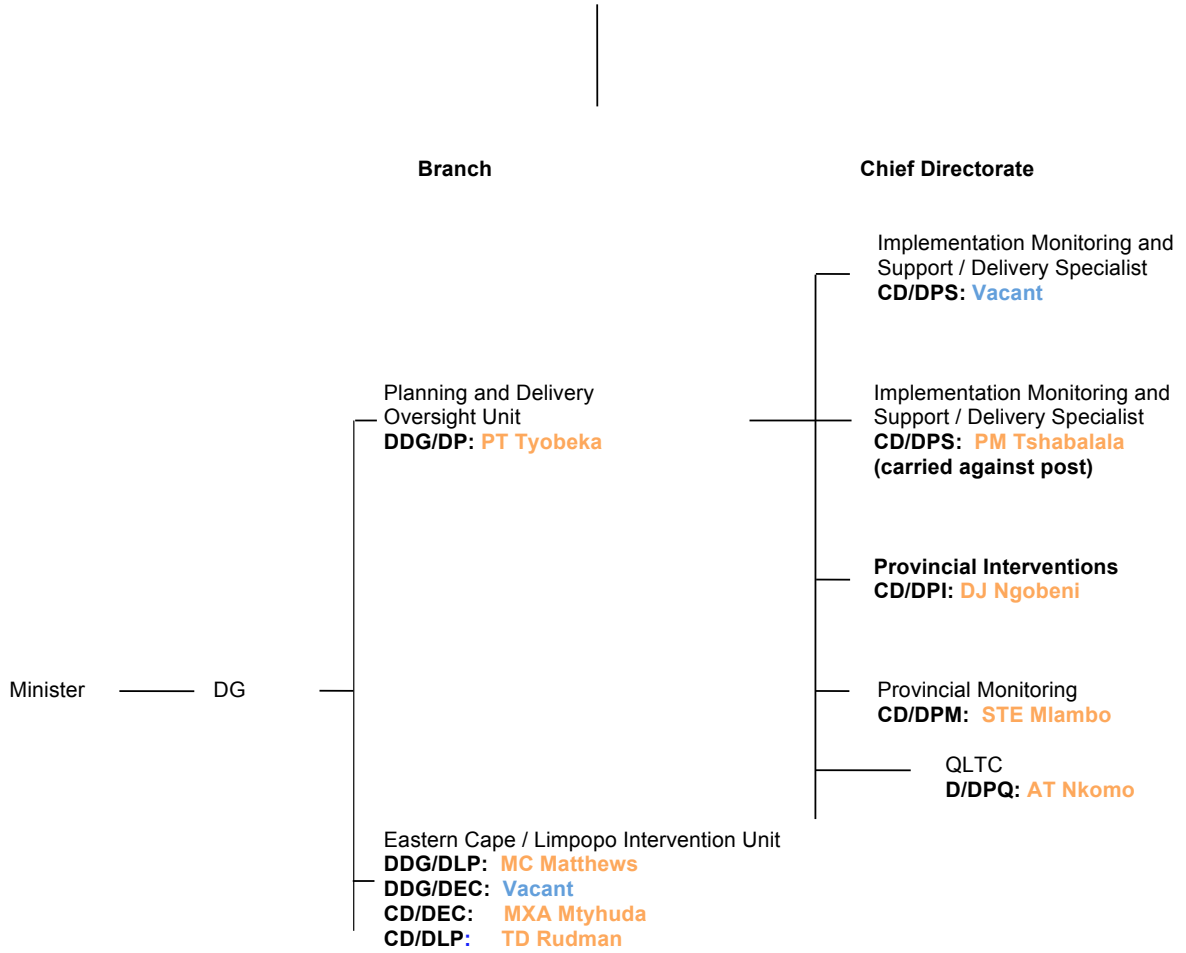
## 8. ORGANISATIONAL STRUCTURE

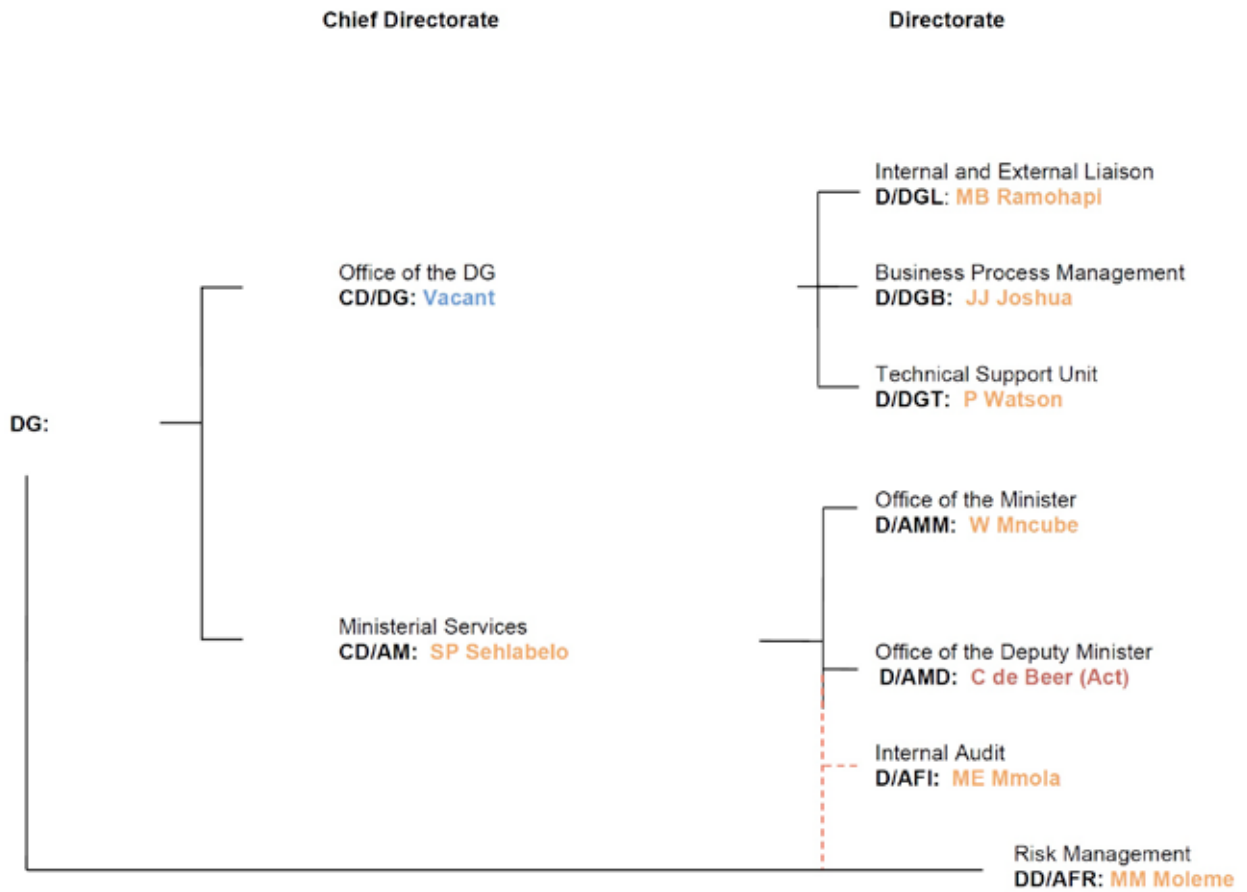
### DEPARTMENT OF BASIC EDUCATION



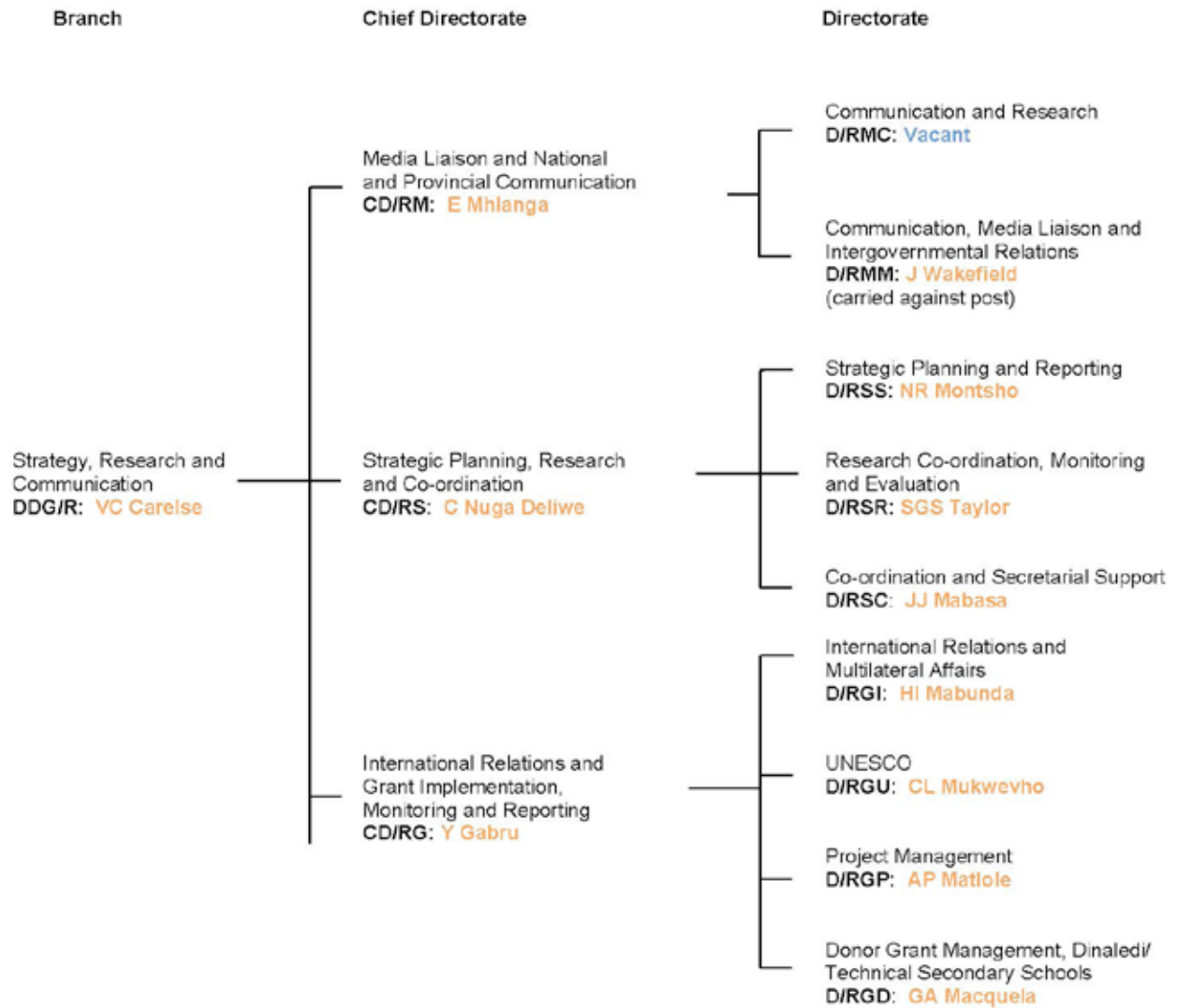
**DEPARTMENT OF BASIC EDUCATION**

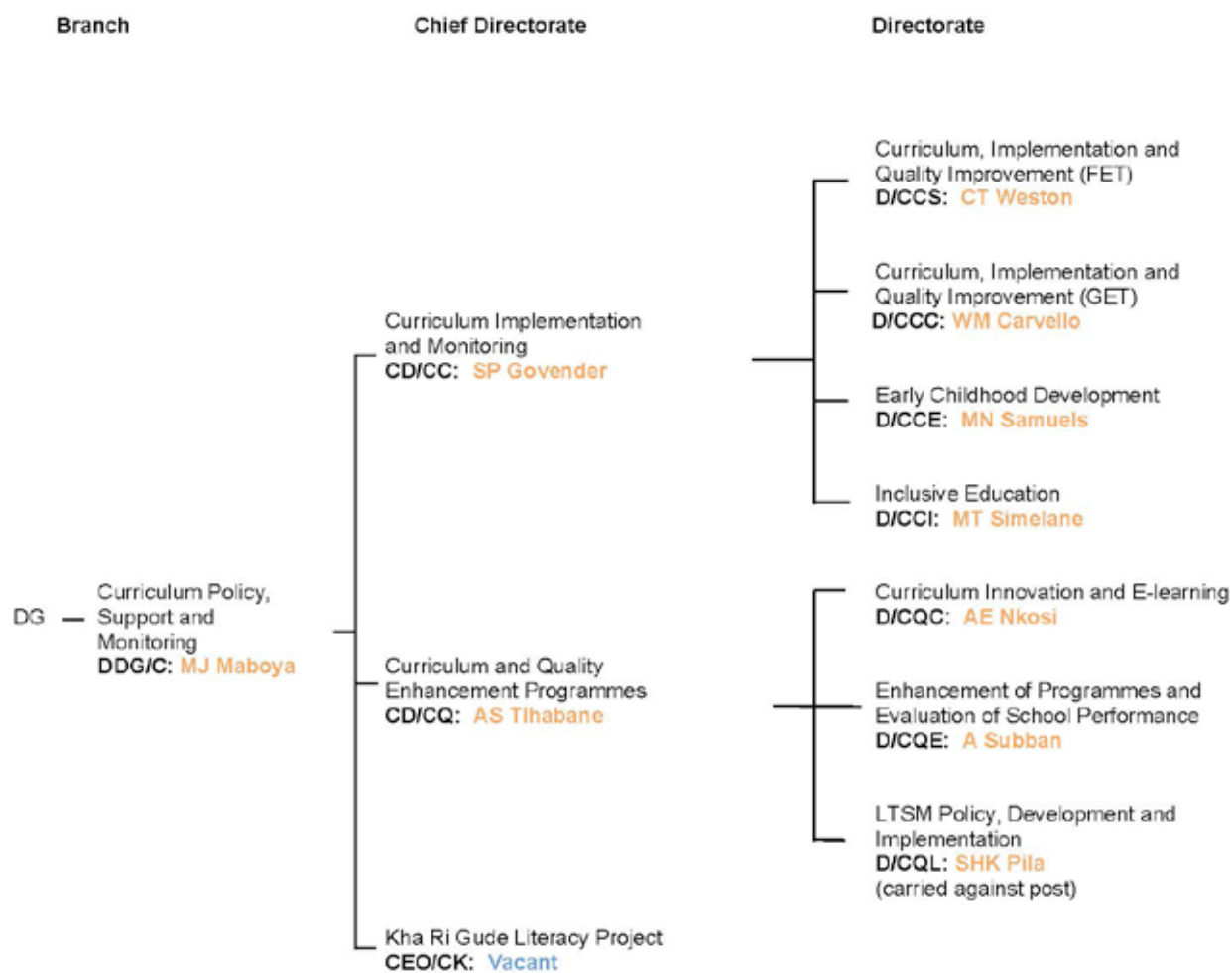
**DIRECTOR-GENERAL**  
**Mr HM Mveli**

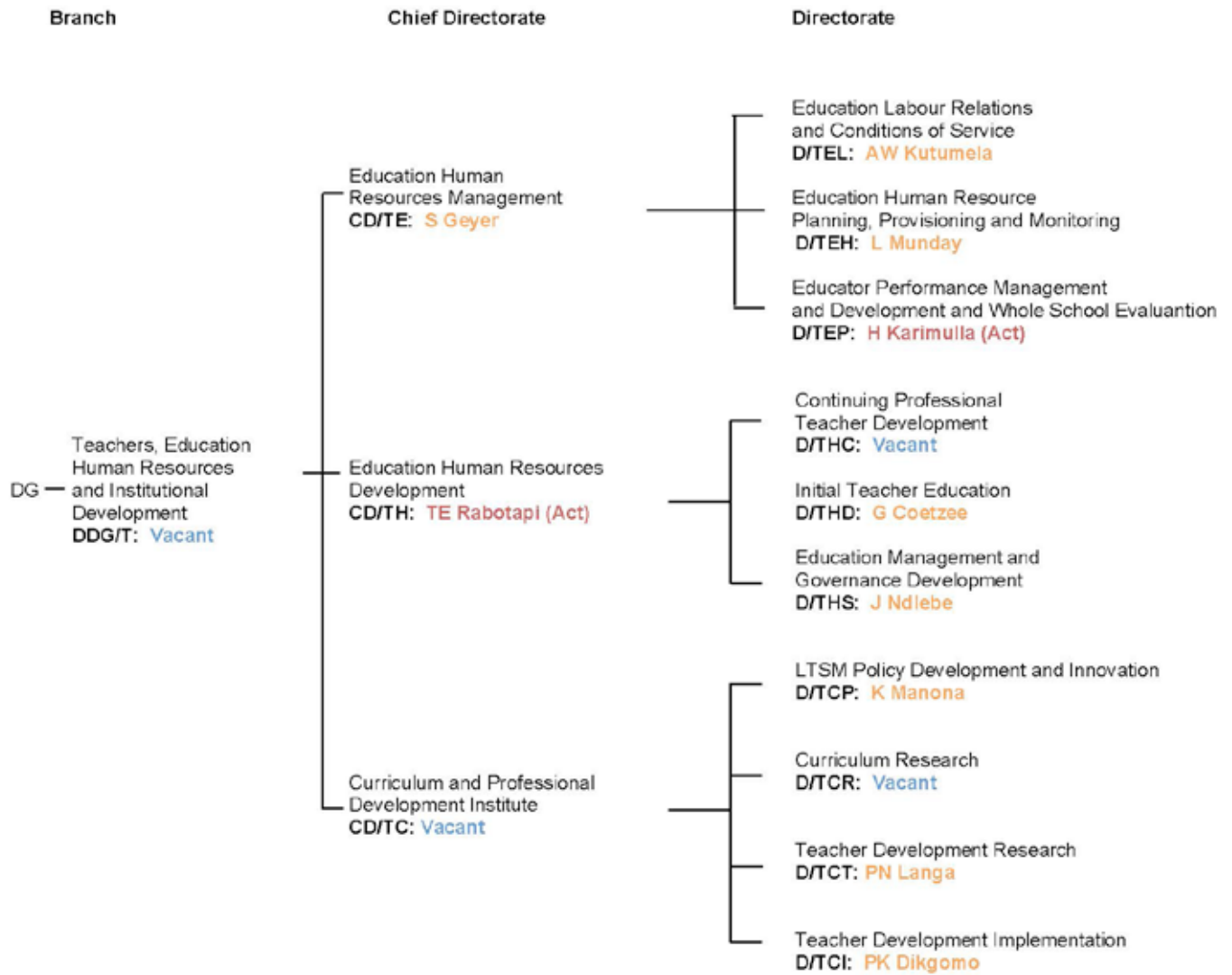








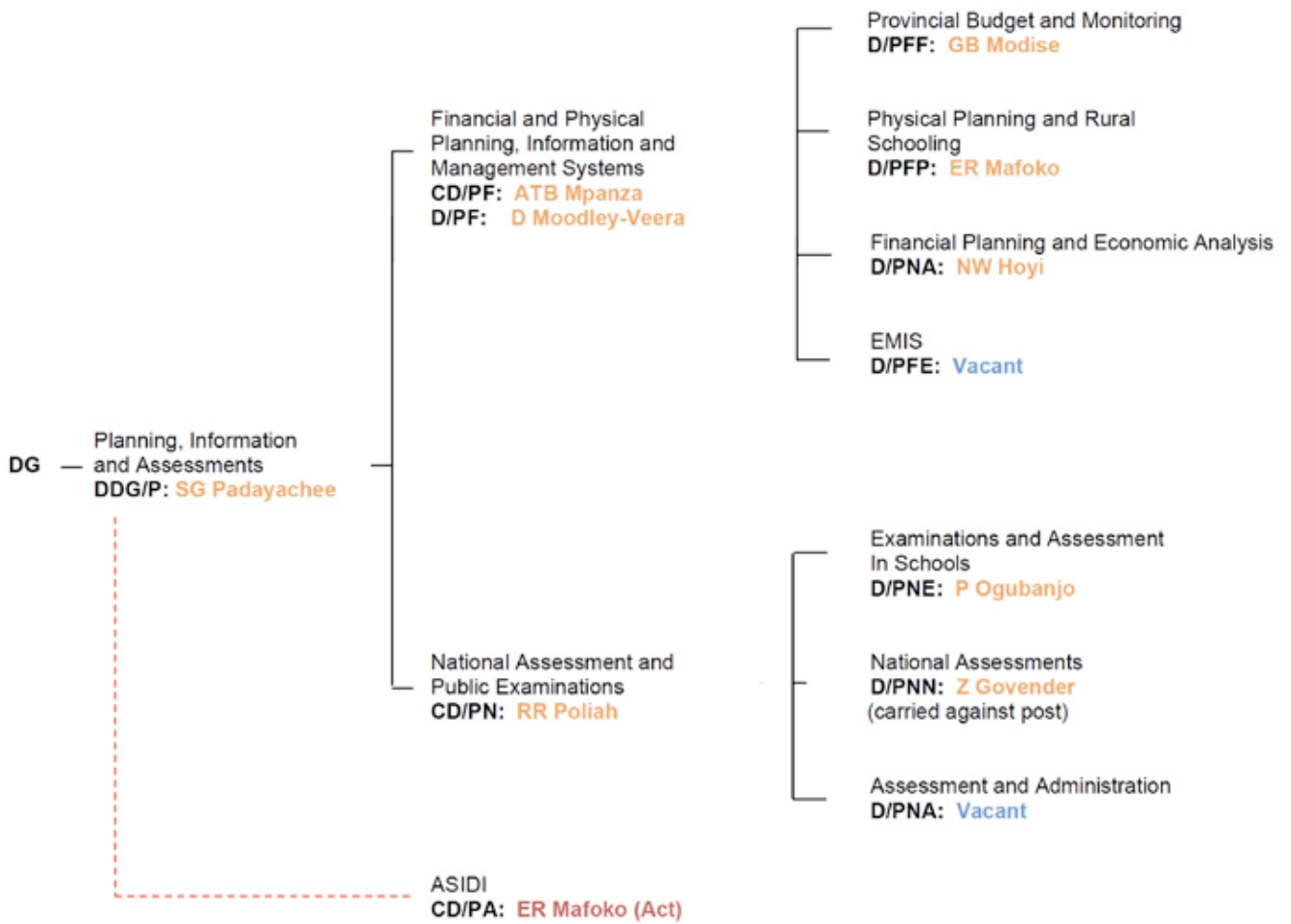


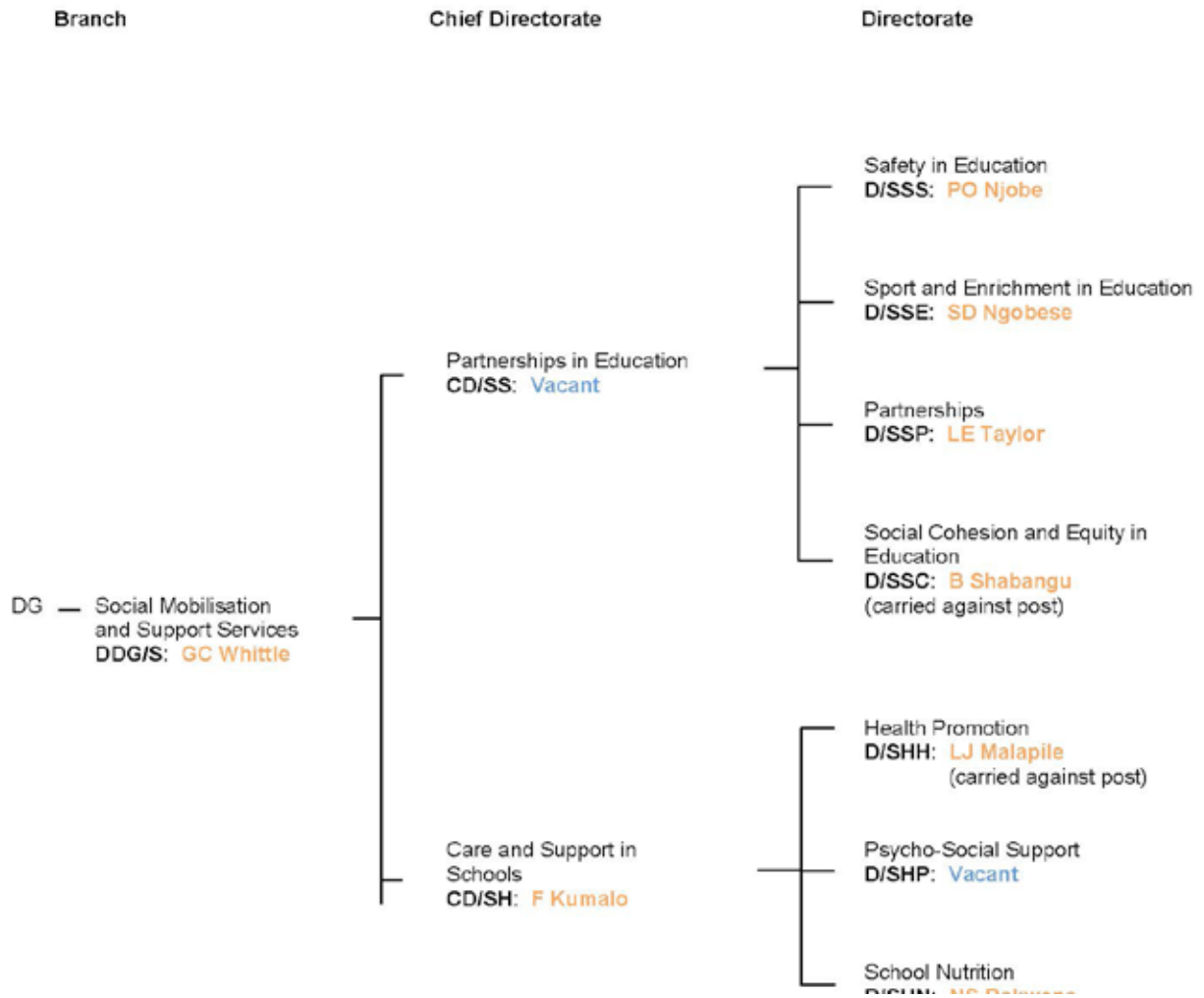


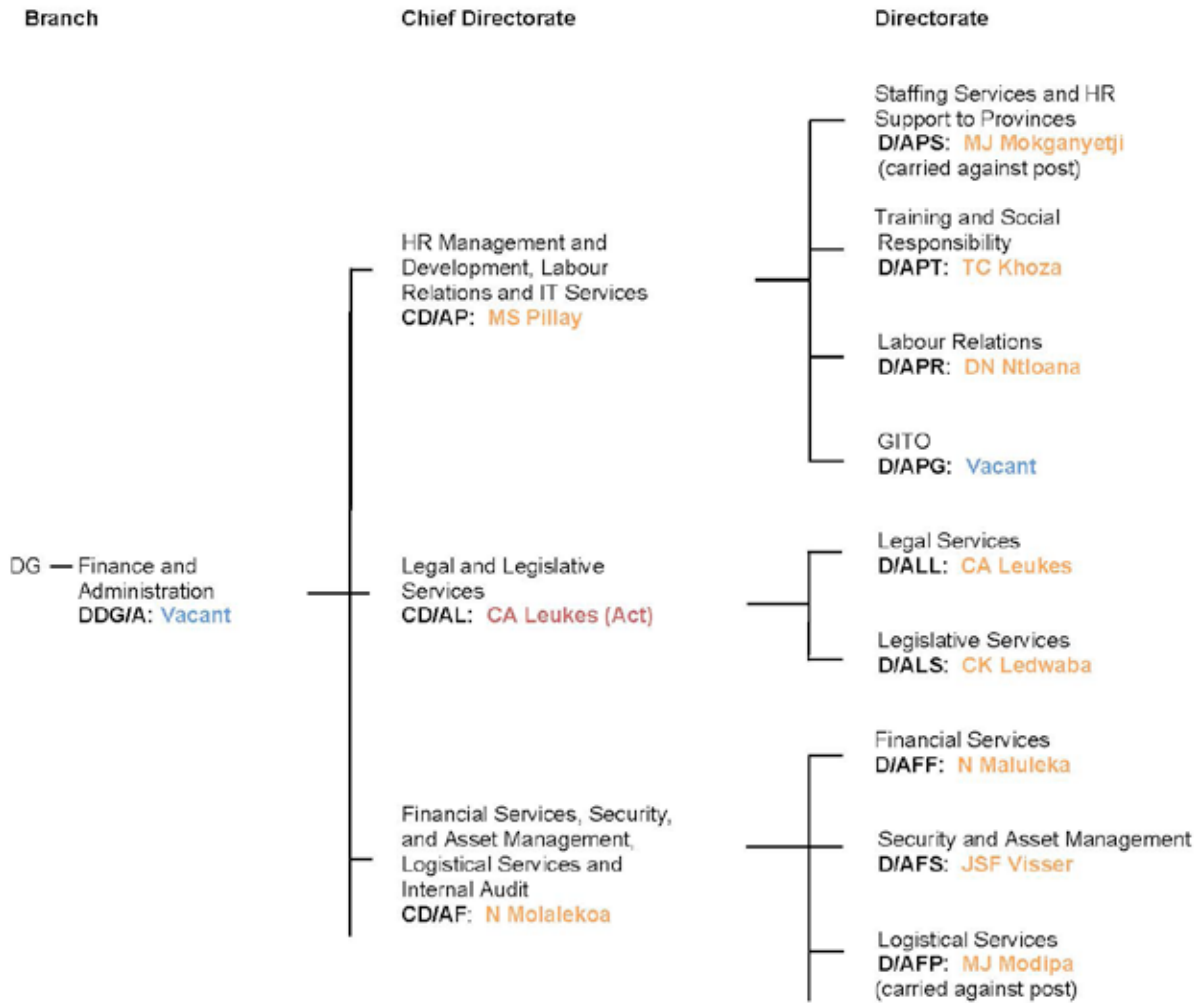
**Branch**

**Chief Directorate**

**Directorate**







## 9. ENTITIES REPORTING TO THE MINISTER

There are two (2) Public Entities that report to the Minister.

**Table 7: Public Entities**

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



# PART B: PERFORMANCE INFORMATION



## 1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

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

Refer to page 183 of the Report of the Auditor-General, published as Part E: Financial Information.

## 2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

### 2.1 Service Delivery Environment

Education is the priority development goal of Government in its efforts to eliminate poverty, inequality and unemployment in South Africa. Despite the achievements of reforms in planning, budget, and development planning, and the considerable Public Sector expenditure which stands at 33 percent of GDP, there is still evidence that public service delivery in the Social Sector needs to be more effective, efficient and more equitably provided. Fragmentation, overlap and duplication have emerged in funding, programme co-ordination, production, and delivery programme design. Corruption and the diversion of state resources have eroded trust in public and state institutions and have resulted in social unrest and service delivery protests. Other inefficiencies in-service delivery include models of delivery which are wasteful, are not aligned to the actual needs of communities, or continue to be resourced in historical and legacy projects.

The legislative environment in the sector has been stable, although the Basic Education Laws Amendment Bill was developed to address issues of school level transformation which are doggedly persistent, which are upheld in the Constitution of the country. Respect for the judgements of the Constitutional Court illustrate the lively constitutional democracy which prevails in the country, along with the vigorous public debate and media narrative on state capture and restoring democratic governance and accountability. Public service delivery which is efficient, effective, driven by value for money, and which affects development outcomes was the priority for the 2017/18 Financial Year and will be for the years to come. Accountability mechanisms such as the Management Performance Assessment Tool (MPAT), Service Delivery Improvement Plan (SDIP), audits and management reports have had to be rationalised and strengthened in order to improve their validity and reliability in reflecting service delivery outcomes. The challenge within the Public Sector will be to empower officials, managers and support staff to translate their accountability responsibilities for learning outcomes into evidence-based programmes for support and delivery which will yield learning improvements.

The economic growth figures for the country were much lower than expected between 2010 and 2015, and had to be revised down with the threat of various ratings and financial downgrades, revenue collection "shortfalls" and the pressure to provide fee-free higher education. Poverty and employment levels deteriorated or remained static at discouraging levels between 2010 and 2017, further compromising NDP goals and expectations, while GDP per capita (an indication of income per person at country level), stagnated in 2016, despite growth between 1994 and 2014. Despite this, and due to the recent upturn in sentiment and confidence, the outlook is more positive, with third quarter GDP per capita surging recently in the period after the third quarter of 2017 due to political and policy stability.

The upturn in sentiment and confidence in the country's future has been reflected in social media and public perceptions, with more immediate social expectations expressed as more parents, teachers, learners and partners have access to ICT. This has made communication of progress, challenges and barriers to development easier and more immediate with respect to developments in the sector. Within schools, the value of technology will be realised and multiplied only with well qualified and functional learning and instruction taking place. The crowded spaces, lack of senior instructional leadership, and inadequate attention to reading, numeracy and other foundational skills in many early grade classes and in broader society still require attention – despite the progress made in isolating the methods that work in deprived contexts. The Department's evaluations in the sector have yielded information on what needs to work better in terms of co-ordination and programme design, but taking action on such findings has required national and provincial effort. This is difficult but necessary – some of these evaluations have been used to improve the systems and models of delivery for our large programmes, and the Department is developing better business processes, service standards for administrative procedures such as those involved in HR and communication across spheres of Government. Better technology-enabled record keeping, management systems and data analysis and use will help the Department do this, but all stakeholders must be equipped to use these systems more effectively.



Within the Education Sector, the development of sector-wide standard indicators of progress and planning alignment has been slow and difficult, but has started yielding fruit, despite the tensions with the auditing of the departmental performance information and management systems which are not always as mature or optimal across all provinces in the sector. It is, however, clear that a collective movement as a sector towards the national development goals as embodied in these common sector indicators is the only way to ensure the sector focuses on quality basic education as a priority for the country.

The commitment of the South African Government in delivering an integrated service to learners stretches far wider than the delivery of the curriculum in the classroom – into programmes which mitigate against poverty. In the South African context, effective learning will only take place if learners are safely at school and on time, have been well fed, are healthy and have the required workbooks, textbooks and stationery. The Department has a lot of work to do to improve the implementation of these programmes, and have used recent evaluations to identify some of this detailed work and improve service delivery. The Scholar Transport Programme, National School Nutrition Programme (NSNP), the Health Services Package which includes a large health education component, health screening and on-site services including deworming and immunisation, sexual and reproductive health, contraception and teenage pregnancy as well as learning and teaching support materials (LTSM) programmes, are the steps the Department continues to undertake to ensure that the Sustainable Development Goals (SDGs) are realised.

In the Basic Education Sector, several evaluations have been completed (Funza Lushaka Bursary Programme, NSNP, Grade 12 Mind the Gap Study Guides and the EGRS) to drive an evidence-based policy agenda. The Department has also undertaken a mapping of national development planning activities with those in the annual plans in order to ensure that the implementation of strategic programmes is aligned substantively to the anticipated outcomes envisioned in the National Development Plan (NDP). In terms of contribution globally, the Department has mapped the goals and activities of the Basic Education Sector Plan – the Action Plan to 2019: *Towards the Realisation of Schooling 2030*, the African Union's (AU) Continental Education Strategy for Africa 2025 and Sustainable Development Goals 2030 (SDGs 2030). These contribute to the evidence-based policy environment and emphasise the integration of the Department's work in the sector within Africa and in the rest of the world.

## **2.2 Service Delivery Improvement Plan (SDIP)**

The 2017/18 Financial Year marks the second phase of the three (3) year cycle for the SDIP. The Department is implementing a three (3) year cycle SDIP focusing on certification as its key service.

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

The Certification Unit operates within two (2) seasons (peak and off-peak seasons). The peak seasons are during the months of January - February and July - August after the National Senior Certificate (NSC) and Senior Certificate (SC) results are released. The off-peak season constitutes the rest of the year. A number of Higher Education Institutions are located in Pretoria and Johannesburg and therefore the DBE becomes a point of access for applications for (a) statement of results, (b) lost/duplicate certificates or (c) combination of results from many examination sittings. It is during this period that the Certification Unit in the DBE experiences long queues from the members of the public. The turnaround time that the clients wait for the final output which is the issuing of replacement or duplicate certificates or certificates from combination of results from different sittings has been reduced. This has a positive impact on the image of the Department.

**Table 8: Main services and standards**

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Issue replacement/duplicate certificates	Former matriculants; Employment Institutions	Turnaround time for the replacement of certificates at the beginning of 2017/18 was 3 weeks	Turnaround time reduced to 2 weeks for all applications	Turnaround time is 2 weeks for 50% of the applicants
Statement of results	Former matriculants	Immediately	Immediately	Immediately

**Table 9: Minimum requirements for Certification**

Application	Required documents per application
Replacement of certificate	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Affidavit from Commissioner Payment
Statement of Results	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment
Combination of Results	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment

**Table 10: Batho Pele arrangements with beneficiaries (Consultation access etc.)**

Current/actual arrangements	Desired arrangements	Actual achievements
Turnaround time for the replacement of certificates at the beginning of 2017/18 was 3 weeks	Turnaround time reduced to 2 weeks	Turnaround time is 2 weeks
The Department communicates with clients via e-mail, post and telephone Certification@dbe.gov.za Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16 P/BAG X 895,Pretoria,0001	On-line application "SMS" facility Suggestion box at the centre of Certification Unit	Same as current Suggestion box at the entrance of Certification Unit However the system is being enhanced to provide an online application and "SMS" facility
Clients can access the service through walk-ins Address: Sol Plaatjie House Public Certification 222 Struben Street Pretoria 0001	On-line application	

**Table 11: Annual application processed within three (3) weeks**

Action	Achievement	Reason for rejection by Umalusi
Applications Received *	17 763	Systems error
Applications Processed	17 133	SC(A) system for issuing Combined Certificate not ready – system development not complete
Certificates issued/received	12 923	
Certificates rejected by Umalusi	418	Lack of supporting documents 2016 November results still to be certified for the bulk certificates to be printed
Verifications processed	6 761	
Statement of results processed	3 577	
Emails received and processed	2 575	
Calls received and answered	3 956	

\*Applications received include statement of results and certificate requests

**Table 12: Complaints mechanism**

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

## 2.3 Organisational Environment

The Department is always striving to respond to its mandate on implementing Outcome 12 – ‘An efficient, effective and development-oriented public service’. The NDP highlights the need for a well-run and effectively co-ordinated state. The Department has delivered on its commitment to appoint personnel in some key vacant positions to enable effective and efficient running of the organisation. However, a total of 17 funded Senior Management Service (SMS) posts could not be filled due to budgetary constraints.

The Department of Planning, Monitoring and Evaluation (DPME), launched the MPAT late in 2017. The launch that used to take place in July, took place in September/October 2017. As much as these are busy months in Government planning and reporting calendar, the late self-assessment which closed in November 2017 did not deter or hamper the successful self-assessment period. Although the Department has regressed in some of the standards, an improvement plan has been developed and its implementation is continuously being monitored. One of the priorities in terms of Outcome 12 is the payment of suppliers within 30 days. In this respect, the Department has drafted an action plan to review processes and risk-mitigating plans for payment of suppliers.

In an effort to mitigate the skills deficit identified in the individual employee’s Personal Development Plan (PDP), the Department, through various skills development programmes, successfully trained 319 employees in the 2017/18 Financial Year. It is expected that the skills base that is being built over time through training/workshops will be used whenever there is a need in the Department. The main objective of the continuous development of staff is to ensure that the Department is able to provide quality services to all its clients at all times and make a meaningful contribution to the broad development agenda of the state.

During the year under review, the Department continued to put in place systems and processes to ensure the implementation of consequence management. Officials are held accountable if and when cases are brought forward.

## **2.4 Key policy developments and legislative changes**

The Draft Basic Education Laws Amendment Bill was published for public comment on 13 October 2017 in Government Gazette 41178. The closing date for comments was 10 November 2017. The closing date was further extended to 10 January 2018. The Department received a large number of comments which are currently being considered by a task team that was appointed by the Minister.

The Bill was, prior to the publication thereof, approved by Senior Management, the Minister and various structures such as Heads of Education Departments Committee (HEDCOM), Council of Education Ministers (CEM), the Social Protection, Community and Human Development (SPCHD) Cluster and Cabinet. A Screening, Identification, Assessment and Support (SIAS) report was also drafted in respect of the Bill that was approved by the DPME. The Bill was also prior to publication, approved by the Office of the Chief State Law Advisor.

## **3. STRATEGIC OUTCOME-ORIENTED GOALS**

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

According to the consolidated 2017 Funza Lushaka bursary awards list, 15 134 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2018, out of a target of 13 500. Information sessions were held with final year Funza Lushaka bursars at Universities to discuss the contractual obligations to serve as teachers at public schools. The Project Charter and Plan for the Funza Lushaka Information Management System Modernisation were approved.

The DBE submitted two (2) progress reports to the DPME on the Improvement Plan following the evaluation of the Funza Lushaka Bursary Programme. By end of December 2017, 89 percent (4 107 of 4 612) of graduates eligible for placement in 2017 were placed, exceeding the annual target of 85 percent. The Department responds to the Action Plan Goal 14 to attract young, motivated and appropriately trained teachers to the profession. In 2017/18 a total of 15 087 young and qualified educators aged 30 years and below were appointed.

#### **Professional Standards for Teachers**

The DBE has worked with the South African Council of Educators (SACE) to develop teacher professional standards and the broader professionalisation of teaching.

#### **Teacher Qualifications**

The DBE participated in the Teacher Education Programme Evaluations by the Department of Higher Education and Training (DHET) where a total of 95 teacher programmes were evaluated.

#### **Teacher internship programmes**

A total of 89 interns participated in the Department of Basic Education's and the Independent Schools Association of Southern Africa's (ISASA) Mathematics and English Programme. 18 DBE-ISASA student interns graduated from UNISA at the end of 2017 and were eligible for placement in public schools in 2018.

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

**Provision of Workbooks**

A total of 59 779 360 Grades R to 9 Volume 1 and 2 workbooks were printed and distributed to 23 712 (100 percent) public schools.

**Provision of Braille workbooks**

The Grades 1 and 2 Volume 1 Life Skills Grades 1 and 3 Mathematics and Grade 2 and 9 Mathematics Braille workbooks were printed and delivered to 22 special schools.

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

Replacement of inappropriate structures: 12 schools were fully completed in 2017/18, with an additional 10 schools being sectionally completed.

Sanitation: a total of 54 practical Completion Certificates were received for sanitation, of which 29 were for 2017/18, 22 for 2016/17, and 3 for 2015/16.

Water: a total of 75 practical Completion Certificates were received for water, of which 43 were for 2017/18, 23 for 2016/17, 4 for 2015/16, 4 for 2014/15 and 1 for 2013/14.

Electricity: a total of 67 Certificates of Compliance were received for electricity, of which 17 were for 2017/18, 45 for 2016/17, 2 for 2015/16, 1 for 2014/15, 1 for 2013/14, and 1 for 2012/13.

**ICT infrastructure**

During the year under review, 4 019 schools were provided with ICT hardware (a mobile trolley with 24 tablets, a server and three (3) teacher laptops) loaded with DBE content through the Universal Service and Access Obligation (USAO) Project.

**Connectivity**

During the year under review, 4 019 schools were provided with connectivity through the USAO project.

**Development and Distribution of Digital Content**

During the year under review:

- 409 PDF digital resources (Textbooks & Graded Readers) were converted into ePubs for use on mobile devices;
- 180 African Storybook Readers were added on the DBE Digital content repository courtesy of South African Institute for Distance Education (SAIDE);
- Six (6) offline digital content textbooks (e-textbooks) were developed for Grade 12 Technical Mathematics & Science, Grade 7 - 9 Mathematics & Grade 7 Natural Science; and
- 12 offline digital content packs were distributed to each of the nine (9) provinces.

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

**National Senior Certificate (NSC)**

The Class of 2017 was the tenth (10<sup>th</sup>) cohort of learners to sit for the National Senior Certificate, and the fourth (4<sup>th</sup>) cohort to write the Curriculum and Assessment Policy Statements (CAPS) -aligned NSC Examinations. The Class of 2017 recorded the third highest enrolment of Grade 12 learners in the history of the basic education system in South Africa.



The total number of candidates who registered for the November 2017 NSC Examinations was 802 431; comprising 629 155 full-time candidates, and 173 276 part-time candidates. Of these candidates, 534 484 full-time candidates, and 117 223 part-time candidates, wrote the 2017 NSC Examinations.

The overall pass rate for 2017 is 75.1 percent, a 2.6 percent improvement from the 72.5 percent achieved in 2016. This represents a total of 401 435 candidates who passed the 2017 NSC Examinations.

Further analysis of the results showed that, of the number of candidates, who wrote the 2017 NSC Examinations:

- 153 610 achieved Bachelor passes (equivalent to 28.7%);
- 161 333 passed with a Diploma (equivalent to 30.2%);
- 86 265 passed with Higher Certificates (equivalent to 16.1%); and
- 99 passed with a National Senior Certificate.

### **National Assessments**

**Systemic Evaluation Study:** Preparations for conducting the first cycle of the Systemic Evaluation was completed. The Department approved a short term partnership with an international assessment agency for the development of tests and frameworks.

### **International Assessments**

The 2016 Progress in International Reading Literacy Study (PIRLS) results for South Africa were released in December 2017. South African learners scored 320 points at Grade 4 level and there was no significant difference between 2011 and 2016 scores.

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

In an effort to ensure that Grade R classes are well resourced and to support the Early Childhood Development Programme, 4 968 ECD practitioners were trained at National Qualification Framework (NQF) level 4.

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

The amended *Policy on the Organisation, Roles and Responsibilities of Education Districts* was approved by the Council of Education Ministers (CEM) of 9 November 2017. The Minister of Basic Education published the amended Policy through a Government Gazette on 19 January 2018. The policy will now make it possible for provinces to implement the minimum staffing norms for districts.

The District Standard Routines and Operations Guideline was revised and completed in the first quarter of the financial year. A total of 22 500 copies were printed and distributed to all provinces and districts.

Following a 2016/17 survey conducted to determine the percentage of school principals rating the support services of district offices as being satisfactory - an improvement plan was then developed in 2017/18 for district offices to assist principals to improve on areas of under-performance.

The DBE conducted a study "*Schools that Work II*", to explore the circumstances under which schools achieve good results while others in the same situation underperform. By the end of March 2018, the DBE had presented best practices from schools that work to over 1 700 school managers who come from under-performing schools in 18 districts.

#### **f) Partnerships for education reform and improved quality**

The National Education Collaboration Trust (NECT) continues to work closely with the DBE to improve the functionality of critical systems at national and provincial levels. The Department, through the NECT, developed a process that utilises a self-assessment instrument - Fundamentals of Performance (FoPs) – to generate data that assesses district functionality and assists in the development of remedial measures through a District Improvement Plan. Through a process led by the DBE, the FoPs tool was implemented in 24 districts (35 percent) across all provinces, involving 1 113 district officials.

## 4. PERFORMANCE INFORMATION BY PROGRAMME

### PROGRAMME 1: ADMINISTRATION



## **4.1 PROGRAMME 1: ADMINISTRATION**

### **4.1.1 PURPOSE**

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

The programme also provides strategic leadership with reference to medium- and long-term strategic goals, priorities and objectives in the DBE and in the broader sector. In order to strengthen performance information in the sector, the SDIP needs to go hand in hand with the MPAT and also work with the Auditor-General of South Africa (AGSA) and the DPME to realise the goals of the Department.

The programme's supportive role involves ensuring that business process workflow management tools are in place, Human Resource and Legal Services adhere to policies and regulations, and most importantly Finances are managed accordingly.

In addition, the programme has embarked on monitoring, evaluation and reporting on the (medium- to long-range) performance of the education system, including comparative analyses and research co-ordination in support of overall sectoral goals.

### **4.1.2 LIST OF SUB-PROGRAMMES**

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

### **4.1.3 STRATEGIC OBJECTIVES**

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

### **4.1.4 PROGRAMME OVERVIEW**

The Programme: Administration is responsible for managing the Department through the provision of strategic leadership, management and support services to the Department. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. The indicators in this programme are directed towards performance improvement and development, compliance, accountability and sound financial management systems. The activities of the programme support the Action Plan to 2019: *Towards the Realisation of Schooling 2030* and cut across all its goals.

### **4.1.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

#### **4.1.5.1 HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT, LABOUR RELATIONS AND IT SERVICES**

**The DBE, through the Corporate Services Unit, co-ordinated the following programmes in the sector:**

To ensure adequate human resources for the attainment of outcomes for Action Plan to 2019.

The DBE advertised 98 posts during the year under review. The following key posts were advertised:

- Director: Assessment and Administration;
- Director: Education Management Information Systems (EMIS);
- Director: Logistical Services; and
- Chief Director: Partnerships in Education.

Appointments in these key posts are imminent.



The following key posts were filled:

- Director: Legislative Services;
- Director: Curriculum (General Education and Training); and
- Director: Sports in Education.

During the year under review, the DBE had a ratio of 38 percent female appointments to 62 percent male appointments at Senior Management Service (SMS) level. At Middle Management Service (MMS) level, the staff complement has attained 50 percent women of all racial groups and 50 percent of males of all racial groups. However, the overall ratio in the Department is 59 percent female to 41 percent male staff. In this regard the Department has exceeded the 50:50 percent ratio.

**The DBE, through the Training and Social Responsibility Unit, co-ordinated the following programmes in the sector:**

A total number of 301 employees attended skills development and training programmes and 27 training programmes were conducted. 14 officials attended the internal induction programme, while 18 officials attended the Compulsory Induction Programme.

The DBE appointed 12 interns during the period under review and one (1) learnership was awarded.

During this period, the following significant days were commemorated: Africa Day, Nelson Mandela Day, Women's Day, Heritage Day and World Aids Day. An HIV and AIDS Counselling and Testing (HCT) Campaign and a Financial Wellness Campaign were conducted in December 2017.

**The DBE, through the Labour Relations Unit, co-ordinated the following programmes in the sector:**

Three (3) grievances were lodged, resolved and finalised within the 30 days' timeframe. Three (3) disputes were lodged during this period, two (2) were dismissed and one (1) was upheld. There was stability regarding labour relations issues in the Department over the period under review.

**The DBE, through the Government Information Technology Officer (GITO) Unit, co-ordinated the following programmes in the sector:**

During this period, 75 required changes which were required by the application owners, security requirements, infrastructure capacity and System Development Lifecycle (SDLC) processes for the following applications were monitored, implemented and released in production:

- Learner Unit Record Information Tracking System (LURITS);
- National Senior Certificate (NSC) and Senior Certificate (SC(A)); and
- South Africa Schools Administration and Management System (SA-SAMS).

During the period under review, 12 monthly Service Level Agreement meetings with the State Information Technology Agency (SITA) were held and the resolutions taken were monitored and implemented. Ten (10) ICT Steering Committee meetings were held and the resolutions were monitored and implemented. 12 ICT operational meetings were held and the resolutions were monitored and implemented.

The Secure Data Centre hosting the education transversal Business Applications was replaced (refreshed) by a full-managed Cloud Data Centre with full Disaster Recovery capability and all the applications successfully migrated. Preparation for the refreshment of the Virtual Private Network (VPN) and Local Area Network (LAN) infrastructure (including VOIP) has been completed in order for the procurement of the infrastructure and implementation of the refreshment with effect from the next reporting financial year.

**The DBE, through the Human Resource Management and Development, Labour Relations and IT Services Chief Directorate, reported the following under-achievements:**

The DBE was not in a position to fill all vacancies, particularly at SMS level, as a result of cuts in the Compensation of Employees budget. Although service delivery was not severely impacted upon, staff had to bear the added responsibilities for posts not being filled.

The achievement of 50 percent female target at SMS level is difficult as there are not many male retirements to allow for females to move into posts. The Department continues pursuing the policy of succession planning, taking this very real problem into consideration. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various identified areas such as financial planning, project management and advanced management and leadership courses.

The SITA does not have the capacity to respond to the application development requirements of the Department as required. To mitigate this, development capacity for the specific applications are provided to the SITA by the Department while the SITA is increasing its internal capacity. It was further escalated to the Chief Executive Officer (CEO) of the SITA and improvement plans have been put in place in order to increase the capacity of the SITA.

#### **4.1.5.2 FINANCIAL SERVICES, SECURITY AND ASSET MANAGEMENT**

**The DBE, through the Financial Services Unit, co-ordinated the following programmes in the sector:**

The Department received an unqualified audit opinion in the 2016/17 Financial Year. The Annual Report including the audited financial statements was tabled in Parliament on 27 September 2017. The Department continued to prepare the Quarterly Interim Financial Statements and submitted these to the National Treasury 30 days after the end of the quarter.

The 2018 Medium-Term Expenditure Framework (MTEF) budget was compiled and submitted to the National Treasury. The Department did reprioritisation on the budget in order to cover priorities of the Department in line with the National Development Plan (NDP). The mid-term adjusted budget was compiled and submitted to the National Treasury with the Chapter. Shifting of funds and Virements were applied in line with Section 43 of the PFMA. National Treasury approvals were granted in other requests made by the DBE on shifting of funds. The adjusted budget was captured on the system.

The 2018 Estimated National Expenditure (ENE) database and the Department's Chapter was finalised and submitted. Monthly cash flow statements were prepared and submitted to the Executive and Management and the monthly report on the Department's expenditure was submitted to the National Treasury in terms of the PFMA. 99, 33 percent of invoices were paid within 30 days.

The Department continued to monitor the spending trends and compliance with the Division of Revenue Act (DoRA) regarding conditional grants. Monthly reports on conditional grants were submitted to the National Treasury in terms of DoRA and funds were withheld to provinces that continue to under spend on their transfers. Quarterly reports of Public Entities were analysed and reported to the Minister on progress made for the quarter and their spending trends. The 2018/19 budgets of these entities were reviewed and recommended to the Minister for approval.

The Department continued to implement a user-friendly budget code structure. Requisition of funds was performed monthly and the reconciliation of Ledger accounts was done. Financial policies were reviewed in line with the revised instruction note and other prescripts. The DBE continued to provide support to provinces during the budget standard exercise in collaboration with the Provincial Budget Monitoring Unit. Furthermore, the DBE visited Implementing Agents that are managing Infrastructure projects and held monthly meetings in collaboration with the Office of the Director-General and Infrastructure Unit.

**The DBE, through the Security and Asset Management Unit, co-ordinated the following programmes in the sector:**

All assets have been managed by the Department in line with the PFMA, minimum requirements and financial guidelines from the National Treasury. The Asset Register is compliant with the minimum requirements and an unqualified audit report was obtained in the 2016/17 Financial Year. The DBE developed a relationship with the Eastern Cape Public Works Department and ensured that there is an understanding in relation to the process of accepting the Section 42 transfers. This relationship will expedite the process of accepting the Section 42 transfers.

The Loss and Disposal Committee Meetings took place during this financial period. Out of 140 reported cases, 22 were written off and 118 cases are pending.

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

All 421 requested events were managed successfully as required by the line function. By splitting up the quotations that were received by Travel with Flair (TWF), the Department saved a substantial amount of money, for example, the NSC saved R4, 6 million and the National Teaching Awards (NTA) saved R1, 5 million.

Transferring of immovable tangible capital assets in terms of Section 42 to Public Works Provincial Departments are problematic. Continuous follow-up was made. The Free State Province is the only province that responded to the Section 42 letter. However, there are still some disputes.

**The DBE, through the Office Accommodation Unit, co-ordinated the following programmes in the sector:**

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

**The DBE, through the Supply Chain Management Unit, co-ordinated the following programmes in the sector:**

Advertisement of tenders as per Procurement Plan: An approval to advertise tenders was obtained.

Bid Committee Meetings: Specifications were scrutinised and tenders were evaluated.

Development and implementation of an Invoice Receipt Register: All invoices received by the Department were recorded and submitted to Procurement Unit on a monthly basis. Five (5) points to which invoices from suppliers are delivered have been identified. Guidance has been given to these five (5) points as to how to complete the Invoice Receipt Register and submit to Procurement. All invoices received by the Department are traceable.

Management of the travel project: Travel bookings and payments were actioned as received.

**The DBE, through the Financial Services, Security and Asset Management Chief Directorate, reported the following under-achievements:**

Not all tenders were awarded due to the delay in the process.

#### **4.1.5.3 LEGAL AND LEGISLATIVE SERVICES**

##### **The DBE, through the Legal Services Unit, co-ordinated the following programmes in the sector:**

Court Cases against the Minister/Department:

Solidariteit Helpendehand NPC and Another v Minister of Basic Education and Another: The Applicant applied for a declaratory order that certain criteria for the awarding of a Funza Lushaka bursary for the Foundation Phase be declared to be inconsistent with the Constitution. The Applicants' specifically challenged the criteria which require candidates to specialise in an indigenous African language and which give preference to candidates from rural areas. The Applicants' contention was that this criteria indirectly and unfairly discriminates against white learners and should be declared to be inconsistent with the Constitution. The Department's contention was that the criteria does not unfairly discriminate against white learners. Nowhere in the criteria is race mentioned. Furthermore, the criteria addresses a specific dire need which is to provide teachers in the Foundation Phase who can teach in an indigenous language in the Foundation Phase and in rural areas. The matter was argued in court in June 2017. The application was dismissed and there was no order as to costs.

CTP v Department of Basic Education: The Applicant applied for an order to set aside the decision of the First Respondent (Director-General) to award the tender RT 22-2016 to the Lebone Consortium. The case was heard in January 2018. The application made to the court by CTP was unsuccessful and therefore dismissed. The judgement was in favour of the Department.

##### **The DBE, through Legislative Services Unit, co-ordinated the following programmes in the sector:**

Basic Education Laws Amendment (BELA) Bill:

The BELA Bill was published in October 2017 to call for comments. The DBE received more than 5 000 submissions from the general public and education stakeholders. A Task Team that consisted of representatives of the PEDs started with the process of perusing the comments and consolidating the Bill.

Drafting and amending of regulations in accordance with the relevant Act:

The DBE is considering amending safety regulations in order to ensure safety in our schools. The DBE is also considering the possibility of developing regulations relating to school hostels for learners with special educational needs.

**The DBE, through the Legal and Legislative Services Chief Directorate, reported zero (0) under-achievements for the period under review.**

#### **4.1.5.4 STRATEGIC PLANNING, RESEARCH AND CO-ORDINATION**

The Chief Directorate (CD) plays an extensive liaison role in enhancing decision-making and policy support in the sector through providing contributions to administrative and political leadership and co-ordination in the concurrent function that is the Basic Education Sector. In addition, the CD provides analysis which is valued on the progress and performance of the sector, and which influences the policy debate and narrative on education in South Africa using data and information from various agencies, Government departments such as Statistics South Africa (StatsSA), the Human Sciences Research Council (HSRC), the National Response Framework (NRF), Universities and Research Agencies. The Chief Directorate is active in the development of the National Evaluation System intended to improve Government performance and key evaluations have been completed to inform improvement in the implementation of the Grade R provision, the Funza Lushaka Bursary Programme for improving the supply of teachers, the National School Nutrition Programme (NSNP), and the implementation of the curriculum. The CD contributes to sector co-ordination, monitoring and reporting and is acknowledged as a locus of evidence championship within Government and within the public sector more broadly. Members of the CD provide advice on system performance monitoring and progress on sector programmes, and provide contributions on the aligned planning and reporting obligations to enable accountability in the sector and research in the sector.

Furthermore the Chief Directorate assists in capacity building of district managers in skills and competencies using management data and information on the schooling system. The units within the CD are enabled to develop staff members through active



exposure to public management and technical opportunities and partnerships with academic, governmental and non-governmental partnerships. The CD continues to work on the incorporation of long-term goals including the Continental Strategy for Africa 16-25, and the SDG Goal 4 into the work of the DBE and broader sector. Programme, planning and policy information constraints have been reduced and this has strengthened research, monitoring exercises and activities in support of the African and National Development Agenda. The work on the best methods to teach reading in African Languages is acclaimed and has infused partnerships in support of improvement in the early grades. The CD is working to institutionalise this work in needy schools.

The CD also provides advice, technical support and contributions to the accountability framework of Government and the sector and has provided input into the development and design of monitoring tools, systems and drives within the DBE and sector programmes. Members of the CD have been appointed to various leadership and steering groups in academic and policy institutes, Statistics South Africa, the Presidency/DPME, and they provide key contributions on education policy, planning and co-ordination, to the work of the Auditor-General, Provincial Education Departments and various partners in the Education Sector.

**The DBE, through the Strategic Planning and Reporting Unit, co-ordinated the following programmes in the sector:**

The 2018/19 Annual Performance Plan (APP) was finalised and tabled in Parliament on 12 March 2018 and uploaded to the DBE website on 14 March 2018.

The 2016/17 Annual Performance Report was finalised and tabled in Parliament on 27 September 2017 and presented to the Portfolio Committee on 4 October 2017. The Quarterly Reports for 2017/18 were submitted to the DPME, the National Treasury and presented at the Portfolio Committees as per schedule. The Outcome 7, 13 and 14 Reports for 2017/18 were also submitted to the lead Departments as per reporting obligations. The Outcome 1 Report will serve in Cabinet bi- annually and not quarterly as reporting obligations were revised by the DPME in March 2018.

The 2018/19 APPs for Public Entities: UMALUSI and SACE were tabled in Parliament on 9 and 12 March 2018 respectively. The Quarterly reports for UMALUSI and SACE were analysed and submitted to the Chief Financial Officer's (CFO's) office.

In terms of the support function given to provinces, the quarterly Provincial Sector Reports were analysed and presented at the HEDCOM Sub-Committee for Planning, Monitoring and Evaluation (PME). The analysis were based on six (6) thematic areas that relate to the Medium-Term Strategic Framework (MTSF). All Provincial Education Departments (PEDs) have strengthened the interventions in support of the Grade 12 NSC Examinations. The overall performance on the NSC Examination shows major improvements in learner performance and the overall administration of the examination. An analysis conducted indicates that all PEDs have complied with reporting on the standardised performance indicators for the third quarter report in response to the sector's performance. This is an improvement for the sector in responding to the sector report. A special CEM meeting was convened in March 2018 in response to infrastructure challenges and an audit was conducted to address the backlog with regards to the provision of sanitation.

The DBE, in collaboration with the PEDs, developed 18 Programme Performance Measures (PPMs) in addition to the existing ones. The purpose was to strengthen the alignment of the sector indicators and targets to the MTSF.

The progress on the alignment of the APPs for the DBE and PEDs to the MTSF was presented to the Portfolio Committee (PC). An analysis of the MTSF-aligned PPMs was finalised and presented at the HEDCOM Sub-committee for PME.

The development of these sector indicators will enable the sector to improve service delivery in ensuring that outcome- and impact-focused deliverables are developed and implemented. The development of the new MTSF-aligned indicators will also enable improved governance and decision-making for the sector leading to an improved audit outcome for the implementation of the MTSF. The development of the new MTSF indicators will guide the sector in further developing and improving tools, systems and processes for effective implementation and ensuring the provision of Quality Basic Education.

A Challenge Assessment through the Management Performance Assessment Tool (MPAT) was completed and submitted to the DPME on 2 March 2018. The Department has identified the need to strengthen the MPAT Key Result Areas to ensure continued improvement in responding to the MPAT scores, systems and processes.

The quarterly Branch Reviews were convened highlighting performance information for 2017/18, progress for the Outcome 1 Report as well as planning for the 2018/19 Financial Year.

Through the guidance of the Department of Public and Service Administration (DPSA), the DBE, through the Service Delivery Improvement Plan (SDIP) developed Service Standards for Certification.

**The DBE, through the Research, Co-ordination, Monitoring and Evaluation Unit, co-ordinated the following programmes in the sector:**

The General Household Survey (GHS) 2016: Focus on Schooling is a sample survey conducted by Statistics South Africa (StatsSA) in approximately 30 000 households. The household data is collected annually from January to December and the survey has been conducted since 2002 with the 2016 as the latest one. The DBE conducts an annual re-analysis of the education data producing a report specifically on education. This is used for sector planning, reporting, evidence for audit and informing sector trends. The findings of the report were presented at Senior Management Meeting (SMM), Heads of Education Departments Committee (HEDCOM), in a Broad Management Meeting and at a HEDCOM Sub-Committee meeting in February and March 2018. The final report is published on the Department's website.

The School Monitoring Survey (SMS) 2017/18 was conducted to monitor the progress on key indicators aligned to the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. This will help inform planning and highlight areas that require improvement in our school system. The School Monitoring Survey 2017/18 focuses specifically on gathering information which is not available in other systems, such as the Education Management Information System (EMIS). Schools were visited between October and November 2017 for the quantitative data collection as part of the 2 000 schools selected across the country. From the 2 000 schools, 18 schools were selected to participate in the qualitative case studies component of the survey which took place in March 2018 in Limpopo, the Free State and the Western Cape. The qualitative case studies component will assist the Department in deepening the understanding of selected indicators from the data collected in 2017. The indicators selected for further investigation are:

- The average hours per year spent by teachers on professional development activities;
- The percentage of schools producing the minimum set of management documents at the required standard;
- The percentage of schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness;
- The percentage of schools visited at least twice a year by district officials for monitoring and support purposes;
- The percentage of school principals rating the support services of districts as being satisfactory; and
- Assessments – Perceptions, knowledge and practice.

The district capacity building targeted district directors and EMIS officials to be trained on data utilisation and evidence-based decision making, using education data to improve district management and decision-making. The District Capacity Building Training took place in November and December 2017, as well as January and February 2018 for Group 1. Participants were required to complete an assessment at the end of the week, as well as evaluation forms. Training for Group 2 took place between February and March 2018. Moderation of assessments and evaluations are being finalised, and the Research on Socio-Economic Policy (ReSEP) was requested to submit a draft report based on preliminary findings by March 2018.

The DPME and the DBE jointly commissioned the Implementation Evaluation of the National Curriculum Statement Grade R to 12, focusing on the Curriculum and Assessment Policy Statements (CAPS), as articulated in the National Evaluation Plan of the DPME in March 2016. The report, management response and an improvement plan were presented to the Joint Teacher Development and Curriculum Management (TDCM) and National Examinations and Assessment Committee (NEAC), the HEDCOM Sub-Committee, the SMM, the HEDCOM and the CEM in July, August and September 2017. Furthermore, the three (3) documents were presented to the Social Protection, Community and Human Development (SPCHD) cluster in September 2017, where the cluster approved that the evaluation serve at Cabinet. The Minister of DPME subsequently approved that the evaluation serves at Cabinet. The evaluation report, management response and improvement plan was released on the DPME and DBE websites in March 2018.

A consultative forum to disseminate the progress report on basic education Sustainable Development Goal 4 (SDG 4) in South Africa was held in October 2017. Key education stakeholders were invited where Statistics South Africa (StatsSA) shared the indicator progress report with aims to discuss data quality issues in preparation for responding to various reporting requirements, specifically SDGs.

Sub-outcome 4 in the Medium-Term Strategic Framework (MTSF) 2014-2019 requires the DBE to report on the “Percentage of Grade 1 entrants who attended Grade R that are school ready”. Currently there is no national assessment to gauge learner readiness to make a transition from Grade R into Grade 1. It was therefore required that an assessment system be implemented to assess the readiness of Grade 1 entrants. In the period under review, a partnership between the DBE and Innovation Edge in developing the Grade 1 Readiness Assessment was approved and the Memorandum of Understanding (MoU) between the two (2) parties has been drafted for review by both legal teams.

The DBE, in collaboration with the DPME, has commissioned a scoping study on the Early Grade Mathematics Study (EGMS). The purpose is to identify and recommend policy interventions which have an impact on the teaching and learning of early grade numeracy and is characterised by strong theories of change, as well as cost structures that would be sustainable on a large scale. The Terms of Reference (ToR) was issued in October 2017, and service providers were appointed in November 2017. A stakeholder workshop was held at the DBE in January 2018 to validate, develop and add to a policy narrative; and develop and populate a framework to inform the search strategy for the evidence mapping exercise. The policy narrative, evidence map framework and accompanying definitions were finalised and submitted by an Education Specialist in March 2018. A screening clinic took place on titles and abstracts in February 2018, and an inclusion criteria for international and domestic literature was finalised. A data extraction clinic took place between February and March 2018 for data extractions on full-text articles. Through an iterative process, a data extraction tool for the evidence map was finalised. The Education Specialist was requested to submit a quality assessment report based on a sample of 50 full-text reports and extracted summaries from the data extraction clinic. The report was submitted in March 2018.

The Early Grade Reading Study II Mpumalanga is designed to evaluate new ways to assist and support teachers to teach early grade reading more effectively in English First Additional Language (EFAL), specifically by considering the cost-effectiveness of two (2) different ways of coaching and supporting teachers. The premise of the two (2) interventions is to change teachers’ instructional practice through the use of daily lesson plans, training and coaching, and the provision of integrated educational material. The two (2) strategies to training and coaching which were evaluated entailed: the traditional centralised training, complemented with regular on-site coaching, and the traditional centralised training, combined with an Information and Communications Technology (ICT) component, that includes tablets provided to teachers and a virtual coach which provides on-going support through cell phone messaging and phone calls to the teacher. The study is taking place in two (2) districts in Mpumalanga with 180 schools.

During the 2017-2018 Financial Year, the Grade 1 teachers participating in the study received learning and teaching support material, training and coaching. The training provided entailed one-day cluster workshops at the start of each term, whereas the coaching was on-going throughout the year. The midline data collection took place between October and November 2017 in 180 schools, with Khulisa Management Services opting to collect data for an additional two (2) days in November because of community protests and union activities that had led to learner absenteeism. Case studies were conducted in six (6) schools in October 2017. Furthermore, a lesson observation study was conducted that entailed data collection in September 2017.

In January 2018, 184 Grade 2 teachers received centralised training in Badplaas, Mpumalanga. During the first school term, these teachers also received on-going support, either through on-site coaching once every three (3) weeks, or virtual coaching on a more continuous basis. These trained teachers have been implementing the EFAL teaching methodology from this study in Grade 2 during the first term.

The DBE, in collaboration with the University of Witwatersrand and other researchers, has been conducting research on the acquisition of reading in the North West since 2015 through the Early Grade Reading Study I North West (EGRS1). The study is intended to evaluate three (3) interventions aimed at improving the teaching of Setswana as the Language of Learning and Teaching in the Foundation Phase. The three (3) interventions are: a teacher training course focused specifically on the teaching of reading; an on-school support programme to teachers consisting of reading coaches, lesson plans and graded readers; and a package designed to improve parental involvement (and monitoring) for children learning to read. This has been conducted through the evaluation method of a Randomised Control Trial (RCT) to evaluate the causal impacts of the three (3) interventions. The EGRS in the Ngaka Modiri Molema and Dr Kenneth Kaunda districts in the North West, has been running since 2015 and continued implementation in Grade 3 throughout the 2017 academic year. The results of the study after two (2) years of implementation were released in August 2017. In March 2018, an Improvement Plan workshop was held in line with the National Evaluation Framework.

The HEDCOM Sub-Committee meeting on Planning, Monitoring and Evaluation (PME) took place in June and October 2017 and again in March 2018 at the Department.

**The DBE, through the Co-ordination and Secretarial Support Unit, co-ordinated the following programmes in the sector:**

During the period under review, 70 meetings were scheduled, amongst which 57 were convened. The DBE has successfully managed the logistical arrangements, agenda-setting and record drafting for all the convened meetings.

**Table 13: Breakdown of Meetings**

Co-ordinating Mechanism	Scheduled Meetings	Meetings Held	Meetings Not Held
Broad Management (BM)	11	9	2
Council of Education Ministers (CEM)	5	5	0
Heads of Education Departments Committee (HEDCOM)	6	6	0
Education Labour Relations Council (ELRC) Education Indaba	1	1	0
Middle Management (MM)	4	3	1
Senior Management (SM)	21	12	9
Social Protection, Community and Human Development (SPCHD) Cluster	11	10	1
SPCHD Cluster Technical Working Group (TWG)	11	11	0
<b>Total</b>	<b>70</b>	<b>57</b>	<b>13</b>

In terms of other delivery obligations, the DBE, together with Education Labour Relations Council (ELRC), hosted the Education Indaba in June 2017. The aim of the Indaba was to address some of the critical challenges that deter the attainment of quality education in public schools. Curriculum-related matters, as well as issues that relate to education policy formulation, were also discussed.

The DBE facilitated the processing of HEDCOM Sub-Committee reports at the HEDCOM meetings. Such reports are processed at HEDCOM every two (2) months.

The DBE facilitated the processing of the Forum of South African Directors-General (FOSAD) Cluster Reports at SMMs. These are the Governance and Administration (G&A) Cluster, Economic Sectors, the Employment and Infrastructure Development (ESEID) Cluster, the International Co-operation, Trade and Security (ICTS) Cluster and the Social Protection, Community and Human Development (SPCHD) Cluster. The report of the SPCHD Cluster is tabled at SMM on a monthly basis.

Furthermore, the FOSAD Management Committee (ManCo) held in February 2017, resolved that the Co-chairpersons of the SPCHD, ESEID and JCPS Clusters should establish a Priority Committee of key departments to deal with the scourge of drugs in communities. The DBE, together with the Department of Social Development (DSD) is responsible for managing this Committee. The latest meeting of the Priority Committee to deal with the scourge of drugs in communities was held on 26 September 2017.

The DBE finalised a consolidated schedule of the 2018 HEDCOM and CEM meetings. This was presented and approved at the HEDCOM meeting held in June 2017. The document was presented for final approval at the CEM in July 2017.

The DBE finalised a report on the Processing of Information on Current, Critical and Topical Events in the Schooling Sector, and tabled it before SMM and Broad Management Meeting (BMM) held in August 2017.

The DBE finalised a Reporting Protocol for the Ministerial Task Teams (MTTs) within the Basic Education Sector and tabled the same before SMMs held on 9 June and 4 August 2017. The Minister formally approved the protocol.

**The DBE, through the Strategic Planning, Research and Co-ordination Chief Directorate, reported the following under-achievements:**

Some elements of the Departmental Research and Evaluation Plan were complied, but were not approved in time for the MPAT evaluation. The plan is in the final development stage and will be finalised and approved in the 2018/19 Financial Year. Two (2) BMs, one (1) MMM, nine (9) SM and one (1) SPCHD Cluster were not convened due to unexpected cancellations, which was a result of the busy schedules of the Executive Authorities and Senior Managers. The Secretariat continues to endeavour to ensure that all scheduled meetings convene accordingly.

#### **4.1.5.5 OFFICE OF THE DIRECTOR-GENERAL**

**The DBE, through the Business Process Management Unit, co-ordinated the following programmes in the sector:**

During the Financial Year 2017/18, 307 parliamentary questions were received from Parliament and were distributed to the respective branches accordingly. All the 307 responses were tabled in Parliament during the year under review.

The Department received a total of 1 889 submissions. Out of those, 1 525 were DG submissions while 87 and 277 were Deputy Minister's and Minister's submissions respectively.

The Office of the DG received a total of 2 169 DG memos in the year under review. Of the total, 1 567 were finalised while 602 remained outstanding or were not updated.

In the area of Information and Communications Technology (ICT), the unit identified business processes solutions (e-Submissions) and ensured its installation. Currently the unit is managing the pilot project and assisting Programme two (2) Curriculum Policy, Learning Support and Monitoring to transition to digital submissions.

The DBE managed the formation and enhancement of ICT committees and co-ordinated meetings with the same. The DBE managed and advised on the development of the ICT Strategy in the sector by laying the foundation and groundwork for the same as well as produced a framework which has been superseded by the NECT version. A survey of schools connectivity was conducted.

The Department continued assessing external projects for Operation Phakisa and continued reporting on the progress at the following fora: BMM, SMM, CEM, HEDCOM, DPME, ICT Audit Committee, and the ICT Steering Committee.

Internal project management processes were developed and the Government Technical Advisory Centre (GTAC) on the processes was engaged. A total of four (4) workshops on the GTAC's Programme were convened and a Project Management Toolkit, software and templates were provided to the Department.

The DBE Business Process Management (BPM) Policy in line with the DPSA Open Media Framework (OMF) was drafted, which also included a rollout plan. The DBE also co-ordinated the annual Lekgotla including logistics, document production, and summaries of outcomes/outputs.

The DBE research journal was developed, promoted and the first edition was published.

Support was provided to three (3) oversight visits as per the invitations of the Chairperson of the Portfolio Committee on Basic Education and the House Chairperson of the National Council of Provinces (NCOP). The Portfolio Committee visited Mpumalanga and the Western Cape Province while the NCOP conducted a report back session in Buffalo City and Alfred Nzo Municipalities.

During the year under review, a total of 45 parliamentary meetings were honoured: 36 were with the PC on Basic Education, one (1) each with SCOPA and SCOA respectively, while seven (7) were with the Select Committee on Education and Recreation.

A total of 16 reports were submitted to the Office of the National Assembly Speaker, the Office of the NCOP Chairperson, and to the Chairpersons of SCOPA, SCOA and PC on Basic Education. The reports were mainly responding to committee and oversight reports.

A total of 12 management meetings of the Portfolio Committee were attended. This was to assess the PC programme and to plan the programme for the ensuing quarters.

A total of 18 brochures for the 1<sup>st</sup> and 2<sup>nd</sup> semesters on the Director-General's (DG's) engagements in provinces as well as two (2) brochures on the DG's winter and spring school visits were developed and published.

The following activities were co-ordinated on behalf of the DG with regards to internal and external liaison: Nine (9) DG engagements with provincial and district officials between August and September 2017; the monitoring of 41 winter schools/camps; the monitoring of 44 spring classes/camps by the DG; the monitoring of 64 Marking Centres in all provinces; the monitoring of 25 Autumn Schools in the Free State, Gauteng, the Northern Cape, the North West and KwaZulu-Natal – articles on all these visits were published; ten (10) monthly meetings were convened with the CEOs of Infrastructure Implementing Agents, Accelerated Schools Infrastructure Delivery Initiative (ASIDI) teams and Infrastructure Provincial teams to track progress on ASIDI and EIG projects; 11 weekly meetings with the AGSA and managers in preparation for audit report, chaired by the Director-General; a meeting between the DG and the DG of the Department of Sports and Recreation in finalising the Memorandum of Understanding (MoU); 27 DG provincial engagements with provincial and district officials and principals in eight (8) provinces with the exception of Mpumalanga in 2018. Articles on the meetings have been published. The DG wrote letters to the Head of Departments (HODs) on issues raised at the meetings; The Department hosted the Roundtable with University Deans of Education and Engineering and NGOs working in the Basic Education Sector; and DBE partnered with Room to Read and developed Guidelines African languages story books.

Other meetings which were co-ordinated: Meetings with the Hawks, the Asset Forfeiture Unit and the Special Investigating Unit in dealing with the alleged fraud in the Infrastructure, Kha Ri Gude and Examinations Units; a meeting with USAID to discuss the projects that they are implementing with the Department; meetings for the development of the MST Strategy; the meeting with DBE Entities; During the year under review, the DBE hosted its annual Basic Education Sector Lekgotla on 22-24 January 2018 as a part of engaging the sector on key deliverables and how these should be achieved in order to chart the way forward for the sector as a whole; and Invited guests included officials from PEDs, NECT, Unions, Entities and other relevant stakeholders.

Internal Audit completed 17 assurance and consulting audits in the following areas: DoRA Compliance review; Second Chance Matric Support Programme; ASIDI follow-up and Supply Chain Management (SCM) at Implementing Agents; SA-SAMS Compliance with CAPS Chapter 4; review of quarterly performance information; National Examination; Assessment and results; Interim Financial Statement; Kha Ri Gude – follow-up on the closing process; Stock Counts; and the Management Performance Assessment Tool (MPAT).

A total of six (6) Audit Committee Meetings were held as per the National Treasury requirements to provide oversight as a Governance Structure.

During the year under review, the Risk Management Policy, Strategy, Charter and Implementation Plan for 2017/2018 were reviewed and approved. Risk Management meetings were held in the year to monitor the progress of the Risk Management Implementation Plan and progress on the Anti-fraud and Corruption Implementation Plan.



Risk Registers of all the Branches were reviewed, updated and approved through the risk assessment sessions held. A consolidated Risk Report was developed and key strategic risks were updated. Fraud Risk assessment were conducted in Human Resource and Finance.

The Register of internally reported allegations was updated on the departmental database.

An internal investigation was completed on Kha Ri Gude and the Department reported the investigation to the Special Investigation Unit, HAWKS and the Assets Forfeiture Unit for further investigation. The Department has further started the process of recovering the monies during the year, and an amount of R5.9 million was recovered.

The Whistleblowing Policy, Fraud Prevention Strategy was developed, approved, and implemented. The implementation progress was reported at the Risk Committee and the Audit Committee.

**The DBE, through the Office of the Director-General Chief Directorate, reported the following under-achievements:**

The Chief Directorate was less successful in rolling out the full Programme and Project Management (PPM) at the DBE, as training is still under way and software has not yet been obtained for server deployment.

The Survey on Schools Connectivity has not been completed as yet.

#### **4.1.5.6 MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION**

**The DBE, through the Communications and Research Unit, co-ordinated the following programmes in the sector:**

There has been a regular distribution of the Department's messages and successfully implemented communication strategies on the work of the Department including media plans, 63 media statements, 243 media enquiries, 84 media advisories and more than 300 interviews for programmes of the Department.

50 editions of *Thuto* (Vol. 134 – 180) with 403 articles were compiled; 20 e-mail signatures were designed for governmental projects and continuous graphics were created for the public area information display system, as well as the poster frames, on 35 programmes and projects.

In order to assist all Directorates within the Department to communicate important internal messages effectively to all staff members, a total of 541 *News Flash* messages were distributed during the financial year.

Photojournalistic support was provided to 205 Ministerial and Departmental events and a total of 33 050 images were uploaded on to the Image Bank.

The Chief Directorate is in the process of strengthening the web presence and e-communication of the Ministry and the Department through the website, Intranet, Facebook, Twitter and YouTube in order to ensure that all education stakeholders are kept abreast of Departmental programmes and activities on a daily basis.

Information on the website and intranet is updated on a daily basis. During the First Quarter of 2017/18, the DBE website was hacked and no report could be submitted for the period 1 April to 30 June 2017. The combined total for the other three (3) quarters is 1 862 641 visitors who visited the Department's website.

The website had a total of 7 065 781 hits. A total of 23 articles were uploaded onto the Intranet, as well as 27 Image Galleries. Over 1 451 documents were uploaded onto the website. A total of 31 new pages (including weekly *Thuto* articles) were created.

Facebook had 24 268 followers and a total of 638 posts during the reporting period. The Department's official Twitter account had 91 600 followers on the @DBE\_SA profile with 1 014 Tweets posted.

The design team designed, printed and published a total of 269 publications in order to assist the Ministry and various Directorates in the Department to communicate their messages to all stakeholders effectively.



The first edition of the Department 's Journal, "Basic Education Matters" was launched on 28 March 2018 at Broad Management Meeting which included eight (8) articles from officials of the DBE.

**The DBE, through the Communication Media Liaison and Intergovernmental Relations Unit, co-ordinated the following programmes in the sector:**

Support is being provided to the Teacher Appreciation and Support Programme (TASP) in order to provide impetus to the support that is being provided to all teachers across the country through strategic partnerships. The Department plays a vital role in the TASP annual plan, which includes the Commemoration of the Nelson Mandela Centenary.

As part of the Read to Lead Campaign, the DBE took part in the World Read Aloud Day in February 2018 hosted in partnership with Nali'bali, providing communications services – branding, social media and internal publication.

The DBE is also part of the South African Qualification Authority (SAQA) CEOs Advocacy Sub-Committee that has met quarterly since April 2017. The DBE has shared developments, experiences and good practice, e.g. providing advice to SAQA on its social media strategy.

**The DBE, through the Media Liaison and National and Provincial Communication Chief Directorate, reported the following under-achievements:**

Due to lack of capacity, weekly and monthly media research and analysis was not given the attention it requires. Inputs into the new organogram have been made and the team will identify service providers capable of meeting daily, weekly and monthly needs in the areas of media research and analysis.

The Department has not been able to fully influence the basic education social media space. There is a need for a focused and dedicated team of at least two (2) communications officers. Inputs into the new organogram have been made for the appointment and filling of the vacancies to that effect.

Website security was under threat during the 1<sup>st</sup> quarter (01 April to 30 June 2017) when the DBE website was hacked. Measures were put in place to tighten website security and a proposal from SITA for a fully-managed hosting services of the website, inclusive of disaster recovery and business continuity, is currently under consideration for approval.

#### **4.1.5.7 INTERNATIONAL RELATIONS AND GRANT IMPLEMENTATION, MONITORING AND REPORTING**

**The DBE, through the International Relations and Multilateral Affairs Unit, co-ordinated the following programmes in the sector:**

Following the signing of the co-operation agreement between the DBE and the Embassy of Cuba in November 2017, the appointment of the 14 Cuban Education Specialists has been finalised, ten (10) based in the DBE and four (4) in the Eastern Cape.

The specialists assumed duty in September 2017. An orientation programme regarding human resource matters, the bilateral agreement and curriculum took place in September 2017 in the DBE. The specialists are placed within the Curriculum Policy, Support and Monitoring and Teacher and Professional Development Branches where they are assisting the DBE with development of teacher training and support material. In November 2017, the specialists met with the Minister of Basic Education and provided the Minister with a progress of their work. A welcome dinner for the specialists was hosted by the Minister in December 2017.

Furthermore, the DBE co-ordinated the development of co-operation agreements with Kenya, Sri Lanka, Zambia, Angola, Zimbabwe and France. The draft agreements with Zimbabwe, Angola and Zambia have been sent to the Department of International Relations and Co-operation (DIRCO) for international legal opinion. The agreements will be signed by the Minister of Basic Education and her counterparts, once Presidential approval is granted after the conclusion of the legal processing.

An MoU between the DBE and the National Institute for International Education (NIIED) was signed in September 2017 by the Director-General and in November 2017 by the NIIED President during his visit to South Africa.

The DBE subsequently facilitated the dispatch of 14 teachers and subject advisors to Gauteng and the Eastern Cape. There are six (6) teachers in Gauteng and six (6) in the Eastern Cape. There are also two (2) subject advisors as part of the Eastern Cape cohort. The programme focuses on Mathematics, Science and Computer Applications Technology (CAT).

Furthermore, the Embassy of South Korea donated 60 laptop computers to the DBE – 30 laptops were sent to Tsako Thabo Secondary School and the other 30 were kept at the DBE.

South Africa annually participates in the Southern African Development Community (SADC) Secondary Schools Essays Competition as a way of strengthening the country's participation in multilateral platforms. The DBE co-ordinates participation of South African learners in the national and regional leg of the competition. The 2017 winners were announced and none of the South African learners made it to the regional leg. The Minister awarded learners with their prizes in December 2017 during the district directors meeting in Pretoria.

The three (3) winners were:

- 1<sup>st</sup> place US \$ 500 Alice Monyela in Grade12 from Tshebela High School, Limpopo;
- 2<sup>nd</sup> place US \$ 300 Annelie van Niekerk in Grade11 from Tygerberg High School, Western Cape; and
- 3<sup>rd</sup> place US \$ 200 Yvonne Lubbe in Grade 11 from Hoër Meisieskool Bloemhof, Western Cape.

A dialogue was facilitated between the DBE and the Organisation for Economic Co-operation and Development (OECD) resulting in South Africa's future participation in the Teaching and Learning International Survey 2018. The National Assessment Unit will co-ordinate the participation of the DBE.

The Department also participated in the OECD meetings in November 2017, these were the Programme for International Student Assessment, and the Centre for Educational Research and Innovation and Education Policy Committee meetings which took place in November 2017.

The Deputy Minister of Basic Education met with the Director of Education and Skills at the OECD in November 2017. The meeting discussed how the OECD can support the DBE in consolidating the gains made in recent years with respect to developing a culture of evaluation and assessments in the Education Sector.

The unit successfully co-ordinated the participation of the Minister at the 2017 Southern African Development Community (SADC) meeting for Ministers and SACMEQ meetings in Swaziland.

The unit also, successfully co-ordinated the participation of the Deputy Minister at the eLearning Africa Ministerial Round Table and eLearning Africa Conference, in September 2017 in Mauritius.

The DBE engaged in dialogues with the Departments of Education of the following countries:

#### Angola

The DBE is negotiating an agreement with Angola on co-operation in basic education. The negotiations started in 2014 and are now on final stages. Both sides are ready to go through legal processes and conclusion.

The DBE participated in the South Africa-Angola Joint Commission for Co-operation (JCC). The forum took place in Luanda, Angola, in July 2017.

#### Zambia

The DBE is in the process of negotiating a co-operation agreement with Zambia. The DBE was invited to participate at the Joint Commission for Co-operation in Lusaka, Zambia on 9-11 October 2017. The DBE, represented by the Chief Director for Financial and Physical Planning, Information and Management Systems and the Deputy Director for IR&MA, met with its Zambian counterparts and discussed the draft agreement and a draft Service Level Agreement on Education Information Management Systems.

## Turkey

Following a courtesy visit by the National Minister of Education for Turkey in October 2017, the DBE is co-ordinating a draft agreement between the Department and the Government of the Republic of Turkey. The Agreement focuses on the following areas: general education; curriculum and textbooks; assessment, evaluation and examinations; in-service training of teachers; special education (for gifted and disabled students) and training of teachers; information technologies in Education; technical and vocational education; and the opening of educational institutions. The draft agreement has been sent through to Branches for inputs and comments.

## Finland

The Minister hosted the Minister of Education for Finland in October 2017. The Minister of Education for Finland then invited the Minister of Basic Education for a study tour to Finland. The study tour took place in March 2018. The main focus of the visit was teacher development and early childhood development.

In November 2017, the Chief Director for Education Human Resources Development, together with two (2) Directors from the DBE, met with the Co-ordinator for Global and Transnational Education at the University of Eastern Finland in order to discuss teacher education programmes. It was agreed that the DBE, together with the Department of Higher Education and Training (DHET), as well as teacher training institutions, would engage the University of Eastern Finland further in order to reach a firm proposal that could lead to improvements in the Education Sector in South Africa.

### **The DBE, through the United Nations Educational, Scientific and Cultural Organisation (UNESCO), co-ordinated the following programmes in the sector:**

The South African National Commission for UNESCO (NATCOM) co-ordinated the country's participation at the 39th Session of the UNESCO General Conference held at the organisation's Headquarters in Paris, from 24 October to 14 November 2017. The Basic Education Minister, Deputy Minister and Director-General led the South African delegation consisting of over 40 people.

In 2017, the NATCOM continued to co-ordinate the country's participation in the councils of four (4) UNESCO subsidiary bodies, the International Bureau of Education (IBE), CIJEPS, Management of Social Transformations (MOST) and Man and the Biosphere (MAB).

The NATCOM launched the Global Education Monitoring (GEM) Report by presenting it to various stakeholders, annually. The 2017/18 report was successfully launched in the Limpopo Province. The significance of launching it in one of the most rural areas of South Africa was not only to raise consciousness towards the educational challenges that South Africa still experiences more than twenty years into democracy, but also to mobilise rural communities for active involvement in the education of their children.

The NATCOM, together with the Department of Science and Technology, held the annual UNESCO-Africa Engineering Week, at the Central University of Technology, Bloemfontein, in October 2017, aimed at addressing the challenge of shortage of engineers in South Africa and to attract learners into Science, Technology, Engineering and Mathematics fields.

In celebrating the World Day for Audiovisual Heritage, the NATCOM, together with the Department of Arts and Culture launched online digitised audiovisual recordings, including those of the Rivonia Trial. The aim was to build a global awareness of the various issues at stake in preserving the audiovisual heritage and make these recordings accessible to present and future generations.

In October 2017, a three-day training programme was hosted on the legal framework of freedom of expression, access to information and safety of journalists, co-organised by the University of Pretoria and UNESCO. The training was designed for judicial officers in Africa, as they are essential partners in the development, interpretation, implementation and enforcement of laws related to freedom of expression, press freedom and the safety of journalists in the continent.

The National Commission and the Department of Environmental Affairs' application for the inscription of the Khomani Cultural Landscape as South Africa's 9th heritage site, was approved by the UNESCO at the 41st Session of the World Heritage Committee meeting held in July 2017, in Poland, the UNESCO announced that the Khomani San are one of the only groups of San still practising their traditional hunter-gatherer way of life.

The 39th Session of the UNESCO General Conference approved the National Commission's application for the global centenary celebration of former President Nelson Mandela's birth.

**The DBE, through the Project Management Unit, co-ordinated the following programmes in the sector:**

In the 2017/18 Financial Year, the DBE ensured compliance with the Financing Agreement by honoring the quarterly bi-lateral meetings with the National Treasury. The DBE refined its quarterly reporting to the National Treasury by supporting project managers through Technical Committee meetings and Donor funding financial management training.

At the Monitoring Committee Meeting held in August 2017, an extension for five (5) projects requested by the project managers was granted. A Technical Committee Meeting was held in August 2017 to inform members of the deadlines for current projects as well future funding. A checklist for the closure of projects was prepared, and stakeholders were informed of the timeframes and deadlines. The final Monitoring Committee Meeting was held in March 2018 where the success and sustainability of the projects funded was discussed.

The programme came to an end in April 2017. The impact evaluation was conducted from 18 April to 24 May 2017 and focused on assessing the effectiveness and impact of the EU PRIMED SPSP on the education system. Evaluation took the form of a quantitative study with interviews.

Eight (8) proposals were submitted to the National Treasury to be considered for funding, and one (1) proposal was funded: the Rural Education Assistants Project (REAP). A request for an amendment to the business plan was prepared and submitted to the National Treasury for consideration. The National Treasury provided feedback on the submitted proposal and the project will commence in the new financial year and will conclude in March 2021.

**The DBE, through the Grant Management Unit, co-ordinated the following programmes in the sector:**

The DBE managed the review and finalisation of all basic education Conditional Grant Frameworks inclusive of the HEDCOM recommendations and the related Medium-Term Economic Framework allocations per grant, per PED, in keeping with the prescripts of the Division of Revenue Act (DoRA). This process culminated in the finalised grant frameworks being deliberated upon by the sector in a National Treasury-hosted workshop facilitated by the DBE prior to the publication of the DoRA.

The DBE supported the implementation of all conditional grants with extra support afforded to the new Learners with Severe to Profound Intellectual Disabilities (LSPID) Conditional Grant, by facilitating the setup of relevant structures to integrate it into the planning, co-ordination, reporting and evaluation cycle and systems of the sector. To this end, monitoring and support visits to unblock bottlenecks that inhibited implementation were undertaken in all Provincial Education Departments resulting in a noticeable improvement of performance as challenges around the appointment and remuneration of itinerant teams and supply chain management were addressed.

As part of ensuring compliance of all conditional grants with legal prescripts regarding implementation of the grants, the DBE facilitated the approval of all the PEDs' five (5) respective conditional grants business plans and the issuance of certificates of compliance. In keeping with the requirements of the DoRA, the annual evaluation of each of the conditional grants was undertaken at each PED culminating in the submission of the annual report on conditional grants to the National Treasury within the DoRA defined timeframe.

Support was given to the sector in addressing challenges of under-performance. Similarly, high-level meetings involving the DBE, the National Treasury, the KZN PED and the KZN Provincial Treasury, the FS PED and the FS Provincial Treasury were convened. Challenges that accounted for poor performance of the National School Nutrition Programme (NSNP) that include non-feeding (in the case of KZN) and challenges emanating from a constrained compensation of employee budget that are negatively impacting the conditional grants, were addressed and remedial actions agreed on by the role-players.

The DBE was successful in ensuring that Official Development Assistance (ODA)-supported initiatives such as the TARMII 3 continued to attract USAID funding and were being reported on at the relevant fora. To this end, the annual renewal of USAID support via an Implementation Letter (IL) was facilitated. The Department thus succeeded in attracting new funding for an extension of TARMII 3 for the period under review.

**The DBE, through the International Relations and Grant Implementation, Monitoring and Reporting Chief Directorate, reported the following under-achievements:**

The delay in the conclusion of bilateral and multilateral agreements was as a result of prolonged consultation with international partners and prolonged consultations with legal entities both in the country and abroad. The Department will make constant follow-ups with both internal (Legal Services Unit; the DoJCD; the DIRCO and affected DDGs) and external (international partners) stakeholders.

The DBE was unable to capitalise on the opportunities offered by the Japan International Co-operation Agency (JICA) to participate in several capacity training courses, due to the fact that the training courses offered cater for people under the age of 45 and the nominees from the DBE are mostly above the age criteria. The DBE is looking at extending the JICA training courses to provinces.

The Department was less successful in undertaking monitoring and support missions for all other grants (with the exception of the Mathematics, Science and Technology Grant and LSPID) due to financial constraints. Additional resources to enable the CD to carry out this task have been determined.

The CD could also not attract more ODA resources for the DBE as this resource is diminishing – given the upper middle income status of the country and that some partners are focusing their support on the least developed countries.

**Table 14: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements**

Strategic objectives	Performance Indicator	2016/17		2017/18		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
1.1 To improve the administrative and governance systems through compliance to the key legislations governing administration in order to support the delivery of education and to strengthen accountability	1.1.1 Percentage of Service providers within the procurement unit paid within 30 days	99.90% 37 721/ 37 758	100%	99.91% 36 246/36 277	-0.09	The "date received" on invoices was captured incorrectly on the system and the delays of the Central Supplier Database in verifying bank accounts of suppliers
	1.1.2 Percentage of received misconduct cases resolved within 90 days	80% 4/5	85%	No new disciplinary cases were received during this financial year	No deviation	Note: A case lodged during the previous financial year was finalised during this financial year but does not form part of the 2017/18 reporting period
	1.1.3 Percentage of received grievances cases resolved within 30 days	80% 8/10	80%	100% 3 grievance cases were received and finalised within the prescribed 30 day period	+20%	All 3 cases received were resolved within the prescribed 30 days period



**Table 15: Sub-programme expenditure**

<b>Programme 1 - Administration</b>						
	<b>2017/18</b>			<b>2016/17</b>		
<b>Detail per sub-programme</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/Under-Expenditure</b>	<b>Final Appropriation</b>	<b>Actual expenditure</b>	<b>(Over)/Under-Expenditure</b>
	R'000	R'000	R'000	R'000	R'000	R'000
<b>1.1 Ministry</b>						
Current payment	29 350	31 545	(2 195)	30 186	30 131	55
Transfers and subsidies	1	1	-	52	51	1
Payment for Capital Assets	1 037	1 016	21	1 252	1 244	8
Payments for Financial Assets	116	116	-	-	13	(13)
<b>1.2 Department Management</b>						
Current payment	80 950	81 119	(169)	79 413	78 960	453
Transfers and subsidies	81	80	1	201	200	1
Payment for Capital Assets	491	453	38	663	664	(1)
Payments of Financial Assets	56	56	-	-	48	(48)
<b>1.3 Corporate Services</b>						
Current payment	62 839	62 803	36	60 811	60 784	27
Transfers and subsidies	1 938	1 938	-	2 102	2 050	52
Payment for Capital Assets	148	122	26	1 000	1 019	(19)
Payments of Financial Assets	2	1	1	-	-	-
<b>1.4 Office of the CFO</b>						
Current payments	62 806	62 797	9	62 405	62 312	93
Transfers and subsidies	160	161	(1)	30	30	-
Payment of Capital Assets	430	427	3	376	381	(5)
Payments of Financial Assets	15	14	1	-	-	-
<b>1.5 Internal Audit &amp; Risk Management</b>						
Current payments	6 721	6 650	71	5 782	5 710	72
Transfers and subsidies	-	-	-	33	33	-
Payment of Capital Assets	42	42	-	32	32	-
<b>1.6 Office Accommodation</b>						
Current payments	178 759	177 162	(1 597)	165 947	166 396	(449)
Transfers and subsidies	-	-	-	-	-	-
Payment of Capital Assets	9 130	8 569	561	8 715	8 243	472
<b>Total</b>	<b>435 072</b>	<b>435 072</b>	<b>0</b>	<b>419 000</b>	<b>418 301</b>	<b>699</b>

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING



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

### 4.2.1 PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policy and support; and to monitor and evaluate curriculum implementation. This is done in support of the MTSF priority: Improving quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM) and expanded access to Early Childhood Development (ECD) and improvement of the quality of Grade R, with support for pre-Grade R provision.

### 4.2.2 LIST OF SUB-PROGRAMMES

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

### 4.2.3 STRATEGIC OBJECTIVES:

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects; and
- Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme.

### 4.2.4 PROGRAMME OVERVIEW

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

#### Action Plan Goals on Learner Performance

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

## 4.2.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

### 1.2.5.1 CURRICULUM IMPLEMENTATION AND MONITORING

**The DBE, through the Early Childhood Development (ECD) Unit, co-ordinated the following programmes in the sector:**

A total of 2 231 registered ECD centres are implementing the South African National Curriculum Framework (NCF) for children from birth to four across provinces. The NCF documents were versioned into ten (10) official languages and Braille in support of the roll-out of the NCF. The documents were printed and distributed equitably across the provinces. The breakdown of the languages printed is as follows: Afrikaans (6 000), English (5 700), IsiNdebele (6 000); IsiZulu (3 600), IsiXhosa (5 600), Sepedi (4 200), Sesotho (5 200), Setswana (5 250), SiSwati (5 700), Xitsonga (5 200) and Tshivenda (5 300).

In support of the implementation of the NCF in special schools, a total of 31 Deaf Teaching Assistants were trained on the NCF at Kopanong Conference Centre between August and September 2017. A total of 39 951 participants have registered for the on-line training course on Play-Based Learning and 24 555 participants completed the course to support the effective implementation of the NCF.

A total of 4 968 ECD practitioners, from registered ECD centres across the provinces, have enrolled for a National Qualifications Framework (NQF) Level 4 ECD Qualification.

In support of the *National Integrated ECD Policy (2015)* the Basic Education ECD Sector Plan was finalised, presented and discussed at the HEDCOM workshop in April 2017. In addition to the ECD Sector Plan, the ECD Human Resource Development (HRD) Strategy was developed, inclusive of costing models which will be used by the DBE and the DSD to develop their respective HRD strategies.

The option analysis on the provision of an additional year of ECD before Grade R has been finalised providing five (5) options for consideration. The cost implications for each of the options were provided.

A baseline study was conducted to establish a national baseline on the utilisation of Play-Based Learning in the implementation of the NCF and the CAPS for Grades R to 3. The study collected data from 176 schools and 164 ECD centres in all provinces. The final baseline report was finalised in November 2017.

A capacity-building workshop for 107 provincial and district officials on the Monitoring and Evaluation System was held in September 2017 in Gauteng.

More than 300 academics, researchers, practitioners, educators and officials participated in the *Play Conference 2017* which took place in July 2017.

**The DBE, through the Inclusive Education Unit, co-ordinated the following programmes in the sector:**

The drafting of the Concept Paper to strengthen the Three (3) Stream Model is at an advanced stage for finalisation by the HEDCOM. Circular S1 of 2018 was developed to guide PEDs on selecting and preparing ordinary secondary schools for piloting 26 subjects in Grades 8 and 9 in 2019. Technical Occupational Subjects are still being piloted in Schools of Skills. A Ministerial Task Team was established to oversee the implementation of the model.

The National Curriculum Statement Grades R-5 for Severe Intellectual Disability (SID) is being piloted in 176 SID Schools in all PEDs. The CEM approved the publication of the curriculum for public comment in March 2018. Training plans for Gauteng and Free State were submitted to ensure that the monitoring takes place.

Only 104 of the 155 transversal itinerant outreach team members were appointed by PEDs during the period under review. Of the 104 members appointed, 99 of them as well as nine (9) provincial co-ordinators and nine (9) DBE officials were trained on the Learning Programme for LSPID in February 2018. Data has been collected from 220 of the 320 targeted care-centres with an enrolment of 8 124 children with severe to profound intellectual disability.



The system for monitoring and supporting the implementation of the Curriculum and Assessment Policy Statements (CAPS) for South African Sign Language (SASL) curricula for Grades R–12 is being prepared for the first NSC Examination which will be written in November 2018. The National catalogue for Grades 4–12 was released in January 2018. Circular S1 of 2018 on the prescribed SASL literature texts for the FET phase was released in February 2018.

The draft Guidelines on Resourcing of Inclusive Education were approved by the Minister for public comment in February 2018. The implementation of the Screening Identification Assessment and Support (SIAS) Policy to date has reached 66 804 teachers from 17 554 schools (73.14 percent) and 3 485 officials. A digitised interactive training programme is being developed together with e-Learning Unit. PEDs are planning to train teachers on subject-specific differentiation in Mathematics and English for Grades R–9 scheduled for roll-out in the new financial year.

#### **The DBE through Further Education and Training (FET) Unit, co-ordinated the following programmes in the sector:**

Training material was developed for History Subject Advisors attending a two (2) day workshop to ensure that the material is available for use by Grade 12 teachers and learners for NSC Examinations. The new 2017 Literature networks was developed for the subject advisors (of all 11 languages) to ensure that the material is available for use by Grade 12 teachers and learners for NSC Examination.

Literature Workshops were conducted for 68 Afrikaans Subject Advisors, 100 African Languages Subject Advisors and 94 English Subject Advisors in all provinces, for purposes of mitigating the risks related to the implementation of the 2017 new Literature networks. History Workshops were conducted for 103 History Subject Advisors in all provinces for the purposes of mitigating the risks related to the implementation of the 2017 new History guidelines.

Eight (8) NSLA oversight visits were conducted in four (4) provinces from 1 – 23 August 2017, and 14 February – 8 March 2018.

The DBE co-ordinated the development of Grade R–12 School-Based Assessment (SBA) exemplar tasks for all subjects. The exemplars are aimed at improving the quality of School-Based Assessment in Grades 10–12. The layout and design as well as final proofreading of 60 booklets for General Education and Training (GET) and FET subjects were completed. The purpose of the toolkit is to model quality assessment tasks to schools. A total of 30 000 DVDs, each containing the 60 booklets, were replicated.

The Digital Hospitality CAPS Curriculum was developed in partnership with Sun International, for Grades 10–12 to expose learners to quality self-directed learning. The digital curriculum was piloted in 100 schools offering Hospitality Studies. All the pilot schools received a laptop, white boards and data projectors to improve access for all learners and teachers to a 24 hour Hospitality Studies platform.

The 2017 preliminary Evidence-Based Report (EBR), providing an in depth analysis and summary of the numerous interventions offered by Provinces, Districts and schools to improve the quality of learning outcomes was developed and approved by DBE Senior Management. The approved preliminary EBR was submitted to Umalusi in August 2017. The final 2017 EBR for the Sector was developed, approved and provided to Umalusi in November 2017 to support the 2017 NSC standardisation process.

A toolkit to support English Across the Curriculum (EAC) implementation, consisting of a DVD with 16 digital lessons and FET and GET scripted exemplar lesson plans from Grade 4–12, was developed. The EAC Toolkit is meant to facilitate and strengthen the implementation of EAC, a strategy intended to strengthen the Language of Learning and Teaching (LoLT) and English as a subject. 30 000 DVDs containing the digital lessons, and 32 000 copies of Booklets containing exemplar lessons (25 000 for GET and 7 000 for FET) were printed and delivered to districts for further distribution to schools.

The following Learner support materials were developed:

- Revision booklets for 11 Home Languages to increase the number of distinctions in Home Languages;
- Revision booklets for 11 High Enrolment subjects to improve performance in critical subjects;
- Business Studies *Mind the Gap (MTG) Study Guide*: The study guide aims to assist learners offering Business Studies to improve the quality of their performance. The draft MTG guide for Business Studies has been submitted for evaluation by the Reference team.

- Languages *Self Study Guides*: The Languages team developed a *Critical Language Awareness Study Guide* for all 11 Languages. These guides are aimed at improving the language skills of learners.

A total of 40 winter school centres across seven (7) provinces were monitored as part of supporting the interventions to improve learner performance. Reports were developed and presented to Senior Management across the sector.

Three (3) History Ministerial Task Team work sessions were conducted to finalise the revised GET and FET curriculum. Nine (9) History consultative workshops were conducted in all provinces to share the draft strengthened curriculum and findings were collated. A total of 418 stakeholders were consulted. A five (5) day writing retreat for the History MTT members was arranged to consolidate provincial inputs and develop the final report.

A total of 41 NSC 2017 examination question papers were evaluated and reports completed and presented during Marking Standardisation meetings. The DBE participated in the development of 49 marking guidelines for use during the national NSC marking sessions. Standardisation reports for all FET subjects were developed.

The following circulars were developed and circulated to PEDs to support CAPS implementation:

- Oral Marks: Calculation of the Oral Marks (Grades 10 – 12): Approved Circular S4 of 2017;
- De-linking of Accounting and Mathematics: Approved Circular S13 of 2017: Repeal of the Proviso Restricting Accounting to Learners Offering Mathematics only;
- Splitting of Accounting and the provision of a formula sheet: Approved Circular S12 of 2017: The Splitting of the Accounting examination Question Paper from One Paper into Two Papers for Grades 10-12; and
- Splitting of the Business Studies examination paper: Approved Circular S11 of 2017: The Splitting of the Business Studies examination question paper from One Paper into Two Papers for Grades 10-12.

The Department analysed the 2017 NSC results and developed 2018 Subject Profiles for 12 FET subjects. The Subject Profiles were used as anchor presentations in four (4) of the eight (8) commissions at the DBE Lekgotla. The profiles were shared with all Provincial Education Departments.

A total of 18 two (2) day National Subject Committee meetings were conducted from January to February 2018. The meeting resulted in the unpacking of the 2017 NSC assessment results per subject and the development of the 2018 Subject Improvement Plans.

All subjects proposed a revised and strengthened Section 4 of the CAPS, and due to the amendments, a revised Section 3 was also developed. All subjects also submitted presentations/reports on the medium and long-term changes proposed for CAPS.

The Life Orientation Specialists led a team that evaluated 16 scripted lesson plans for each of the Grades 10-12, on Comprehensive Sexuality Education (CSE). In partnership with the Department of Higher Education and Training, the DBE Specialists also evaluated scripted lesson plans on career education in Life Orientation. Twelve (12) lessons were evaluated for Grade 10, eight (8) for Grade 11, and 12 for Grade 12.

#### **The DBE through General Education and Training (GET) Unit, co-ordinated the following programmes in the sector:**

The DBE developed monitoring instruments for Early Grade Reading Assessment (EGRA), Reading Norms and Incremental Introduction of African Languages (IIAL) school visits. 25 school visits were conducted for EGRA, ten (10) school visits for IIAL and ten (10) school visits for Reading Norms.

Desktop monitoring was conducted in 25 schools for EGRA: (WC: 3; EC: 3; NW: 3; MP: 3; NC: 3; GP: 3; FS: 2; KZN: 3; LP: 2). Desktop monitoring was conducted in ten (10) schools for Reading Norms: (GP: 2; MP: 2; WC: 2; NC: 2; FS: 2). Desktop monitoring was conducted in ten (10) schools for IIAL: (EC: 2; FS: 2; NW: 2; NC: 2; WC 2). School visits were conducted in four (4) schools to monitor the implementation of IIAL (LP: 2; and MP: 2).

The DBE developed the Multi-Grade Toolkit to provide curriculum support in all GET subjects to all Rural and Multigrade Schools. It is envisaged the toolkit will assist with the standardisation of CAPS implementation in all schools, strengthen classroom practices, standardise School-Based Assessment and improve learner performance. The toolkit contains: an adapted Annual Teaching Plan; Exemplar Lesson Plans and Exemplar Assessment Activities.



The revised draft Annual Teaching Plans for Social Sciences were produced (History Grades 4-9) in order to align History topics from Grades 4–12.

Learners from disadvantaged communities were offered opportunities for excursions and camps to learn about preserving our natural heritage. The purpose of the initiative was to provide learners with the experience of the natural environment and the importance of nature conservation in order to improve learner knowledge and life-skills.

An Arts Education Workshop for 100 teachers and learners was convened in order to strengthen the teaching of music in the Creative Arts Subjects. Support was provided to Creative Arts teachers on how to teach the Music component of the Creative Arts CAPS. Learners were exposed to experiential learning.

The Incremental Introduction of African Languages (IIAL) Strategy Sector Plan 2017-2029 was developed and distributed to PEDs for implementation. 3 558 schools currently not offering a previously marginalised official African language will offer the Language in 2018. The main purpose of the strategy is to promote Multi-lingualism and Social Cohesion in schools. The DBE co-ordinated IIAL activities with regards to Learning, Teaching and Support Materials (LTSM); addressed ICT Solutions; and planned for the provincial stakeholder engagements for full implementation in 2018 in 1 876 schools. Grade 1 lesson plans were versioned in all 11 languages.

A total of 180 e-Lessons for nine (9) African Languages for Term 1 and Term 2 were developed for IsiXhosa, IsiZulu, Sesotho, Setswana, Sepedi, Siswati, IsiNdebele, Tshivenda and Xitsonga. 3 000 copies were duplicated and delivered to provinces by Government Printing Works. The IIAL Interactive workbooks for Grade 2 isiZulu and Sesotho were finalised for uploading on the DBE Cloud. The DBE collaborated with the SABC to provide electronic content for additional LTSM support.

Subject advisors were orientated on how to implement the IIAL Toolkit and e-Lessons using the UNISA Video Conference Centres. Participants were orientated on how to utilise the teacher training manuals, e-Lessons and the UNISA video-conferencing centres to train teachers. The orientation covered 14 modules. 177 subject advisors were orientated. Two (2) Inter-provincial IIAL meetings were convened and regular teleconferences were held during the financial year to assist provinces.

The Department screened LTSM evaluation reports and closed the gaps identified in the lack of Literature resources available in schools in order to improve learner outcome in Languages for Grades 1-9.

The Department revised, printed and delivered EGRA Toolkits. Phase 2 of the EGRA in the Language of Learning and Teaching (LoLT) was rolled out in 1 670 schools as part of the Primary School Reading Intervention Programme (PSRIP). The EGRA Toolkit comprising the teacher guide, assessment charts and stop watches was distributed to 1 670 schools in August 2017. Approximately 300 000 learners benefited.

The provincial EGRA Training workshops for the LP and the WC were conducted in the second quarter and the remaining seven (7) provinces in the third quarter 2017. A total of 288 provincial and district officials attended.

Four (4) events of the *Read to Lead Campaign* were hosted during Quarter two (2), namely: The Moshito International Music Conference and Exhibition (Gauteng); the Pula Festival at the State Theatre (Gauteng); the Interdepartmental DAC event (Mpumalanga); and the Lyttelton Primary School Teacher's Orientation (Gauteng).

School-Based Assessment (SBA) workshops (Grades R-9) for the Foundation Phase, and workshops for the Creative Arts, Economic and Management Sciences and Life Orientation subjects were conducted. The Department also developed SBA Exemplar Guideline Booklets in July 2017 for all GET Subjects including Grade R and submitted them for editing.

The Framework for the development of Reading Norms and Standards and the Reading and Writing Strategy for Grades R-12 for English and Afrikaans, was developed in August and October 2017. Four (4) additional members have been identified to serve on the Reading Advisory Committee to address the needs of African languages.

In August 2017, a total of 120 participants attended and developed an action list for the finalisation of the Snap Survey; revision of the Terms of Reference of the Subject Committee; mediation of the 2018 SBA Exemplar Guidelines for districts and schools; and implementation of IIAL and the EGRA.

The Department developed Snap Survey tools on the Guidelines for Strengthening the Curriculum and Assessment Policy (CAPS) and sent to provinces, districts and schools. Inputs were received, the management plan was developed and presented to Broad Management for discussion in September 2017.

English across the Curriculum (EAC) Exemplar Lesson Plans have been developed for the Economic and Management Sciences (EMS), Social Sciences and Language subjects and distributed to PEDs.

The Department analysed Quarter 1, 2 and 3 National Strategy for Learner Attainment (NSLA) reports received from all provinces and conducted the second NSLA Provincial Oversight visits.

Nine (9) PED analysis and narrative reports were compiled and submitted together with specific recommendations. Summary reports were prepared on the school visits conducted during the NSLA Provincial Oversight visits and submitted to the relevant team leaders.

A total of 23 school visits were conducted and monitoring was done in 60 Grade R classes across all provinces and the monitoring report was compiled. School-Based Assessment (SBA) Booklets were developed for GET Subjects and were submitted for printing.

The Reading Norms and Standards was developed, the Reading and Writing Strategy workshop was convened in February 2018 and the Framework to develop Norms and Standards for African Languages Grades R-12 was developed. These will assist in standardising reading and writing nationally. Nine (9) provinces participated and a total of 70 provincial and district subject advisors attended. The final documents for English and Afrikaans Reading Norms and Standards for Grades R-12 and the Reading and Writing Strategy for Grades R-12 were developed. The Draft Framework for the Development of Reading Norms and Standards for African Languages was completed for Grades R-3 in IsiSwati, SeTswana and IsiZulu.

GET Provincial workshops were conducted to strengthen the intervention programmes for Languages, Mathematics, Science, Assessment, Teacher Development and Social Cohesion, based on the findings of the 2016 PIRLS Report. The workshops were conducted over two (2) days in all provinces in March 2018 where 720 provincial and district subject advisors participated. One of the key objectives of the workshop was to align the DBE and the PEDs' 2018 plans in order to develop and finalise intervention plans for the GET. Nine (9) draft provincial consolidated improvement plans for each of the five (5) focus areas namely: Reading comprehension; Mathematics, Science and Technology; Assessment; Teacher Development; and Learner Wellness and Care, were developed and submitted.

The extra-ordinary Subject Committee Meetings were held from 12-14 March 2018. A total of 639 provincial subject specialists and advisors attended, representing all the subjects. The purpose of the meeting was to finalise the strengthening of Section 4 of the Curriculum and Assessment Policy Statements (CAPS) by taking into account relevant aspects of Sections 1, 2 and 3 in preparation for implementation in January 2019. All subjects submitted proposals for a revised and strengthened Section 4 of the CAPS, and in most of the subjects Section 3 of the CAPS needed to be aligned to Section 4. All subjects also submitted presentations/reports on the medium and long term changes as mandated by the CEM in 2017.

**The DBE, through the Second Chance Matric Programme (SCMP) Unit, co-ordinated the following programmes in the sector:**

Ministerial Road shows in all provinces were undertaken, in addition, radio and television advertisements as well as interviews were held to heighten awareness and increase enrollment of candidates.

A total of 5 635 learners achieved a NSC after writing the Supplementary Examinations. 12 489 candidates achieved subject passes towards the Amended Senior Certificate and 30 967 part-time candidates who wrote the November 2017 Examinations achieved subject passes towards a National Senior Certificate. Of these candidates, 77 achieved a National Senior Certificate.

Radio lessons on 27 community radio lessons and two (2) national stations including an online station with teacher support on Facebook for the June and November 2017 Examinations were broadcast, leading to improved results (especially to candidates in disadvantaged/rural areas). 30 lessons for Geography and Economics content were developed for broadcasting solutions and were used to prepare for the Supplementary Examinations in February/March 2018. Lessons were broadcasted on OpenView HD and DSTV in preparation for the June/November Examinations as well as the Supplementary Examinations.

Phase 1 of the Learner APP for Software Configuration Management Plan was completed. Quality support was provided for examinations through Content on Content Access Points and finalised for uploading on the DBE Website. Subject DVDs with all content including video lessons for the 11 high enrolment subjects were developed and provided. The DBE provided Facebook support to candidates preparing for November Examinations. Facebook followers increased to 3 919 as at end of September 2017.

New content was uploaded onto the DBE website as part of providing support. This took place from July-September 2017. A total of 4 182 sessions took place and a total of 2 559 new users were added.

Revision Booklets for the 11 Home Languages were developed and Study Guides (Phase 1) for the 11 Home Languages have been completed (Phase 1). *Mind the Gap* Series (Phase 1) for Agricultural Science and Business Studies were completed and Interactive Workbooks were developed for Economics and Geography.

A total of 900 Mathematics textbooks, 900 Physical Science textbooks, 56 400 *Mind the Gap* Study Guides for eight (8) non-language subjects, 51 700 question papers and memoranda booklets for the 11 non-language subjects and 5 600 for 11 Home Languages, 51 700 Revision booklets for the 11 non-language subjects as well as 10 000 Tips for Learners were developed and distributed to provinces.

Classes were provided for the June/November 2017 Examinations as well as Supplementary Examinations for the 11 high enrolment subjects. Approximately 7 532 learners received face-to-face tuition in preparation for the Supplementary Examinations. All teachers who submitted completed documentation with relevant evidence were paid for classes provided for the June, November and Supplementary Examinations.

Seven (7) out of nine (9) provinces were monitored for face-to-face classes with learners and a monitoring report was produced. Face-to-face classes for the Supplementary Examinations in the Western Cape, KwaZulu-Natal, Mpumalanga and Gauteng were monitored to ensure effective implementation.

Partnerships with DHET community colleges and the CPUT to provide face-to-face support were undertaken. The number of venues providing face-to-face support was increased. Challenges were mediated and plans are in progress to include in 11 Home Languages for 2018.

**The DBE, through the Curriculum Implementation and Monitoring Chief Directorate, reported the following under-achievements:**

The training of ECD Practitioners towards an NQF Level 4 Qualification is part of a deliverable in Outcome 13. Three (3) Provinces; the Free State, KwaZulu-Natal and the North West did not train ECD Practitioners towards the NQF Level 4 as required. Letters were sent to the respective Heads of Departments in the Free State and KwaZulu-Natal requiring them to intervene in order for the deliverable to be met. The North West will train 900 practitioners in the new financial year.

Four (4) PEDs (EC, FS, KZN and LP) submitted Quarter 3 LSPID Grant Progress Reports that had not been approved. Grant expenditure has not been effected as planned, arising out of the delayed contract appointment of specialists for Outreach Teams in PEDs.

The Department was unable to conduct content workshops for all FET Subjects, other than History and Languages, as a result of budgetary constraints preventing the roll-out of the full programme as planned.

There were delays in the appointment of service providers for the distribution of the SBA booklets to schools due to supply chain processes, and the scope of work and the time required by service providers to complete the project to the highest quality standards. The Department was able to obtain an extension on the European Union (EU) project deadlines and managed the turnaround times from service providers.

The target for full implementation of Incremental Introduction of African Languages (IIAL) was 2 630 schools. Only 1 324 schools are currently implementing the IIAL Strategy giving a shortfall of 1 306. During the HEDCOM Sub-Committee meeting of the Teacher Development and Curriculum Management (TDCM) in March 2018, provinces presented their progress reports and remediation plans to work towards full implementation by the end of 2018. Despite different teaching modalities being used by provinces, the Western Cape, the Northern Cape and the Eastern Cape noted the largest shortfall; 643, 204 and 170 schools

respectively. Provinces indicated that they will endeavour to reach their targets by the end of 2018. It is important to note that the Eastern Cape is offering IIAL at the First Additional Language Level (FAL), and cited the non-availability of Learning and Teaching Learning Materials (LTSM) as a reason for not reaching their target. However, LTSM at FAL is available and further guidance will be provided to the province.

In the Second Chance Matric Programme, there were delays in the rollout of devices to increase digital access in disadvantaged/rural areas (Content Access Points). It is a new concept which required revisiting the design of content on the device as well as training and installation. As a remedy, the design has been re-worked and re-tested to ensure easy access and training has been intensified and strengthened. There were also delays in the resulting of the Progressed/Multiple Examination Opportunity (MEO) candidates due to challenges with SITA. There has been visibly poor attendance at face-to-face classes. Candidates were not motivated and appeared to have lost confidence, resulting in the poor attendance of classes. Teachers and centre managers have been advised to motivate candidates. Poor attendance at face-to-face classes has led to underspending. The PEDs have paid teachers from PED budgets. Verification of teacher payments led to a reduction in payments which resulted in an over allocation of the budget. Teacher claims for the Supplementary Examination for face-to-face classes in the fourth quarter, which were budgeted for, were received late and will be paid from the 2018/19 budget. In addition, an amount of R2 374 264 is outstanding for Ministerial Roadshows due to inconsistencies with invoices. Discussions were held with service providers. However, the final invoices were not issued by the end of the financial year. These invoices will be paid from the 2018/19 budget.

#### **4.2.5.2 CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES**

**The DBE, through the Learning and Teaching Support Materials (LTSM) Unit, co-ordinated the following programmes in the sector:**

The DBE printed 59 779 360 Grades R to 9 Volumes 1 and 2 workbooks, and distributed workbooks as per the requirement received from provinces. All 23 712 (100 percent) public schools received their workbook consignments.

The DBE provided Braille workbooks to learners with special needs. The Grades 1 and 2 Volume 1 Life Skills, the Grades 1 and 3 Mathematics and the Grade 2 and 9 Mathematics Braille workbooks were printed and delivered to 22 special schools.

The Commercial Grade 12 Technical Mathematics and Science, Civil, Electrical and Mechanical Technology textbooks were developed and quality assured. State-owned Technical Mathematics and Science textbooks as well as Grade 1-3 Graded Readers and Big Books were developed. The catalogue was finalised and forwarded to provinces for procurement.

The Grades R-3 Mathematics textbooks in English as well as the framework for versioning of Grades R-3 Mathematics into ten (10) African languages were developed. The process of versioning is at 30%.

A framework for Grades 10-12 Information Technology (IT), Computer Application Technology (CAT) and Music (Mus) State-owned textbooks was developed.

The Grades 1-3 IIAL SAL (SAL) Toolkits were developed and quality assured. A total number of 24 000 toolkits and 6 000 CDs with lesson plans for Grades 1 and 2 were printed and delivered to provincial and district warehouses.

The Department has received the source code from the Free State. SITA completed a proposal to develop the LTSM electronic system which was approved by the Department.

A circular was forwarded to provinces communicating submission dates for workbook utilisation reports. All provinces except KwaZulu-Natal submitted the Volume 1 and 2 utilisation reports at the end of May and September 2017 respectively.

The screening of Grades R-9 and FET SASL material as well as Grades 10-12 Religion Studies took place in October 2017.

Screening to close the gaps for FET literature and content subjects was held in October 2017 and March 2018. All approved titles will be listed in the Addendum National Catalogue.

The Advisory Committee for Visual Impairment was formed to address challenges regarding LTSM for learners with visual impairment. The committee has begun its work of addressing the challenges.

The DBE received recommendations from Legislative Services Unit for it to consult with the Department of Planning, Monitoring and Evaluation (DPME) on Socio- Economic Impact Assessment System (SEIAS). The Department has consulted with SEIAS at the Presidency regarding LTSM policy as per recommendation from Legislative Services.

245 Grade R resource packs were printed and provided to 245 schools across all provinces. All provinces procured LTSM for the 2019 school year. Two (2) LTSM Inter-provincial meetings were held to monitor progress against the LTSM Sector Plan.

**The DBE, through the e-Learning and Curriculum Innovation Unit, co-ordinated the following programmes in the sector:**

During the year under review, advocacy material (posters and brochures) on available digital content resources and platforms were delivered to 86 districts in all provinces.

During the year under review, 27 schools in all provinces were visited to monitor the utilisation of ICT resources in teaching and learning.

A total of 888 schools particularly in KwaZulu-Natal, the Eastern Cape and Limpopo were provided with broadcast equipment (TV, OVHD Decoder and Dish) to access the DBE TV Channel OVHD 134.

A total of 4 019 schools were provided with ICT hardware (a mobile trolley with 24 tablets, server and three (3) teacher laptops) loaded with DBE content as well as connectivity through the Universal Service and Access Obligation (USAO) project.

A total of 409 PDF digital resources (Textbooks and Graded Readers) were converted into electronic publications (EPUBs) for use on mobile devices. 180 African Storybook Readers were added on to the DBE Digital content repository courtesy of SAIDE. Six (6) offline digital content textbooks (e-textbooks) were developed for Grade 12 Technical Mathematics and Science, Grade 7-9 Mathematics and Grade 7 Natural Science. A total of 12 offline digital content packs were distributed to each of the nine (9) provinces.

The development of the parent component of the DBE Cloud was completed in order for both teachers and learners to have access to educational content on the cloud. Three (3) mobile applications (Apps) for learners, teachers and the Second Chance Programme were developed to enable access to educational content resources on mobile devices.

A total of 206 teachers were trained on Google in the Classroom and 93 school managers were trained on ICT change management. Ten (10) Subject Specialists were trained in the management of learning spaces thereby enabling them to manage the learning spaces on the Thutong Portal. 150 Inclusive Education Specialists in all provinces were trained on the use of the online Moodle Platform to deliver learning. 100 Curriculum Specialists in the Eastern Cape, Northern Cape, North West, Mpumalanga, Free State and KwaZulu-Natal were trained on the use of an online Moodle Platform to integrate ICT into teaching and learning.

Through collaborative efforts with the NECT, an experimental innovation unit at NECT (EdHub), whose purpose is to promote and support education innovations with the goal of ultimately integrating these across the public schooling system, chose three (3) innovators in November 2017 out of 80 applicants. The ed-innovators selected were: Crsp Dsgn which has created Low Cost Educational Robotic Toy (LCERT) modular electronic kits for schools, with the vision of bringing affordable robotics and coding into every South African classroom; School in a Box which delivers a complete hardware and connectivity solution to schools in a transportable box, with a focus on being able to 'plug & play'; and Syafunda Digital Libraries which delivers Mathematics and Science content via their technology platform, with the aim of both improving Mathematics and Science grades through localised, curated content and enhancing the digital teaching and learning experience.

**The DBE, through the Mathematics, Science and Technology (MST) Unit, co-ordinated the following programmes in the sector:**

Frameworks for Intermediate and Senior Phase lesson plans and teacher guides were developed. Lesson plans and teacher guides for Grade 4–9 were developed. Quality assurance of lesson plans and teacher guides for Grade 7–9 was conducted. The DBE collaborated with the NECT and Class Act to develop lesson plans and teacher guides for Natural Science and Technology subjects. Mathematics (GET and FET), Physical and Natural Sciences and Technology lesson plans were also completed.

The Department developed CAPS Grade 12 training manuals for skills training. Skills training manuals are used by the 14 accredited skills training centres to train subject advisors and Grade 12 Teachers on practical skills needed for the implementation of CAPS Grade 12 Technical Specialisation Subjects. CAPS Grade 12 training manuals for Technical Sciences were also developed.

The implementation of Grade 12 CAPS for Technical Sciences by all teachers at schools was carried out. Grade 12 Electrical Technology and Mechanical Technology textbooks were screened. The training of subject advisors and teachers in practical skills at skills training centres was monitored. The implementation of curriculum coverage for Grade 11 and the pilot of Technical Occupational curriculum was monitored.

The Draft MST Strategy has been finalised. Extensive consultation took place with all stakeholder groupings that included all PEDs, the Trilateral Inter-departmental Steering Committee, the Teacher Development and Curriculum Meeting (TDCM), social partners, professional bodies, universities, and the Human Resource Development Council.

The Framework for Mathematics Teaching for Conceptual Understanding has been completed. The Framework seeks to develop a common approach to the teaching of Mathematics in South Africa. It was developed through the work done by the Ministerial Task Team (MTT).

The performance of the MST Conditional Grant has improved. A total of 704 schools were supplied with ICT resources, 236 workshops were supplied with equipment, tools and machinery for Technology, and 1 020 Physical Sciences laboratories were supplied with consumables and subject-related apparatus to support curriculum and teaching methodology. A total of 94 563 learners were funded to participate in Mathematics and Science Competitions as well as Coaching and Revision Camps to improve learner preparedness for the NSC Examinations, and 19 735 teachers were funded to train Mathematics, Science and Technology Teachers to improve performance of MST subjects for the NSC Examinations. Furthermore, all Provincial Business Plans on the implementation of the MST for the next financial year were submitted and approved by the National Treasury.

**The DBE, through the Rural Education Unit, co-ordinated the following programmes in the sector:**

During the period under review, consultative visits were conducted as a follow-up on the Draft Rural Education Policy in three (3) provinces namely, the Eastern Cape, KwaZulu-Natal and Limpopo. In each province the consultative visits were two-fold, one visit was at a school level and the other at a provincial level. Significant inputs were made on the policy and these inputs will be considered in strengthening the policy.

The Draft Rural Education Policy was finalised and gazetted for public comment in December 2017. The closing date for public comments on the draft policy was 31 March 2018. The comments will be reviewed for incorporation in the draft policy during the first quarter of 2018/19.

The Multi-Grade Toolkit that will provide teachers with much needed support in the mediation of the curriculum at classroom level has been printed and was delivered to all nine (9) provinces by 31 March 2018. The Multi-Grade Toolkit was printed in the following subjects: Foundation Phase English First Additional Language; Foundation Phase Home Language; Foundation Phase Life Skills; Foundation Phase Mathematics; Intermediate Phase Life Skills; Intermediate Phase Mathematics; Intermediate Phase Social Sciences; Intermediate Phase Home Language; Senior Phase Creative Arts; Senior Phase English First Additional Language; and Senior Phase Mathematics.

The Department has collaborated with the South African Democratic Teachers' Union (SADTU) to train a total of 2 083 teachers in multi-grade teaching and on the Multi-Grade Toolkit in the Eastern Cape, Free State, KwaZulu-Natal, Limpopo, Mpumalanga, and North West Provinces. The teachers were capacitated on skills and knowledge on how best to teach in multi-grade classes.

School visits were conducted during October 2017 to support the schools in a number of areas, namely: multi-grade classes; the Multi-Grade Toolkit and multi-grade teaching issues; management of learner performance; improvement of learner performance, including a focus on retained learners and progressed learners; areas for monitoring and support; systems to track learner performance; accountability systems; teacher development programmes; implementation of SIAS and Curriculum Differentiation; and the promotion and strengthening of reading across the curriculum and all subjects.

During the period under review, four (4) Inter-provincial Rural Education Committee (IPREC) meetings were held in May, August, December 2017 and in March 2018. All the meetings focused on discussing strategic issues, such as: the Agricultural Education Project (AEP); the Rural Education Assistants Project (REAP); the Classification of Rural Schools Project; the establishment of Rural Education Committees in provinces and districts; the progress on support provided to Multi-Grade Teaching Schools; the development of a Rural Education Policy; Provincial Reports on Support Provided to Rural Schools and Schools With Multi-Grade Classes; the Learn English Audio Project in support of schools with multi-grade classes; the Continuing Professional Teacher Development System; the Home Education Policy; and rationalisation of small and non-viable schools.



A bid was submitted to the National Treasury for the REAP. Subsequently, the National Treasury awarded the DBE funds amounting to R 87.5 million for the proposal on the project which will be piloted from 2018 till 2021. The aim of the project is to pilot, research and evaluate the use of Education Assistants (EAs) in improving the quality of education in rural schools. The project will focus on recruiting, training and creating time-bound employment to 750 unemployed matriculants who will work as Education Assistants to assist with curricular and co-curricular activities, as well as to support the development and implementation of school-based agriculture projects. The findings of the research will inform the development of a Framework for Education Assistants for Rural Schools and a Recruitment Strategy for Rural Schools attached to this programme.

In the last quarter of the financial year, the project was reconfigured to target three (3) provinces namely, Eastern Cape, KwaZulu-Natal and Limpopo, with two (2) districts targeted for each province. Initially the project targeted only the KwaZulu-Natal Province. Criteria for the selection of EAs, project co-ordinators and sample schools was developed. A meeting with provincial REAP co-ordinators was conducted to finalise the development of selection criteria and to develop a management plan for the selection of EAs.

Consultative visits for the Agricultural Education Project were held in eight (8) Agricultural High Schools in seven (7) provinces namely: the Eastern Cape, Gauteng, KwaZulu-Natal, Mpumalanga, the Northern Cape, the North West and the Western Cape. The eight (8) schools included four (4) affluent schools and four (4) poor schools. Significant inputs were gathered in terms of good practice and challenges in running these types of schools. Data gathered will inform the sector to strengthen Agriculture Education in general, and Agriculture Focus Schools, in particular. It will also inform the establishment of a Self-sufficient Agriculture Model School.

The DBE formed a partnership with StatsSA to develop a mechanism for the classification of rural schools. The development of three (3) indexes was finalised i.e. community- service, teacher well-being and learner indexes. These will be piloted in two (2) districts in KZN by July 2018.

**The DBE, through the Curriculum and Quality Enhancement Programmes Chief Directorate, reported the following under-achievements:**

The development of Grade 4-6 IIAL SAL Toolkits did not take place during the period under review.

The process of finalising the LTSM electronic system with the SITA is a lengthy one and could not meet the budget timelines for donor funding. The budget was subsequently withdrawn. Additional funding must be sourced in order to continue with the process.

There is a lack of capacity in the country to print Braille materials.

During the period under review, certain subjects that feature in the Multi-Grade Toolkit were not printed due to inadequate funding allocated to the Rural Education Improvement Plan Budget. The Multi-Grade Toolkit was not printed in the subjects: Intermediate Phase English First Additional Language; Senior Phase Technology; Senior Phase Economic Management Sciences; Senior Phase English Home Language; Senior Phase Life Orientation; Senior Phase Social Sciences; and Intermediate Phase Natural Sciences and Technology.

The final editing and printing of the two (2) draft documents: *Developing a Rural Education Framework* and *Towards a Rural Education Policy: Executive Summary* was not done.

The service provider could not account for all the Braille machines procured by the Department for the Kha Ri Gude (KRG) Campaign. The Department took longer to determine the monies to be paid by the service provider as a penalty for the unaccounted braille machines.

Fewer than 300 volunteers could not be paid their stipends because their bank accounts were frozen. The KRG officials contacted the affected volunteers requesting them to update their bank details so that they could be paid the outstanding stipend totalling approximately R300 000.00.

**Table 16: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements**

Strategic objectives	Performance Indicator	2017/2018				
		2016/2017	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviation
2.1 Develop and distribute digital content annually to promote e-learning in schools	2.1.1 Number of off-line digital content packaged and distributed to provinces	10	12 (Annually)	12 off-line digital content packs delivered	No Deviation	N/A
	2.1.2 Number of schools per province monitored for utilisation of ICT resources	30	27 (3 per province) (Quarterly)	27 schools monitored	No Deviation	N/A
	2.1.3 Number of off-line digital content resources developed annually	5	6 (Annually)	6 off-line digital content resources were developed	No Deviation	N/A
2.2 Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning	2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1-6	100% Volume 1 delivery: A total number of 17 831 schools received deliveries 100% Volume 2 delivery: A total number of 17778 received deliveries	100% (Annually)	100% Volume 1 and Volume 2 Grades 1-6 Home Language workbooks were delivered to 100% schools	No Deviation	N/A
	2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	100% Volume 1 delivery: A total number of 23 613 schools received deliveries 100% Volume 2 delivery: A total number of 23 543 schools received deliveries	100% (Annually)	100% Volume 1 and Volume 2 Grades 1-9 Mathematics workbooks were delivered to 100% schools	No Deviation	N/A
	2.2.3 Percentage of public schools with workbooks for Grade R	100% Volume 1 delivery: A total of 16 523 schools received deliveries 100% Volume 2 delivery: A total of 16 523 schools received deliveries	100% (Annually)	100% Terms 1-4 Grade R workbooks were delivered to 100% schools	No Deviation	N/A

Strategic objectives	Performance Indicator	2016/2017		2017/2018		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviation
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning	2.3.1 Number of under-performing schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	20	50 (Annually)	50 under-performing schools monitored: 25 school visits monitored and 25 schools desktop monitored	No Deviation	N/A
	2.3.2 Number of schools monitored on the implementation of the reading norms	20	20 (Annually)	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored	No Deviation	N/A
	2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages (IIAL) nationally	20	20 (Annually)	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored	No Deviation	N/A
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects	2.4.1 Mathematics, Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases	Lesson Plans developed for: Mathematics Grade 7 Natural Sciences Grades 7-9 Physical Sciences Grades 10-12	Mathematics Grade 4-6, Technology Grade 7-9 lesson plans developed, Natural Sciences & Technology Grade 4-6 lesson plans developed and Mathematics Grade 10-12 lesson plans developed (Annually)	Lesson plans developed for: Mathematics, Natural Sciences and Technology for Grade 4-6; Technology for Grades 7-9; and Mathematics for Grades 10-12	No Deviation	N/A
	2.4.2 Mathematics, Science and Technology teacher guides developed for the Intermediate, Senior and FET Phases	Teacher Guides developed for: Mathematics - Senior Phase: Grade 7-9; Natural Science - Senior Phase: Grade 7-9; Mathematics – FET Phase: Grade 10-12; Physical Science - FET Phase: Grade 10-12.	Mathematics Grade 4-6 teacher guides, Technology Grade 7-9 teacher plans and Natural Sciences & Technology Grade 4-6 teacher guides developed Mathematics Grade 10-12 teacher guides developed (Annually)	Teacher guides developed for: Mathematics for Grade 4-6; Technology for Grade 7-9; Natural Sciences and Technology for Grade 4-6; and Mathematics for Grade 10-12	No Deviation	N/A

Strategic objectives	Performance Indicator	2016/2017		2017/2018		Comment on deviation
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	
2.4.3 Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme	2.4.3 Number of Mathematics training sessions/Workshops monitored <sup>1</sup>	-	9 (Bi-annually)	8 training sessions monitored	-1	In Quarter 4, the North West which adopted the Block Sessions to rollout 1+4 strategy could not be visited. The province could not be visited as they cancelled their 1+4 sessions which were scheduled for Q4 and redirected their focus and financial resources to conducting training workshops for Technical Mathematics and Technical Science due to poor Grade 11 performance in the two (2) subjects
	2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session	9 training centres visited and the number of visits conducted to these training centres of 27	14 (Bi-annually)	14 training sessions conducted	No Deviation	N/A
	2.4.5 Number of schools visited for monitoring CAPS implementation in Technical Schools	33 Technical Schools visited: 12 in Q2 9 in Q3 6 in Q4	27 (Quarterly)	27 schools monitored	No Deviation	N/A
2.5 Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme	2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	5 635	20 000 (Quarterly)	73 780	+53 780	Target exceeded due to the quality of support provided and the inclusion of support by the DHET community colleges and partnerships with NGO support centres

1 Indicator 2.4.3 was changed from "Number of districts visited for monitoring the 1+4 strategy" to "Number of Mathematics training sessions/Workshops monitored"

**Table 17: Sub-programme expenditure**

<b>Programme 2: Curriculum Policy, Support and Monitoring</b>						
<b>Detail per sub-programme</b>	<b>2017/18</b>			<b>2016/17</b>		
	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/Under-Expenditure</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/Under-Expenditure</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>2.1 Programme Management: Curriculum Policy, Support and Monitoring</b>						
Current payment	2 788	2 437	351	3 459	3 419	40
Transfers and subsidies	3	3	-	-	-	-
Payment for Capital Assets	56	62	(6)	28	28	-
<b>2.2 Curriculum Implementation and Monitoring</b>						
Current payment	141 591	138 285	3 306	91 604	80 665	10 939
Transfers and subsidies	72 441	66 413	6 028	258	265	(7)
Payment for Capital Assets	2 192	751	1 441	840	345	495
Payments for Financial Assets	64	63	1	1	1	-
<b>2.3 Kha Ri Gude</b>						
Current payment	80 899	63 781	17 118	384 198	358 854	25 344
Transfers and subsidies	104	104	-	109	109	-
Payment for Capital Assets	-	-	-	29	28	1
Payments for Financial Assets	-	-	-	5	4	1
<b>2.4 Curriculum and Quality Enhancement Programme</b>						
Current payments	1 099 927	1 093 508	6 419	1 034 589	1 020 507	14 082
Transfers and subsidies	365 292	365 292	-	362 444	362 444	-
Payment of Capital Assets	975	393	582	390	22	368
Payments for Financial Assets	6	5	1	-	-	-
<b>Total</b>	<b>1 766 338</b>	<b>1 731 097</b>	<b>35 241</b>	<b>1 877 954</b>	<b>1 826 691</b>	<b>51 263</b>



PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT





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

### **4.3.1 PURPOSE**

The purpose of the programme is to improve quality of teaching and learning through the effective supply, utilisation and development of teachers. In responding to the Action Plan to 2019 goals, the programme awards bursaries to students thereby attracting young, motivated and trained teachers. It also ensures the supply of teachers, contributing towards functional schools through the parent and community involvement in the governance of schools and improving the professionalism, teaching skills and subject knowledge of the teachers. To achieve its objectives, the programme collaborates with the Teacher Unions, the Education Labour Relations Council (ELRC), the South African Council of Educators (SACE), the National Education Collaboration Trust (NECT), the community and other stakeholders in the Education Sector.

### **4.3.2 LIST OF SUB-PROGRAMMES**

Programme Management: Labour Relations and Conditions of Service, Human Resources Planning and Provisioning, Educator Performance Management and Whole School Evaluation, Education Human Resources Development, and Curriculum and Professional Development Institute.

### **4.3.3 STRATEGIC OBJECTIVES:**

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

### **4.3.4 PROGRAMME OVERVIEW**

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

### Action Plan Goals on Teacher Supply, Development and Utilisation

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

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

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

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

Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Goal 20: Increase access among learners to a wide range of media, including computers, which enrich their education.

Goal 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

## 4.3.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

### 4.3.5.1 EDUCATION HUMAN RESOURCE MANAGEMENT

The DBE, through the Educator Performance Management and Development and Whole School Evaluation (WSE) Unit, co-ordinated the following programmes in the sector:

The DBE has a monitoring and an oversight role in the implementation of the Education Labour Relation Council's (ELRC) Collective Agreement No. 8 of 2003. The DBE monitored and provided an oversight role in six (6) provinces on the implementation of the Integrated Quality Management System (IQMS).

**Table 18: Names of schools monitored in the implementation of Education Labour Relation Council (ELRC) Collective Agreement No. 8 of 2003**

Province	Names of schools monitored	Names of District offices monitored
KwaZulu-Natal	KwaMgabo Primary Mhlumayo Primary Bhande High	Uthukela
Free State	Bohlokong Primary Motshepuwa Primary Ntsu Secondary	Thabo Mofutsanyana
Eastern Cape	Port Alfred Primary Mtyobo Primary Nomzamo Secondary TEM Mrwetyana Senior Secondary	Grahamstown (Sarah Baartman)
Mpumalanga	Greendale School (Combined) KwaGuqa Primary Thomas Percy Sililo Secondary Tjhidelani Primary	Nkangala
Gauteng	Bekekayo Primary Arbor Primary Willowmoore High Belvedere (LSEN)	Ekurhuleni
Limpopo	Laerskool Bosveld Primary Mabalane Seleka Technical High Nelsonskop Primary Phegelelo High	Waterberg

The findings from the monitoring indicated that schools were implementing the IQMS appraisal tools for submission to the province for pay progression. Although educators had developed their Personal Growth Plans during their summative evaluations, internal school monitoring of the implementation of the identified developmental needs was not consistent across schools. Evidence at schools showed that all principals were appraised by their Circuit Managers.

On-site reports were provided to each site visited in the province. Recommendations during the feedback meetings and the reports to schools, district and provincial offices will build capacity for effective educator appraisal and guide appropriate professional development.

The reports from the PEDs showed that:

- A total of 348 263 educators were appraised in terms of the IQMS in the 2016 cycle. The PEDs progressively effected pay progression to all qualifying educators during 2017;
- A total of 5 847 schools were monitored and supported by Provincial and District IQMS Co-ordinators; and
- A total of 18 861 educators were beneficiaries of training and support on the IQMS implementation. Included in this figure are 2 514 new entrants to the profession and 1 588 newly promoted members of School Management Teams (SMTs).

A circular on the signing of job descriptions by school-based educators was released to the PEDs in June 2017. The job descriptions of educators serve as a management tool and enhance the accountability of principals on their roles and responsibilities. A total of 4 092 (17 percent) principals signed job descriptions in five (5) provinces: the Eastern Cape 279, Limpopo 853, KwaZulu-Natal 1 494, the Northern Cape 501, the North West 547, and the Free State 418.

The challenges of retrieving data from districts on the latter has been addressed with PEDs. The Western Cape, Gauteng and Mpumalanga will initiate the signing of job descriptions after releasing provincial circulars in the first quarter of 2018/19.

The DBE is responsible for monitoring the implementation of ELRC Collective Agreement No. 3 of 2002 in the PEDs. On-site monitoring focusing on the job descriptions, work plans and quarterly reviews of office-based educators was undertaken in six (6) PEDs and Districts as follows:

- Mpumalanga – Ehlanzeni;
- Eastern Cape – Alfred Nzo East;
- Northern Cape – John Taolo Gaetswe;
- KwaZulu-Natal – Ilembe;
- Gauteng – Tshwane North; and
- Western Cape – Metro North.

On-site feedback and monitoring reports were provided for remedial action.

A revised Performance Management Development System and Job Descriptions for office-based educators was adopted at the ELRC in October 2017. In view of the latter, training on ELRC Collective Agreements No. 3 and 4 of 2017 was conducted with 38 officials from the PEDs, the DBE and teacher unions in January 2018.

The DBE subsequently provided support and monitored training on the Education Management System, Performance Management and Development System (EMS: PMDS) and Job Descriptions in PEDs as follows:

- North West - 26 February 2018;
- Mpumalanga - 27 February 2018;
- Northern Cape – 1 March 2018;
- Eastern Cape – 7 March 2018;
- Free State – 27 March 2018; and
- Limpopo – 20 and 28 March 2018.

The revised system which introduces the signing of performance agreements by office-based educators will be implemented as from 1 April 2018.

The process of skills development should support and strengthen critical sector specific issues articulated in the National Development Plan 2030 and addressed by the Action Plan to 2019: *Towards Realisation of Schooling 2030*. In view of this, the PEDs agreed on a revised National Skills Development Framework for Employees in the Basic Education Sector that will facilitate the provision of a skills base for the achievement of strategic objectives of the Basic Education Sector.

On-site monitoring and oversight visits were undertaken in six (6) PEDs, namely: Mpumalanga, the Eastern Cape, the Northern Cape, KwaZulu-Natal, Gauteng and the Western Cape. The monitoring showed that provinces had engaged in regular consultation with stakeholders for identifying and addressing skills needs of employees within the available budget. The PEDs were also submitting their Quarterly Monitoring Reports and their Work Skills Plan Reports to the Sector Education and Sector Authorities. On-site feedback and monitoring reports were provided for remedial action.

The School Self-Evaluation (SSE) is a process of systematic and transparent reflection on practices undertaken, with the aim of improving learner performance, teaching practice and school functioning. In this regard, training to support provincial and district officials to be able to institutionalise the SSE and School Improvement Planning (SIP) in the sector was conducted in eight (8) provinces as follows:

**Table 19: SSE & SIP Training**

Province	District/ Provincial Officials	Dates
Free State	Fezile Dabi & Motheo	24-26 May 2017
North West	Dr RS Mompati, Officials from Matthew Goniwe Leadership Institute-Gauteng	21-23 June 2017
Northern Cape	Namakwa	11-13 July 2017
Limpopo	Waterberg	07 August 2017
Free State	Thabo Mofutsanyana	11 August 2017
Eastern Cape	O R Tambo – Coastal & O R Tambo Inland	5-8 September 2017
KwaZulu-Natal	UMgungundlovu	26-28 September 2017
Mpumalanga	WSE Supervisors	27-28 July 2017
Western Cape	WSE Supervisors and 2 officials from each district	07-09 March 2018

The capacity of officials has been enhanced in order to train schools to develop and implement SSE and SIP, leading to improved learner performance.

The DBE has also extended its monitoring role to include School Self-Evaluation (SSE) activities and its relation to school improvement planning. In this regard, SSE monitoring was undertaken in six (6) provinces namely the Free State, Gauteng, KwaZulu-Natal, Limpopo, the Northern Cape and the Western Cape. Oral feedback was provided and resources were shared to improve implementation. Written feedback with recommendations was provided as support to the monitored provinces.

The WSE is not an end in itself, but the first step in the process of school improvement and quality enhancement. The focus is on both internal monitoring and external evaluation, i.e. self-evaluation by the school and external evaluation by the supervisory units. In this regard, a capacity building workshop was conducted for all WSE Supervisors in December 2017 in KwaZulu-Natal and in Mpumalanga in February 2018. Skills and knowledge of participants were enhanced in the fields of report-writing, team leadership and analysis of learners' written work.

The DBE plays a monitoring role in the implementation of the WSE policy, including external evaluations as conducted by the PEDs in the sector. During the period under review, post-evaluation monitoring was undertaken in the following provinces: Gauteng, KwaZulu-Natal, Mpumalanga and the Western Cape. Feedback on the findings was provided to the relevant units in the provinces. The recommendations made in the feedback report will ensure that the school improvement facet of WSE is accomplished.

**The DBE, through the Education Human Resource Planning, Provisioning and Monitoring Unit, co-ordinated the following programmes in the sector:**

The Annual Report on HR Planning for 2016/17 was finalised and presented to the HEDCOM Sub-committee on Human Resource Matters and discussed with the PEDs with the aim of improving human resource planning in PEDs. The report covers trends on selected indicators affecting the demand, supply and utilisation of educators.

As part of on-going monitoring and support on the implementation of the Post-Provisioning Norms to the PEDs, three (3) officials from the EC were trained for one (1) week on the implementation of the Post-Provisioning Model. In addition, technical support was provided to KZN which involved the running of the post-provisioning model for the post establishment of 2018. As part of implementation monitoring, post-provisioning plans for 2018 from five (5) PEDs were received and discussed in the meeting of the Inter-Provincial HEDCOM Sub-committee on HR Matters. During February and March 2018, site visits were conducted in all the PEDs as part of the monitoring of the implementation of the post-provisioning norms.

As at the end of December 2017, 89 percent (4 107 of 4 612) of graduates eligible for placement in 2017 were placed, exceeding the annual target of 85 percent.

A total of 15 087 young and qualified educators aged 30 years and below entering the education profession were appointed during the financial year, exceeding the annual target of 10 000.

A total of 2 993 new applications for qualified educators were received, processed and captured on the National Recruitment Database during the financial year. 108 information requests were received from principals seeking to appoint qualified educators listed on the database. The marketing strategy of sending bulk SMSs to principals, the distribution of posters and brochures in various gatherings and placement of advertisements, aimed at creating awareness on the existence of the database was implemented.

**The DBE, through the Education Labour Relations and Conditions of Service (ELRC) Unit, co-ordinated the following programmes in the sector:**

A total of 67 out of 93 queries received with regards to labour relations issues were finalised, 16 were referred to the relevant PEDs for their attention and finalisation as they were more relevant to the provincial administration, and ten (10) were re-routed as they did not concern labour relations.

The DBE participated in a conciliation process at the ELRC in the matter between the National Professional Teachers' Organisation of South Africa (NAPTOSA) on behalf of Members Nationally V The Minister of Basic Education, wherein a certificate of non-resolution was issued because parties to the dispute could not reach an agreement. Four (4) PEDs have been joined to the matter and the matter is in progress.

A dispute was received from the NAPTOSA on behalf of Engelbrecht against the Gauteng Department of Education (GDE). The DBE and the DPSA were joined in the matter. Closing arguments were drafted and sent to the ELRC. The DBE is awaiting the decision of the Commissioner.

The DBE provided support in a dispute on Section 77 in the National Economic Development and Labour Council (NEDLAC) wherein the ICTU, National Union of Public Service and Allied Workers (NUPSAW) and Others filed a dispute demanding discussions on free education, economic policy and the national minimum wage. The demands against Education were withdrawn in the meeting after the DBE agreed to have further engagements with the applicants outside the NEDLAC processes.

Training on the revised Personnel Administrative Measures (PAM) was provided to the Limpopo Department of Education (LDoE), union representatives, circuits and district officials.

The DBE met with the Registrar responsible for the National Child Protection Register to discuss a way forward on ensuring that the names of educators who have committed unwanted acts against children are listed in the register. The discussions are on-going.

On 1 December 2017, a Task Team meeting on the re-activation of PERSAL was convened to further refine the act of misconduct or the deeming provision, prohibition period, the procedure for re-activation, the role of the prospective employing Department and the proposed application for re-activation. The purpose of the Task Team is to draft proposals and to find consensus on the period of prohibition should an educator be dismissed for serious misconduct.

Secretarial Services has been provided to the Ministerial Task Team (MTT) on the Selling of Posts matter. The MTT held meetings to deal with issues of the finalisation of the Second Phase of its report.

A total of 11 Public Service Co-ordination Bargaining Council (PSCBC) meetings, one (1) Special Council and three (3) Employer Caucus meetings were held in the period under review. These meetings concerned the following matters: the implementation of the PSCBC Resolutions that were concluded in 2015 and that are still outstanding and/or not fully implemented; and other outstanding resolutions were Resolutions 1 of 2007; 3 of 2009; 6 of 2010 and 1 of 2012.

A Collective Bargaining Indaba was held on 26-29 September 2017 at Gallagher Estate for 500 delegates.

A PSCBC Special Council meeting was held on 6 October 2017 wherein labour tabled consolidated demands for 2018/19 Financial Year wage negotiations.

The salient demands were presented as:

- 10-12% salary increase depending on the salary levels of employees;
- Single multi-term agreement;
- Increase in the housing allowance;
- Various leave demands;
- Equalisation of pay progression for all public servants including educators;
- Demand the abolishment of salary levels 1-3 and entry level in the public service to be salary level 4; and
- Single comprehensive danger insurance in the public service.

The employer has responded to Labour's demands and the negotiations are in progress.

With regards to collective bargaining, there were four (4) Collective Agreements concluded and signed at the level of the ELRC during the period under review, namely:

- Collective Agreement No. 1 of 2017 on Picketing Rules;
- Collective Agreement No. 2 of 2017 on Vote Weights;
- Collective Agreement No. 3 of 2017 on Education Management System (EMS) for office-based educators; and
- Collective Agreement No. 4 of 2017 on Job Description for office-based educators.

In June 2017 the ELRC held an Education Indaba on the Post-Provisioning Norms (PPN) where a decision was taken on the establishment of three (3) ELRC work streams namely:

- Post-Provisioning Norms;
- Early Childhood Development; and
- Curriculum Matters.

The PPN work stream and ECD are currently being dealt with in the ELRC. Feedback on progress will be provided at the next Indaba in 2018.

The DBE attended the Motsepe Foundation Women's Summit wherein parties engaged in a dialogue on issues of gender equity, and the abuse of women and children in society, schools and in the workplace.



The DBE attended the Industrial Relations Association of South Africa (IRASA) Annual Conference wherein issues of labour relations were discussed, i.e. the challenges in the workplace and how these challenges could be overcome. Some of the issues discussed will be considered in improving labour relations in the Education Sector.

The ELRC commissioned a Study Tour to four (4) countries: Canada, Finland, Singapore and Brazil from 23 February to 12 March 2018, to conduct research on the Post-Provisioning Norms (PPN). The delegation comprised the Heads of the Provincial Education Departments, teacher unions and DBE officials.

**The DBE, through the Education Human Resource Management Chief Directorate, reported the following under-achievement:**

Despite that most of the challenges in monitoring the implementation of Collective Agreements are discussed during the employer caucus meetings, no provincial visits were conducted during this financial year because, without receiving reports of disputes and grievances from the PEDs, the DBE is unable to identify the need for intervention.

#### **4.3.5.2 EDUCATION HUMAN RESOURCE DEVELOPMENT**

**The DBE, through Initial Teacher Education Unit, co-ordinated the following programmes in the sector:**

Teacher recruitment provincial briefing sessions were held with school principals, teachers, youth and community-based recruiters. All provinces participated in the recruitment programme and the selection of students. The approved lists for district and community-based recruited students were finalised and communicated to all universities and provincial co-ordinators. 1 216 promissory letters were issued to school-going youth and out-of-school youth recruited through district and community-based teacher recruitment campaigns. The DBE assisted 925 school-going youth and out-of-school youth recruited to register for teacher education programmes at universities.

The Funza Lushaka Bursary allocation from the National Treasury for 2017/18 was R 1 095 792 000.00 which translated into a target of 13,500 bursaries that could be awarded to students in 2017/18. The consolidated 2017 Funza Lushaka Bursary awards list shows that 15 134 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2018, out of a target of 13 500.

A Memorandum of Understanding (MoU) between the DBE and the National Student Financial Aid Scheme (NSFAS) regarding the administration of the Funza Lushaka Bursary funds was finalised. To strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities, visits to universities were conducted. Information sharing meetings were held with final year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 4 726 students who graduated at the end of 2017 and were ready for placement.

The Project Charter and Plan for the Funza Lushaka Information Management System Modernisation was approved. The State Information Management Agency (SITA) has commenced with the development of the modernised Funza Lushaka Information Management System.

During the period under review, the DBE supported the Primary Teacher Education Project (PrimTED) as part of the Teaching and Learning Development Capacity Improvement Programme (TLDCIP). The PrimTED aims to strengthen the university education system in order to produce sufficient capacity for the development of sufficient numbers of quality primary school teachers, including African language Foundation Phase teachers.

The DBE formed part of the Task Team that reviewed Initial Teacher Education at the University of South Africa. In this regard a draft Research Methodology Plan for the workstream responsible for the teaching practice component was developed.

The DBE participated in Provincial Teacher Education and Development Committee (PTEDC) meetings in Gauteng, the Northern Cape, the Free State, Limpopo, the Eastern Cape and the Western Cape. The purpose of the PTEDC is to ensure that a coherent and co-ordinated approach is taken to the planning for and delivery of teacher education programmes in the province, in ways that are aligned to provincial and national teacher education needs, that are sustainable and that lead to stability and quality in the system.

Terms of Reference to bring consultants to work on the comprehensive induction programme were prepared. The new teacher induction guidelines for the orientation programme booklet is being implemented in schools and districts as new teachers and newly appointed managers assume new posts. The DBE has been receiving reports on the implementation of the Inclusive Education Teacher Induction Programme (IETIP) pilot in the Free State, the North West and the Northern Cape. Lists of schools with new teachers were submitted to Inclusive Education South Africa (IESA). The training of mentors was completed.

The DBE supported the South African Council of Educators (SACE) which is currently developing teacher professional standards and the professionalisation of teaching. In this regard, the DBE participated in the Standards Development Working Group and the Steering Committee. The DBE also participated in the provincial consultations on Professional Standards for Teachers. Provincial consultations were completed in all provinces.

In the area of Teacher professionalisation, the following was undertaken by the NECT on behalf of the Department:

In January 2018 the implementation of the Structured Learning Programmes (SLPs) grew to cover 61.5 percent of the schooling system in Limpopo and the Eastern Cape, and extended to four (4) additional districts in KwaZulu-Natal. Operations in the Eastern Cape and KwaZulu-Natal are governed by Memoranda of Understanding entered into by the NECT and the respective provincial departments. An MoU with the Limpopo Department is in the advanced stages of discussions.

A total of 4 135 314 teaching and management materials were distributed by the NECT in the reporting period, which included daily lesson plans, curriculum trackers, flashcard words, science kits and Big Books. These tools were used to provide training and support to 76 034 Mathematics, Science and Language Teachers in 14 769 schools. The materials included a new catalogue of materials developed for Grades 10-12 English First Additional Language and Physical Science, Grades 4 - 6 Natural Science and Technology, and Grades 7 - 9 Natural Science. This means that the DBE now has materials to cover all grades.

Through the Primary School Reading Improvement Programme (PSRIP), the DBE, in partnership with the NECT, provided 11 721 Foundation Phase Teachers and 263 subject advisors with three (3) rounds of training and support materials with the aim of improving teaching practices.

The DBE participated in monthly Teacher Education Programme Evaluation Meetings held at the Department of Higher Education and Training (DHET) during 2017/18. A total of 95 programmes were evaluated during 2017/18.

A total of 89 interns participated in the DBE's and the Independent Schools Association of Southern Africa's (ISASA's) Mathematics and English Programme during 2017/18. A total of 18 DBE-ISASA student interns graduated from the UNISA at the end of 2017 and were eligible for placement in public schools in 2018.

The DBE/ELMA Foundation Internship Programme in the Thabo Mofutsanyane District of the Free State aims to identify, train and place interns for the Foundation Phase and Intermediate Phase in Public Schools. A total of 47 students are registered with the UNISA to study the Bachelor of Education (BEd) in Foundation Phase teaching for 2018 and are placed at public schools in the Thabo Mofutsanyane District of the Free State. 43 Students are registered with the North West University to study the BEd in Intermediate Phase teaching (focussing on Mathematics, Science and Technology) for 2018 and are placed at public schools.

**The DBE, through Continuing Professional Teacher Development (CPTD) Unit, co-ordinated the following programmes in the sector:**

The sign up of educators participating on the CPTD System reached a 221 690 mark during the period under review. This included all categories/ levels from all provinces. This achievement provides ample evidence of an upward movement that will culminate in more teachers taking part in CPTD Programmes. Participation by teachers in the programmes will assist in improving the quality of teaching and learning in schools. All provinces are committed to the task of signing up their educators.

Through the National Strategy on Learner Attainment (NSLA), support was provided to provinces for teacher training across the various subject areas in all Phases/Levels. Provincial teacher training reports were received from provinces and indicated that training was provided to more than 221 854 teachers. Training covered a range of capacity areas needed to deliver the curriculum.

In partnership with the British Council (BC), the DBE trained 322 subject advisors and lead teachers on primary and secondary English capacities, through the SACE-endorsed courses, Certificate in Primary English Language Teaching (CiPELT) and Certificate in Secondary English Language Teaching (CiSELT) to enhance EFAL. The purpose of the training is so that the provinces can take the training to teachers.

A draft Constitution on the National Association for English Teachers of South Africa was developed and shared with provinces. Thus far, English and African Language Teachers' Associations have been established in the Free State, while other provinces are still in the process.

Through partnership with the The Flemish Association for Development Co-operation and Technical Assistance (VVOB), subject advisors were trained on Professional Learning Communities (PLCs) which are meant to be locally-based teacher development and support structures. While all provinces were trained in 2016/17, Gauteng augmented this by a further 65 subject advisors in 2017/18. The total number of subject advisors who received training amounted to 750 (the number excludes the Western Cape which did not conduct training on this area).

In partnership with the NECT, more than 180 subject advisors were trained and have implemented new methods of monitoring and analysing curriculum coverage, as well as quality assuring the content and design of the learning programmes. Increasing numbers of subject advisors have gained skills and are mastering the tools of an evidence-informed approach to monitoring and supporting schools.

An amount of R 8 507 000 was allocated for Teacher Union Collaboration training and monitoring workshops for 2017/18 from the EU PrimEd funding. Half the amount was allocated as an advance to teacher unions:

- South African Democratic Teachers Union (SADTU) trained 487 lead teachers (167 in the Eastern Cape, 166 in KwaZulu-Natal and 154 in the Free State) on the Intermediate Phase Resource Development Course;
- Suid-Afrikaanse Onderwysers Unie (SAOU) trained 643 principals on the Curriculum Coverage tool in the Eastern Cape;
- Professional Educators Union (PEU) trained 586 teachers on SIAS in Limpopo (435) and KwaZulu-Natal (151);
- National Teachers Union (NATU) trained 560 teachers on the Assessment for Learning Programme in Mpumalanga (84) and KwaZulu-Natal (476); and
- National Professional Teachers' Organisation of South Africa (NAPTOSA) trained 265 teachers on Tips or Tricks to identify barriers and 200 teachers on Inclusivity for Reading Programme.

The total number of teachers trained in the second quarter was 2 741, which is 78 percent of the 3 500 targeted number of teachers.

The second amount of R 25 000 000 was allocated by the DBE for Teacher Union Collaboration training and monitoring workshops for 2017/18:

- SADTU trained 2 888 teachers on Multi-grade teaching and the Intermediate Phase Resource Development Course;
- SAOU trained 1 469 principals on the Curriculum Coverage Tool;
- PEU trained 860 teachers on SIAS Policy;
- NATU trained 2 012 teachers on the Assessment for Learning Programme and on SMTs; and
- NAPTOSA trained 1 063 teachers on demystifying assessment and on barriers to hand-writing and reading.

The total number of teachers trained with the second tranche is 8 292, which is 95.8 percent of the 8 657 target.

The Teacher Appreciation and Support Programme (TASP) was launched in 2016. The National Teaching Awards (NTA) as well as the World Teachers' Day (WTD) fall in the category of the TASP. In 2017/18, Oliver Tambo's life and work was acknowledged. On 5 October 2017, teachers researched the life and contribution of OR Tambo and presented it to the public through a panel discussion.

The NTA ceremony was convened by the DBE at the Sandton Convention Centre, attended by 500 participants from a range of stakeholders. Outstanding teachers were acknowledged and awarded through 11 categories.

The Inter-Branch Task Team on the Incremental Introduction of African Languages (IIAL) developed the Integrated Sector Plan aimed at guiding the sector towards full scale implementation in 2018 as per the CEM pronouncement in 18 May 2017.

Through UNISA Video Conferencing, training was conducted on the IIAL Second Additional Tool kit for the Foundation Phase. The workshop, which was the first of its kind for the DBE, trained 177 subject advisors connected to ten (10) sites in five (5) Provincial Education Departments. These officials were capacitated to support the implementation of IIAL SAL Toolkit in implementing schools.

**The DBE, through Education Management and Governance Development Unit, co-ordinated the following programmes in the sector:**

The Policy on the South African Standard for Principalship (SASP) is meant to capacitate and strengthen roles and responsibilities of principals as they lead and manage schools. Since its promulgation in 2016, the policy was shared with officials during inter-provincial meetings, workshops and conferences.

The DBE conducted a survey to assess the availability and implementation of key management documents in schools. This was based on *Goal 21* of the Action Plan to 2019: *Towards the Realisation of Schooling 2030* which calls for the sector to ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

A total of 2 000 schools were surveyed, 1 938 (96.9 percent) schools were found to have the required management documents to guide the functionality of the school. Only 280 (14 percent) surveyed schools indicated a need for extra support on the development and implementation of the documents to meet the required standards of school management.

The developed National Induction Framework, approved in 2015 guides programmes and activities in training and inducting newly appointed principals and SMTs in schools. Since its approval in 2015, provinces have been guided to use the framework as and when principals are appointed to induct and orientate them on their leadership and management roles of their schools.

**Table 20: Training and induction of principals and SMTs in schools in 2017/18**

Province	Number of Attendees	Topics Covered
Eastern Cape	270	South African Standard for Principalship
Free State	291	Strategies to manage and lead a school
Gauteng	72	Ethical Behaviour in the Workplace
Limpopo	423	Curriculum Management
Mpumalanga	60	Instructional Leadership
<b>Total Output</b>	<b>1 116</b>	

The DBE has embarked on a project with Higher Education Institutions (HEIs) to facilitate the development of the National Advanced Diploma in Education Leadership and Management to replace the now obsolete Advanced Certificate in Education (ACE:SL). It is intended that the National Advanced Diploma will take forward the National Development Plan's vision for 2030: *Improvement of human resources in the education system and school management*. Pursuant of the above, the DBE, in partnership with the Education Training and Development Practice (ETDP) SETA, has appointed the South African Institute of Distance Learning (SAIDE) to develop course materials for the envisaged diploma.

The DBE, through the Teacher Union Collaboration initiative led the process of training educators (including education leaders and managers) in various areas of development. During 2017/18, the Department worked with the Suid Afrikaanse Onderwysers-Unie (SAOU) to train school principals and circuit managers on curriculum management as follows:

**Table 21: Training of school principals and Circuit Managers on curriculum management**

Province	Number of Attendees	Topics Covered
Eastern Cape	240	Control Measures and Practical Work
Free State	169	Time Management and Practical Work
KwaZulu-Natal	343	Curriculum Coverage and Practical Work
Limpopo	966	Assessment and Practical Work
Mpumalanga	255	Moderation and Practical Work
Northern Cape	184	Recording and Reporting and Practical Work
North West	152	Internal Reporting and Practical Work
<b>Total Output</b>	<b>2 309</b>	

Furthermore, in the area of curriculum management, the NECT tested a new module for school leadership focused on providing SMTs with the strategies to ensure teachers cover the curriculum at the appropriate pace and pitch. Whilst the module was still in the testing phase, excess demand resulted in the early expansion of the module into three (3) additional districts, to reach 5 290 SMT members. In an on-going effort to ensure the interventions are taken up and owned at a system level, the training was co-facilitated by the 153 circuit managers and subject advisors trained and supported by NECT coaches. The scale up of the curriculum management modules have been rescheduled to the second quarter of 2018 to take into consideration the limited capacity of the districts to absorb both SLPs and curriculum management modules. Instead, in preparation for scale up in the second quarter of 2018/19, an additional 1 478 SMT members were trained in Mpumalanga and the North West in 2018, bringing the total number of SMTs trained to 6 768 in the reporting period.

Drawing from the National Development Plan (NDP) on the need for competent and strong management of the education system, a uniform and concise framework for the training of Departmental Heads was developed. The DBE conducted pilot workshops in six (6) provinces during the 4<sup>th</sup> quarter of the 2017/2018 Financial Year.

**Table 22: Pilot workshops for the training of Departmental Heads**

Province	Number of Attendees	Topics Covered
Eastern Cape	135	Legislative Framework and Policy Implementation in Educational Management
Free State	60	Roles and Responsibilities as per Amended PAM Document
KwaZulu-Natal	155	Instructional and Situational Leadership
Limpopo	140	Curriculum Management, Monitoring and Evaluation
Mpumalanga	199	Development and Implementation of Subject Improvement Plan
<b>Total Output</b>	<b>689</b>	Administrative Management, Moderation and Analysis Recording and Reporting Accountability and Responsibility

Women are critical influencers of social development within communities and contribute significantly to the country's social cohesion. However, the impact and outcomes of women's leadership often go unnoticed. In line with Goal 21 of the Action Plan to 2019: *Towards the Realisation of schooling 2030*, the DBE, in its endeavour to recognise and encourage women in the role they play in schools, introduced the Support Network for Female Principals (SNFP).

Section 31 of the South African Schools Act, Act No. 84 of 1996 (SASA) as amended, stipulates that term of office of a member of a governing body other than a learner may not exceed three (3) years. The previous SGB elections were conducted in March 2015 which therefore made the term of office of the current governing bodies expire in March 2018. The Minister announced in the Government Notice No. 376, the period for the 2018 School Governing Body Elections will take place in March 2018.

The DBE then established a task team comprising SGB associations and provincial SGB Co-ordinators. The Heads of Provincial Education Departments were sent letters requesting the appointment of Provincial Election Officers, the promulgation of the SGB Election regulations, circulars and management plan. The HoDs further received letters informing provinces of DBE monitoring of provincial and district readiness.

The Department established an SGB Elections Task Team comprising provincial officials and SGB association members to review guidelines to be used in the 2018 SGB elections to be held from 1 to 31 March 2018. The guidelines were used by provinces to also develop Provincial Notices for the elections.

The Department monitored the state of readiness for the 2018 SGB elections in all provinces by visiting the provincial offices and two (2) district offices. The Department also monitored the actual elections as they were taking place in all provinces during March 2018.

The DBE, through the NECT, developed manuals that should be used to guide parents in supporting their children in reference to school matters. The Parent and Learner Empowerment Programmes remained in testing phase during this financial period, with 2 656 learner leaders and 2 715 parent volunteers involved. In total, three (3) modules have been rolled out which focused on the importance of education, removing blockages to successful educational outcomes, and discipline. The impact of the modules on learning will be reviewed in 2018.

The DBE supported the development of two (2) new modules on parental support by the NECT. The modules were on discipline and reading. The modules were communicated to Education Management and Governance Directorate (EMGD) Provincial Co-ordinators in March 2018.

The SGB Functionality Tool was developed as a survey and support tool to collect data to determine key processes in school governance. The *SGB Functionality Tool* was designed to rate the functionality of governing bodies in the following five (5) areas of their operations: Policies of the School, Meetings of the SGB, Assets of the School, Financial Management and Planning and Reporting on Curriculum matters.

The following training on financial management was conducted in collaboration with ABSA:

- 466 SGB members in Free State involving 199 schools;
- 590 in KwaZulu-Natal involving 314 schools;
- 1 097 in the North West involving 250 schools;
- In the Northern Cape, 498 officials that included circuit managers were trained; and
- Training of SGBs using the champions trained in collaboration with ABSA was undertaken only in KwaZulu-Natal for 1 260 delegates made up of principals and SGB members.

Section 19 of the South African Schools Act (SASA) provides that the HOD and the Provincial Legislature should allocate funds for the training and development of SGBs' to perform their functions optimally.

The role of the DBE is to guide the training of SGBs in a way that helps them to govern their schools effectively. The DBE, through the involvement of the Election Task Team and EMGD Provincial Officials, completed the review of the Guidelines for the Capacity Building Programme of SGBs. Approval was received to print and distribute a total of 30 000 copies which were made available to each public school, each EMGD official and each circuit manager.

The DBE has finalised the business process for the registration and admission of learners in public schools with the aim of bringing about uniformity in the sector. The business process provides for all the steps that must be taken from all levels of the sector including national, province, district and school level in the administration of learner registration and admissions. It also provides for common timelines for the start and end of the admission process in all provinces.

The DBE further developed the strategy to deal with late registrations in schools. The strategy proposed ways of handling late registration without compromising the time allocated for teaching and learning at school level.



Elections of Learner Representative Councils (RCLs) took place between January and March 2018 in all high schools. Provinces have jointly conducted training to the RCLs covering the following different topics: Legal Framework and Structure of the RCL, objectives of an RCL, Core functions and responsibilities of the RCL, procedures for running meetings, and RCL constitution.

**The DBE, through the Education Human Resource Development Chief Directorate, reported the following under-achievements:**

Feedback was not received from the SACE on the endorsement of the New Teacher Induction Guidelines for the Orientation Programme Booklet. The DBE will pursue the endorsement of the New Teacher Induction Guidelines for the booklet with the SACE.

Advocacy, monitoring and support tends to be inadequate due to limited resources. In addition, few providers including the PEDs submit programmes for the endorsement of the New Teacher Induction Guidelines at the SACE.

The DBE was not able to implement competency assessments for the appointment of School Principals because discussions deadlocked at the Education Labour Relations Council (ELRC).

#### **4.3.5.3 CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE**

**The DBE, through LTSM Policy Development and Innovation Unit, co-ordinated the following programmes in the sector:**

Information and Communications Technology (ICT) Integration into the curriculum: The primary aim of the Professional Development Framework for Digital Learning is to provide guidelines for professional development, in order to provide competent educators (who use ICTs to enhance teaching and learning), with leaders and support staff who are able to facilitate the development of educator digital learning competencies. The Framework comprises 13 competencies that teachers should strive for; a number of resources targeting all levels of education with toolkits; a self-diagnostic tool; and different applications. The Framework has been approved by the CEM. A number of activities aimed at supporting its implementation have thus ensued, these include:

- Presenting the Framework at the ICT in the Classroom Conference hosted for teachers by SchoolNet SA in October 2017;
- Presenting it at the Microsoft Training Partners Summit attended by ICT Integration service providers to support them in aligning their courses to the competencies in the Framework;
- Working with Higher Education Institutions (HEIs) specifically the University of Limpopo and Walter Sisulu University to assist them in implementing the Framework;
- Training the SACE appointed e-Learning evaluators to capacitate them in terms of how to evaluate digital learning activities in line with competencies outlined in the Framework;
- Supporting PEDs by presenting it to the HODs as well as senior managers from Teacher Development, Curriculum and e-Learning Units;
- A platform for an online diagnostic self-assessment tool has been developed, and user requirement as well as on-going testing and feedback sessions have been held with the developers;
- The content for the online Diagnostic Self-Assessment Tool has been crafted;
- The first version of the Student Teacher Toolkit Application (app) to support HEIs has been developed for discussion and consideration; and
- Advocacy materials including brochures, posters and flashcards, aimed at promoting awareness and uptake of the framework have been developed.

Following the release of the Independent Evaluation Report of Ukufunda Virtual School in 2016, the following activities aimed at implementing its findings ensued:

- The Mobile Learning Expert Panel Workshop was successfully conducted in August 2017;
- The development of the *How-to guide* for mobile learning (m-learning); and
- The appointment of a peer-review team which consists of national and international experts to review and strengthen the *How-to guide* for m-learning.

The Primary School Reading Improvement Programme (PSRIP) is aimed at strengthening reading in English First Additional Language (EFAL) in the Foundation Phase that the Department has implemented, in collaboration with NECT. As a result of this initiative, the following activities have been undertaken:

- A total of 11 721 teachers were trained in the Foundation Phase;
- Training of 177 curriculum advisors took place in August 2017;
- The final report was submitted to Education Training and Development Practice (ETDP) SETA in November 2017;
- The independent evaluation of the PSRIP has been finalised, and the report has been released. Findings suggest an encouraging shift in the classroom practice of teachers, as most teachers continue to practice new EFAL methodologies and routines in their classes. Also, all learners in the study recorded improvements in all four (4) EGRA sub-tasks; and
- The report and its findings have been presented to the Teacher Development and Curriculum Management (TDCM) HEDCOM Sub-Committee.

The DBE, in partnership with the NECT, initiated the testing of the learning programmes in digital form with Foundation Phase EFAL teachers in the Eastern Cape trial districts in Term 4. This was done in collaboration with the Education Training and Development Practice (ETDP)-SETA and the Eastern Cape Department of Education (ECDoE). The testing was well-timed, taking place on the back of the distribution of laptops to all FP teachers in the Eastern Cape by the ECDoE. The intervention consisted of two (2) parts, the first being basic computer skills training (NQF level 2) and the second being training and support on the use of digitised learning programmes. A total of 1 200 teachers were trained as part of the test programme.

A total of 14 000 primary school reading books have been sorted, packaged and will be provided to provinces in the new financial year as part of the DBE's contribution to the 1 000 School Libraries Campaign. All PEDs were monitored in implementing programmes for library and book provisioning, training of library staff and teachers who manage school libraries, as well as the promotion of reading through literacy events and the establishment reading clubs, amongst others.

The focus of the Read to Lead Campaign is to mobilise society to contribute to the improvement of reading abilities of all South African children to ensure that all learners are able to demonstrate age-appropriate levels of reading by 2019.

The launch of the Reading Ambassadors' programme took place on 14 July 2017 as part of the Read to Lead Campaign in collaboration with the Nelson Mandela Foundation. Activities included the following:

- Provincial launches of the Read to Lead Campaign were held in all provinces;
- A World Book Day function was held at Regina Mundi Catholic Church in Soweto in April 2017 to promote the Read to Lead Campaign;
- The World Read Aloud Day was celebrated with more than 700 primary school learners in Soweto in February 2018 in partnership with Nal'ibali;
- The celebration of the International Mother Tongue Day took place in Mpumalanga in February 2018 and was arranged in partnership with Biblionef;
- A roadshow to promote the Read to Lead Campaign targeting faith-based communities was held in March 2018 in Limpopo; and
- A workshop to revise the Basic School Library Manual and Guidelines for Promoting Reading for Pleasure and Information Skills Manuals, as well as to develop facilitators' and participants' manuals, was held in August 2017.

Ten (10) under-performing districts were identified and a 14-day SACE-endorsed intervention programme was developed for Grade 12 Mathematics and Physical Science teachers and their Head of Departments (HoDs). The programme was run in two (2) sessions in 2017/18. The first session focussed on content, pedagogy and ICT-integration. This was attended by 942 teachers. The second session focussed on curriculum management with special focus on Mathematics and Science, and was attended by 700 HoDs.

The following concepts were identified by subject specialists from the NSC diagnostic report as needing attention and support.

**Table 23: Concepts identified by subject specialists from the NSC diagnostic report as needing attention and support.**

Concepts identified	
Mathematics	Physical Science
Financial Mathematics	Electricity
Euclidean Geometry	Work, Energy and Power
Co-ordinate Geometry	Stoichiometry Across Topics:
Statistics	Chemical Equilibrium
Probability	Rates of Reaction
	Organic Chemistry

The Department co-ordinated the teacher development and support for subject advisors and teachers of Grade 12 Technical subjects in preparation for 2018 implementation in Grade 12. A total of 1 329 subject advisors and teachers in technical specialisations were trained at Skills Centres across the country. In Technical Mathematics and Technical Science, 187 advisors were trained. The latter then trained the teachers in their provinces. The table below gives the spread on training and support in technical specialisation subjects.

**Table 24: Training and support in technical specialisation subjects**

Dates	Specialisation	Number of subject advisors and teachers trained: Technical Subjects Specialisations								
		EC	FS	GP	KZN	LP	MP	NC	NW	WC
April 2017 to January 2018	Automotive	29	15	35	30	31	6	12	18	10
	Fitting & Machining	13	5	29	32	04	12	5	11	8
	Welding	18	18	22	34	13	22	8	20	26
	Power Systems	36	20	43	50	31	16	14	24	25
	Digital Electronics	6	3	10	22	22	5	1	9	23 All trained in Power Systems
	Electronics	6	5	24			2	2	19	
	Woodworking	18	14	35	48	7	7	5	18	25
	Construction	7	10	28	42	36	10	2	25	32
	Civil Services	0	4	9	17	11	8	5	9	3
	<b>TOTAL (1339)</b>	<b>133</b>	<b>94</b>	<b>235</b>	<b>275</b>	<b>155</b>	<b>88</b>	<b>54</b>	<b>153</b>	<b>152</b>

In partnership with Sasol Inzalo Foundation (SAIF), Grade 4-7 Mathematics, Natural Science and Technology hybrid workbooks and text books were developed. The DBE conducted professional development in the Eastern Cape in May 2017 covering 82 MST Subject Advisors. In these training sessions, pre- and post-tests were written, and substantial improvements were recorded. Subject advisors then trained and supported teachers in the provinces –according to the NSLA reports the subject advisors covered 133 689 MST Teachers in Quarter 2, 5 867 MST Teachers in Quarter 3 and 6 105 MST teachers in Quarter 4.

In addition, the Department established a partnership with the Association for Mathematics Education of South Africa (AMESA) for teacher development and support in Mathematics. The new partnership started training in the Eastern Cape, KwaZulu-Natal and Limpopo and covered 150 Grade 4-7 Mathematics teachers. More provinces and teachers will be covered in 2018/19.

The DBE through its Co-operation Agreement with the Republic of Cuba, received ten (10) Cuban Mathematics and Science specialists to support subject advisors and teachers in South Africa. To date, four (4) training manuals have been developed to support GET Subject Advisors and Teachers in content and pedagogy. The Training Manuals are being edited and will be used in workshops in 2018/19.

The DBE established a partnership with the South African Reserve Bank (SARB) to support the Monetary Policy Committee (MPC) Competition for learners and teacher development. A Concept Paper for supporting EMS and Economics at both GET and FET levels was developed. Two (2) training manuals for Economics and Accounting were developed, printed and delivered to provinces. Further, 112 advisors in Accounting and Economics were trained. The programme will be taken to teachers in 2018/19.

Teacher Development in partnership with Inclusive Education developed training manuals for Languages and Mathematics focusing on Curriculum Differentiation, and then trained 110 subject advisors from different provinces. The programme will be extended to teachers by provinces. In addition, 3 485 teachers were trained on SIAS Policy in provinces. Training was transversal including Curriculum, EMGD and Inclusive Education at provincial and district levels and will be extended to school principals and therapists.

**The DBE, through the Curriculum Research Unit, co-ordinated the following programmes in the sector:**

Edited Guidelines for Provincial Teacher Development Institutes and District Teacher Development Centres were finalised and made available. Guidelines will also be placed on the DBE website. A training programme for centre managers will be undertaken in the new financial year to further strengthen the functionality of teacher centres.

Furthermore, the National Institute of Continuing Professional Development (NICPD) undertook self-diagnostic assessments for teachers as per the requirements of the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). The assessments were undertaken in both computer-based as well as paper-based format.

The table below indicates the tests undertaken through the DBE/Siyavula/ SASOL INZALO platform as part of the computer based assessments.

**Table 25: DBE/Siyavula/Sasol Inzalo Diagnostic Assessments**

Province	No. of Teachers received	Subject	Grade	No. of teachers registered	No. of teachers who took the test
<b>KwaZulu-Natal</b>	201	Mathematics	Grade 8	5	50
	195	Mathematics	Grade 9	9	
	180	Physical Science	Grade 10	6	
<b>Gauteng</b>	46	Mathematics	Grade 8	14	
	48	Mathematics	Grade 9	9	
	151	Physical Science	Grade 10	44	
	153	Not specified	Not specified	Not specified	
<b>Eastern Cape</b>	250	Mathematics	Grade 8	2	
	250	Mathematics	Grade 9	2	
	250	Physical Science	Grade 10	0	
<b>Northern Cape</b>	39	Mathematics	Grade 8	0	
	20	Mathematics	Grade 9	0	
	32	Physical Science	Grade 10	0	
<b>Western Cape</b>	35	Mathematics	Grade 8	0	
	35	Mathematics	Grade 9	0	
	105	Physical Science	Grade 10	0	
<b>North West</b>	0	Mathematics	Grade 8	2	
	226	Mathematics	Grade 9	2	
	65	Physical Science	Grade 10	0	
<b>Free State</b>	22	Mathematics	Grade 8	0	
	36	Mathematics	Grade 9	0	
	0	Physical Science	Grade 10	18	
<b>Mpumalanga</b>	200	Mathematics	Grade 8	0	
	200	Mathematics	Grade 9	0	
	200	Physical Science	Grade 10	0	
<b>Limpopo</b>	78	Mathematics	Grade 8	1	
	88	Mathematics	Grade 9	3	
	70	Physical Science	Grade 10	4	
	13	Not specified	Not specified	Not specified	
<b>Total</b>	<b>3188</b>			<b>121</b>	<b>50</b>

The table below is a summary of paper-based teacher diagnostic assessments that have been undertaken in different subjects:

**Table 26: Self-diagnostic tests summary table**

Subject	Total
Technology (Oct) For Lead-teachers	328
Mathematics	3 670
Physical Science	648
EFAL	8 057
Lead Teachers	174
Natural Science (Grade 6)	138
MST Grade 4-9 teachers	1 861
Accounting	393
<b>Total</b>	<b>15 269</b>

A study on the impact of teacher development programmes has been undertaken, with approximately 4 000 teachers participating. Survey forms have been received and are being analysed. Instruments for measuring the impact of teacher development programmes will be finalised after the study.

**The DBE, through the National Institute for Curriculum and Professional Teacher Development (NICPTD) Chief Directorate, reported the following under-achievements:**

Because teachers should not be taken out of class for other activities, time for capacitating teachers is still an issue affecting the number of teachers trained. However, the matter is being handled with the PEDs and teacher unions by giving three (3) months' notice for programmes during school vacations.

The 1 000 School Libraries Campaign has been affected by funding shortages. Collaboration and strengthening of partnerships will be intensified.

The set targets for self-diagnostic assessments have not been achieved due to continuing challenges with teacher unions. Feedback from the Director-General's Office on engagements with the unions on the meeting is imminent. A suitable service provider could not be found for the development of computer-based assessments for Accounting.



**Table 27: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements**

Strategic objectives	Performance Indicator	2016/2017		2017/2018		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools)	A total of 2 000 tools were received, analysed and captured. Of the 2 000 sampled schools, at least 1 822 (91.9%) schools were found to be functional	70% of sampled SGBs. (Annually)	96.9% (1 938) of the surveyed SGBs were found to be functional	+26.9%	The exceeded target was due to SGBs mastering their functions after their three (3) year term of office, which may be an indication of a maturing system in this area.
	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	A total of 2 000 tools were received, analysed and captured. Of the 2 000 sampled schools, at least 1 810 (90.5%) schools were found to be functional	70% of 2000 sampled schools (Annually)	86% (1720) of the 2000 surveyed schools were found to have functional basic management documents	+16%	The 16% above the set target is an indication of the increased support provided to schools by districts
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education	14 343	13 500 (Annually)	15 134	+1 634	The Fees Must Fall Campaign resulted in a moratorium on fee increases at universities. The period after the Fees Must Fall Campaign resulted in lower fee increases than expected at universities. The target for the number of Funza Lushaka bursaries awarded in the 2017/2018 Annual Performance Plan of the Department was based on the trends before the Fees Must Fall Campaign and was therefore lower than the actual number of Funza Lushaka awards the DBE was able to make. In addition R100, 000, 000. 00 was transferred to NSFAS at the beginning of January 2017 in order to fund students for the January to March period. The funds were then included in the 2017/18 Funza Lushaka allocation to be awarded as bursaries to students, which increased the number of bursaries awarded

Strategic objectives	Performance Indicator	2016/2017			2017/2018		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations	
3.3 Administer the diagnostic self-assessment tests for Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs	3.3.1 Number of teachers participating in the EFAL diagnostic tests	2 242 EFAL Teachers have been tested	10 000 (Annually)	8 057 teachers assessed in both paper based as well as computer-based tests	- 1 943	Target was not achieved due to some teachers not agreeing to take the tests, as well as Union resistance. Engagements with teachers and Unions is ongoing with a view to change their perceptions.	
	3.3.2 Number of teachers participating in the Physical Science diagnostic tests <sup>2</sup>	-	2 000 (Annually)	648 teachers tested on both paper based as well as computer-based tests	- 1 352		
	3.3.3 Number of teachers participating in the Accounting diagnostic tests <sup>2</sup>	-	2 000 (Annually)	393 teachers tested only through the paper-based means.	-1 607		
3.4 To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of school and office based educators	3.3.4 Number of teachers participating in the Mathematics diagnostic tests	1 892 Mathematics teachers have been tested	10 000 (Annually)	3670 teachers were tested through paper based as well as computer-based system	-6 330	N/A	
	3.4.1 Number of schools per PEDs monitored on the implementation of IQMS	Monitored 18 schools in 6 PEDs	6 PEDs monitored annually	6 PEDs monitored	No Deviation		
3.5 Monitor the implementation of the post-provisioning policy annually per province to ensure that there is an equitable distribution of teachers	3.4.2 Number of PEDs monitored on the implementation of PMDS	6 PEDs monitored	6 PEDs monitored annually	6 PEDs monitored	No Deviation	N/A	
	3.5.1 Number of PEDs that had their post-provisioning process assessed for compliance with the Post-Provisioning Norms and Standards	Monitoring visits concluded in all nine PEDs during February and March 2017	All nine (9) PEDs (Annually)	9 PEDs monitored	No Deviation	N/A	

<sup>2</sup> New indicators

**Table 28: Sub-programme expenditure**

<b>Programme 3: Teachers, Education Human Resources and Institutional Development</b>						
	<b>2017/18</b>			<b>2016/17</b>		
<b>Detail per sub-programme</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/Under-Expenditure</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/Under-Expenditure</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>3.1 Programme Management: Teachers, Education HR and Institutional Development</b>						
Current payment	1 563	1 501	62	2 463	2 428	35
Payment for Capital Assets	68	68	-	-	-	-
<b>3.2 Education Human Resource Management</b>						
Current payment	46 545	44 703	1 842	59 921	59 666	255
Transfers and subsidies	16 233	16 232	1	15 851	15 828	23
Payment for Capital Assets	131	146	(15)	115	114	1
Payments for Financial Assets	35	35	-	182	182	-
<b>3.3 Education Human Development Management</b>						
Current payment	66 001	64 123	1 877	42 015	41 025	990
Transfers and subsidies	1 105 894	1 105 893	1	1 048 822	1 048 821	1
Payment for Capital Assets	127	112	15	83	82	1
Payments for Financial Assets	24	24	-	4	3	1
<b>3.4 Curriculum and Professional Development Unit</b>						
Current payments	13 949	10 869	3 080	9 514	9 179	335
Transfers and subsidies	5	4	1	37	36	1
Payment of Capital Assets	113	112	1	27	27	-
Payments for Financial Assets	-	-	-	6	6	-
<b>Total</b>	<b>1 250 688</b>	<b>1 243 823</b>	<b>6 865</b>	<b>1 179 040</b>	<b>1 177 397</b>	<b>1 643</b>

## PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT





## 4.4 PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

### 4.4.1 PURPOSE

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment. This is in support of the MTSF priority: Improving assessment for learning to ensure quality and efficiency in academic achievement and strengthening accountability and improving management at the school, community and district level.

### 4.4.2 LIST OF SUB-PROGRAMMES

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

### 4.4.3 STRATEGIC OBJECTIVES:

- Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically;
- Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught;
- To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system; and
- Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools.

### 4.4.4 PROGRAMME OVERVIEW

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

#### Action Plan Goals on Physical and Financial Planning

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

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

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

- Assessments;
- School Funding and Infrastructure; and
- Education Information Systems.

The DBE, by working collaboratively with Provincial Education Departments in developing policy, providing guidelines and institutionalising support in these core policy areas, contributes to the improved quality of basic education with special focus on the physical environment, finances and assessments. The administration and management of assessments is an important component that measures learner performance within the Education Sector. A summary of the activities for this programme, as outlined in Vote 14, for the period under review is elaborated below.

## 4.4.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

### 4.4.5.1 FINANCIAL AND PHYSICAL PLANNING, INFORMATION AND MANAGEMENT SYSTEMS

**The DBE, through Financial Planning and Provincial Budget Monitoring Unit, co-ordinated the following programmes in the sector:**

The Department has conducted two (2) bilateral meetings with all the PEDs in order to evaluate the 2018 MTEF budget allocation, monitor the spending trends for the 2017/18 Financial Year and ensure that the spending is in line with the education priorities. The PEDs' teams are led by the Chief Financial Officer (CFO). The report on the analysis of 2017/18 budget and expenditure was developed and submitted to the Director-General, Deputy Minister and the Minister. Two (2) workshops were conducted with PEDs on the implementation of the Funding Norms and Standard for independent schools, including registration and accreditation of independent schools. A telephonic survey on 50 public ordinary schools, (five quintiles per province) was conducted to monitor compliance with the funding norms and standards. The report was produced and submitted to the Director-General and the Heads of the PEDs. Four (4) HEDCOM Sub-Committee meetings on finance were conducted in the 2017/18 Financial Year to monitor and provide support to PEDs on matters relating to compliance with National Funding Norms and Standard, the appropriateness of the current funding model, spending performance and auditing matters. Heads of Departmental sub-committees on independent schools were established and two (2) meetings were conducted with the aim of sharing the best practice and to discuss the implementation of the funding norms including registration and accreditation of schools.

More than 79 percent of the schools benefitted from the 'No Fee School' policy, which translated into 9, 7 million learners. The 2017 no fee list was published in December 2017. The Department established a working group to review the current Basic Education funding model. Two (2) meetings were conducted in the financial year and the progress report was presented to Senior Management, the HEDCOM, and the CEM meetings.

The Department provided inputs to the draft Norms and Standards for Water Setting Tariffs through the Minister to the Minister of Water and Sanitation to create a separate category for schools for water provisioning to be used by municipalities. The Department is assisting the PEDs on rationalisation of small and non-viable schools in achievement of quality education. A multi-disciplinary committee that will work closely with the PEDs was appointed. The guideline document on rationalisation of schools has been approved and the team conducted workshops with PEDs. Three (3) provinces: the Eastern Cape, KwaZulu-Natal and Limpopo are currently receiving full support as many schools are declared non-viable in these provinces.

**The DBE, through Economic Analysis Unit, co-ordinated the following programmes in the sector:**

The Analysis Report of the 2017/18 APPs and second draft 2018/19 APPs of PEDs were produced. All PEDs were advised to link their financial and non-financial data. These reports are further expected to improve the 2018/19 PEDs' APPs on target setting, and aligning of budgets with set output targets.

The Provincial Expenditure Report on the analysis of the 2017 MTEF was finalised and sent to all PEDs to assist with the preparations for the 2018 Medium-Term Expenditure Framework (MTEF) budget inputs.

The DBE put forward top five (5) priorities for the Basic Education Sector for the 2018 MTEF Budget process. However, no additional funding was made for the identified priorities.

The analysis of the 2017 Medium-Term Budget Policy Statement (MTBPS) was conducted during the year under review. The bulk of the increase is for the improvement of conditions of service. There is no proposed additional funding from the fiscus. The funding for new priorities will have to be met through reallocated funds within the existing expenditure limit and/or ceiling.

The analysis of the 2018 MTEF budget was conducted as the budget was tabled in Parliament on 21 February 2018. The proposed allocations to the Basic Education over the 2018 MTEF period are projected to increase from R231.6 billion in 2017/18 to R282 billion in 2020/21. The spending growth is largely driven by compensation of employees, particularly in provinces.

The data for the 2016/17 Financial Year which was captured and verified on statistics of Educational Expenditure (ISCED0-8) was approved by the Director-General to be merged with the Department of Higher Education and Training (DHET) in order for a country's consolidated questionnaire to be sent to the UNESCO Institute for Statistics (UIS) at the end of April 2018.



**The DBE, through Provincial Audit Monitoring Unit, co-ordinated the following programmes in the sector:**

A total of four (4) provinces and 39 schools collectively were visited for the purposes of audit monitoring. Four (4) audit reports were developed and approved.

The DBE visited four (4) schools and performed a gap analysis for the SA-SAMS Financial Assistant Module. Recommendations for amendments to the module were submitted to the Technical Committee for modification.

A total of six (6) Independent Regulatory Board for Auditors (IRBA) Reports were received and reported to the Director-General to encourage adequate monitoring, support, follow-up and analysis on irregularities reported by the IRBA. Feedback is regularly provided to the IRBA on the status of the irregularities reported by the professional body.

The DBE developed circulars to assist in addressing a number of audit findings noted during the school audit monitoring visits. Circulars M1-M5 of 2017 were communicated to HODs in provinces and published on the Sector Audit Outcome webpage. The following Circulars were developed:

- M1 of 2017 titled *“Measures to improve management of school finances, preparation and auditing of financial statements”*;
- M2 of 2017 titled *“Measures to strengthen and improve personnel administration of educators in order to improve findings raised on record management”*;
- M3 of 2017 titled *“Measures to strengthen compliance to section 42 and 43 of the South African Schools Act (SASA)”*;
- M4 of 2017 titled *“Measures to strengthen compliance to Section 30 (1) of the Public Service Act and Section 43 (3) of the South African Schools Act relating to Disclosure of Interest; and*
- M5 of 2017 titled *“Clarity on paragraph 1 of M1 of 2017 relating to the utilisation of the new South African Schools Act (SASA) No. 84 of 1996 (as amended by BELA ACT 15 of 2011)”*.

The South African Institute of Chartered Accountants (SAICA), in collaboration with the DBE developed Guidelines on School Financial Management Framework for preparation of school financial statements. Discussions with the SAICA to appoint trainee accountants to assist schools in the preparation of financial statements are underway.

**The DBE, through Physical Planning Unit, co-ordinated the following programmes in the sector:**

Education Infrastructure Grant (EIG): The total EIG allocation for the EIG 2017/18 was R 10.046 billion. This budget was to be transferred to PEDs in five (5) instalments with the first instalment transferred on 13 April 2017. The PEDs could also use a maximum of R 42.2 million of this grant in the 2017/18 Financial Year for the appointment of public servants to their infrastructure units.

The transfer of the first instalment of the EIG for 2017/18 Financial Year was dependent upon the submission of the approved, signed-off and tabled User-Asset Management Plan (U-AMP), with prioritised project lists for the 2017 Medium-Term Expenditure Framework (MTEF) and a comprehensive maintenance plan by 31 March 2017. The U-AMP had to also include the implementation plans for schools affected by natural disasters.

The second instalment was due on 31 May 2017 and was dependent on: the submission of March 2017 Infrastructure Reports (IRM); the submission of National Education Infrastructure Management System (NEIMS) assessment forms for the fourth quarter of the 2016/17 Financial Year by 28 April 2017; the report on the filling of posts on the approved establishment for the Infrastructure Unit in the format approved by the National Treasury for the fourth quarter of the 2016/17 Financial Year not later than 22 April 2017; and lastly the quarterly performance reports on disaster allocations, to the Provincial Disaster Management Centre (PDMC) and the DBE.

The third instalment was due on 30 August 2017 and dependent on: the submission of July 2017 Infrastructure Reports (IRM); the Infrastructure plan for all infrastructure programmes for a period of ten (10) years (including the initial list of prioritised projects); preventative and corrective maintenance plans for all maintenance programmes over the MTEF period accompanied by a project list; the NEIMS assessment forms for the first quarter of 2017/18 by 28 July 2017; a report on the filling of posts on

the approved establishment for the Infrastructure Unit (in the format approved by the National Treasury for the first quarter of the 2017/18 Financial Year within 22 days after the end of the first quarter); and lastly the conditional grant year-end evaluation report on financial and non-financial performance no later than 31 May 2017.

The fourth instalment was due on 17 November 2017 and dependent on the submission of September 2017 Infrastructure Reports (IRM); a report on the filling of posts on the approved establishment for the Infrastructure Unit (in the format approved by the National Treasury for the second quarter of the 2017/18 Financial Year within 22 days after the end of the second quarter); the NEIMS assessment forms for the second quarter of 2017/18 by 27 October 2017; the Infrastructure Programme Management Plan (IPMP) for infrastructure programmes (envisaged to commence within the MTEF period on 11 August 2017); and lastly the Procurement Strategy for Infrastructure Programmes (envisaged to commence within the MTEF period on 11 August 2017).

The fifth instalment was due on 31 January 2018 and dependent on: the submission of December 2017 Infrastructure Reports (IRM); a report on the filling of posts on the approved establishment for the Infrastructure Unit (in the format approved by the National Treasury for the third quarter of the 2017/18 Financial Year within 22 days after the end of the third quarter); and lastly the NEIMS assessment forms for the third quarter of 2017/18 by 23 January 2018. The DBE withheld the Mpumalanga Department of Education's fifth instalment for 30 days due to the slow spending pattern and failure to respond to the withholding on 24 January 2018. The said instalment was re-scheduled and released on 5 March 2018.

An additional amount of R 422 million was converted from the School Infrastructure Backlogs Grant to the Education Infrastructure Grant for KwaZulu-Natal and Limpopo and transferred to the respective PEDs on 29 March 2018. For the 2017/18 Financial Year, a total of R 10. 468 billion which translates to 100 percent of the grant allocated to the sector was transferred to respective PEDs.

According to the National Education Infrastructure Management System (NEIMS) report 23 437 of schools have access to water. There might be some schools without portable water due to drought but all provinces are working with local municipalities to ensure that the schools receive water. 95 percent of schools have access to gates and fencing.

The past financial year witnessed an increase in the challenges that normally beset the built environment. In addition to poor contractor performance, inclement weather and occasional shortage of building material, the year saw a spike in site disruptions prompted by community-led disruptions and industrial action.

The expenditure on ASIDI projects increased at the end of the 2017/18 Financial Year. This is as a result of projects that were reallocated from poor performing Implementing Agents (IAs) to better performing IA's, moving from planning and procurement to construction. The use of these IAs and the addition of consequence management clauses to the contracts with IA's, is contributing to improved performance in the management of service providers and contractors. Poor contractor performance in all provinces and the procedure required to replace them also contribute to under-expenditure.

When a project takes practical completion, the school is immediately handed over to the principal, educators and learners and a certificate is issued. The IA then sends the practical Completion Certificate to the DBE afterwards. There are usually delays in receiving the certificates. There have been recent incidents where communities unilaterally occupy schools before partial completion is officially taken and this is a source of concern.

Building projects are multi-year undertakings and the pattern of expenditure does not necessarily follow the financial calendar year. In a typical project and all things being equal, it takes 12 to 15 months to complete a school. The entire implementation process requires due process must be followed at each stage. Despite this, the Department does have to work on records management, and better administrative procedures and planning in the area of infrastructure provisioning at the level of the school, province and nationally.

Through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI), the replacement of inappropriate structures in 12 schools was fully completed in 2017/18, with an additional ten (10) schools being sectionally completed.

Sanitation: a total of 54 practical Completion Certificates were received for sanitation, of which 29 were for 2017/18, 22 for 2016/17, and 3 for 2015/16.

Water: a total of 75 practical Completion Certificates were received for water, of which 43 were for 2017/18, 23 for 2016/17, 4 were for 2015/16, and 4 were for 2014/15 and 1 was for 2013/14.

Electricity: a total of 67 Certificates of Compliance were received for electricity, of which 17 were for 2017/18, 45 for 2016/17, 2 for 2015/16, 1 was for 2014/15, 1 was for 2013/14, and 1 was for 2012/13.

#### **4.4.5.2 NATIONAL ASSESSMENT AND PUBLIC EXAMINATIONS**

**The DBE, through the National Assessments Unit, co-ordinated the following programmes in the sector:**

Development of test items per term were completed for Grades 3, 6 and 9 for Language and Mathematics. The items were used to develop diagnostic (formative) testlets and were disseminated to schools.

Systemic Evaluation Study preparation for conducting the first cycle of the Systemic Evaluation was completed. The Department approved a short-term partnership with an international assessment agency for the development of tests and frameworks.

The Teaching and Learning International Survey (TALIS) is an international survey that South Africa is participating in for the first time. A field trial (pilot study) was conducted on a sample of 20 schools and 20 teachers within the school in the targeted grades in all the provinces. The field trial data set was successfully submitted to the TALIS research team in Germany for verification.

General Education and Training (GET) Inter-Provincial Workshops and Roadshows: After the release of the Progress in International Reading Literacy Study (PIRLS) release, nine (9) Inter-provincial workshops were conducted to facilitate input into a Sector Plan for the improvement of learning outcomes in the GET. Key findings from the PIRLS 2016 study were also shared and mediated to provincial and district officials as well as principals of schools during 32 Director-General Roadshows across provinces in February and March 2018.

International Assessment Studies: The 2016 PIRLS results for South Africa were released in December 2017. South African learners scored 320 points at Grade 4 level and there was no significant difference between the 2011 and 2016 scores. Diagnostic Reports and TIMSS National Reports were finalised and disseminated to schools in the fourth term. Following on from the official release of the SACMEQ IV Study results, South Africa has started with initial planning and preparations for the SACMEQ V study.

Development of the electronic assessment platforms test items for the TARMII system were reviewed and uploaded. A total of 326 items for Term 1 were uploaded as well as the previously used ANA items.

Implementation of Grade R readiness assessment: Consultative workshops were held with Grade R specialists and educational psychologists on the development of suitable instruments that can be used by the DBE. The DBE has completed initial preparations to conduct a field trial in 2019.

**The DBE, through the Examinations and Assessments in School Unit, co-ordinated the following programmes in the sector:**

Setting and moderation of question papers: A total of 376 question papers were set, internally moderated and approved by the Umalusi for the June 2017, November 2017 and March 2018 NSC Examinations.

2018 Practical/Performance Assessment Tasks (PATs): PATs were developed for the 17 subjects that have a practical component and require learners to be assessed practically. These tasks were developed by the DBE, internally moderated and approved by the Umalusi. The development of these tasks ensures that assessment quality and standards are consistent across all provinces.

Exemplars and Common Examinations for Grade 10 and 11: To assist teachers and learners with the implementation of Technical Mathematics and Technical Sciences and the Technology subjects in Grade 12 in 2018, eight (8) Exemplar question papers for Grade 12 were set and externally moderated by the Umalusi and sent to the PEDs. In addition, Common Examinations for Grade 10 and 11 in Physical Sciences, Mathematics and English P3 were developed and sent to the PEDs in September 2017 to assist learners to prepare for the final examinations.

The 2017 Supplementary, SC and the NSC Examinations: The results for the 2017 NSC Supplementary Examinations were processed and released at the beginning of May 2017. A total of 162 529 candidates enrolled to write the 2017 SC Examination with about 8 549 being candidates who enrolled for six (6) or more subjects. The 2017 SC Examination took place between May and July 2017 and the results were released on 18 August 2017. The 2017 NSC November Examinations were written by 629 155 full-time candidates and 173 276 part-time candidates in 6 826 examination centres, from October to November 2017. While

there was significant reduction in administrative errors or omission, the behavioural offences and acts of dishonesty in the 2017 NSC Examination are acknowledged. However, the challenges relating to strike actions and community protests in some provinces need to be addressed. Pivotal to the integrity of this examination period is that there were no incidents of major examination compromise such as the leakage of a question paper.

School-Based Assessment (SBA): To improve the reliability and validity of the Grade 12 SBA marks, the DBE quality assured the SBA systems and processes in all nine (9) PEDs. The DBE took a holistic approach to the Quality Assurance of SBA in 2017 by focusing on the input, processes and output components of the PED SBA system and was able to collect qualitative data through a status update of PEDs SBA Systems and processes, including SBA systemic innovations or enhancements at provincial and sampled district levels and through the moderation of assessment tasks and learner evidence.

Between September and November 2017, the DBE quality assured the PEDs' moderation of subjects with a practical component. The DBE panel members who set the PATs at the beginning of the year, were deployed to provinces to observe the provincial moderation in the following 11 subjects: Agricultural Management Practice, Dance Studies, Dramatic Arts, Visual Arts, Design, Engineering Graphic and Design, Civil Technology, Electrical Technology, Mechanical Technology and Tourism. There are persistent challenges with regard to the ability of specialist teachers being able to implement, mediate, and moderate the PATs correctly and in alignment with the CAPS. The lack of specialist subject advisory capacity across all subjects with PATs in most provinces results in inconsistent practice within a subject field and across provinces. The 2017 NSC SBA Statistical moderation outcomes were disseminated to provinces so that the data provided for every school could be utilised to inform support and interventions to improve the reliability of SBA in 2018.

To ensure that PEDs were ready to administer the 2017 Examinations, the DBE reviewed the examination systems and processes in all provinces. The DBE later conducted support visits in all provinces to establish progress in the implementation of the recommendations made during the previous monitoring and collaborative review visits.

The DBE appointed 50 part-time monitors and also included 30 School Improvement Support Co-ordinators (SISCO) to augment the team. This increased the presence of officials during the writing so that any forms of malpractices could be minimised. The DBE conducted intensive training for all the monitors so that they were reminded of all policies pertaining to the conduct of examinations.

To standardise the marking of the 2017 NSC Examination, the DBE convened 324 national marking standardisation meetings held from October to December 2017 prior to the commencement of the marking of the NSC Examination.

To ensure consistent standards in the marking of small enrolment subjects, the DBE hosted the centralised marking of selected small enrolment subjects. The marking commenced on 3 December 2017 and ended on 13 December 2017 in Pretoria.

A two (2)-day pre-standardisation meeting was convened by the DBE in December 2017 involving provincial examination managers (Chief Directors and Directors in Examinations and Curriculum and Heads of Education Departments) to prepare standardisation proposals to be presented to the Umalusi in December 2017. The Umalusi hosted the standardisation of the 2017 NSC results on 22 December 2017.

The NSC Examination results were processed and released to candidates on 5 January 2018. In order to consolidate adequately all the data to be presented to the PEDs, stakeholders in education and the media, four (4) reports and a pamphlet/booklet were produced. These reports were released during the release of results on 5 January 2018. The reports produced were as follows:

- A National Senior Certificate Examination Report: 2017;
- A Schools Performance Report which reflected the overall achievement of schools offering Grade 12, over a three-year period;
- A Schools Subject Report which highlighted the performance of each school in terms of their performance in key subjects; and
- A Diagnostic Report on learner performance for the 2017 NSC Examinations. The Diagnostic Report highlighted areas of weaknesses and provided suggestions for improvement in teaching and learning in 11 high enrolment subjects, English First Additional Language and 11 official Home Languages.

In addition to the reports, pamphlets which were targeted at the learners and parents, providing general information on registration, Supplementary Examinations, re-marking, re-checking and viewing of examination scripts, higher education institution requirements and appeal processes were also produced and released on 5 January 2018.

**The DBE, through Quality Learning and Teaching Campaign (QLTC) Unit, co-ordinated the following programmes in the sector:**

As a follow-up to the Deputy Minister of Basic Education's intervention at Hammanskraal and Gauteng, the Quality Co-ordinating Team (QCT) was tasked with mobilising communities and stakeholders. This led to the establishment and training of QLTC structures at Hammanskraal Kekana Gardens, which then addressed the main issues that were raised by the community such as the improvement of parental involvement in the education of their children and the donation of land by the traditional leadership to build a school.

In Tembisa, the QCT resuscitated and trained the QLTC Structures, in three (3) schools (Charlotte Maxeke Secondary School, Phomolong Secondary and Tembisa High). The QCT facilitated dialogue sessions with learners and teachers to address the social issues (bullying, child abuse, child headed families, drug abuse etc) affecting teaching and learning in these schools. The dialogue was also aimed at identifying the roles and responsibilities to be played by learners and teachers in curbing these social ills. Seven (7) more schools around Ekurhuleni, Gauteng North and Tshwane South were supported along the same model of Tembisa High as a means to establish and strengthen QLTC structures especially at school level.

In Lebowakgomo District in Limpopo Province, the QCT conducted a workshop on the roles and responsibilities that could be played by teachers in the mobilisation of communities and stakeholders in the improvement of quality learning and teaching. In attendance were 76 principals, 18 deputy principals and 91 teachers.

The QCT collaborated with the North West Province, in the resuscitation of nine (9) QLTC Structures in nine (9) schools across the Bojanala, Dr Kenneth Kaunda and Ngaka Modiri Molema Districts – which were affected by social ills. The issue of parental involvement and the identification and supporting of children who are orphans was addressed through this collaboration.

As a means to curb social ills and other factors that are impacting on the delivery of quality learning and teaching, the QCT collaborated with the Free State PED in the training and empowering of six (6) circuits around the Motheo District on the importance and the roles that the QLTC could play in combating the identified social ills.

A total of 61 schools (Mpumalanga: 16, North West: 39 and Northern Cape: 6) were reported to the QCT and have benefitted from the National Economic Development and Labour Council (NEDLAC) Accord by receiving sponsors and substantial donations especially in impoverished and under-performing schools.

The QLTC formed part of the Ministerial intervention team in the service delivery protests at Bohlabelo in Mpumalanga Province that was impacting negatively in the delivery of teaching and learning. The QCT collaborated with the Office of the Premier to directly address the affected communities; hence normality was subsequently restored.

As part of maintaining and sustaining normality in Vuwani, the QCT collaborated with the Office of the Ministry in the monitoring and supporting of four (4) sampled schools which were mostly affected during the previous service delivery protests to assess the state of readiness in the writing of final examinations. The QCT continues to form part of continued monitoring of the situation in Vuwani under the leadership of the Department of Co-operative Governance and Traditional Affairs (COGTA).

The QCT was tasked to manage the mobilisation of communities during the Minister's Imbizo at Sedibeng West, Gauteng. The area of focus for that Imbizo was for the Minister to address issues of service delivery especially those that are educationally inclined. The Imbizo was also appraised on the QLTC, Second Chance Programme, Funza Lushaka, the three (3)-Tier Model System and other issues. The community was able to raise educational issues that were affecting them and those that warranted being followed up.

The QCT was also invited by the Ethekwini Municipality for possible collaboration in the improvement of teaching and learning in Ntuzuma and Lindelani. In attendance were the local Ward Councillors, school principals, SGB representatives, teacher unions and community leaders, amongst others. The Municipality committed to the cleaning of schools and establishing food gardening in some sampled schools.

In the Eastern Cape, the QCT was invited by the MEC to participate in the Education Imbizo which was geared towards the

strengthening of community mobilisation and the role that should be played by the QLTC and the District Education Forums (DEF) in the improvement of learner outcomes across the province.

The QCT further collaborated with the Ministry on two (2) programmes, i.e. World Book Day Celebration hosted by the Minister of Basic Education, Mpumalanga Youth Month Celebration and the Read to Lead Campaign hosted by the Deputy Minister. On both occasions the QCT played a co-ordinating role to ensure community participation.

The QCT was tasked with monitoring and reporting on the state of readiness in preparation for the re-opening of schools in 2018. The investigations that were undertaken by the QCT in schools and District offices include the following:

- Delivery of LTSM;
- Functionality of SGBs and QLTC Structures;
- Ablution facilities;
- Teacher provisioning (shortages of teachers); and
- Learner admissions.

The QCT conducted pre-closure assessment in three (3) provinces (i.e. the Eastern Cape, Gauteng and the North West) in order to determine 2018 school readiness.

The QCT formed part of monitoring and reporting of the state of school readiness of 116 schools in five (5) provinces, i.e. the Eastern Cape (Chris Hani East District), the Free State (Lejweleputswa District), Gauteng (Ekurhuleni East District), Mpumalanga (Nkangala District) and the Western Cape (Metro Central district). The primary purpose of these visits was to assess the state of readiness and to attend promptly to any challenges that might have been identified in those schools. The schools were fairly ready and only a few had shortages of workbooks, stationery and infrastructure. All the challenges were escalated to relevant units in the Department for attention and follow-up.

The QCT also formed part of the Ministerial readiness visit to Bojanala District (North West Province) that concluded with an Imbizo, where the QLTC was requested to undertake mobilisation and advocacy in curbing some social ills that were raised by the communities around the three (3) schools (Hebron Technical, Machadam and Madikete High Schools).

The DBE, through the QLTC and Education Management and Governance Directorates, monitored the quality of workshops for principals on Curriculum Delivery in two (2) provinces i.e. Limpopo and the Northern Cape. A total of 137 principals attended the workshops.

The QCT supported the Portfolio Committee (PC) on its oversight visit to 14 schools in Mpumalanga and compiled a report reflecting findings and recommendations of the PC. Subsequent to the PC oversight visit, the QCT devised strategies to strengthen the QLTC in collaboration with the Province.

The QCT supported the National Council of Provinces (NCOP) on its oversight visit to the Eastern Cape and compiled a report reflecting findings and recommendations of the PC. The visit was meant to investigate how far the EC Department of Education has responded to the findings and recommendations that were made by the NCOP since its visit to selected schools in 2016.

The eight (8) District Steering Committees (DSCs) continue to provide strategic support to the district office by mobilising local support for education improvement. Plans for the expansion of DSCs are in place, with two (2) of the planned ten (10) additional DSCs already established in Sekhukhune and Mopani District, Limpopo in February and March 2018.

Having learnt from the experiences of DSCs, the DBE and the NECT have embarked on a process to design an integrated public engagement structure, which commenced with NECT/QLTC workshop in July 2017, a radical design process session and a research paper into a successful public engagement structure in Johannesburg East. The structure is still in its design phase with the NECT and QLTC working closely in the DSC Programme in the interim.

The QCT monitored and reported on the writing of the 2017 NSC Examinations in seven (7) districts that were visited in the Eastern Cape and Limpopo Provinces. The visit was aimed at observing compliance with rules of examinations, to check that the standards are in line with policy and to monitor closely the schools that were implicated with irregularities in the past.



**The DBE, through the National Assessment and Public Examinations Chief Directorate, reported the following under-achievements:**

Adoption of schools in line with NEDLAC Accord: Not all provinces reported on the implementation of the NEDLAC Accord, some indicated that this was due to forms that were not stamped and signed being returned during reporting. Another reason was that schools were busy with elections of SGB's in the last term and committed to submitting in the next term. The QCT will monitor and visit schools as per their programmes to record and assist schools to complete the form of evidence and to submit to the DBE and NEDLAC.

Lower than expected attendance at teacher training sessions: In the main centres, where low attendance rates were recorded, there was poor communication which resulted in clashes within the district/provincial calendars.

Fully interactive curriculum trackers accompanying the digital SLPs were not developed: Timelines did not allow for the digitisation of all four (4) terms. In 2017, the NECT has continued to digitise Terms 1, 2 and 4 materials and only Term 3 remains incomplete and will be completed by May 2018.

Lower than expected turnout in teacher self-diagnostic assessment: This was due to teacher union unhappiness with the testing and poor communication from the districts to the teachers, as well as competing activities within districts that coincided with the assessment (e.g. moderations and teacher training sessions). 56 of the targeted teacher centres were not used as they were found to be impractical or not ready to host the assessment.

Delays in funding commitments from provinces: MoUs have been signed with the Eastern Cape and KwaZulu-Natal with a delay in the signing of the MoU with Limpopo. The funds committed by provinces through the MOUs have yet to be realised. The matter regarding the signing of the Limpopo MoU is being addressed with HOD and MEC of Limpopo.

#### **4.4.5.3 PLANNING AND DELIVERY OVERSIGHT**

**The DBE, through the District-Level Planning and Implementation Support/Delivery Unit, co-ordinated the following programmes in the sector:**

Chapter Nine of the National Development Plan (NDP): Vision 2030 identifies *District Support* as one of the priorities in basic education.

The NDP further states that capacity must be created in districts to enable them to play the pivotal role envisaged for them in ensuring quality education for all.

District officials are required to have the necessary competencies and skills needed to carry out their duties. The DBE, has throughout the year, focused on making sure that selected district officials are equipped with knowledge and skills to do their work as well as how to offer schools the support they require to improve learner performance. In order to ensure that appropriately qualified officials are appointed in districts, awareness of the minimum managerial requirements, academic qualifications, functional skills and competency-based assessments need to be taken into account. Provinces have started implementing the use of competency assessments to address the existing challenge of appointing people purely on the basis of qualifications, familiarity or popularity. The policy environment has been cleared with the approval and publication of the amended *Policy on the Organisation, Roles and Responsibilities*. The main purpose of amending the policy was to provide affordable and realistic district and circuit sizes; to amend some delegations of power to district directors; and to provide guidance on the minimum staffing norms to ensure a uniform and effective system of school support across the country to ensure equity in the system.

Across all provinces there has been acknowledgement of the role of districts officials as strategically located managers and leaders in the system. Within the district offices themselves, there has been gradual but visible transformation in how districts prioritise and approach their support to schools, for example the utilisation of multi-disciplinary teams focused on improved learning outcomes. There is now, across districts, enhanced focus on teaching and learning prioritising the monitoring of: assessment and curriculum coverage; support to schools at risk; support to learners at risk and progressed learners; and learner and teacher attendance.

There is also a greater focus on utilising data for management, intervention and support strategies, i.e. to ensure that what is monitored is informed by priorities; information/evidence-based monitoring is reported on for district reflection and planning; and what is reported on leads to action.

There is a greater sense of 'personal' agency in both districts and circuits – owning the performance of the schools within their individual districts and circuits. The amended *Policy on the Organisation, Roles and Responsibilities of Education Districts* was approved by the CEM of 9 November 2017. The Minister of Basic Education published the amended Policy through a Government Gazette on 19 January 2018. The policy will now make it possible for provinces to implement the minimum staffing norms for districts. The amended policy includes implementation clauses that will make it possible for provinces to implement it progressively over a period not exceeding seven (7) years.

The District Standard Routines and Operations Guideline was revised and completed in the first quarter of the financial year. 22 500 copies were printed and distributed to all provinces and districts. Districts have started utilising the District Standard Routines and Operations Guideline document to guide their work periodically.

The Department conducted a pilot on the Fundamentals of Performance (FOPs) Self-Assessment for Districts Framework in 18 identified districts (2 per province) during 2017/18. The purpose of the FOPs was to assist identified districts to, among others: establish whether the fundamentals are in place for a functional district office; revisit and reinforce standards of performance; collectively reflect and engage on various matters affecting the district performance; and produce a relevant and realistic District Development Plan. This process was done in collaboration with the NECT.

Reports have been produced for all the districts and feedback sessions were concluded for all the 18 pilot districts. The purpose of the report-back sessions was to disseminate the preliminary findings from the self-assessment with a view to developing a district development plan.

Working together with provinces, the Department monitored and tracked the filling of critical vacancies and the provision of the basic tools of trade for districts and circuits in 2017/18. Data collection tools in this regard were refined for meaningful reporting so as to enable the system to track progress effectively.

The 2017 District and Schools Excellence Awards ceremony was held in the first quarter to celebrate and recognise excellent performance in districts and schools. The awards categories for 2017 largely mirrored the 2016 categories. A key difference was the more nuanced criteria to allow for excellence in a range of contexts particularly excellence delivered in challenging circumstances. An inclusive basket of performance indicators was adapted and used to determine excellent performance in the system in the 2017 Awards focusing on quality of the results.

A critical feature of the awards was the exposure of the district directors and school principals, who obtained first positions in the various categories, to international best practice. This was done through undertaking an international study tour trip to Finland in 2017.

A survey was conducted to determine the percentage of school principals rating the support services of districts as being satisfactory. The results from 708 surveyed schools in the national sample showed that 72 percent (511) of the school principals were satisfied with the support they received from the districts. The percentage of satisfied principals was short of the MTSF target by 3 percent which should be attained in 2018/19.

A national report and 66 district report cards on school principals' rating survey of support they received from district offices has been finalised. Provinces and districts are expected to develop their own improvement plans.

A total of 101 participants completed three (3) phases of the Induction and Orientation Programme for District Managers and were awarded certificates of completion. The programme was designed to enable new education district managers to make meaning of concepts, legislative frameworks and guidelines in a way that would propel them to make a difference in their districts. The rationale was to develop a cohort of district managers who understand their roles and functions within the education system and are able to perform their functions at the highest level of efficiency. The programme included training for 15 Master Trainers who completed the facilitator course and conducted all the Peer Learning Exchange (PLE) sessions supported by the National School of Government. The trained district managers will be better equipped with skills needed to solve daily problems in their places of work especially education districts.

The DBE conducted data management and utilisation training for the 2<sup>nd</sup> cohort of district directors and EMIS officials. A total of 47 district officials received the two-week long training facilitated by the University of Stellenbosch.

The DBE continued to maintain high level interaction in the sector by organising all four (4) Minister's quarterly meetings with district directors in 2017/18. The meetings enable the Ministry, the Department and districts to share critical information on improving learner performance, teaching and learning and the sharing of best practice.

The Department is currently collecting data on the feedback provided by provinces and districts on the utilisation of the District Standard Routines and Operations Guideline.

One of the expectations of the National Development Plan (NDP): *Vision 2030* is that educational institutions should be provided with the necessary support by districts. At the end of the 2017 academic year 81 percent of the targeted schools were visited.

80 percent (4 out of 5) of district directors were assessed using SMS competency assessments in 2017. This is still below the 2019 MTSF target of 92 percent due to the fact that some of the officials (district directors) have not been appointed permanently while others were appointed at a time when it was not compulsory to do the assessments. Since this is now mandatory, the DBE will monitor to ensure that provinces implement the competency assessments for all new appointees at the district director level. District directors who have not undergone competency assessments before will do them as part of their development support.

Collective Agreement No. 4 of 2017 on Job descriptions for office-based educators has been signed in the Education Labour Relations Council (ELRC). In line with the districts policy, the Agreement in part serves to clear the roles and functions for district offices and minimum competencies for district officials. In line with the Competency Framework, two (2) documents have been developed: The Roles and Responsibilities of district officials and the Recruitment and Selection Criteria for district officials with competencies defined per post level and job requirements. The documents will be used as guidelines by provinces. The design of the Induction and Orientation Programme for district officials has also provided participants with the much needed development for district managers in the use of technology and web-mediated (online) learning.

**The DBE, through the District-Level Planning and Implementation Support/Delivery Chief Directorate, reported the following under-achievements:**

The target for the percentage of principals rating the support services of district offices as satisfactory was not fully achieved. The target should be achieved in 2018/19.

The MTSF requires that the percentage of schools visited at least twice a year by district officials for monitoring and support purposes should be 100 percent by 2019. There has been an underachievement in this regard in that only 81 percent of the schools were visited. The reasons for underachievement can among others be attributed to service delivery protests and inadequate resources e.g. vehicles and IT equipment.

**The DBE, through the School-Level Planning and Implementation Support/Delivery Unit, co-ordinated the following programmes in the sector:**

The National Development Plan (NDP) envisions a South Africa where everyone feels free yet bound to others; where everyone embraces their full potential, a country where opportunity is determined not by birth, but by ability, education and hard work. In line with this trajectory, Action Plan to 2019: *Towards the Realisation of Schooling 2030*, contends that the sector shall make sure that every young South African receives quality schooling expediently. Therefore, the work of the sector and the DBE in particular, is to ensure continuous improvement learner outcomes in all public schools.

For the period under review, the work of the DBE focused on the following major deliverables:

The management of underperformance in schools, as stipulated in Sections 16A and 58B of the South African Schools Act (Act 84 of 1996), is at the core of the sector's efforts of ensuring that all learners receive quality education, regardless of their geographical location. The Minister provided guidelines to Provincial Education Departments (PEDs), outlining the processes required for the identification, management and support of under-performing schools for a period of three (3) years. The 2017/18 Financial Year was the last year of implementation, and during the course of implementation, insights have been gained and lessons learnt from provincial best practice. In line with this development, the Minister issued Circular D2, which provided

strengthened criteria for the identification, management and support of under-performing schools. Circular D2 introduces, inter alia, a strengthened focus on mechanisms to deal decisively with underperformance through various consequence management processes. In addition, in line with the spirit of the National Development Plan (NDP) on the utilisation of top performing schools, Circular D2 has made it a requirement for PEDs to report on how they have utilised these schools to improve performance in the system.

In terms of the performance of target circuits, School Improvement Support Co-ordinators (SISCOs), led by provincially-based Project Managers, worked with 118 out of 135 identified Circuit Managers in 30 districts, in support of 3 375 schools. The support by the SISCOs in 30 under-performing districts and 135 circuits in 2017 has yielded positive results. Of the 30 districts identified, 22 (73 percent) improved their performance in the 2017 National Senior Certificate (See Table 29 below), while eight (8) districts declined in performance. Some proportion of this performance improvement may be attributed to the improvement in performance of the targeted circuits, as shown in the Table below:

**Table 29: District performance in the NSC, where there are circuits participating in the School Improvement Initiative**

Province	No of Districts	Increased	Decreased
Eastern Cape	4	4	0
Free State	4	2	2
Gauteng	4	2	2
KwaZulu-Natal	5	5	0
Limpopo	5	4	1
Mpumalanga	3	2	1
Northern Cape	2	1	1
North West	3	2	1
<b>National</b>	<b>30</b>	<b>22</b>	<b>8</b>

The table shows that all education districts in the Eastern Cape and KwaZulu-Natal improved in performance in the NSC, as compared to the previous financial year.

Out of 135 circuits which were identified to participate in the School Improvement Initiative, 112 improved in performance. In KwaZulu-Natal, all circuits showed an improvement in the NSC performance. The lowest performance improvement was witnessed in Gauteng.

The work of the Department also focused on the processing of the report of the South African Human Rights Commission (SAHRC) on the *National Investigative Hearing into the Impact of Protest-related Action on the Right to a Basic Education in South Africa*. The processing of the SAHRC Report involved presentations of the report and the DBE's response to the Governance and Administration (05 October 2017); Justice, Crime Prevention and Security (17 October 2017); and Social Protection, Community and Human Development (13 December 2017) Clusters. Furthermore, a technical working session was held with the SAHRC to deliberate on key issues that impact on the right to a basic education.

The process of sharing the findings and recommendations of the SAHRC Report, and the DBE's response was concluded and responses were obtained from various strategic structures and/or forums. The DBE has begun implementing a strategy to communicate the findings more broadly to both inform the sector and the broader public on the negative impact of community protests on schooling and the accessing of the right to a basic education. The intention of the strategy is to educate the public on the criminal element of some of the actions that communities embark on and possible consequences of these actions.

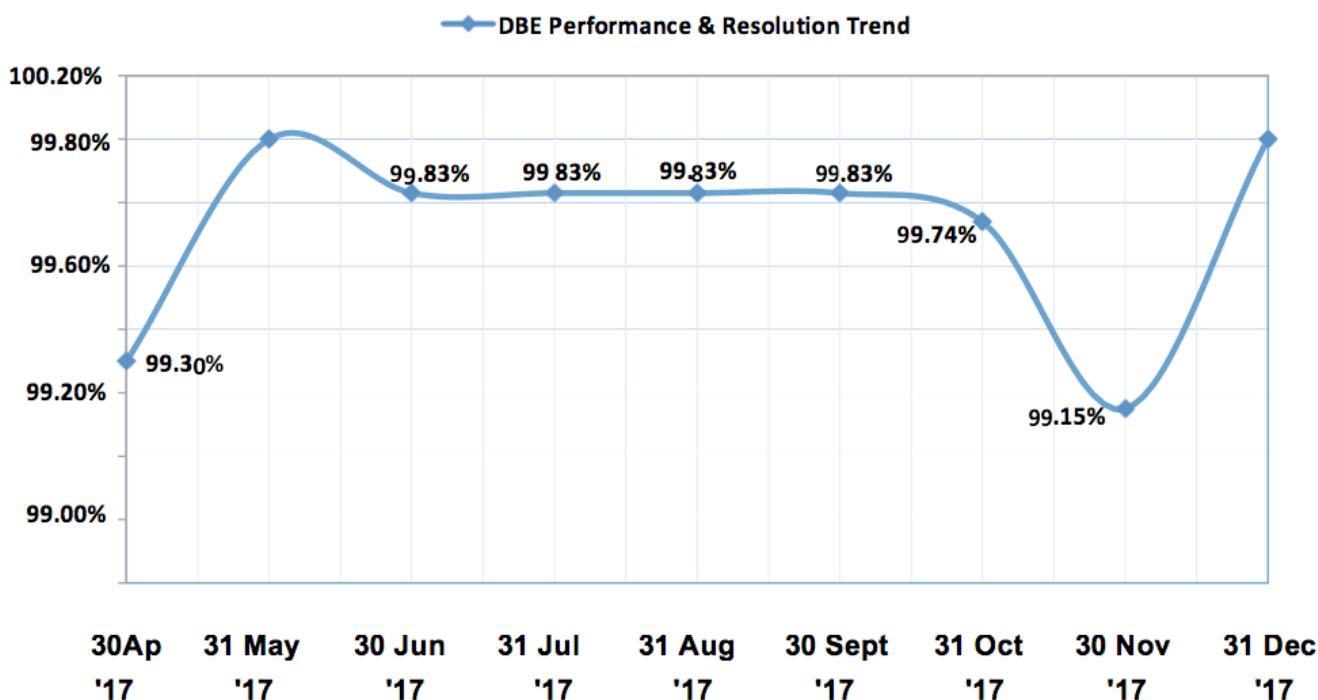
#### 4.4.5.4 NATIONAL AND PROVINCIAL MONITORING AND SUPPORT

One of the responsibilities of the Department is to improve the quality of education delivery through improved co-ordination, oversight and support to provinces. The functions include the provision of an effective customer relations and problem-solving system for the sector; to develop school calendars for public schools and to co-ordinate visits to schools. Customer management

and problem-solving is managed primarily through the DBE’s Call Centre, referrals from the Presidential Hotline and walk-ins.

The Department continues to improve the quality of service rendered by the Call Centre. The evidence of such commitment is the 100 percent resolution rate for the Presidential Hotline (PHL) enquiries and the cases that were reported through the toll free line as at 31 March 2018.

**Figure 1: Graphical representation of the Department of Basic Education performance and call resolution trend (April – December 2017):**



There is a concerted effort among Provincial Education Departments (PEDs) to ensure that the quality of customer care services improves. A number of them have dedicated officials who liaise with the Department to ensure that all enquiries are resolved. The turnaround time for the resolution of cases has also improved. The average resolution rate for the DBE in 2017/18 was 99.71%. The resolution rate exceeds the required benchmark of 90%. The plan is to ensure that all enquiries that have been referred from the Presidency before the 25th of each month are resolved by the end of the month. The DBE will continue to assist the eight (8) PEDs in ensuring that the 90% benchmark is maintained. Support will be given to KZN so that it reaches the benchmark, which is currently at 79%.

During the 2017/2018 Financial Year the Call Centre successfully resolved 7 395 cases that were received through the toll free line. Issues pertaining to certification and processes relating to the writing of Grade 12 Examinations had the highest number of enquiries. Enquiries regarding the Funza Lushaka bursary applications also increased. The Department worked together with PEDs and resolved 185 cases out of 227 that were reported via the Call Centre. These were related to challenges regarding amongst others: the admission of learners; school fees; ill-treatment of learners by teachers; school management and governance; assault of learners; suspension and expulsion at schools, payment of pension benefits; and parliamentary questions. A total of 840 website enquiries were received. 60 per cent (669) were finalised, while 40 per cent remain outstanding.

The 2019 School Calendar was published on 1 November 2017. The 2019 School Calendar is a single calendar with 199 school days. The Senior Management Meeting (SMM) of 9 March 2018 discussed and adopted the publication of the proposed 2020 School Calendar for public comment.

The Minister approved the publication of the amendment to the Policy for Determining School Calendars for Public Schools in South Africa for public comment in March 2018. The Independent Electoral Commission (IEC) was requested to consider conducting the 2019 elections either on a Friday or during school holidays in order to minimise the loss of teaching and learning time.

A total of 1 027 schools were visited in all provinces during the follow-up on January 2017 School Readiness Assessment (SRA), Pre-Closure SRA and January SRA. School post establishments were declared in all provinces. Approximately 70 percent of schools visited were ready for the start of the academic year during pre-closure and January 2018 SRA visits. A limited number of schools had not yet finalised their admissions and this was largely in schools that are known to perform well and those that are in deep rural areas. Most of these schools were from historical hot spots districts in metros and big cities

All provinces put in place systems to manage unplaced learners - away from the schools. A limited number of the schools visited in all provinces reported vacancies. Most of the schools received workbooks and stationery. However, in KZN, some Section 21 schools reported that they had not been able to procure stationery and textbooks because they had not received their allocations for the third term. The issue of ablution facilities was still a challenge in some provinces. All provinces, except for EC and LP, showed relative improvement with infrastructure compared to previous years.

The DBE officials further rendered support to the Director-General in his visits to the PEDs to assess the state of readiness of the PEDs for the 2017 NSC Examinations and to cascade information from the basic Education Lekgotla that was held in January 2018. A total of 27 clusters have been visited in eight (8) provinces. Letters detailing issues that were raised by officials and school principals have been sent to six (6) of the eight (8) provinces.

Furthermore the unit also rendered professional support to the Minister in her oversight visits to Eastern Cape Province (Mariazell in Alfred Nzo West; Zangqele and Zimela Secondary Schools in OR Tambo inland district); Limpopo Province where the Minister met with the Member of the Executive Council (MEC) for Limpopo Province, senior managers and district managers on 12 September 2017; and the Free State, (Xhariep District on 31 January 2018) where the Minister met with the MEC, officials from the head office, Xhariep District Officials and Xhariep community members. The Minister intended to encourage adult learners to take advantage of the Second Chance Matric Programme. The Minister also visited Albertina Sisulu and Trompsburg Secondary Schools.

The DBE supported the Portfolio Committee in Gauteng, KwaZulu-Natal, Mpumalanga and the Western Cape Provinces. Furthermore, support was offered to the Inter-Ministerial Committee meetings on Vuwani, the Inter-Ministerial task team on Service Delivery, the Technical Task Team on Migration, Heads of Early Warnings Forum meetings and Inter-Agency Clearing Forum (IACF) Steering Committee meetings for the Department of Home Affairs.

#### **4.4.5.5 National Education Evaluation and Development Unit (NEEDU)**

**The DBE, through the NEEDU, co-ordinated the following programmes in the sector:**

##### **Project 1: The *Schools that Work II* Study**

In April 2017, the Minister tasked the NEEDU team to investigate the characteristics of schools that work. To ensure that findings lead to system-wide changes, best practices from the study were shared with different stakeholders within the sector, as outlined below.

The Minister's round table discussion on *Schools that Work II*:

The findings of the *Schools that Work II* study were first presented in the round table discussion on *Schools that Work II* that was hosted by the Minister in July 2017.

The objectives of this round table discussion were as follows:

- To explore practices, as informed by research, that will get South African learners out of the low achievement trap;
- To create a platform where social partners, researchers and other role players reflect on strategies or programmes that are working in good performing schools (schools that work); and
- To map a way forward by beginning to prioritise best practices or effective strategies for widespread implementation in schools and re-affirm the role of Monitoring and Evaluation in tracking progress and measuring the effectiveness or impact of these programmes.

The programme of the round table discussion included both plenary and four (4) breakaway sessions or commissions, each focusing on a specific topic. Each breakaway session was facilitated by an expert who was identified based on their good



understanding of the basic education landscape. A sample of top-performing schools was invited to share their best practices. Each school was represented by the principal, departmental heads, teachers, learners and a chairperson of the school governing body.

Over 100 delegates and guests attended the round table discussion, these included: Members of the Executive Council (MECs) and Heads of Department (HODs); provincial departments of education, including a sample of principals whose schools were selected in the *Schools that Work II* study (particularly those in quintiles 1, 2 and 3), officials from provincial departments and district offices; non-government organisations supporting basic education sector programmes; donor community currently supporting basic education sector programmes; and social partners; and other stakeholders.

Presentation of the findings on *Schools that Work II* study in different forums:

Subsequent to the round table discussion, the findings of the *Schools that Work II* study were presented at different fora, including: South African Principals Association (SAPA); the consultative forum of National School Governing Body Associations; the Minister's meeting with District Directors; HEDCOM and its sub-committees; the Council of Education Ministers; and the Portfolio Committee on Basic Education.

Distribution of the report on *Schools that Work II* study in the sector:

The findings of the *Schools that Work II* study were presented in two (2) formats, i.e. the main report, which details best practices employed by the top-performing schools, and the summary report. 30 000 copies of the report (10 000 main and 20 000 summary reports) were printed. Copies of the main were shared with the Minister, Deputy Minister and MECs, the Director-General and senior management, provincial Heads of Department and relevant senior managers in the provinces, relevant officials in all districts, secondary schools and other stakeholders. While 7 449 secondary schools received copies of the main report, to save costs, a more streamlined and a shorter version of the report was shared with 18 239 primary schools.

Packaging of the report on *Schools that Work II* study into policy briefs:

The *Schools that Work II* study findings were further packaged in a series of condensed, accessible, easily digestible and an easy-to-read format in the form of advocacy policy briefs. Eight (8) thematic messages or policy briefs were shared with 18 239 primary and 7 449 secondary schools as well district officials in 75 districts by uploading them on the DBE website and sending messages to alert principals of underperforming schools when a policy brief had been uploaded on a website. The following issues were addressed in the eight (8) policy briefs: time-on-task: maximising student learning time and minimising downtime; It's time to implement SIP: Identifying and prioritising strategies for improvement; effective goal and target-setting; effective assessment practices; breaking the walls of classrooms through teacher collaboration; how to use differentiated teaching methods to reach of learners of a wide range of abilities; how top-performing schools analyse assessment results and take necessary remedial actions; and instructional and facilitative leadership of the senior management teams (SMTs) to monitor the progress that the school is making towards delivering the curriculum.

Provincial roadshows to present good practices to principals of underperforming schools:

Good practices from *Schools that Work II* were shared with the principals of underperforming primary and secondary schools in four (4) provinces namely, KwaZulu-Natal (Umlazi District), Western Cape (all districts), Mpumalanga (all districts) and Free State (all districts).

The presentation of *Schools that Work II* findings in four (4) provinces was well received by the principals of underperforming schools and district officials in 18 districts. Provincial round table discussions on schools that perform well were well attended.

Pursuant to the Ministerial Circular D2 of 2017, provinces identified underperforming primary and secondary schools. During provincial round tables on "schools that work," the principals of underperforming schools were guided on how to adopt or adapt good practices from schools that work to sharpen and strengthen their own improvement strategies or plans; follow four (4) simple steps as they reflect on how they can use good practices from schools that work to sharpen and strengthen their own improvement strategies or plans; incorporate best practices from the *Schools that Work II* study as part of the school improvement planning cycle; and document actions they have taken to address areas of underperformance to enable the Members of the Executive Council (MECs) to report to the Minister in March 2019 "on the action taken by the Head of Department in regard to an underperforming public school," as contemplated in Section 58B (7) of the South African Schools Act and in paragraph 9.1 in the Ministerial Circular D2 of 2017.

As contemplated in the National Development Plan (NDP), “top-performing schools in the public and private sectors must be recognised as national assets. Their support should be enlisted to assist underperforming schools.” It is in line with this provision that provinces were encouraged to draw upon top-performing schools to make sure that *all* schools become beacons of our education system.

### **Project 2: A meta-analysis on the use of teaching time**

The meta-analysis of NEEDU findings between 2012 and 2016 on the use of teaching time was conducted in order to highlight the implications of these findings for education leaders and policy makers. This meta-analysis showed that the amount of time that teachers and learners actually spend at school by the end of each academic year (*implemented* time) deviates substantially from the allocated time in the schools calendar (*planned* time).

The variation between *planned* time and *implemented* time among schools is attributed to the following:

- Non-adherence to notional time allocation prescribed in the curriculum;
- Learner and teacher poor attendance;
- Learner and teacher late coming;
- Teachers leaving school early for a variety of reasons;
- Teachers and learners returning to class late after break;
- Poor time management for the National School Nutrition Programme; and
- Early commencement of mid-year and end-of-year examinations.

The meta-analysis on the use of teaching time and its implications for the education sector was shared in different fora so that corrective actions could be taken. These fora included: DBE senior and broad management; SAPA; the consultative forum of National School Governing Body Associations; the Minister’s meeting with District Directors; HEDCOM and its sub-committees; and the Portfolio Committee on Basic Education.

### **Project 3: The Study on the use of DBE workbooks in the system**

The NEEDU team collected two (2) forms of data from the provinces to establish how workbooks are being used in schools with a view to enhancing the quality of these resources. This included:

- Teachers’ and district officials’ views (perceptions) about how teachers feel about and use of DBE workbooks in schools. A total of 51 focused group discussions (FGDs) were completed involving about 500 participants, i.e. teachers and district officials in all provinces. These structured focus group interviews were tape-recorded and later transcribed word-for-word. The transcribed interviews were analysed to establish trends about how teachers in different schools and in different contexts use the workbooks. To establish variations about different use of workbooks, data analysis was disaggregated by:
  - School type, i.e. quintiles
  - School location, i.e. rural, urban and township
- Samples of workbooks completed by learners (hard evidence). NEEDU collected a sample of completed workbooks in the Foundation Phase in over 400 schools across the nine (9) provinces to examine how they were being used. The purpose for using this data was to triangulate what learners were writing in the workbooks with teachers’ and district officials’ views about how workbooks were used in schools. The analysis of work written by learners in the workbooks included:
  - The amount of work done;
  - Topics, concepts or skills covered;
  - How frequently the work is done;
  - Whether teachers mark the work done;
  - Whether marking is accurate; and
  - Whether there is an alignment between work done in the workbooks and the annual teaching plan and/or lesson planning.

**Table 30: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements**

Strategic objectives	Performance Indicator	2017/18				
		2016/17	Planned Target	Actual Achievement	Deviation from planned target	
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national examinations and assessments conducted annually	4.1.2 A bank of Language and Mathematics test items for Grade 3,6 and 9 developed	701 items were developed for both Language and Mathematics for Grades 3, 6 and 9	150 (Annually)	3 485 test items developed	+3 335	Over-achievement is due to preparations for Systemic Assessment which will be written once in three (3) years
	4.2 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national examinations and assessments conducted annually	4.2.1 Number of NSC and SC reports produced	5 Reports and 1 information booklet were produced 1. Examinations report 2. Schools' performance report 3. Schools' subject report 4. Diagnostic Report 5. Information booklet 6. Report on the 2016 SC	4 (Annually)	4 reports were produced	No Deviation
	4.2.2 Number of question papers set annually for NSC and SC	366	348 (Annually)	376 question papers set	+28	Over-achievement is due to CEM meeting of 9 March 2016 approving decision to amend the Senior Certificate policy to include all subjects with practical component in the SC June Exam from 2017 in order to offer learners Multiple Opportunity (MEO). The question papers increased from 348 to 376

Strategic objectives	Performance Indicator	2016/17		2017/18		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
4.3 Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught	4.3.1 Number of new schools built and completed through ASIDI	16 in 2016/17 179 in total	115 (Annually)	12 schools were recorded as completed in 2017/18	-103	The indicator could not be achieved due to: The delay in finalising and signing the session agreement to transfer projects taken from the Independent Development Trust (IDT) to the Development Bank of Southern Africa (DBSA) and Coega Development Cooperation CDC. 15 schools projects were taken away from the IDT due to poor performance and re-allocated to the DBSA and CDC. All these projects are currently under construction. Poor performing contractors/ implementing agents who led to delays in completion of projects have been put on terms or terminated. Inclement weather in the Eastern Cape led to delays in completion of projects. Contractors on the 61 small and isolated schools project declined appointment and replacement contractors had to be appointed. Target-setting will be revised to be more realistic with effect from the 2019/20 APP
	4.3.2 Number of schools provided with sanitation facilities through ASIDI	9 in 2016/17 425 in total	257 (Annually)	29 practical completion certificates were received in 2017/18	-228	Poor performing contractors who led to delays in completion of projects have been put on terms or terminated.
	4.3.3 Number of schools provided with water through ASIDI	10 in 2016/17 615 in total	344 (Annually)	43 practical completion certificates were received in 2017/18	-301	Inclement weather in the Eastern Cape led to delays in completion of projects
	4.3.4 Number of schools provided with electricity through ASIDI	0 in 2016/17 306 in total	134 (Annually)	17 practical completion certificates were received in 2017/18	-117	Implementation of the Electricity sub-programme has been completed and the reconciliation of the scope of work allocated to different implementing agents is underway

Strategic objectives	Performance Indicator	2017/18			
		2016/17	Planned Target	Actual Achievement	Deviation from planned target
4.4 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system	4.4.1 Percentage of public schools using the standardised school administration system, SA-SAMS for reporting	95.9% 21 354/22 269	98% (Quarterly)	98.5% 22029/22 364	+0.5%
	4.4.2 Percentage of learners from public schools that are successfully uploaded on to LURITS	95.78% 11 180 202/11 673 243	98% (Quarterly)	97.7% 12 305 459 /12 595 742	-0.3%
	4.5.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	36	30 (Annually)	52	+22
4.5 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	4.5. An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey	72% 511/708	An improvement plan (Biennial)	An Improvement plan has been developed	No Deviation
	4.5.3 Percentage of district managers assessed against developed criteria	74% 52/70	85% (Annually)	80% (4/5)	-5%
					<p>Improvement due to provinces using SA-SAMS for reporting on learner promotions, learner attendance and Grade 3,6,9 and 12 learner achievement data. Schools still use third parties mainly in KZN, MP and GP. EC number dropped as it reported only on the databases that were submitted by the schools by the due date</p> <p>The 0.3% deviation was due to learner records in the Provincial Data Warehouses having been rejected by LURITS during the uploading process. This was a result of minimum data quality validations not being met. The final output figure consisted of 11 917 270 active learners and 388 189 provisional learners on the LURITS system</p> <p>Districts are visited on a regular basis and with the Eastern Cape Districts merged, more district officials were supported and mentored</p> <p>N/A</p> <p>There was only one district director that was not assessed because they were appointed in an acting capacity. It is not mandatory for them to undergo competency assessment</p>

**Table 31: Sub-programme expenditure**

<b>Programme 4: Planning, Information and Assessment</b>						
	<b>2017/18</b>			<b>2016/17</b>		
<b>Detail per sub-programme</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/ Under-Expenditure</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/ Under-Expenditure</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>4.1 Programme Management: Planning, Information and Assessment</b>						
Current payment	3 505	3 490	15	3 550	2 915	635
Payments for Capital Assets	1	-	1	48	48	-
<b>4.2 Information Management System</b>						
Current payment	40 200	38 267	1 933	42 007	41 368	639
Transfers and subsidies	774	686	88	7	7	-
Payment for Capital Assets	1 310	1 585	(275)	662	683	(21)
Payments for Financial Assets	55 636	55 635	1	5 009	5 010	(1)
<b>4.3 School Infrastructure</b>						
Current payment	164 875	177 093	(12 218)	209 441	274 859	(65 418)
Transfers and subsidies	10 467 293	10 467 385	(92)	9 933 348	9 933 348	-
Payment for Capital Assets	1 599 896	1 617 775	(17 879)	1 979 923	1 049 662	930 261
Payments for Financial Assets	20	19	1	95	94	1
<b>4.4 National Assessment and Public Examinations</b>						
Current payments	195 493	150 945	44 548	176 420	166 287	10 133
Transfers and subsidies	128 164	127 954	210	122 235	122 318	(83)
Payment of Capital Assets	114	3 266	(3 152)	571	572	(1)
Payments for Financial Assets	240	238	2	28	28	-
<b>4.5 National Education Evaluation and Development Unit</b>						
Current payments	20 207	20 113	94	21 756	26 180	(4 423)
Transfers and subsidies	492	492	-	-	-	-
Payment of Capital Assets	50	49	1	569	-	569
Payments for Financial Assets	15	15	-	5	6	(1)



**Programme 4: Planning, Information and Assessment**

	2017/18			2016/17		
Detail per sub-programme	Final Appropriation	Actual Expenditure	(Over)/ Under-Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under-Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
<b>4.6 Plan and Delivery Oversight Unit</b>						
Current payments	22 642	20 787	1 855	22 680	20 264	2 416
Transfers and subsidies	99 960	99 960	-	76 208	76 209	(1)
Payment of Capital Assets	62	49	13	144	96	48
Payments for Financial Assets	8	8	-	-	-	-
<b>Total</b>	<b>12 800 957</b>	<b>12 785 811</b>	<b>15 146</b>	<b>12 594 706</b>	<b>11 719 953</b>	<b>874 753</b>

PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES



## 4.5 PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

### 4.5.1 PURPOSE

The purpose of Programme 5 is to monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners; promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning; and monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.

During 2017/18, the Programme planned to:

- Finalise and approve the DBE draft Strategy on Psychosocial Support for Learners, together with its Monitoring and Evaluation Plan;
- Co-brand with the Department of Social Development the Children Services Directory, and print and distribute to hot spots in the NECT districts, for use by schools;
- Train Provincial Trainers on supporting traumatised learners; and
- Facilitate the placement by Higher Education Institutions of senior social work and psychology students in schools, as part of their training, to render support to schools.

### 4.5.2 LIST OF SUB-PROGRAMMES

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

### 4.5.3 STRATEGIC OBJECTIVES:

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning; and
- To monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.

### 4.5.4 PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the Basic Education Sector. Schools have an important role to play in promoting the overall well-being of learners since it contributes to better learning and also because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psychosocial support, sport and culture as per the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

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

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

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

- Health and Nutrition;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on learner well-being. A summary of the activities for this programme is elaborated below.

## **4.5.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

### **4.5.5.1 PARTNERSHIPS IN EDUCATION**

**The DBE, through Sport and Enrichment in Education Unit, co-ordinated the following programmes in the sector:**

The Department hosted the National ABC Motsepe Schools Eisteddfod in July 2017. All provinces were represented, with a total of 153 schools competing at the National Competition.

The development workshops commenced in the fourth quarter of the 2017/18 Financial Year. Eight (8) provinces with the exception of Mpumalanga have successfully hosted these workshops which are aimed at capacitating professionals across the provinces. These professionals include adjudicators, conductors and quality assurers. The purpose of these workshops was to recruit new music conductors and adjudicators in the quest to grow the pool and further capacitate them on the 2018 syllabus.

The DBE jointly hosted the National Aquatics Championships with the Department of Sport and Recreation South Africa (DSRSA) in April 2017 in Polokwane. Eight (8) provinces with the exception of Northern Cape participated. Northern Cape did not take part due to financial constraints.

The 2017 Sanlam Kay Motsepe Schools Cup National Championships was successfully held in October 2017 at the Vaal University of Technology in Gauteng. All provinces were represented at these championships in both netball and football. The winning schools in football were from Gauteng, KwaZulu-Natal, Limpopo and Western Cape receiving a combined amount of R2.5 million.

A total of 34 netball teams competed in two (2) streams namely Batho and Ubuntu. The Batho stream comprises affluent and better resourced schools (former Model-C schools). The Ubuntu stream on the other hand comprises schools from townships and/or rural and farm schools with very limited resources.

The three (3) winning schools; Afrikaanse Hoër Meisieskool Pretoria from GP and Paarl Girls from WC placed under the Batho Stream and Morwathebe from LP placed under the Ubuntu Stream, qualified to participate at the Singapore/Malaysia International Tournament from 23 November – 3 December 2017.

The Transnet Rural and Farm Schools Sport programme was established in 2002. The programme is currently implemented in five (5) provinces namely: the Eastern Cape, KwaZulu-Natal, Mpumalanga, the North West and the Northern Cape. The tournament was held in October 2017 at the Germiston Stadium. Learners participated in athletics, football, netball and chess in the age groups of Under 13, 15 and 17. The Department has agreed with Transnet to extend the programme to other provinces that were not part of the programme previously.

A total of 1 281 learners participated at the Secondary Schools Championships of the SA Schools National Athletics Championships and all provinces participated.

A total of 91 officials, mainly subject advisors, attended capacity-building workshops for district officials who are implementing Reading Clubs.

A total of eight (8) provincial championships were monitored and supported as part of preparations for the hosting of the national DBE Spelling Bee Championship.

Through funding assistance from the European Union, the National Championship (4<sup>th</sup> National DBE Spelling Bee Championship) was successfully hosted in Pretoria in October 2017. All provinces were represented by three (3) champion spellers. The revised Spelling Bee Participation Manual has been finalised.



The Life Orientation (LO) textbooks currently being developed have incorporated Physical Education curriculum to assist LO educators with text content when facilitating Physical Education as part of LO lessons.

In 2017 the Supersport Let's Play Physical Education Challenge saw over 436 primary schools competing for the prize of a multi-purpose sporting facility, an astro-turf playing field. Laérskool Jan Van Riebeeck in Springs, Gauteng won the prize, worth R 1.3 million.

A research project to understand the implementation of Physical Education in schools has been undertaken by the South Africa University Physical Education Association (SAUPEA) on behalf of the DBE and United Nations Children's Fund (UNICEF).

**The DBE, through Safety in Education Unit, co-ordinated the following programmes in the sector:**

During the period under review, 47 schools were monitored on the implementation of the National Safety Framework in the Northern Cape, KwaZulu-Natal, Limpopo, the Eastern Cape, Mpumalanga and the Western Cape.

The Department published a *Protocol for the Prevention and Management of Corporal Punishment Incidents in Public Schools* to empower educators with alternative disciplining methods and to protect children from physical abuse in schools.

Through funding support from the Education Training and Development Practice (ETDP)-SETA, anti-bullying videos were developed to sensitise children about bullying and to empower them with knowledge of appropriate response and reaction alternatives.

**The DBE, through Partnerships Unit, co-ordinated the following programmes in the sector:**

The Department initiated new partnerships and monitored the implementation of existing partnerships by signing Collaborative Agreements. The database of all DBE partners and partnerships is continuously being updated. During the 2017/18 Financial Year, by the signing of agreements, the Department facilitated the formalisation of 12 partnerships with the following organisations: Full Nine Yards (Pty) Ltd, Dpa Deutsche Presse-Agentur GmbH, Ed-Xnovation (Pty) Ltd, MyPower Solutions Inc. in Nevada, Maredi Tower and Infrastructure (Pty) Ltd - t/a Thabure, Khamissa Vahed Public Speaking Academy, Nasou Via Afrika (Pty) Ltd, AVBOB, Creatrix, Nal'ibali, IkamvaYouth, and the South African Sugar Association.

During the period under review, the DBE facilitated the initiation of new sustainable educational projects from the following partners: Orlando Pirates; Ratanda Learning Centre; Eduflex; EasyPass; Coca Cola Beverages South Africa (CCBDSA); IDC and Adopt a School Foundation; Vodacom Foundation (Mandela Day); Tiger Brands Foundation (In-School Breakfast Programme); Lafarge South Africa; Kelloggs (Breakfast Programme); South African Sugar Association (SASA); and AVBOB Foundation.

A total of 546 597 learners and 22 855 teachers in 788 schools benefitted from the projects at an estimated monetary value of R 203 101 674.00.

During the period under review, the DBE facilitated sponsorships and/or donations for the following projects from various partners:

- 2017 National Senior Certificate Results Announcement;
- 18th National Teaching Awards;
- South African Schools Choral Eisteddfod; and
- National School Nutrition Programme Best Schools and Districts Awards.

A total of 13 424 learners and 643 teachers in 204 schools from three (3) districts benefitted from the projects at an estimated monetary value of R 9 547 201.15.

In support of 1 000 School Libraries provision and the Read to Lead Campaign, the DBE continues to work on the implementation and delivery of the pledges made by DBE partners to support the literacy intervention. During the 2017/2018 Financial Year, the major sponsorship and/or donations in support of the literacy intervention was delivered by the following main partners: AVBOB Foundation, New Africa Education Foundation, Imperial and Ukhamba Community Development Trust, Read to Rise,

Transnet Foundation, and Biblioref.

A total of 304 706 learners and 13 175 teachers in 527 schools benefitted at an estimated monetary value of R 64 469 340.00.

During the period under review, the DBE, through the Partnerships Unit facilitated five (5) Director-General's written responses to the requests for funding and/or sponsorship from private organisations and individuals.

**The DBE, through Social Cohesion and Equity in Education Unit, co-ordinated the following programmes in the sector:**

National finals for Youth Citizens' Action Programme (YCAP) took place in July 2017 in KwaZulu-Natal.

National Schools Moot Court Workshops were co-ordinated by the DBE. The intention was to assist learners, educators and officials to interpret Chapter 2 of the Bill of Rights. The DBE in collaboration with the University of Pretoria, the Department of Justice and Constitutional Development, the University of Venda, the University of Western Cape, the Foundation for Human Rights and the Law Society of South Africa, convened a successful Sixth (6<sup>th</sup>) National Schools Moot Court Competition at the Constitutional Court, Johannesburg in October 2017.

The DBE in collaboration with Freedom Park and the Luthuli Museum hosted the 2017 National iNkosi Albert Luthuli Oral History Programme.

In June 2017, the DBE hosted Africa Day at Freedom Park in Gauteng to commemorate the centenary of OR Tambo. Schools recited the Preamble of the Constitution during the event. The purpose of the Recital of the Preamble is to promote unity and national identity amongst all learners, teachers and officials. Youth and Gender-Based Violence (GBV) dialogues were conducted in partnership with Tshwane Youth Leadership Talk. The purpose of the dialogues is to raise awareness and address societal barriers which impact on violence against children in schools. Learners were engaged in a dialogue on how the late OR Tambo fought for non-sexism, equality, non-racism, non-discrimination and equal opportunities for South Africans.

The Department, in partnership with Luthuli Museum, the Department of Arts and Culture and the Presidency, hosted the Commemoration of the 50th Anniversary since the death of Chief Albert Luthuli in KZN in July 2017. Learners, teachers, officials, community organisations and members who attended, learned about the legacy of Chief Albert Luthuli and how his participation in the struggle contributed towards the democracy that we all enjoy today.

The DBE, in partnership with Constitution Hill under the theme celebrating year of OR Tambo – "unity in action in advancing women in economic participation", designated a special day in August 2017 to commemorate past women struggles as well as honour those women who continue to make a positive impact across the country.

To acknowledge heroes and heroines who have sacrificed their lives and brought about rights, freedom and democracy in South Africa, the Truth Reconciliation Commission (TRC) Educational Assistance Programme was implemented to assist beneficiaries to understand their rights and obligation to education, as well as to cover school, boarding transport and uniform costs.

The DBE and the Department of Justice (DoJ) & Constitutional Development (CD) officials took the Truth and Reconciliation Commission (TRC) roadshows to communities and assisted applicants to complete application forms, provide an overview of the TRC education assistance programme and to verify supporting documents.

The process of public consultations on textbook evaluation by the Ministerial Task Team (MTT) that evaluates textbooks and other LTSM for the promotion of diversity, started on 2 August 2017 and was finalised in October 2017. Some of the findings include, among others, stereotypes in respect of sexual and gender identities as well as disabilities.

In September 2017 Sjambok Primary School hosted a Career Day and the Department attended to guide and motivate Grade 7 learners towards the different career choices. A total number of 262 learners attended the event.

In February 2018, the Jamboree for Future Choices Programme was conducted in the West Coast District in the Western Cape where four (4) schools and 660 learners received a range of services aimed at developing socially inclusive practices focused on addressing barriers to education.



**The DBE, through the Partnerships in Education Chief Directorate, reported the following under-achievements:**

The implementation of the Spelling Bee in 2017 was made possible by the European Union (EU) funding. With the cessation of EU funding, there was no budget for the DBE Spelling Bee in 2018. A process requesting prioritisation through voted funds is underway.

The targets for officials who attended Reading Clubs capacity-building workshops were not fully met due to non-participation by Limpopo and Mpumalanga.

Due to funding problems, the results of the South Africa University Physical Education Association (SAUPEA) research have not been published.

The Mpumalanga Province did not host capacity building workshops in the 2017/18 Financial Year for the Schools Choral Eisteddfod. Financial challenges were cited as the contributing factor, which resulted in national targets not being reached.

#### **4.5.5.2 CARE AND SUPPORT IN SCHOOLS**

**The DBE, through Health Promotion Unit, is responsible for co-ordinating the following programmes in the sector:**

For the 2017/18 Financial Year, the aim was to visit 80 schools to monitor and support the implementation (progress and challenges) of the Health Promotion Programmes in schools nationally, in fulfilment of the oversight role of the DBE. In total, 82 of the targeted 80 schools were visited, exceeding the annual target by two (2).

During the 8<sup>th</sup> South African AIDS (SA AIDS) Conference held in June 2017 at the Durban International Convention Centre in the KwaZulu-Natal Province, the Department hosted two (2) satellite sessions, namely: the launch of the report on the Health of Educators in Public Schools in South Africa (2015) jointly with the Human Sciences Research Council (HSRC); and the launch of the DBE National Policy on Human Immune deficiency Virus (HIV), Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school-support staff and officials in all Primary and Secondary Schools in the Basic Education Sector (DBE HIV and TB Policy).

Promulgation and Implementation of the *Department of Basic Education National Policy on HIV, STIs and TB* for learners, educators, school support staff and officials in primary and secondary schools: The Policy was approved by Cabinet on 10 May 2017, launched at the eighth (8<sup>th</sup>) SA AIDS Conference by the Deputy Minister of Basic Education on 14 June 2017, and gazetted by the Minister in August 2017. The forward-looking and progressive Policy replaces the 1999 HIV Policy.

Strengthening Comprehensive Sexuality Education in Schools:

- Development of Scripted Lesson Plans (SLPs) for Intermediate Phase (IP) and Further Education and Training (FET): The Grades 7 - 9 Scripted Lesson Plans (SLPs) to support the implementation of Sexuality Education in Life Orientation CAPS were finalised and approved by the Minister in the first quarter of the 2017/2018 Financial Year. A total of 216 623 learner workbooks and 3 585 teacher guides were printed and distributed to 1 186 schools in the eight (8) activity districts in Gauteng, Mpumalanga, the Free State, the Western Cape and KwaZulu-Natal. In September 2017, a total of 54 draft SLPs for Grades 4 - 6 and 10 - 12 were reviewed by the DBE Curriculum Working Group to assess the alignment to the International Technical Guidance on Sexuality Education, Life Orientation textbooks writing process and LO CAPS.
- CSE Training of Educators: The Eastern Cape, the Northern Cape and Mpumalanga Province were supported to conduct the UNESCO regional on-line CSE training course. A total of 144 participants were trained on the online course during this reporting period. In addition, a total of 19 738 educators across all provinces were trained on sexual and reproductive health for learners, through the HIV and AIDS Life Skills Education Programme.

The Minister has gazetted the draft Department of Basic Education National Policy for the Prevention and Management of Learner Pregnancy for public comments, which has been further extended to 30 May 2018, due to public interest and to promote more stakeholder involvement and input.

A total of 3 000 learners in Gauteng, 28 416 learners and 800 educators in Western Cape, 5 500 learners and 66 educators in KwaZulu-Natal and 3 000 learners in Limpopo were reached through TB awareness activities. In addition, 2 200 learners were screened by partners (the Department of Health, University Research Co, LLC and Doctors Without Borders) in KwaZulu-Natal province. A message to learners, educators, parents/care-givers and staff on World TB Day was signed by the Director-General and circulated to the sector.

A cumulative total of 1 282 991 learners received health services through the Integrated School Health Programme, including the Human Papillomavirus vaccination, in 2017/18 according to data received from the national Department of Health (DoH). During this period, 286 112 Grade 4 girls received the Human Papillomavirus vaccination.

More than 4 460 417 Grade R - 7 learners in quintile one (1) to three (3) schools were dewormed through the National School Deworming Programme. A total of 1 421 282 of the 6.1 million tablets received from the World Health Organisation (WHO) were utilised during May-June 2017 and a mop-up was conducted in August-September 2017. The WHO has approved the request for 10.1 million tablets for 2018 which have been received and passed the quality assurance process.

A total of 2 363 Learner Support Agents (LSAs) were appointed and placed in schools in order to support vulnerable learners in schools. The annual target of 2 200 was exceeded by 163 LSA.

The total funds allocated to provinces for the 2017-2018 Financial Year is R245 308 million. The fourth tranche (R49, 061m) of provincial allocation was transferred to all provinces on 26 January 2018. This increased the funds transferred to 100 percent of the total allocation.

Overall, provincial expenditure as at 31 March 2018 was 97.1 percent of the transferred funds. This represents 97.1 percent of the total allocation.

**The DBE, through the National School Nutrition Programme (NSNP) Unit, co-ordinated the following programmes in the sector:**

Against the target of monitoring 130 schools and 53 districts, the DBE visited a total of 205 schools and 55 districts in all nine (9) provinces. This exceeds the target by 75 schools and two (2) districts due to special monitoring in KZN that needed to verify reports of non-feeding. Out of the 205 schools visited, 195 were feeding on the day of the visit. General findings were that out of the 195 schools visited, 142 (73 percent) were providing compliant meals to learners, i.e. starch, protein and fruit/vegetable. The reason for non-compliance was mainly due to non- or late delivery of fresh vegetable/fruit by service providers, which resulted in schools serving two (2) food groups. Ten (10) schools visited in the provinces listed below were not feeding due to the following reasons:

- One (1) school in the NC - learners had finished writing exams and were no longer going to school;
- Six (6) schools in KZN - delays in appointing of suppliers to schools, contestation and litigation;
- One (1) school in LP - learners were not going to school as they finished writing exams;
- One (1) school in the FS - non-delivery of foodstuffs; and
- One (1) school in the EC - learners went for Athletics Sports.

The Heads of Provincial Departments have now started transferring Unemployment Insurance Fund (UIF) for Volunteer Food Handlers to the Department of Labour as allocated in the 2017/18 business plans. The appointment contract term of Volunteer Food Handlers has been increased from 12 to 24 months.

A total of nine (9) workshops were conducted in nine (9) provinces targeting PED officials, district co-ordinators and NSNP Monitors. The DBE also supported LP in Mogalakwena and Waterberg Districts to conduct food safety workshops during their quarterly review meetings. A total of 335 officials participated. The focus of the workshops was on the Department of Health's Regulation 962 and infrastructure designs, layout and compliance with hygienic standards. The workshop was a continuation of the previous financial year's food safety workshops where the Food Safety Teams were established and in some instances strengthened. The workshop also aimed to strengthen collaboration with provincial and district Food Safety Response Teams

On 1 March 2018, the outcomes of the 2017/18 NSNP Best School Awards were announced during the NSNP Forum. The winning school; Ratanda Primary School in Gauteng was awarded prizes to the value of R450 000 by the Tiger Brands Foundation towards the building of a fully equipped kitchen. The school will also receive in-school breakfast for a period of three (3) years and additional stipend for the Volunteer Food Handlers. The winning district, Thabo Mofutsanyane in the Free State, received R80 000 to procure office equipment for NSNP officials. The second and third districts were awarded prizes such as Laptops and printers procured by the Department.

Currently, the DBE has three (3) breakfast partnerships, Kellogg's SA, Pioneer Foods and the Tiger Brands Foundation that benefit about 115 000 learners across provinces in 140 identified schools.

The Unilever National School Hygiene Programme is implemented in provinces to benefit all Grade 1 learners in the country. The partnership with Mass-Discounters is also functional with 12 Amalunchbox mobile kitchens delivered in the 2017/18 Financial Year in KwaZulu-Natal (4), the Northern Cape (4) and the Western Cape (4).

With the financial support from the WestBank Fund, the Tshikululu Social Investment is supporting the School Food Gardens Programme by providing the technical support and Project Co-ordinators for the FS, LP and the WC.

**Table 32: Provincial under-expenditure as at 31 March 2018**

Province	Original Allocation	Roll-over*	Total transfers as at February	Expenditure as at March	Balance	% Spent
	R'000	R'000	R'000	R'000	R'000	R'000
Eastern Cape	1 149 353	14 463	1 149 353	1 146 466	2 887	99.75%
Free State	358 412	3 940	358 412	350 996	7 416	97.93%
Gauteng	762 848	10 662	762 848	757 524	5 324	99.30%
KwaZulu-Natal	1 450 087	116 807	1 450 087	1 437 557	12 530	99.14%
Limpopo	1 161 389	15 365	1 161 389	1 114 627	46 762	95.97%
Mpumalanga	615 071	9 987	615 071	605 917	9 154	98.51%
Northern Cape	160 807	-	160 807	160 729	78	99.95%
North West	430 976	200	430 976	427 375	3 601	99.16%
Western Cape	337 370	-	337 370	338 836	(1 466)	100.43%
<b>Total</b>	<b>6 426 313</b>	<b>171 424</b>	<b>6 426 313</b>	<b>6 340 027</b>	<b>89 218</b>	<b>98.66%</b>

#### Notes on expenditure

The provincial expenditure level as at 31 March 2018 was at 98.66 percent, which is acceptable considering the period under review. For provinces that transfer funds to schools, expenditure for the transferring provinces ranges from 98 percent to 100 percent. For provinces that procure on behalf of the schools, expenditure ranges from 96 percent to 100 percent.

#### The DBE, through Psychosocial Support Unit, co-ordinated the following programmes in the sector:

Strengthening the capacity of Provinces to institutionalise PSS: The Implementation Plan for the Free State to operationalise the *Draft Strategy on Psychosocial Support to learners in South African Schools* has been developed. 16 child and youth care workers have been placed in selected schools around Botshabelo. A further nine (9) child and youth care workers were identified in Colesberg, Pixley Kaseme District, Northern Cape and oriented on the PSS Screening Tool.

The North West and Mpumalanga Provinces trained educators on trauma support in 2017 following the inter-provincial training hosted by the DBE in June 2016.

The following Inter-provincial training on trauma support took place during the period under review:

- 35 educators trained in Limpopo on 1 June 2017;
- 1 906 educators trained in Mpumalanga during the period April to August 2017; and
- 219 educators trained in the North West during the period May to October 2017.

A partnership was initiated with the National Association for Child and Youth Care Workers (NACCW) to provide psychosocial services in schools. The NACCW has trained Learner Support Agents on the 16 modules of the child and youth care work course with funding from the DG Murray Trust.

**Table 33: Strategic objectives, Performance indicators, Planned Targets and Actual Achievements**

Strategic objectives	Performance Indicator	2016/2017		2017/2018		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	5.1.1 Number of schools monitored for the provision of nutritious meals	151	130 (Quarterly)	205	+75	Positive deviation due to the schools monitored as part of the investigation of allegation of non-feeding in KZN schools
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	5.2.1 Number of adjudicators, data capturers and Farm school conductors trained in SASCE programmes	1 082	900 (Annually)	837 trained in SASCE programmes	-63	Mpumalanga did not host a provincial capacity-building workshop for adjudicators, data capturers and Farm school conductors in the 2017/18 Financial Year. Financial challenges were cited as the contributing factor (DBE deploys facilitators for this training to all PEDs).
	5.2.2 Number of learners, teachers, officials and SGBs participating in social cohesion and gender equity programmes	5 924	6 000 (Quarterly)	6 523 participated in social cohesion programmes	+523	The positive deviation is due to a greater support and co-ordinated planning at provincial/district level towards the implementation of Social Cohesion programmes
5.3 Monitor the implementation of the NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	5.3.1 Number of Hot Spot Schools monitored towards Implementation of the NSSF	48	46 (Quarterly)	47	+1	One of the Schools emerged as a Hotspot school and was added to the Hotspot List for Monitoring

**Table 34: Sub-programme expenditure**

<b>Programme 5: Education Enrichment Services</b>						
	<b>2017/18</b>			<b>2016/17</b>		
<b>Detail per sub-programme</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>(Over)/ Under-Expenditure</b>	<b>Final Appropriation</b>	<b>Actual expenditure</b>	<b>(Over)/ Under-Expenditure</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>5.1 Programme Management: Educational Enrichment Services</b>						
Current payment	3 271	3 267	4	3 159	3 034	125
Transfers and subsidies	6 000	6 000	-	-	-	-
Payment for Capital Assets	23	23	-	28	28	-
Payments for Financial Assets	6 000	6 000	-	-	-	-
<b>5.2 Partnership in Education</b>						
Current payment	25 922	23 936	1 986	22 778	21 860	918
Transfers and subsidies	20	20	-	114	114	-
Payment for Capital Assets	99	100	(1)	40	40	-
Payments for Financial Assets	51	51	-	-	-	-
<b>5.3 Care and support in Schools</b>						
Current payment	27 310	24 706	2 604	25 953	24 605	1 348
Transfers and subsidies	6 671 767	6 671 766	1	6 290 562	6 283 900	6 662
Payment for Capital Assets	69	251	(182)	127	135	(8)
Payments for Financial Assets	33	33	-	-	6	(6)
<b>Total</b>	<b>6 740 565</b>	<b>6 736 153</b>	<b>4 412</b>	<b>6 342 761</b>	<b>6 333 722</b>	<b>9 039</b>



## 5 TRANSFER PAYMENTS

### 5.1 Transfer payments to public entities

Table 35: Transfer payments to public entities

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance of these qualifications	R124 612 000	R124 612 000	<ul style="list-style-type: none"> <li>Completed research on the quality assurance of assessment regarding the South African Sign Language (SASL); Home Language in the 2018 Examinations;</li> <li>Implemented 6 curriculum projects;</li> <li>Appraised Marine Sciences for inclusion as one of the subjects for the National Senior Certificate;</li> <li>Compiled a policy for the re-issuing of certificates;</li> <li>Completed the certification of the 2016 cohort of NC (V) candidates;</li> <li>Issued 1 182 936 certificates for all qualifications in the GFET sub-framework;</li> <li>Verified 259 335 qualification records in 2017/18;</li> <li>Amendment of Senior Certificate (SC) has been finalised and systems are ready to certificate learners within turnaround time;</li> <li>Hosted 2 research forums;</li> <li>Completed 10 research projects to improve education;</li> <li>Moderated 291 question papers for the National Certificate (Vocational) and 148 for the Report 190/191 National Accredited Technical Education Diploma (NATED);</li> <li>Evaluated 555 independent school's desktop applications and awarded full accreditation to 142 schools;</li> <li>Conducted 231 site verification visits for evaluation;</li> <li>Evaluated 82 private FET colleges desktop applications and awarded full accreditation to 24 FET colleges and 5 Adult Education and Training (AET) centres; and</li> <li>1 assessment body was granted provisional accreditation while another was given permission to apply for full accreditation.</li> </ul>

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
The South African Council for Educators (SACE)	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators	9 743 000	8 303 124	<p><b>Registration</b></p> <ul style="list-style-type: none"> <li>A total of 34 087 new educators were registered, and 45 454 educators who were provisionally on the system were updated</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>A total of 510 cases were received, of which (327) were processed</li> </ul> <p><b>Professional Development and Research</b></p> <ul style="list-style-type: none"> <li>SACE phased in the implementation of the Continuing Professional Teacher Development (CPTD) Management system in three cohorts – principals and deputy principals (1<sup>st</sup> cohort), Head of Departments (HOD) (2<sup>nd</sup> cohort), and Post level 1 Teachers in secondary and combined schools;</li> <li>A total of 74 022 educators signed-up against the 80 000 targeted practicing educators;</li> <li>A total of 60 874 out of 106 340 educators reported participation in Type 1 (teacher initiated) activities;</li> <li>A total of 64 331 out of 89 980 educators reported participation in Type 2 (school initiated) activities;</li> <li>A total of 38 550 out of 65 400 reported participation in Type 3 (external initiated) activities;</li> <li>Only 652 Heads of Departments that participated in the CPTD system, had manage to reach the minimum of 150 professional development points;</li> <li>1 526 new applications on activity/programme endorsement were received and 1 109 Professional Development Activities were endorsed;</li> <li>164 out of 120 Provider approval applications were received; and</li> <li>A draft Professional Teaching Standards was completed and it was officially released to the teaching profession on 5 October 2017.</li> </ul>

## 6 CONDITIONAL GRANTS

### 6.1 Conditional grants and earmarked funds paid

The tables below describe each of the conditional grants and earmarked funds paid by the Department.

**Table 36: National School Nutrition Programme (NSNP)**

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments (PEDs)
Purpose of the grant	To provide nutritious meals to targeted schools
Expected outputs of the grant	Number of schools that provide nutritious meals for learners
Actual outputs achieved	21 277
Amount per amended DORA	R6.426 billion
Amount transferred (R'000)	R6.426 billion
Reasons if amount as per DORA not transferred	
Amount spent by the Department/ Municipality (R'000)	R6.340 billion
Reasons for the funds unspent by the entity	The average provincial expenditure level as at 31 March 2018 is at 98.66%, Only Limpopo has spent less than 98% of funds transferred by the Department. This is due to delayed implementation of planned activities.
Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> <li>• DBE monitoring through provincial, district and school visits;</li> <li>• Quarterly reports are submitted at national, provincial and district levels;</li> <li>• Provinces monitor programme implementation at district and school levels; and</li> <li>• Monitoring of schools through the Monitoring, Reporting and Response system which categorises performance with green, yellow and red coding to encourage improvement.</li> </ul>

**Table 37: National School Nutrition Programme (NSNP) Earmarked Funds**

	Adjusted Budget	Expenditure	Commitments	Total Expenditure	Balance	% Spent
	R'000	R'000	R'000	R'000	R'000	
Compensation of Employees	12 426	12 373		12 373	53	99.57%
Goods and Services (current)	5 591	3 678	24	3 702	1 889	65.78%
Machinery and Equipment (capital)	-	212	-	212	-212	-
Transfers (current)	-	115	-	115	-115	-
<b>Total</b>	<b>18 017</b>	<b>16 378</b>	<b>24</b>	<b>16 402</b>	<b>1 615</b>	<b>90.9%</b>

The expenditure outcome on the allocated budget of R18, 017 million is 91 percent, which is under-expenditure. The under-expenditure is due to delayed implementation of planned activities, that is, programme monitoring, procurement of mobile kitchens, Best School Awards and the NSNP Forum.

**Table 38: Mathematics, Science and Technology (MST)**

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments (PEDs)
Purpose of the grant	To provide support and resources to schools, teachers and learners for the improvement of Mathematics, Sciences and Technology (MST) teaching and learning at selected public schools
Expected outputs of the grant	<ul style="list-style-type: none"> <li>Information, Communications and Technology (ICT): 704 schools (28: Eastern Cape, 23: Free State, 207: Gauteng, 20: KwaZulu-Natal, 24: Limpopo, 136: Mpumalanga, 136: Northern Cape, 100: North West and 30: Western Cape) were supplied with ICT resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology;</li> <li>Workshop Equipment, Machinery and Tools: 236 workshops were supplied with equipment (43: Eastern Cape, 18: Free State, 42: Gauteng, 32: KwaZulu-Natal, 24: Limpopo, 22: Mpumalanga, 13: Northern Cape, 19: North West and 23: Western Cape), tools and machinery for Technology to support curriculum and practical teaching methodology at FET level;</li> <li>Laboratories and Workshop Equipment, Apparatus and Consumables: 1020 Physical Sciences Laboratories; (100: Eastern Cape, 77: Free State, 165: Gauteng, 139: KwaZulu-Natal, 107: Limpopo, 136: Mpumalanga, 66: Northern Cape, 100: North West and 130: Western Cape) were supplied with consumables and subject-related apparatus to support curriculum and practical teaching methodology;</li> <li>Learner Support: 94 563 learners (2 400: Eastern Cape, 14 580: Free State, 50 706: Gauteng, 1 359: KwaZulu-Natal, 12 461: Limpopo, 3 515: Mpumalanga, 8 130: Northern Cape, 52: North West and 1 360: Western Cape) were funded to participate in Mathematics and Science Competitions including Coaching and Revision Camps to improve learner preparedness for the NSC Examinations; and</li> <li>Teacher Support: 19 735 Teachers (797: Eastern Cape, 1 110: Free State, 1 406: Gauteng, 7 518: KwaZulu-Natal, 193: Limpopo, 7 218: Mpumalanga, 400: Northern Cape, 287: North West and 806: Western Cape) were funded to train Mathematics, Science and Technology teachers to improve performance of MST subjects for the NSC Examinations.</li> </ul>
Actual outputs achieved	All provinces have completed all their outputs for the year 2017/18
Amount per amended DORA	R365 million
Amount transferred (R'000)	R365 million
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ Municipality (R'000)	R323 million
Reasons for the funds unspent by the entity	<p>R42 million was unspent.</p> <p>R30 million was committed and the National Treasury has confirmed the receipt of the rollover request from the following provinces: (EC, R12 084 000; KZN, R6 149 000; LP, R6 178 000; and NW, R5 745 000).</p> <p>The delay was due to late receipt of invoices from service providers.</p>
Monitoring mechanism by the transferring Department	Monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

**Table 39: HIV and AIDS Life Skills Education**

<p>Department/ Municipality to whom the grant has been transferred</p>	<p>Provincial Education Departments (PEDs)</p>
<p>Purpose of the grant</p>	<ul style="list-style-type: none"> <li>• To support South Africa’s HIV prevention strategy by providing comprehensive sexuality education and access to sexual and reproductive health services to learners and educators;</li> <li>• To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators; and</li> <li>• To reduce the vulnerability of children to HIV, TB and sexually transmitted infections (STIs), with a particular focus on orphaned children and girls.</li> </ul>
<p>Expected outputs of the grant</p>	<ul style="list-style-type: none"> <li>• 19 750 educators trained to implement comprehensive sexuality education (CSE) and TB prevention programmes for learners to be able to protect themselves from HIV and TB, and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in areas with a high burden of HIV and TB infections;</li> <li>• 7 500 school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that CSE and TB education is implemented for all learners in schools, and access to SRH and TB services. A component of training will also address multiple sexual partners among boys;</li> <li>• Co-curricular activities on provision of CSE, access to SRH and TB services implemented in schools including a focus on prevention of alcohol and drug use and learner pregnancy, targeting learners in high burden areas. Priority will be in the 8 education collaboration framework districts as well as schools located in high burden areas;</li> <li>• Care and support programmes implemented to reach 190 000 learners and 19 750 educators. Expand the appointment of learner support agents to support vulnerable learners, with a specific focus on keeping girls in school, using the Care and Support for Teaching and Learning framework;</li> <li>• 400 000 copies of Curriculum and Assessment Policy Statement compliant material, including material for learners with barriers to learning, printed and distributed to schools. Printing of the school policy pack will be prioritised over LTSM to ensure that all schools have a copy of the New DBE National Policy on HIV, STIs and TB; and</li> <li>• Advocacy and social mobilisation events hosted with 500 500 learners, educators and school community members on the new DBE National Policy on HIV, STIs and TB to review and change societal norms and values on the provision of CSE and access to SRH and TB services, including a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls and to advocate for the integrated school health programmes including SRH services such as contraception, HIV testing, condom distribution and information on voluntary male circumcision in secondary schools.</li> </ul>

Actual outputs achieved	<ul style="list-style-type: none"> <li>• 19 738 educators were trained on the implementation of SRH and TB programmes for learners to be able to protect themselves from HIV and TB infection and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection. Schools located in peri-mining and coastal areas with a high burden of HIV and TB infections were prioritized;</li> <li>• 17 068 School Management Teams (SMT) and School Governing Bodies (SGBs) were trained to develop policy implementation plans focusing on keeping mainly young girls in school and to ensure that SRH and TB education is implemented for all learners in schools; and to create access to SRH and TB services. A component of training also addressed multiple sexual partners among boys;</li> <li>• Co-curricular activities on SRH and TB prevention were implemented in schools with a focus on the prevention of alcohol and drug use and learner pregnancy, reaching 252 704 learners;</li> <li>• Care and support programmes reached 221 172 learners, 18 218 educators, appointed and placed 2 363 Learner Support Agents in schools to support vulnerable learners;</li> <li>• 312 250 copies of Curriculum and Assessment Policy Statement (CAPS) compliant material, including material for learners with barriers to learning were printed and distributed to schools; and</li> <li>• Advocacy and social mobilisation events were hosted with 527 504 learners, educators and school community members to review and change societal norms and values on SRH and TB. Activities included a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls.</li> </ul>
Amount per amended DORA	R245 million
Amount transferred (R'000)	R245 million
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ Municipality (R'000)	R238 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> <li>• Delayed approval and awarding of bids for training of learners, educators, advocacy and social mobilisation activities and printing of LTSM in LP, and NW provinces; and</li> <li>• Delayed issuing of a legal contract to appoint a service provider (by Legal Services) in WC province.</li> </ul>
Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> <li>• Regular analysis of provincial expenditure against the allocated budget;</li> <li>• Visit to provinces that are under/over-spending to identify challenges as well as mechanisms to mitigate the risks;</li> <li>• Support provinces during the annual performance evaluation of conditional grants; and</li> <li>• Host 2 Inter-provincial meetings to assess progress on implementation and guide provinces in the development of business plans.</li> </ul>



**Table 40: Education Infrastructure Grant**

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	<ul style="list-style-type: none"> <li>• To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation;</li> <li>• To enhance capacity to deliver infrastructure in education;</li> <li>• To address damage to infrastructure; and</li> <li>• To address achievement of the targets set out in the minimum norms and standards for school infrastructure.</li> </ul>
Expected outputs of the grant	<ul style="list-style-type: none"> <li>• Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided;</li> <li>• Number of existing schools' infrastructure upgraded and rehabilitated;</li> <li>• Number of new and existing schools maintained;</li> <li>• Number of work opportunities created; and</li> <li>• Number of new special schools provided and existing special and full service schools upgraded and maintained.</li> </ul>
Actual outputs achieved	In the 2017/18 Financial Year a total of 36 new and replacement schools, 1 624 maintenance or upgrading projects, 819 water, 659 sanitation, 208 electricity, 199 fencing, 26 libraries, 89 laboratories, 2 299 additional classrooms, 551 Grade R classrooms, and 36 administration blocks were provided.
Amount per amended DORA	R10.467 billion
Amount transferred (R'000)	R10.467 billion
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ Municipality (R'000)	R10.615 billion
Reasons for the funds unspent by the entity	<p>Mpumalanga:</p> <p>Although contractors and consultants do work, they delay claiming for the work done on a monthly basis but wait to claim in the last month of the financial year resulting in an influx of invoices that far exceeded the Department's capacity to process within the remaining period of the financial year.</p>
Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> <li>• Monitoring visits after every 2 quarters of the financial year.</li> <li>• Deployment of ASIDI Provincial Co-ordinators to do site inspections on selected projects.</li> </ul>

**Table 41: Learners with Severe to Profound Intellectual Disability (LSPID)**

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with Severe to Profound Intellectual Disabilities (SPID)
Expected outputs of the grant	<p><b>Training of teachers and officials (capacity building)</b></p> <ul style="list-style-type: none"> <li>• Provision of an accredited training programme for identified teachers and caregivers of children with SPID;</li> <li>• Training of 155 outreach officials to provide outreach services as part of the District-Based Support (DBS) teams to care centres as well as to ordinary, full-service and special schools;</li> <li>• Training of teachers from 31 special/full-service schools to support the special care centres and implement the learning programme;</li> <li>• Training of teachers at 155 identified schools to support children with SPID enrolled at these schools by delivering the learning programmes; and</li> <li>• Capacity-building of caregivers at 280 centres contributing towards their professionalisation.</li> </ul> <p><b>Outreach services provided:</b></p> <ul style="list-style-type: none"> <li>• Assessment of children with SPID in schools and centres by outreach officials;</li> <li>• Children with profound intellectual disabilities at 280 centres and 31 designated schools introduced to the learning programme;</li> <li>• Therapeutic services provided to learners at 280 centres and 31 schools; and</li> <li>• Psycho-social support services provided to learners at 280 centres and 31 schools.</li> </ul> <p><b>Database of selected schools and care centres (national and provincial responsibilities)</b></p> <ul style="list-style-type: none"> <li>• Baseline information available of 280 care centres, 31 selected special/full-service schools and 155 other schools that provide support and services to children with SPID</li> </ul> <p><b>Human resources specific to inclusive education through the:</b></p> <p>Provision of key additional staff on 3 year contracts, such as:</p> <ul style="list-style-type: none"> <li>• Nine (9) Deputy Chief Education Specialists as provincial project managers; and</li> <li>• 155 Transversal itinerant team members to deliver education support programmes to special care centres consisting of a total of 31 psycho-social service providers, 31 special needs teachers at Post Level 2 (PL2), 31 Chief Education Therapists (speech), 31 Chief Education Therapists (occupational), 31 Chief Education Therapists (physio).</li> </ul>

Actual outputs achieved	<ul style="list-style-type: none"> <li>• All PEDs have appointed their LSPID Provincial Project Managers</li> <li>• A total of 105 Transversal Itinerant Outreach Team Members have been appointed in different PEDs</li> <li>• Blended course made of 2 Modules developed and used for training Transversal Itinerant Outreach Team Members and LSPID Provincial Co-ordinators</li> <li>• 134 participants trained on Module 1: the DBE Moodle online learning platform and the LSPID Policy on December 2017 and January 2018</li> <li>• 117 trained on Module 2: The LSPID Learning Programme in February 2018</li> <li>• 324 care givers from 144 care centres in KZN, LP, MP and WC, 291 teachers from 36 schools in KZN, LP, MP and NW and 309 provincial and district officials from KZN, GP, LP and MP were orientated on the Policy and Learning Programme for Children with Severe to Profound Intellectual Disability (CSPID)</li> <li>• Although the delay in recruiting transversal itinerant outreach team members has contributed to delays in the provision of outreach services, the FS, GP, WC and MP provided some outreach services to targeted care centres and schools. These include assessment of Children with Severe to Profound Intellectual Disability (CSPID) and providing therapeutic services</li> <li>• As the second respondent to the Western Court Case of 2010 the WC has been and continued to implement the Learning Programme for CSPID and provision of therapeutic services to 47 care centres</li> <li>• A total of 221 of the 280 care centres were audited. Preliminary data show that as at 31 March 2017 there were 8,124 CSPID enrolled in the 221 care centres</li> <li>• Tool kit specification approved in October 2017 and forwarded to PEDs to use to procure while waiting for the establishment of the National Tool kit Transversal Tender</li> <li>• All PEDs procured LTSM and toolkits for care centres and targeted schools</li> <li>• DBE is working with National Treasury to establish a transversal tender that will be used by PEDs to procure LTSM and tool kits for LSPID in targeted care centres and schools</li> <li>• All PEDs submitted approved 2018/19 Business plans, compliance certificates were issued and first tranche paid to all PEDs as per payment schedule</li> </ul>
Amount per amended DORA	R 72 million
Amount transferred (R'000)	R 66 million
Reasons if amount as per DORA not transferred	The last tranches for Eastern Cape (R 988 000); Free State (R 2 929 000) Limpopo (R 1 731 000) and Northern Cape (R 329 000) were withheld due to under-expenditure
Amount spent by the Department/ Municipality (R'000)	R 48 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> <li>• Delay in the appointment of Transversal Itinerant Outreach Team Members, who are a scarce skill, by PEDs. This delay had a ripple effect on expenditure on other Grant activities such as, procurement of tools for trade, LTSM and toolkits and provision of outreach services, as these are dependent on their recruitment</li> </ul>
Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> <li>• Monthly analysis of provincial expenditure against the allocated budget to identify risks</li> <li>• Letters signed by the DG requesting HODs to intervene in fast-tracking the implementation of the Grant activities</li> <li>• Monthly and quarterly reporting</li> <li>• Weekly follow-up on implementation by PEDs</li> <li>• Bilateral on-site meetings held between the DBE and PEDs to unlock blockages and expedite implementation</li> </ul>

## 7 DONOR FUNDS

### 7.1 Donor Funds Received

**Table 42: European Union donor funding for the Primary Education Sector Policy Support Programme**

Name of donor	European Union donor funding for the Primary Education Sector Policy Support Programme
Full amount of the funding	R1 332 638 144.83
Period of the commitment	2010-2017
Purpose of the funding	<p>The purpose of the funding is to strengthen fundamental elements of the General Education and Training band in order to ensure quality basic education for all learners.</p> <p>The emphasis of the Primary Education Sector Policy Support is to support initiatives that demonstrate:</p> <ul style="list-style-type: none"> <li>• Innovative approaches;</li> <li>• Pioneering of new approaches;</li> <li>• Creation of an enabling environment for development; and</li> <li>• Skills transfer.</li> </ul> <p>The Department has chosen to concentrate its efforts on the following projects in accordance with the Government priorities and the Minister’s Agreement:</p> <ul style="list-style-type: none"> <li>• Implementation of CAPS with the emphasis on Technical schools and Inclusive Education;</li> <li>• ECD with the emphasis on Grade R;</li> <li>• Provision of high quality textbooks and workbooks for all learners;</li> <li>• Teacher recruitment, support and development; and</li> <li>• Providing regular and credible data on school performance and learner attainment.</li> </ul>
Expected outputs	<ul style="list-style-type: none"> <li>• Improving literacy for Grades R-9</li> <li>• The provision of high quality teaching and learning materials (LTSM) to schools</li> <li>• The promotion of learner performance through the provision of study guides to under-performing schools</li> <li>• Improved Initial Teacher Education (ITE) in order to ensure properly qualified teachers in primary schools</li> </ul>
Actual outputs achieved	<p><b>Mind the Gap</b></p> <ul style="list-style-type: none"> <li>• 27 Mind the GAP Study Guides published as PDF downloads on the DBE website.</li> </ul> <p><b>Incremental Implementation of African Languages</b></p> <ul style="list-style-type: none"> <li>• 1 462 teachers are teaching IIAL in 842 schools.</li> </ul> <p><b>Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• SIAS training manual developed;</li> <li>• 15 Teachers trained;</li> <li>• SASL CAPS developed;</li> <li>• 452 Teachers and Deaf Teacher Assistants trained in SASL CAPS; and</li> <li>• 328 Teachers trained on Grade 1 Braille and 30 Grade 2 teachers trained on Braille.</li> </ul>

	<p><b>Three (3) Streams Model</b></p> <ul style="list-style-type: none"> <li>• 26 Technical occupational subjects were developed;</li> <li>• 260 Subject advisors and teachers were oriented at National Level in the 26 subjects;</li> <li>• 2 083 Subject advisors and teachers were oriented at Provincial Level in the 26 subjects;</li> <li>• Total number of subject advisors and teachers oriented at National and Provincial Level 2 343; and</li> <li>• 67 Schools of Skill are piloting the Technical occupational subjects.</li> </ul> <p><b>State Owned Textbooks</b></p> <ul style="list-style-type: none"> <li>• A total of 354 Graded readers and Big Books in 11 Languages have been developed. This will remain unchanged, the project closed in 2016/17</li> </ul>
Amount received in current period (R'000)	R 100 000 000
Amount spent by the Department (R'000)	R 104 846 000
Reasons for the funds unspent	
Monitoring mechanism by the donor	<ul style="list-style-type: none"> <li>• The National Treasury is the custodian of the European Union funding, thus regular quarterly Monitoring Committee Meetings were held with the National Treasury</li> <li>• Quarterly Reports were also submitted to the National Treasury</li> <li>• The Financing Agreement prescribes that an Impact Evaluation be conducted at the end of the contract period. Thus April 2017 marks the commencement of the evaluation</li> </ul>

## 8 CAPITAL INVESTMENT

### 8.1 Capital investment, maintenance and asset management plan

Table 43: Infrastructure Projects

Infrastructure projects	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/ Under-Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under-Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	1 599 707	1 617 716	(18 008)	1 661 853	772 683	889 170
Existing infrastructure assets	-	-	-	518 728	543 152	(24 424)
Capital	10 467 276	10 467 276	-	9 933 282	9 933 282	-
<b>Total</b>	<b>12 066 983</b>	<b>12 084 992</b>	<b>(18 008)</b>	<b>12 113 863</b>	<b>11 249 117</b>	<b>864 746</b>



# PART C: GOVERNANCE





## 1. INTRODUCTION

The Department is committed to maintain the highest standards of governance and uphold good practices as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor utilisation of state resources which is funded by the tax payer.

## 2. RISK MANAGEMENT

The Department has reviewed and approved the risk management policy, charter, strategy, and implementation plan. The Risk Committee held three (3) risk committee meetings during the financial year. The Department has appointed an independent Risk Committee Chairperson to monitor, advise, and enhance effectiveness of risk management in the Department. Risk Registers were updated and approved, and a consolidated risk report was developed with strategic risk. Quarterly reports on the progress were reported to the Audit Committee.

## 3. FRAUD AND CORRUPTION

The Department works in accordance with the Fraud Prevention Strategy and Whistle – Blowing Policy. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH). Cases submitted through the hotline are investigated on a continuous basis and feedback is reported to the Public Service Commission. Completed internal investigations conducted during the year were reported to the Special Investigations Unit (SIU), the HAWKS and National Prosecuting Authority (NPA) Assets Forfeiture Unit.

## 4. MINIMISING CONFLICT OF INTEREST

The Department makes determined efforts to minimise conflicts of interest. Appointment letters of new recruits to the Department request that employees disclose all business interests and remunerative work that they engage in outside the Department. Internal circulars are placed on the intranet of the Department reminding all officials to declare any remunerative work outside the Department.

The DBE ensures that all financial disclosures of interest of senior managers are submitted on time. These financial disclosures of interest are analysed and submitted to the Director-General. In cases where permission from the Director-General was not sought, letters are sent requesting officials to account for the non-declaration.

All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form prior to adjudication and evaluation of each bid/tender.

During the interview process, members of the Interview panel are also requested to declare if any candidate is related to them. If there is any relationship, members are requested to recuse themselves from the interview process.

## 5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct) as well as the Code entailed in the Employment of Educators Act for officials appointed under the Employment of Educators Act. In order to ensure that all employees of the Department are au fait with the Code(s), the Unit: Labour Relations conducts training to newly appointed officials during Orientation Sessions organised by the Sub-Unit: Training, and employees are subjected to the labour relations process if there is a breach of the Code of Conduct.

## 6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

Health, safety and environmental issues are included in every Public Private Partnership (PPP) agreement with a private party. The DBE places a high premium on a safe and healthy working environment for all its employees and their visitors.

Occupational health and safety (OHS) representatives, made up of OHS Supervisors, Safety, Health and Environmental (SHE) Officers and First Aiders and Fire Wardens, were appointed and trained. Each floor and wing has been allocated an OHS team which comprises an OHS supervisor, SHE Officer, First Aider and Fire Warden. These OHS representatives will be responsible for all OHS related activities in their allocated areas.

The OHS structure, with the ID photos and extension numbers of the OHS representatives, is on the intranet. The contact details are displayed in the building. The OHS is a shared and a collective responsibility between the DBE and the Private Party.

A planned emergency evacuation drill was conducted on 21 April 2017 as stipulated in the OHS act. This is an important exercise as it assesses the readiness for a real emergency evacuation. The DBE has managed to recruit additional OHS representatives in 2018 in order to ensure that sufficient numbers of OHS representatives are available during an emergency evacuation. Recruitment and training is on an on-going base.

SHE representatives are responsible to conduct a monthly inspection in their areas of responsibility and report to the SHE supervisors if there are any health or safety hazards. First aiders alert OHS supervisors in advance if there is a need to supply them with first aid material.

One of the challenges for the DBE, is the time it takes for an ambulance to arrive in case an official needs medical attention. First aiders only received level 1 training which is the basic training.

## 7. PORTFOLIO COMMITTEES (PCS)

Table 44: Portfolio Committee Meetings on Basic Education

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
02 May 2017	PC on Basic Education	The Third Quarterly Report of the Department for 2016/17 (including a follow-up on progress and status of Committee Recommendations emanating from Oversight Visits to Provincial Education Departments)	38 Under performing schools.	The DG reported that he had used the powers conferred in terms of Section 32 of the Basic Education Act, to write to the under-performing schools.  The Department had implemented specific programmes to support under-performing schools and learners
03 May 2017	PC on Basic Education	Budget Review 2017  Briefing on the Department of Basic Education on Annual Performance Plan 2017/18 and the Strategic Plan	Infrastructure and Migration of learners.	The Department would take away work from the IDT in areas that they were inefficient, and allow the IDT to retain work in those areas that were doing well. It had been a mutual agreement. The DG had reasonable confidence that the Department would be able to reach or exceed the target and would generally comply with the undertaking because of the system that had been put in place, not just for the building of schools, but also for the provision of water and sanitation.  The issue of migration was a phenomenon that should be recognised, as it was both the learners and the educators who were migrating. The ability to retain quality educators, particularly for Mathematics and Science, was a huge challenge
10 May 2017	Select Committee (SC) on Education and Recreation	Department of Basic Education on its Strategic Plan, APP and Budget Vote	No further action required	No further action required

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
16 May 2017	PC on BASIC EDUCATION	Engagement with the South African Human Rights Commission (SAHRC) on the Report on the National Investigative Hearing into the impact of protesting on the right to Basic Education	Investigative Hearing into the impact of Protest Related Action on the Right to a Basic Education in South Africa. Based on the events in Vuwani, Limpopo in 2016, where it was reported that 29 schools had been burnt and 102 schools disrupted. The issues raised by disgruntled communities were mainly the responsibility of the Department of Co-operative Governance and Traditional Affairs (COGTA)	The DBE had decided to play a low-level role and ensure communities co-operated with it in the removal of learners from volatile areas. The Department had subsequently created relationships with the affected communities, and had recently been able to mitigate dangers to schooling by engaging with protesters and communities to move their protest actions away from the school precincts
23 May 2017	PC on BASIC EDUCATION	Progress and status of Learner Transport Policy; Framework for the implementation of the policy; Implementation of the policy; The current status of Learner Transport provisioning nationally; and Budget breakdown for Learner Transport provisioning for 2017.	Conditional Grant on Learner Transport Transport for learners with special needs	The DBE proposed a round table conference with all relevant stakeholders to discuss learner transport

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
30 May 2017	PC on BASIC EDUCATION	Progress and update on Inclusive Education and Special Education	Braille Materials for blind learners Transportation of learners with special needs	<p>The Minister has established an advisory committee made up of stakeholders in visual impairment communities who are advising the DBE on the acceleration of the production of braille material given the limited capacity in the country; 223 textbooks have been adapted to braille and provinces source the textbooks directly from producers.</p> <p>The Department has been engaging with Government Printing Works to introduce the braille of material and that will increase the capacity of production. The DBE has also engaged with publishers to make their master copies available to e-Pub, which is a software programme that facilitates the braille of textbooks and all publishers have agreed to provide master copies of textbooks to e-Pub.</p> <p>The Department indicated that separate transport was made available for learners with special needs</p>
13 June 2017	PC on BASIC EDUCATION	Update on final consolidated NSC Examination results 2016 Update on possible merging of examinations	Learners with special needs who wrote the NSC Absenteeism in Supplementary Examinations	<p>The Department would ensure that in the next report on examination results, there would be a section which was dedicated to special schools</p>
13 June 2017		Progress of the remodeling of the Annual National Assessment (ANA)	Concern regarding teachers' ability to administer and analyse the assessment data	<p>There had been two phases of capacity building so far, with the first phase being the readiness of the system to implement the framework. The second phase would be on-going as part of the utilisation of assessment data as part of teacher development programmes</p>
20 June 2017	PC on BASIC EDUCATION	Ministerial Meeting	No further action required	No further action required
21 June 2017	SC on EDUCATION and RECREATION	Implementation of ICT in Schools Briefing by DBE and DoT on the Memorandum of Understanding (MoU) on Learner Transport.	No further action required	No further action required

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
27 June 2017	PC on BASIC EDUCATION	IIAL & the introduction of Compulsory History	The number of teachers that have been trained and are available for the IIAL Programme	Challenge of recruiting competent and qualified teachers. To increase teacher capacity, all Foundation Phase teachers, will have to be trained in IIAL since the programme will be integrated into class time
31 July – 4 Aug 2017	PC on BASIC EDUCATION	Oversight visits to the Western Cape Provincial Education Department	Reports are available	Reports are available
01-03 August 2017	PC on SPORTS and RECREATION	Oversight visit to the Western Cape	Reports are available	Reports are available
22 August 2017	PC on BASIC EDUCATION	4 <sup>th</sup> Quarterly report	Support Second Chance	More information will be made available to the Committee
23 August 2017	Standing Committee on Appropriations (SCOA)	Fourth Quarterly Expenditure Report 2016/17	The consideration of a conditional grant for the funding of scholar transport	Review of scholar transport is underway and it will inform decisions to be taken in that regard
05 September 2017	PC on BASIC EDUCATION	Progress in respect of the Implementation of International Agreements	Agreements with African Countries Mathematics and Science collaborations Computer Donations Payment of volunteer teachers	<i>Association for the Development of Education in Africa (ADEA)</i> The Mathematics and Science collaborations were usually with countries that were skilled in Mathematics and Science Donations to schools where volunteer teachers are placed. Volunteers are paid by their country of origin.



DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
12 September 2017	PC on BASIC EDUCATION	Vuwani Unrest Exam Readiness for 2017	Vuwani Unrest Catch up plan The Committee kept asking for a differentiation for learners with disabilities Is there a way that mathematical literacy could be taught in a vernacular language? Progression Policy for lower grades	Schools would be assisted to draw a compacted timetable to cover ground lost in teaching and learning. A timetable for trial examinations and other third term formal assessment tasks would be drawn up for all grades. Implementation would have to be monitored and support provided on site.  Noted and attention is being given to special schools.  Noted.  The DBE had taken note of the recommendation to have the Progression Policy applied to lower grades, and not only the Further Education and Training (FET) phase of schooling
12 September 2017	PC on SPORTS and RECREATION	Briefing by the DBE on: Sport facilities; Sports facilities built in schools in 2014/15 and 2015/16; Newly built schools with sports facilities; and Plans to review the MOU between SRSA and DBE. School Sport Report on: Financial performance with regards to school sport; and Allocation for school sport for 2017/18 and 2018/19 Financial Years.	No further action required	No further action required

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
13 September 2017	PC on BASIC EDUCATION	1 <sup>st</sup> Quarterly Performance Report of the DBE	Lack of Infrastructure progress Learner transport Support for Inclusive Education Sexual Violence in schools	Regular meetings with Implementing Agents. The DBE was making progress with regard to transport, even though it was not where it needed to be. Call for Learner transport to become a conditional grant. Workbooks had been provided in Braille, providing technology for partially blind learners. Profiling of teachers through the Learner Unit Record Information and Tracking System (LURITS)
13 September 2017	SC on EDUCATION and RECREATION	Update on the recommendations made during the 2016 Taking Parliament to the People in Eastern Cape	No further action required	No further action required
03 October 2017	PC on BASIC EDUCATION	ASIDI & Conditional Grant expenditure; Department of Basic Education, Umalusi, SACE: Auditor-General input	Lack of Infrastructure progress	The DBE is making progress and meetings are taking place to push progress
04 October 2017	PC on BASIC EDUCATION	Annual Report 2016/17	Respond to the recommendations	Report responding to the recommendations submitted to the PC
05 October 2017	PC on BASIC EDUCATION	Briefing by the Department on Implementation of Recommendations of Oversight Visit (Gauteng)	No further action required	No further action required
10 October 2017	PC on BASIC EDUCATION	Joint Meeting: Briefing and Status Report on Vuwani situation ( <i>including Responses to the SAHRC Report and Recommendations</i> )	Restoration of stability	Stakeholder engagements were continuing
12 October 2017	PC on BASIC EDUCATION	Joint Meeting: Briefing on Safety in Schools	No further action required	No further action required
12 October 2017	PC on BASIC EDUCATION	Briefing by the Department on Implementation of Recommendations of Oversight Visit (KwaZulu-Natal)	Reports are available	Reports are available
17 October 2017	PC on BASIC EDUCATION	Progress Report and Update on NEEDU Systemic Evaluation of the Basic Education System	Requested to share the reports	Reports will be shared with the Committee
17 October 2017	PC on BASIC EDUCATION	A Report on Early Grade Reading Study (EGRS)	No action matters to be undertaken	No action matters to be undertaken

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
24 October 2017	PC on BASIC EDUCATION	Improvement of Initial Teacher Education programmes (Joint Meeting with Higher Education and Training)	Improve and invest in quality higher education.	Focus on induction of new teachers and school managers.
25 October 2017	SC on EDUCATION and RECREATION	Annual Report 2016/17		
31 October 2017	PC on BASIC EDUCATION	Implementation of Early Childhood Development (ECD)	A question raised on which Department was solely responsible for the training of practitioners?	The DBE was responsible for ensuring that educators were qualified at NQF Level 4.
07 November 2017	PC on BASIC EDUCATION	Update on School readiness 2018 preparations and Learner Transport	Shortage of Mathematics and Science teachers Proposal for learner transport funding	Mathematics and Science teachers were prioritised on the Funza Lushaka Bursary Programme An evaluation study will be conducted to provide recommendations on what would be an effective way of funding the programme.
14 November 2017	PC on BASIC EDUCATION	Joint Meeting: Briefing on Learner Pregnancies.	Members acknowledged the decrease in the trend in learner pregnancies but considered this matter an emergency.	Continue to strengthen Comprehensive Sexuality Education (CSE) and engage parents on their key role in the prevention of teenage pregnancy.
28 November 2017	PC on BASIC EDUCATION	Briefing by the DBE on: BELA Bill	The Bill is not at its final stage.	All public comments would be processed and all comments taken into account.
29 November 2017	SC on EDUCATION and RECREATION	Review of the Quintile System.	No action matters to be undertaken	No action matters to be undertaken
28 January – 2 February 2018	PC on BASIC EDUCATION	State of Provincial School Readiness – Mpumalanga Oversight visit	Reports are available	Reports are available
06 February 2018	PC on BASIC EDUCATION	Provincial Education Departments Performance Indicators: roundtable discussion	Assessing district directors	The Department has developed Standard Procedures and Operations for district directors as well as circuit offices.
07 February 2018	PC on Basic Education	Standardisation of NSC 2017 Results	Use and function of Standardisation	UMALUSI and DBE to explain standardisation to the public.
13 February 2018	PC on BASIC EDUCATION	DBE Budget: AGSA briefing; Progress in Implementation of the Action Plan to address Audit Outcomes, with Deputy Minister	Fruitless & Wasteful Expenditure of Stipends	The Department is in the process of recovering these funds.

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
27 February 2018	PC on BASIC EDUCATION	<p>Joint Meeting: Briefing on ICT Roll-Out by the Departments of Basic Education (DBE) and of Telecommunication</p> <p>Briefing by the Department of Basic Education on Status of Preparations for SGB Elections</p>	<p>Zero rating of connectivity</p> <p>Training of SGB Members</p>	<p>Department of Telecommunications and Postal Services is tasked with the mandate.</p> <p>The DBE made SGB training mandatory to empower members</p>
27 February 2018	SCOPA Standing Committee on Public Accounts	<p>Briefing by the DBE on:</p> <p>The amount of infrastructure grants given by the National Department to the Eastern and Limpopo Provinces for the past 3 years;</p> <p>Targets and deliverables and how much grants are used;</p> <p>Details on how the grants are managed, and areas where there are bottlenecks;</p> <p>Details on how the scholar transport is managed, as well as the payment of invoices; and</p> <p>Progress on the issues that were raised by the Committee on the report that was adopted by the National Assembly.</p>	<p>They need a detailed report with breakdown of projects</p>	<p>Detailed progress report was submitted</p>
06 March 2018	PC on BASIC EDUCATION	<p>Department of Basic Education on school infrastructure: update on ASIDI</p>	<p>Completion of Schools by Implementing Agents</p>	<p>The DBE increased the funds being withheld from 5% to 20%.</p> <p>Contractors who did not comply are being blacklisted</p>
07 March 2018	SCOA	<p>Briefing Department of Basic Education and Department of Transport on challenges surrounding Learner Transport in South Africa</p>	<p>Which Department should take the responsibility of the programme</p>	<p>An evaluation study will be conducted to provide recommendations on what would be an effective way of funding the programme</p>
12-16 March 2018	NCOP	<p>Taking Parliament to the People report back session in the Eastern Cape</p>	<p>Reports are available</p>	<p>Reports are available</p>

DBE Committee Meetings 2017/2018				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
13 March 2018	PC on BASIC EDUCATION	Schools 2018 Re-opening: status report: National Senior Certificate Exam 2017 outcomes and evaluation.	School Re-opening 2018 Unplaced learners in Gauteng and Western Cape. NSC – Drop-out Rates	The DBE has put a system in place to ensure that all learners would be placed. The DBE introduced the Second Chance Programme to try to give learners an alternate chance at attaining a qualification.
20 March 2018	PC on BASIC EDUCATION	Briefing by the Department of Basic Education on the 2 <sup>nd</sup> and 3 <sup>rd</sup> Quarterly Reports on the performance of the Department in 2017/18.	Infrastructure challenges (ASIDI) Conditional Grant for Inclusive Education.	Monthly meetings are being held with the Implementing Agents. The Department is looking at new ways of attracting professionals to the programme.
27 March 2018	PC on BASIC EDUCATION	South African Council for Educators and UMALUSI 2018/19 Annual Performance Plan; Readiness to administer Sign Language Examinations 2018	SACE Statistics of offenders. UMALUSI Qualifications for Deaf Teaching Assistants SASL Examination Readiness – Teacher training for Deaf Teachers and Teaching Assistants	SACE to include statistics on offenders SACE and UMALUSI to assist with Deaf teachers and Teaching assistants to be enrolled at Tertiary institutions. DBE to ensure that Deaf teachers and institutions are included in DBE training and curriculum development.

## 8. SCOPA RESOLUTIONS

Table 45: Scopa Resolutions

Resolution No.	Subject	Details	Response by the Department	Resolved (Yes/No)
None	None	None	None	None

## 9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 46: Prior Modifications to Audit Reports

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programme 2: Unqualified	2016/17	Strengthening of the TID was done for the programme. The programme improved from a disclaimer in 2015/16 to an unqualified opinion. This was achieved through continuous engagements with the programme manager
Programme 4: Qualified	2016/17	Programme 4 improved from an adverse opinion to a qualified opinion. The indicator that was qualified was extensively monitored during the 2017/18 Financial Year
Programme 5: Unqualified	2016/17	Programme 5 was not scoped in for audit in the 2017/18 Financial Year because measures were put in place to ensure that the TID and indicators are strengthened and monitored quarterly

## 10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department of Basic Education. In the absence of the unit, managers as delegated are responsible for implementing and monitoring controls in their areas of responsibility.

## 11. INTERNAL AUDIT AND AUDIT COMMITTEES

During the year under review the Department had an Internal Audit Unit under the control and direction of the Audit Committee complying with and operating in accordance with regulations and instruction prescribed in terms of Section 76 and 77 of the Public Finance Management Act

### Key activities and objectives of the internal audit:

- Internal Audit roles in the Department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system; risk management and governance process and provide value-adding recommendations.
- Internal Audit has contributed to an extent in the high risk areas to the improvement of internal controls in performance information and financial management in the Department.
- 17 audits were conducted and completed relating to the Second Chance Matric Support Programme, DORA Compliance review, ASIDI follow-up and Supply Chain Management (SCM) at Implementing Agents, SA-SAMS Compliance with CAPS Chapter 4, Reviewing of the quarterly Performance Information, Kha Ri Gude follow-up on closing process, Stock Counts, Teacher Development follow-up on AGSA previous report, National Examination, Assessment and Results and Management Performance Assessment Tool (MPAT).

### Key activities and objectives of the Audit Committee:

- The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999).



- The Audit Committee serves as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management and governance.
- The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.
- The Audit Committee comprises of four (4) external and two (2) internal members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the year under review six (6) meetings were held.

**Table 47: Relevant information on the audit committee members for the period 1 April 2017 – 31 March 2018**

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B Com ( Hons) M Com D Tech	Chairperson (External)	N/A	Re appointed 1 December 2017	N/A	6
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re appointed 1 December 2017	N/A	2
Ms K Kleynhans	National Diploma (Cost Accounting) BA (Psychology and Criminology) B Compt M Com (Computer Science)	External Member	N/A	Contract expired 30 November 2017	N/A	1
Mr B Mpanza	Senior Teachers Diploma B Paed Degree B A Honours in Economics Masters in Business Administration	Internal Member	Chief Director	Re appointed 01 December 2016	N/A	3
Mr S Govender	BA B A (Hons) Masters in Education Masters in Social Anthropology Special Diploma in School Library Science	Internal Member	Chief Director	01 December 2016	N/A	3
Ms S Makhathini	B.Com B.Com (Hons) Chartered Accountant (SA)	External Member	N/A	01 December 2017	N/A	1
Ms E Pillay	B.Com B. Com (Hons) Chartered Accountant (SA)	External Member	N/A	01 December 2017	N/A	1

## 12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2018.

### 12.1. Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10. 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 has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

### 12.2. The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department revealed certain weaknesses, which were then raised with the Department and monitored during the year.

Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review; several instances of non-compliance with internal controls were reported by both Internal Audit and AGSA. Management during the year put measures to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI). Unfortunately, as in the prior year, there were still areas of weakness identified. As these findings have now led to a modified audit opinion, the Audit Committee will require a very comprehensive strategy from management to prevent a re-occurrence. The Audit Committee will also monitor progress with consequence management in cases of non-compliance. There was an improvement on the monitoring of performance information by internal audit quarterly reviews in the year under review. The Department will be monitored to improved controls to prevent further irregular expenditure.

The following internal audit work was completed during the year under review:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on: Second Chance Matric Support Programme; DORA Compliance review; ASIDI Follow up and Supply Chain Management (SCM) at Implementing Agents; SA-SAMS Compliance with CAPS Chapter 4; Review of Quarterly Performance Information; National Examination; Assessment and Results; Kha Ri Gude – follow up on closing process and stock counts.
- Consulting audit reviews were conducted in relation to review of Technical Tender Evaluation Process and Management Performance Assessment Tool (MPAT)

The following were areas of concern:

- During the year under review areas of concern were to improve for the ASIDI project management, and proper documentation

### 12.3. In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (PFMA). There has been an improvement in certain areas for performance information.

### 12.4. Risk Management

A risk management strategy and Risk Management Committee is in place. Risk Management processes have improved slightly during the year under review and the risk register was reviewed, updated and action plans reports monitored. There should be an improvement in monitoring of risk and identification of emerging new risk within the Department.

## 12.5. Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the Auditor-General South Africa and the Accounting Officer;
- Reviewed the Auditor-General South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the Department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

We concur with and accept the Auditor-General South Africa's report on the annual financial statements, and are of the opinion that the audited annual financial statements should be accepted.

## 12.6. Auditor-General's Report

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

## 12.7. Conclusion

The Audit Committee is concerned about the regression in the audit opinion and will monitor the strategies to improve the control environment and financial management practices.



---

**Prof. D.P. van der Nest**  
**Chairperson of the Audit Committee**  
**Department of Basic Education**  
**July 2018**

# PART D: HUMAN RESOURCE MANAGEMENT



## 1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

## 2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the Department, such that:

- Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium-Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

- Reconfiguration of the organisational structure in terms of new priorities of the Department;
- Ensuring adequate human resources for the attainment of outcomes of the Action Plan to 2019: *Towards the Realisation of Schooling to 2030*;
- Addressing the issue of gender equity in the Department;
- Identifying and addressing competency skills gaps;
- Ensuring continued implementation of the reviewed PMDS policy;
- Providing a comprehensive Employee Assistance Programme;
- Improving the management of leave in the Department;
- Improving the management and implementation of the overtime policy; and
- Addressing areas in MPAT that received a score of below 3.

During the course of the year, the Department had worked expeditiously towards achieving these priorities. The established Task Team had reviewed inputs from all Branches and Unions for the finalisation of the organisational structure and had costed the reconfigured structure which required an additional compensation budget of R46 million. The Task Team had forwarded the structure to the Minister for consideration. After much deliberation on the matter, the Minister had decided not to implement the reconfigured structure as a result of severe budgetary constraints and National Treasury indicating that no additional funds will be allocated for Compensation of Employees.

The DBE had advertised 98 posts during the year under review. The following key posts were advertised: Director: Assessment and Administration, Director: EMIS, Director: Logistical Services and Chief Director: Partnerships in Education. Appointments in these key posts are imminent. The following key posts were filled: Director: Legislative Services, Director: Curriculum (GET) and Director: Sports in Education thereby ensuring adequate human resources for the attainment of outcomes for Action Plan to 2019: *Towards the Realisation of Schooling to 2030*.

In terms of addressing gender equity at Senior Management Level, during the year under review, the DBE had a ratio of 38 percent female appointments to 62 percent male appointments at SMS level. At MMS level the staff complement has attained 50 percent women of all racial groups and 50 percent of males of all racial groups. However, the overall ratio in the Department is 59 percent female to 41 percent male staff. In this regard the Department has exceeded the 50:50 percent gender equity target ratio. The Department's Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General. The achievement of 50 percent female target at SMS level is difficult as there are not many male retirements to allow for females to move into posts. The Department continues pursuing the policy of succession planning taking this very problem into consideration. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various identified areas such as financial planning, project management and advanced management and leadership courses.

To address competency skills gaps 319 employees attended 26 skills development and training programmes as well as the compulsory induction programme during the year. This is an on-going process which is dependent on quarterly and annual PMDS evaluations and assessments. The Department has also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

The revised PMDS policy is being implemented and reviewed by the Department. Assessments of performance take place every quarter and the DBE moderates scores twice a year. Poor performance was monitored, with the Director-General instructing Branch Heads to monitor and report on poor performance. The DBE submits the report of poor performance to the DPSA.

The Department provides a comprehensive health and wellness programme which is well received by the staff. World Aids Day was commemorated in December 2017 together with the HIV and AIDS Counselling and Testing (HCT) Campaign as well as a Financial Wellness campaign. A financial wellness campaign was also conducted on 3 and 4 August 2017 and a TB testing campaign was conducted on 5 and 6 March 2018.

The following services were offered to the officials:

- 594 officials went for TB screening
- 309 officials were tested for HIV and AIDS
- Screening for non-communicable diseases
- Preventing unplanned pregnancies
- Prevention of cervical and breast cancer

The Department improved the management of leave and the implementation of the overtime policy. Leave registers were in place and signed for by secretaries on submission of leave forms. Non-compliance with the leave policy was addressed and managers were requested to account for discrepancies during reconciliations.

In terms of improving the management and implementation of the overtime policy, the DBE issued a circular indicating the processes, strengthening internal capturing processes and has prepared standard operating procedures to assist with these processes. Meetings were held with Examinations and Security Units to bolster implementation of the policy so that there are no deviations.

In terms of the MPAT, meetings were held with all responsible officials to ensure that the DBE improves on its scores. In terms of the MPAT standard for equity, the target set by the Department for the attainment of equity as far as SMS posts is concerned, is a long term target according to the DBE Equity Plan. The DBE is making determined efforts to achieve the set targets.



## Challenges

The DBE was not in a position to fill all vacancies, particularly at SMS level as a result of cuts in the Compensation of Employees budget. Although service delivery was not severely impacted upon, staff had to bear the added responsibilities for posts not being filled.

The achievement of equity targets will be given priority. The Department has done exceptionally well in terms of gender representivity and has exceeded the equity target on gender in terms of the overall workforce. While the Department has made progress, addressing the gender imbalance as far as SMS positions (62 percent male: 38 percent female) are concerned, it is much more difficult to achieve given a relatively young SMS workforce. In the SMS echelon, the majority of males are not in the retirement category. Therefore, it is likely that more females will only fill positions at the SMS level in a few years' time when there have been corresponding male retirements.

The Department, however, takes this problem into consideration in pursuing the policy of succession planning. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various areas such as financial planning, project management and advanced management and leadership courses.

## 3. HUMAN RESOURCES OVERSIGHT STATISTICS

### 3.1 Personnel related expenditure

The following tables summarise the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- Amount spent on personnel; and
- Amount spent on salaries, overtime, homeowner's allowances and medical aid.

**Table 48: Personnel expenditure by programme for the period 1 April 2017 to 31 March 2018**

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Finance and Administration	435 072	165 092	464	1 411	37.95	560
Programme 2: Curriculum Policy, Support and Monitoring	1 731 097	66 806	539	15 169	3.86	726
Programme 3: Teachers, Education Human Resources and Institutional Development	1 243 823	65 189	251	36 210	5.24	652
Programme 4: Planning Information and Assessments	12 785 811	94 514	297	4 111	0.74	622
Programme 5: Social Mobilisation and Support Services	6 736 153	36 343	157	1 276	0.54	627
<b>Total</b>	<b>22 931 955</b>	<b>427 944</b>	<b>1 708</b>	<b>58 177</b>	<b>1.87</b>	<b>614</b>

**Table 49: Personnel costs by salary band for the period 1 April 2017 to 31 March 2018**

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Skilled (level 3-5)	12 936	3.02	43	301
Highly skilled production (levels 6-8)	92 220	21.55	285	324
Highly skilled supervision (levels 9-12)	226 111	52.84	295	766
Senior and Top management (levels 13-16)	96 677	22.59	74	1 306
<b>Total</b>	<b>427 944</b>	<b>100.00</b>	<b>697</b>	<b>614</b>

Note: The total for personnel expenditure does not take into consideration remuneration of Examiners and Moderators, Systemic Evaluation, Learners with Profound Disabilities, MST, the Cuban officials and remuneration for Workbooks.

**Table 50: Salaries, Overtime, Home Owners' Allowance and Medical Aid by programme for the period 1 April 2017 and 31 March 2018**

Programme	Salaries		Overtime		Home Owners' Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Finance and Administration	140 479	85.09	3 796	2.30	2 925	1.77	4 975	3.01
Programme 2: Curriculum Policy, Support and Monitoring	58 059	86.91	919	1.38	789	1.18	1 564	2.34
Programme 3: Teachers, Education Human Resources and Institutional Development	59 149	90.73	50	0.08	687	1.05	1 184	1.82
Programme 4: Planning Information and Assessments	82 535	87.33	1 326	1.40	1 304	1.38	2 216	2.34
Programme 5: Social Mobilisation and Support Services	32 366	89.06	0	0.00	484	1.33	826	2.27
<b>Total</b>	<b>372 588</b>	<b>87.06</b>	<b>6 091</b>	<b>1.42</b>	<b>6 189</b>	<b>1.45</b>	<b>10 765</b>	<b>2.52</b>

**Table 51: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2017 to 31 March 2018**

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 3-5)	9 066	70.08	2 366	18.29	725	5.60	762	5.89
Highly skilled production (levels 6-8)	68 492	74.27	1 690	1.83	2 927	3.17	5 323	5.77
Highly skilled supervision (levels 9-12)	209 735	92.76	2 035	0.90	1 881	0.83	3 789	1.68
Senior management (level 13-16)	85 295	88.23	0	0.00	656	0.68	891	0.92
<b>Total</b>	<b>372 588</b>	<b>87.06</b>	<b>6 091</b>	<b>1.42</b>	<b>6 189</b>	<b>1.45</b>	<b>10 765</b>	<b>2.52</b>

### 3.2 Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- Programme;
- Salary band; and
- Critical occupations.

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

**Table 52: Employment and vacancies by programme as at 31 March 2018**

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1: Administration	299	295	1.34	4
Programme 2: Curriculum Policy, Support & Monitoring	95	92	3.16	0
Programme 3: Teachers, Education Human Resources & Institutional Development	152	100	34.21	0
Programme 4: Planning, Information & Assessment	182	152	16.48	0
Programme 5: Educational Enrichment Services	68	58	14.71	0
<b>Total</b>	<b>796</b>	<b>697</b>	<b>12.44</b>	<b>4</b>

**Table 53: Employment and vacancies by salary band as at 31 March 2018**

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Skilled(3-5)	43	43	0.00	2
Highly skilled production (6-8)	287	285	0.70	0
Highly skilled supervision (9-12)	375	295	21.33	0
Senior management (13-16)	91	74	18.68	2
<b>Total</b>	<b>796</b>	<b>697</b>	<b>12.44</b>	<b>4</b>

**Table 54: Employment and vacancies by critical occupations as at 31 March 2018**

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Deputy Chief Education Specialist (DCES)	15	13	13.33	0
Chief Education Specialist (CES)	68	61	10.29	0
<b>Total</b>	<b>83</b>	<b>74</b>	<b>10.84</b>	<b>0</b>

### 3.3 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

**Table 55: SMS post information as at 31 March 2018**

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 15	10	6	60.00	4	40.00
Salary Level 14	26	17	65.38	9	34.62
Salary Level 13	54	50	92.59	4	7.41
<b>Total</b>	<b>91</b>	<b>74</b>	<b>81.32</b>	<b>17</b>	<b>18.68</b>

**Table 56: SMS post information as at 30 September 2017**

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	26	16	61.54	10	38.46
Salary Level 13	54	52	96.30	2	3.70
<b>Total</b>	<b>91</b>	<b>76</b>	<b>83.52</b>	<b>15</b>	<b>16.48</b>

**Table 57: Advertising and filling of SMS posts for the period 1 April 2017 to 31 March 2018**

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 15	10	6	60.00	4	40.00
Salary Level 14	26	17	65.38	9	34.62
Salary Level 13	54	50	92.59	4	7.41
<b>Total</b>	<b>91</b>	<b>74</b>	<b>81.32</b>	<b>17</b>	<b>18.68</b>

**Table 58: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2017 to 31 March 2018**

Reasons for vacancies not advertised within six months
Budgetary constraints

Reasons for vacancies not filled within six months
Budgetary constraints

**Table 59: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2017 to 31 March 2018**

Reasons for vacancies not advertised within six months
Severe budgetary cuts had necessitated the prioritisation of posts for the year under review.

Reasons for vacancies not filled within six months
As above

### 3.4 Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded. or downgraded.

**Table 60: Job Evaluation by Salary band for the period 1 April 2017 to 31 March 2018**

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Nil							

**Table 61: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2017 to 31 March 2018**

Gender	African	Asian	Coloured	White	Total
Nil					

<b>Employees with a disability</b>	None
------------------------------------	------

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

**Table 62: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2017 to 31 March 2018**

<b>Total number of Employees whose salaries exceeded the grades determine by job evaluation</b>	None
---	------

### 3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

**Table 63: Annual turnover rates by salary band for the period 1 April 2017 to 31 March 2018**

Salary band	Number of employees at beginning of period-1 April 2017	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Skilled (Levels 3-5)	43	18	2	4.65
Highly skilled production (Levels 6-8)	277	11	12	4.33
Highly skilled supervision (Levels 9-12)	343	11	63	18.37
Senior Management Service Bands A	51	1	4	7.84
Senior Management Service Bands B	16	1	1	6.25
Senior Management Service Bands C	8	0	2	25.00
Senior Management Service Bands D	1	0	0	0.00
<b>Total</b>	<b>739</b>	<b>42</b>	<b>84</b>	<b>11.37</b>

**Table 64: Annual turnover rates by critical occupation for the period 1 April 2017 to 31 March 2018**

Critical occupation	Number of employees at beginning of period-April 2017	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
DCES	15	1	0	0.00
CES	62	2	5	8.06
<b>TOTAL</b>	<b>77</b>	<b>3</b>	<b>5</b>	<b>6.49</b>



**Table 65: Reasons why staff left the Department for the period 1 April 2017 to 31 March 2018**

Termination Type	Number	% of Total Resignations
Resignation	10	11.90
Expiry of contract	52	61.91
Retirement	12	14.29
Transfer to other Public Service Departments	10	11.90
<b>Total</b>	<b>84</b>	<b>100.00</b>
<b>Total number of employees who left as a % of total employment</b>		<b>12.05</b>

**Table 66: Promotions by critical occupation for the period 1 April 2017 to 31 March 2018**

Occupation	Employees 1 April 2017	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES	15	0	0.00	15	100.00
CES	62	0	0.00	62	100.00
<b>Total</b>	<b>77</b>	<b>0</b>	<b>0.00</b>	<b>77</b>	<b>100.00</b>

**Table 67: Promotions by salary band for the period 1 April 2017 to 31 March 2018**

Salary Band	Employees 1 April 2017	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Skilled (Levels 3-5)	43	2	4.65	33	76.70
Highly skilled production (Levels 6-8)	277	2	0.72	204	73.65
Highly skilled supervision (Levels 9-12)	343	10	2.92	173	50.40
Senior Management (Level 13-16)	76	3	3.95	55	72.37
<b>Total</b>	<b>739</b>	<b>17</b>	<b>2.30</b>	<b>465</b>	<b>62.92</b>

### 3.6 Employment Equity

**Table 68: Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2018**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	33	3	5	5	17	4	4	3	74
Professionals	113	7	8	13	117	4	13	20	295
Technicians and associate professionals	79	1	0	2	182	5	2	14	285
Clerks	20	2	0	1	20	0	0	0	43
<b>Total</b>	<b>245</b>	<b>13</b>	<b>13</b>	<b>21</b>	<b>336</b>	<b>13</b>	<b>19</b>	<b>37</b>	<b>697</b>
<b>Employees with disabilities</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>8</b>

**Table 69: Total number of employees (including employees with disabilities) in each of the following occupational bands as at 31 March 2018**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	2	1	1	0	2	1	0	0	7
Senior Management	31	2	4	5	15	3	4	3	67
Professionally qualified and experienced specialists and mid-management	113	7	8	13	117	4	13	20	295
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	79	1	0	2	182	5	2	14	285
Semi-skilled and discretionary decision making	20	2	0	1	20	0	0	0	43
<b>Total</b>	<b>245</b>	<b>13</b>	<b>13</b>	<b>21</b>	<b>336</b>	<b>13</b>	<b>19</b>	<b>37</b>	<b>697</b>

**Table 70: Recruitment for the period 1 April 2017 to 31 March 2018**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	0	0	0	0	0	1	0	3
Professionally qualified and experienced specialists and mid-management	26	0	2	1	26	2	1	2	60
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	4	0	0	0	7

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Semi-skilled and discretionary decision making	7	1	0	0	2	0	0	0	10
<b>Total</b>	<b>38</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>32</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>80</b>
<b>Employees with disabilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Table 71: Promotions for the period 1 April 2017 to 31 March 2018**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	0	0	0	0	0	1	0	3
Professionally qualified and experienced specialists and mid-management	2	0	1	0	7	0	0	0	10
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	0	0	0	1	0	0	0	2
Semi-skilled and discretionary decision making	1	1	0	0	0	0	0	0	2
<b>Total</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>17</b>
<b>Employees with Disabilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Table 72: Terminations for the period 1 April 2017 to 31 March 2018**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	1	0	0	0	1	2
Senior Management	2	0	1	1	1	0	0	0	5
Professionally qualified and experienced specialists and mid-management	17	3	2	8	19	0	2	12	63
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	1	0	0	9	0	0	1	12
Semi-skilled and discretionary decision making	1	0	0	0	1	0	0	0	2
<b>Total</b>	<b>21</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>30</b>	<b>0</b>	<b>2</b>	<b>14</b>	<b>84</b>
<b>Employees with Disabilities</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>

**Table 73: Disciplinary action for the period 1 April 2017 to 31 March 2018**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Nil									

**Table 74: Skills development for the period 1 April 2017 to 31 March 2018**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	3	0	0	1	6	0	2	1	13
Professionals	58	4	5	3	65	2	7	5	149
Technicians and associate professionals	12	0	0	0	15	1	0	2	30
Clerks	29	0	0	1	87	1	0	1	119
Elementary occupations	3	2	0	0	3	0	0	0	8
<b>Total</b>	<b>105</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>176</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>319</b>
<b>Employees with disabilities</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

### 3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

**Table 75: Signing of Performance Agreements by SMS members as at 31 May 2017**

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department Salary Level 16	1	1	1	100.00
Salary Level 15	10	7	7	100.00
Salary Level 14	26	14	14	100.00
Salary Level 13	54	54	54	100.00
<b>Total</b>	<b>91</b>	<b>75</b>	<b>75</b>	<b>100.00</b>

**Table 76: Reasons for not having concluded Performance agreements for all SMS members as at 31 May 2017**

Reasons
N/A

**Table 77: Disciplinary steps taken against SMS members for not having concluded Performance agreements as at 31 May 2017**

Reasons
N/A

### 3.8 Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

**Table 78: Performance Rewards by race, gender and disability for the period 1 April 2017 to 31 March 2018**

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee (R'000)
<b>African</b>					
Male	72	245	29.39	2 180	30
Female	114	336	33.93	2 199	19
<b>Asian</b>					
Male	6	13	46.15	291	49
Female	8	19	42.11	408	51
<b>Coloured</b>					
Male	7	13	53.85	340	49
Female	8	13	61.54	270	34
<b>White</b>					
Male	9	21	42.86	378	42
Female	20	37	54.05	520	26
<b>Total</b>	<b>244</b>	<b>697</b>	<b>35.01</b>	<b>6 586</b>	<b>27</b>

**Table 79: Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2017 to 31 March 2018**

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	
Skilled (level 3-5)	11	43	25.58	85	8	0.66
Highly skilled production (level 6-8)	128	285	44.91	1 720	13	1.87
Highly skilled supervision (level 9-12)	66	295	22.37	2 399	36	1.06
<b>Total</b>	<b>205</b>	<b>623</b>	<b>32.91</b>	<b>4 204</b>	<b>21</b>	<b>1.26</b>

**Table 80: Performance Rewards by critical occupation for the period 1 April 2017 to 31 March 2018**

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Nil					

**Table 81: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2017 to 31 March 2018**

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	25	50	50.00	1 376	55	2.35
Band B	9	17	52.94	591	66	2.38
Band C	5	6	83.33	415	83	3.75
Band D	0	1	0.00	0	0	0.00
<b>Total</b>	<b>39</b>	<b>74</b>	<b>52.70</b>	<b>2 382</b>	<b>61</b>	<b>2.46</b>

### 3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

**Table 82: Foreign workers by salary band for the period 1 April 2017 to 31 March 2018**

Salary band	01 April 2017		31 March 2018		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (Lev. 9-12)	2	100.00	1	100.00	1	50.00
<b>Total</b>	<b>2</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>1</b>	<b>50.00</b>

**Table 83: Foreign workers by major occupation for the period 1 April 2017 to 31 March 2018**

Major occupation	01 April 2017		31 March 2018		Change	
	Number	% of total	Number	% of total	Number	% Change
Nil						

### 3.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.



**Table 84: Sick leave for the period 1 January 2017 to 31 December 2017**

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)
Skilled (levels 3-5)	354	64.97	43	7.39	8	282
Highly skilled production (levels 6-8)	1 812	73.18	270	46.39	7	2 223
Highly skilled supervision (levels 9 -12)	1 561	80.27	217	37.29	7	4 484
Top and Senior management (levels 13-16)	337	86.94	52	8.93	6	1 327
<b>Total</b>	<b>4 064</b>	<b>76.33</b>	<b>582</b>	<b>100.00</b>	<b>7</b>	<b>8 316</b>

**Table 85: Disability leave (temporary and permanent) for the period 1 January 2017 to 31 December 2017**

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Highly skilled production (Levels 6-8)	178	100.00	9	47.37	20	204
Highly skilled supervision (Levels 9-12)	408	100.00	9	47.37	45	1 090
Senior management (Levels 13-16)	62	100.00	1	5.26	62	249
<b>Total</b>	<b>648</b>	<b>100.00</b>	<b>19</b>	<b>100.00</b>	<b>34</b>	<b>1 543</b>

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

**Table 86: Annual Leave for the period 1 January 2017 to 31 December 2017**

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Skilled (Levels 3-5)	862	43	20
Highly skilled production (Levels 6-8)	6 481	285	23
Highly skilled supervision (Levels 9-12)	6 654	301	22
Senior management (Levels 13-16)	1 560	77	20
<b>Total</b>	<b>15 557</b>	<b>706</b>	<b>22</b>

**Table 87: Capped leave for the period 1 January 2017 to 31 December 2017**

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as at 31 December 2017
Skilled (Levels 3-5)	0	0	0	59
Highly skilled production (Levels 6-8)	5	2	2	32
Highly skilled supervision (Levels 9-12)	92	11	8	54
Senior management (Levels 13-16)	0	0	0	66
<b>Total</b>	<b>97</b>	<b>13</b>	<b>7</b>	<b>51</b>

The following table summarise payments made to employees as a result of leave that was not taken.

**Table 88: Leave payouts for the period 1 April 2017 to 31 March 2018**

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2017/18 due to non-utilisation of leave for the previous cycle	262	3	87
Capped leave payouts on termination of service for 2017/18	2 662	9	296
Current leave payout on termination of service for 2017/18	2 833	100	28
<b>Total</b>	<b>5 757</b>	<b>112</b>	<b>51</b>

### 3.11 HIV/AIDS and Health Promotion Programme

**Table 89: Steps taken to reduce the risk of occupational exposure**

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
NONE	<p>The primary objectives of DBE HIV/AIDS WELLNESS programme are to:</p> <ul style="list-style-type: none"> <li>bring the reality of HIV and AIDS to all employees;</li> <li>to make all employees understand the effects of HIV/AIDS on people and on the Department;</li> <li>inform staff of the care and support structures that are available to infected employees and their families, both within the Department and outside it;</li> <li>provide counseling services to employees and employee families infected or affected by HIV/AIDS, provide pre-test and post-test counseling sessions.</li> </ul>

**Table 90: Details of Health Promotion and HIV/AIDS Programmes**

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Ms Thandi Khoza Director: Training and Social Responsibility
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has two employees to promote the health and wellness of employees. The budget for health and wellness is incorporated in the Directorate: Training and Social Responsibility
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	Yes		To assist employees with task related and personal problems; Work related and personal problems; Substance abuse (drugs and alcohol); Incapacity counselling; Employees with financial difficulties; and Traumatic events.
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Equity Committee and are as follows: 1. Ms T Khoza (Acting Chairperson) 2. Ms H Nyalungu (Branch A) 3. Ms H Mokgatlhe (Branch A ) 4. Ms L Maje (Branch P) 5. Mr N Maifadi (Branch P) 6. Ms M Mautjana (Branch T) 7. Mr R Faulmann (Branch C) 8. Ms K Maroba (Branch S) 9. Ms M Schoeman (Branch C) 10. Ms B Corke (Branch P) 11. Mr D Kruger (Branch A) 12. Mr J Matjeni (NEHAWU) 13. Mr David Maphoto (PSA) 14. Ms M Nnete (PSA) 15. Mr J Hlakula (SADTU) 16. Ms K Sono (Secretariat) 17. Ms J Mashapa (Secretariat) 18. Dr PN Langa (Branch C) 19. Ms M Fuzile (PDOU) 20. Ms P Garbharran (Branch PDOU) 21. Ms N Metula (Branch A) 22. Ms E Khembo (Branch C) 23. Ms Z Zungu (Office of the DG) 24. Mr J Ngcobo (PDOU) 25. Ms N Rakwena (Branch S) 26. Ms L Tshambula (Branch T) 27. Ms Y Holden (Branch R) 28. Ms D Pillay (Branch T) 29 Mr J Hlakula (SADTU)

Question	Yes	No	Details, if yes
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment Policy Bereavement Policy
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS Policy HIV and AIDS Workplace programme Condom distributions and HTC Campaign
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	Yes		Through information sharing, pre-test counselling and HTC Campaign.
8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		Statistics of people who attended; Voluntary counselling and testing Campaign; Number of people who attended Health Screening; Number of people who attended support group; Number of people who attended Post-Test Counselling; Information session and distribution of booklets and pamphlets on HIV and Aids.

### 3.12 Labour Relations

**Table 91: Collective agreements for the period 1 April 2017 to 31 March 2018**

Subject matter	Date
Total number of Collective agreements	None

**Table 92: Misconduct and disciplinary hearings finalised for the period 1 April 2017 to 31 March 2018**

Outcomes of disciplinary hearings	Number	% of total
Written warning	1	50
Suspended without pay	1	50
<b>Total</b>	<b>2</b>	<b>100</b>

**Table 93: Types of misconduct addressed at disciplinary hearings for the period 1 April 2017 to 31 March 2018**

Type of misconduct	Number	% of total
Dishonesty Prejudicing the administration, discipline or efficiency of the Department. Misrepresentation	1	100
<b>Total</b>	<b>1</b>	<b>100</b>

**Table 94: Grievances logged for the period 1 April 2017 to 31 March 2018**

Grievances	Number	% of Total
Number of grievances resolved	3	100
Number of grievances not resolved	-	-
<b>Total number of grievances lodged</b>	<b>3</b>	<b>100</b>

**Table 95: Disputes logged with Councils for the period 1 April 2017 to 31 March 2018**

Disputes	Number	% of Total
Number of disputes upheld	1	33.33
Number of disputes dismissed	2	66.67
<b>Total number of disputes lodged</b>	<b>3</b>	<b>100.00</b>

**Table 96: Strike actions for the period 1 April 2017 to 31 March 2018**

Total number of persons working days lost	N/A
Total costs working days lost	N/A
Amount recovered as a result of no work no pay (R'000)	N/A

**Table 97: Precautionary suspensions for the period 1 April 2017 to 31 March 2018**

Number of people suspended	N/A
Number of people whose suspension exceeded 30 days	N/A
Average number of days suspended	N/A
Cost of suspension(R'000)	N/A

### 3.13 Skills development

**Table 98: Training needs identified for the period 1 April 2017 to 31 March 2018**

Occupational category	Gender	Number of employees as at 1 April 2017	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	30	0	3	0	3
	Male	46	0	2	0	2
Professionals	Female	174	0	10	0	10
	Male	169	0	9	0	9
Technicians and associate professionals	Female	200	0	9	0	9
	Male	77	0	9	0	9
Clerks	Female	20	0	15	0	15
	Male	23	0	10	0	10
Elementary occupations	Female	0	0	2	0	2
	Male	0	0	2	0	2

Occupational category	Gender	Number of employees as at 1 April 2017	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Sub Total	Female	424	0	39	0	39
	Male	315	0	32	0	32
Total		739	0	71	0	71

**Table 99: Training provided for the period 1 April 2017 to 31 March 2018**

Occupational category	Gender	Number of employees as at 1 April 2017	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	30	0	4	0	4
	Male	46	0	3	1	4
Professionals	Female	174	0	12	1	13
	Male	169	0	14	0	14
Technicians and associate professionals	Female	200	0	9	1	10
	Male	77	0	9	1	10
Clerks	Female	20	0	7	1	8
	Male	23	0	6	1	7
Elementary occupations	Female	0	0	2	0	2
	Male	0	0	2	0	2
Sub Total	Female	424	0	34	3	37
	Male	315	0	34	3	37
Total		739	0	68	6	74

### 3.14 Injury on duty

The following tables provide basic information on injury on duty.

**Table 100: Injury on duty for the period 1 April 2017 to 31 March 2018**

Nature of injury on duty	Number	% of total
Nil	0	0.00

### 3.15 Utilisation of Consultants

- The rendering of expert advice;
- The drafting of proposals for the execution of specific tasks; and
- The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a Department.



**Table 101: Report on consultant appointments using appropriated funds for the period 1 April 2017 to 31 March 2018**

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
Technical Assistance	1	11	857

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
1	1	11	75 416

**Table 102: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2017 to 31 March 2018**

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Nil			

**Table 103: Report on consultant appointments using Donor funds for the period 1 April 2017 to 31 March 2018**

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
Nil			

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
Nil			

**Table 104: Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2017 to 31 March 2018**

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Nil			

### 3.16 Severance Packages

**Table 105: Granting of employee initiated severance packages for the period 1 April 2017 to 31 March 2018**

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by Department
Nil				

# PART E: FINANCIAL INFORMATION



	1-Apr	1-May	1-Jun		
	0,00	0,00	167,50		
	7,44	0,00	0,00		
	50,46	25,29	1.708,86		
	32,85	1.111,26	1.596,14		
	243,25	479,86	172,48		
	419,81	24.359,39	25.430,27		
	1.007,81	17.830,74	20.177,66		
	10.540,92	0,00	10.950,09		
	0,00	439,48	0,00		
	13.116,79	14.106,63	77.302,46		
	165,68	245,79	891,65		
	146.712,93	129.679,89	176.917,05		
	76.309,20	68.061,21	75.840,46		
	5.025,23	1.717,93	1.889,07		
	38.792,69	34.791,71	40.570,96		
	109.542,45	9.234,49	10.348,90		
	3.635,15	1.175,81	21.289,61		
	63,83	22,35	22,60		
	0,00	101.458,50	0,00		
	0,00	20.623,77	120.642,00		
			0,00		
			18.350,72		
			0,00		
			990,33		

## REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON VOTE NO. 14: DEPARTMENT OF BASIC EDUCATION

### Report on the audit of the financial statements

#### Qualified Opinion

1. I have audited the financial statements of the Department of Basic Education (DBE) set out on pages 189 to 296, which comprise the appropriation statement, the statement of financial position as at 31 March 2018, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, except for the possible effects of the matter described in the basis for qualified opinion paragraphs, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2018, and its financial performance and cash flows for the year then ended in accordance with Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2017 (Act No. 3 of 2017) (DoRA).

#### Basis for qualified opinion

##### Immovable tangible capital assets

3. The Department did not have an adequate system of ensuring that infrastructure assets from Accelerated School Infrastructure delivery initiative (ASIDI) are properly accounted for which resulted in an understatement of the amounts disclosed in note 33 to the annual financial statements. I could not determine the full extent of the understatement on immovable tangible capital assets amounting to R6 242 784 000 and work-in-progress to the value R2 658 425 000 in the financial statements as it was impracticable to do so.

##### Context for the opinion

4. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of this auditor's report.
5. I am independent of the Department in accordance with the International Ethics Standards Board for Accountants' *Code of ethics for professional accountants* (IESBA code) and the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

#### Emphasis of matters

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

#### Restatement of corresponding figures

8. As disclosed in note 14, 21, 25, 26 and 33 to the financial statements, the corresponding figures for 31 March 2017 were restated as a result of an error in the financial statements of the Department at, and for the year ended, 31 March 2018.

#### Irregular expenditure

9. As disclosed in note 25 to the financial statements, irregular expenditure to the amount of R154 478 000 was incurred in the current year, as a result of supply chain processes not being followed
10. As disclosed in note 25.3 to the financial statements, irregular expenditure to the amount of R33 534 000 that was still under investigation.

#### Fruitless and wasteful expenditure

11. As disclosed in note 26.5 to the financial statements, fruitless and wasteful expenditure to the amount of R83 789 000 that was still under investigation.



**Other matter**

12. I draw attention to the matter below. My opinion is not further modified in respect of this matter.

**Unaudited supplementary schedules**

13. The supplementary information set out on pages 282 to 296 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

**Responsibilities of accounting officer for the financial statements**

- 14. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with modified cash standard and the requirements of the PFMA and DoRA, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
- 15. In preparing the financial statements, the accounting officer is responsible for assessing the Department’s ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless there is an intention either to liquidate the Department or to cease operations, or there is no realistic alternative but to do so.

**Auditor-general’s responsibilities for the audit of the financial statements**

- 16. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
- 17. A further description of my responsibilities for the audit of the annual financial statements is included in the annexure to the auditor’s report.

**Report on the audit of the annual performance report**

**Introduction and scope**

- 18. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify findings but not to gather evidence to express assurance.
- 19. My procedures address the reported performance information, which must be based on the approved performance planning documents of the Department. I have not evaluated the completeness and appropriateness of the performance indicators/ measures included in the planning documents. My procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
- 20. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the Department for the year ended 31 March 2018:

Programmes	Pages in annual performance report
Programme 2 – Curriculum policy, Support and Monitoring	63 – 77
Programme 3 – Teachers, Education Human Resources and Institutional Development	79 – 99
Programme 4 – Planning, Information and Assessment	101 – 121

21. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
22. The material findings in respect of the usefulness and reliability of the selected programmes are as follows:

#### **Programme 4 – Planning, Information and Assessment**

##### **Indicator 4.4.2: Percentage of learners from public schools that are successfully uploaded on to LURITS**

23. I was unable to obtain sufficient appropriate audit evidence for the learner numbers that form the basis of the calculation of the performance reported, due to significant weaknesses in the internal controls relating to the recording of learner numbers resulting in the data not being reliable. Furthermore, the source information and method of calculation for the achievement of the planned indicators were not clearly defined. I was unable to obtain sufficient appropriate audit evidence for the reported reasons for deviations between planned and reported achievements. Consequently, I was unable to determine whether any adjustments were required to the reported achievements in the performance report.

##### **Indicator 4.5.3: Percentage of district managers assessed against developed criteria**

24. I was unable to obtain sufficient appropriate audit evidence that clearly defined the predetermined method of collection to be used when measuring the actual achievement for the indicator. This was due to a lack of technical indicator descriptions clearly definition of the indicator the period in which the evidence will be collected to support the actual performance. I was unable to test whether the indicator was well-defined by alternative means.
25. I did not raise any material findings on the usefulness and reliability of the reported performance information for the following programmes:
  - Programme 2 – Curriculum policy, Support and Monitoring
  - Programme 3 – Teacher, Education, Human Resource and Institutional Development

#### **Other matters**

26. I draw attention to the matters below.

### **Achievement of planned targets**

27. Refer to the annual performance report on pages 43 to 132 for information on the achievement of planned targets for the year and explanations provided for the under/ over achievement of a number of targets. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information in paragraph(s) (18-25) of this report.

### **Adjustment of material misstatements**

28. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of Programme 2 – Curriculum policy, Support and Monitoring; Programme 3 – Teacher, Education, Human Resource and Institutional Development, Programme 4 – Planning, Information and Assessment. As management subsequently corrected only some of the misstatements, I raised material findings on the usefulness and reliability of the reported performance information. Those that were not corrected are reported above.

## Report on the audit of compliance with legislation

### Introduction and scope

29. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the compliance of the Department with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.
30. The material findings on compliance with specific matters in key legislations are as follows:

### Annual financial statements

31. The financial statements submitted for auditing were not prepared in all instances in accordance with the prescribed financial reporting framework and supported by full and proper records, as required by sections 40(1) (a) and (b) of the PFMA. Material misstatements of immovable tangible capital assets, accruals and payables not recognised, commitments and work-in-progress identified by the auditors in the submitted financial statements were subsequently corrected and the supporting records provided, but the remaining uncorrected material misstatements resulted in the financial statements receiving a qualified opinion.

### Expenditure management

32. Effective and appropriate steps were not taken to prevent irregular expenditure amounting to R154 478 000, as disclosed in note 25 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by the appointment of implementing agents not in compliance with TR16A6.3.

### Procurement and Contract Management

33. I could not conclude that some requirements of the Preferential Procurement Policy Framework Act and its regulations have been fully complied with during the award of a material contract. At the time of signing this report there were pending court proceedings relating to this award.

### Other information

34. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.
35. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.
36. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
37. If, based on the work I have performed, I conclude that there is a material misstatement in this other information; I am required to report that fact. I have nothing to report in this regard.

### Internal control deficiencies

38. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the qualified of opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.



## Leadership

39. Significant control deficiencies in the control environment relating to oversight, particularly in respect of the infrastructure programme, were identified. The control deficiencies relating to infrastructure programme have been reported over the past years financial years but have still not been adequately addressed.
40. Furthermore, there was ineffective oversight over performance reporting in the annual performance report resulting in performance reporting not being reliable and credible as several programmes had material misstatements some of which could not be adjusted.

## Financial and performance management

41. The misstatements that were identified in the financial statements and annual performance report were mainly due to daily and monthly controls not being adequate and effective, specifically relating to financial reporting on the infrastructure programme, and performance reporting on learners.
42. Misstatements identified in the financial statements and performance reports were also attributable to monthly, quarterly and year-end reconciliation processes not being effective.

## Other reports

43. I draw attention to the following engagements conducted by various parties that had, or could have, an impact on the matters reported in the Department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.

## Investigations

44. As at 31 March 2018, ten projects were under investigation by the special investigation unit. These investigations related mainly to allegations of irregularities in procurement of, or contracting of goods and services by or on behalf of an implementing agent appointed by the Department to build schools. The investigations were still in progress at year-end and are expected to be finalised during the 2018-19 financial year.

*Auditor-General*

Pretoria

27 August 2018



AUDITOR-GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*

## Annexure – Auditor-general’s responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements, and the procedures performed on reported performance information for selected programmes and on the Department’s compliance with respect to the selected subject matters.

### Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor’s report, I also:
  - identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
  - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department’s internal control
  - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer.
  - conclude on the appropriateness of the accounting officer’s use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department’s ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor’s report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify the opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor’s report. However, future events or conditions may cause a Department to cease continuing as a going concern
  - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation
  - obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the group to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

### Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and, where applicable, related safeguards.

## ANNUAL FINANCIAL STATEMENTS

Appropriation per programme	2017/18					2016/17			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Programme</b>									
1. Administration	426 583	-	8 489	435 072	435 072	-	100.0%	419 000	418 301
2. Curriculum Policy, Support and Monitoring	1 783 016	-	(16 678)	1 766 338	1 731 097	35 241	98.0%	1 877 954	1 826 691
3. Teachers, Education Human resources and Institutional Development	1 252 104	-	(1 416)	1 250 688	1 243 823	6 865	99.5%	1 179 040	1 177 397
4. Planning, Information and Assessment	12 801 940	-	(983)	12 800 957	12 785 811	15 146	99.9%	12 594 706	11 719 953
5. Educational Enrichment Services	6 729 977	-	10 588	6 740 565	6 736 153	4 412	99.9%	6 342 761	6 333 722
<b>TOTAL</b>	<b>22 993 620</b>	<b>-</b>	<b>-</b>	<b>22 993 620</b>	<b>22 931 956</b>	<b>61 664</b>	<b>99.7%</b>	<b>22 413 461</b>	<b>21 476 064</b>
<b>ADD</b>									
Departmental receipts				25 653				15 521	
NRF Receipts				-				-	
Aid assistance				100 000				145 000	
<b>Actual amounts per statement of financial performance (total revenue)</b>				<b>23 119 273</b>				<b>22 573 982</b>	
<b>ADD</b>									
Aid assistance					104 846				69 884
Prior year unauthorised expenditure approved without funding									
<b>Actual amounts per statement of financial performance (total expenditure)</b>					<b>23 036 802</b>				<b>21 545 948</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Appropriation per economic classification	2017/18					2016/17			
	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>Economic classification</b>									
<b>Current payments</b>	<b>2 451 516</b>	<b>(57 175)</b>	<b>(16 228)</b>	<b>2 378 113</b>	<b>2 303 888</b>	<b>74 225</b>	<b>96.9%</b>	<b>2 560 051</b>	<b>2 561 407</b>
Compensation of employees	477 094	(88)	(4 363)	472 643	472 510	133	100.0%	468 690	454 375
Salaries and wages	430 186	1 692	(4 468)	427 410	428 970	(1 560)	100.4%	424 205	411 846
Social contributions	46 908	(1 780)	105	45 233	43 540	1 693	96.3%	44 485	42 529
Goods and services	1 925 785	(53 948)	(11 865)	1 859 972	1 785 880	74 092	96.0%	2 045 040	2 060 711
Administrative fees	10 191	12 554	(435)	22 310	15 732	6 578	70.5%	24 930	24 576
Advertising	18 265	84	-	18 349	14 360	3 989	78.3%	18 989	18 280
Minor assets	2 372	(94)	-	2 278	336	1 942	14.7%	885	801
Audit costs: External	25 253	(2 326)	(145)	22 782	21 835	947	95.8%	20 928	20 513
Bursaries: Employees	450	(65)	-	385	394	(9)	102.3%	324	364
Catering: Departmental activities	26 181	(3 168)	(2 057)	20 956	20 519	437	97.9%	28 319	27 743
Communication	14 965	(9 615)	(37)	5 313	4 729	584	89.0%	9 473	9 334
Computer services	71 588	2 990	(2 030)	72 548	69 434	3 114	95.7%	79 606	74 785
Consultants: Business and advisory services	137 153	7 632	(450)	144 335	167 274	(22 939)	115.9%	111 936	171 664
Legal services	2 127	80	1 763	3 970	3 969	1	100.0%	2 475	2 475
Contractors	4 936	(3 074)	-	1 862	1 706	156	91.6%	2 541	1 858
Agency and support / outsourced services	69 803	7 704	3 455	80 962	45 158	35 804	55.8%	29 713	31 764
Entertainment	-	-	-	-	-	-	-	3 744	-
Fleet services (including government motor vehicles)	997	1 397	-	2 394	2 563	(169)	107.1%	2 332	2 335
Inventory: Clothing material and supplies	-	45	-	45	45	-	100.0%	34	-
Inventory: Farming supplies	45	(45)	-	-	-	-	-	-	34
Inventory: Learner and teacher support material	1 035 450	(12 083)	(4 893)	1 018 474	1 018 474	-	100.0%	983 346	981 781
Inventory: Materials and supplies	340	(262)	-	78	-	78	-	-	-
Inventory: Other supplies	20 285	(4 518)	4 893	20 660	20 761	(101)	100.5%	67 867	73 032
Consumable supplies	1 047	3 436	(35)	4 448	3 985	463	89.6%	854	1 254

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Appropriation per economic classification	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Consumable: Stationery, printing and office supplies	57 607	(44 883)	469	13 193	11 067	2 126	83.9%	67 635	58 767
Operating leases	2 569	(353)	-	2 216	922	1 294	41.6%	1 764	1 203
Property payments	125 172	5 397	461	131 030	129 775	1 255	99.0%	119 015	119 012
Travel and subsistence	170 598	(17 698)	(4 082)	148 818	124 264	24 554	83.5%	121 699	117 634
Training and development	28 614	(25 598)	-	3 016	2 265	751	75.1%	993	938
Operating payments	68 125	40 042	(8 645)	99 522	89 136	10 386	89.6%	328 692	304 414
Venues and facilities	25 883	(9 203)	(97)	16 583	14 006	2 577	84.5%	10 774	10 004
Rental and hiring	5 769	(2 324)	-	3 445	3 171	274	92.0%	6 172	6 146
Interest and rent on land	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
Interest	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
<b>Transfers and subsidies</b>	<b>18 503 826</b>	<b>422 440</b>	<b>10 356</b>	<b>18 936 622</b>	<b>18 930 384</b>	<b>6 238</b>	<b>100.0%</b>	<b>17 852 413</b>	<b>17 845 763</b>
Provinces and municipalities	17 154 328	421 714	-	17 576 042	17 570 065	5 977	100.0%	16 586 230	16 579 568
Provinces	17 154 328	421 714	-	17 576 042	17 570 065	5 977	100.0%	16 586 230	16 579 568
Provincial Revenue Funds	17 154 328	421 714	-	17 576 042	17 570 065	5 977	100.0%	16 586 230	15 579 568
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	134 760	-	-	134 760	134 760	-	100.0%	1 167 484	1 167 459
Departmental agencies and accounts	134 760	-	-	134 760	134 760	-	100.0%	1 167 484	1 167 459
Foreign governments and international organisations	18 472	-	-	18 472	18 212	260	98.6%	19 128	19 196
Public corporations and private enterprises	-	-	-	-	-	-	-	134	-
Public corporations	-	-	-	-	-	-	-	134	-
Subsidies on products and production	-	-	-	-	-	-	-	134	-
Non-profit institutions	99 474	546	6 000	106 020	106 020	-	100.0%	76 178	76 178
Households	1 096 792	180	4 356	1 101 328	1 101 327	1	100.0%	3 259	3 362
Social benefits	1 000	139	4 356	5 495	5 495	-	100.0%	1 359	1 489
Other transfers to households	1 095 792	41	-	1 095 833	1 095 832	1	100.0%	1 900	1 873

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Appropriation per economic classification	2017/18						2016/17		
	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>Payments for capital assets</b>	<b>2 038 278</b>	<b>(421 721)</b>	<b>7</b>	<b>1 616 564</b>	<b>1 635 371</b>	<b>(18 807)</b>	<b>101.2%</b>	<b>1 995 662</b>	<b>1 063 493</b>
Buildings and other fixed structures	2 028 998	(421 250)	-	1 607 748	1 625 756	(18 008)	101.1%	1 987 023	1 056 751
Buildings	2 028 998	(421 250)	-	1 607 748	1 625 756	(18 008)	101.1%	1 669 069	779 899
Other fixed structures	-	-	-	-	-	-	-	317 954	276 852
Machinery and equipment	7 010	(471)	(830)	5 709	5 179	530	90.7%	8 629	6 742
Transport equipment	-	833	-	833	833	-	100.0%	1 010	1 010
Other machinery and equipment	7 010	(1 304)	(830)	4 876	4 346	530	89.1%	7 619	5 732
Intangible assets	2 270	-	837	3 107	4 436	(1 329)	142.8%	10	-
<b>Payments for financial assets</b>	<b>-</b>	<b>56 456</b>	<b>5 865</b>	<b>62 321</b>	<b>62 313</b>	<b>8</b>	<b>100.0%</b>	<b>5 335</b>	<b>5 401</b>
<b>Total</b>	<b>22 993 620</b>	<b>-</b>	<b>-</b>	<b>22 993 620</b>	<b>22 931 956</b>	<b>61 664</b>	<b>99.7%</b>	<b>22 413 461</b>	<b>21 476 064</b>



DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Statutory Appropriation per economic classification	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>2 451 516</b>	<b>(57 175)</b>	<b>(16 228)</b>	<b>2 378 113</b>	<b>2 303 888</b>	<b>74 225</b>	<b>96.9%</b>	<b>2 560 051</b>	<b>2 561 407</b>
Compensation of employees	477 094	(88)	(4 363)	472 643	472 510	133	100.0%	468 690	454 375
Goods and services	1 925 785	(53 948)	(11 865)	1 859 972	1 785 880	74 092	96.0%	2 045 040	2 060 711
Interest and rent on land	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
<b>Transfers and subsidies</b>	<b>18 503 826</b>	<b>422 440</b>	<b>10 356</b>	<b>18 936 622</b>	<b>18 930 384</b>	<b>6 238</b>	<b>100.0%</b>	<b>17 852 413</b>	<b>17 845 763</b>
Provinces and municipalities	17 154 328	421 714	-	17 576 042	17 570 065	5 977	100.0%	16 586 230	16 579 568
Departmental agencies and accounts	134 760	-	-	134 760	134 760	-	100.0%	1 167 484	1 167 459
Foreign governments and international organisations	18 472	-	-	18 472	18 212	260	98.6%	19 128	19 196
Public corporations and private enterprises	-	-	-	-	-	-	-	134	-
Non-profit institutions	99 474	546	6 000	106 020	106 020	-	100.0%	76 178	76 178
Households	1 096 792	180	4 356	1 101 328	1 101 327	1	100.0%	3 259	3 362
<b>Payments for capital assets</b>	<b>2 038 278</b>	<b>(421 721)</b>	<b>7</b>	<b>1 616 564</b>	<b>1 635 371</b>	<b>(18 807)</b>	<b>101.2%</b>	<b>1 995 662</b>	<b>1 063 493</b>
Buildings and other fixed structures	2 028 998	(421 250)	-	1 607 748	1 625 756	(18 008)	101.1%	1 987 023	1 056 751
Machinery and equipment	7 010	(471)	(830)	5 709	5 179	530	90.7%	8 629	8 742
Transport equipment	-	833	-	833	833	-	100.0%	1 010	1 010
Intangible assets	2 270	-	837	3 107	4 436	(1 329)	142.8%	10	-
<b>Payments for financial assets</b>	<b>-</b>	<b>56 456</b>	<b>5 865</b>	<b>62 321</b>	<b>62 313</b>	<b>8</b>	<b>100.0%</b>	<b>5 335</b>	<b>5 401</b>
<b>Total</b>	<b>22 993 620</b>	<b>-</b>	<b>-</b>	<b>22 993 620</b>	<b>22 931 956</b>	<b>61 664</b>	<b>99.7%</b>	<b>22 413 461</b>	<b>21 476 064</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 1: Administration	2017/18						2016/17		
	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>Sub programme</b>									
1. Ministry	28 056	928	1 520	30 504	32 678	(2 174)	107.1%	31 490	31 439
2. Departmental Management	80 696	(386)	1 268	81 578	81 708	(130)	100.2%	80 277	79 872
3. Corporate Services	63 701	(2 070)	3 296	64 927	64 864	63	99.9%	63 913	63 853
4. Office of the Chief Financial Officer	63 187	(1 509)	1 733	63 411	63 399	12	100.0%	62 811	62 723
5. Internal Audit	7 275	(447)	(65)	6 763	6 692	71	99.0%	5 847	5 775
6. Office Accommodation	183 668	3 484	737	187 889	185 731	2 158	98.9%	174 662	174 639
<b>Total for sub programmes</b>	<b>426 583</b>	<b>-</b>	<b>8 489</b>	<b>435 072</b>	<b>435 072</b>	<b>-</b>	<b>100.0%</b>	<b>419 000</b>	<b>418 301</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 1: Administration	2017/18						2016/17		
	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>Economic classification</b>									
<b>Current payments</b>	<b>414 858</b>	<b>(163)</b>	<b>6 730</b>	<b>421 425</b>	<b>422 076</b>	<b>(651)</b>	<b>100.2%</b>	<b>404 544</b>	<b>404 293</b>
Compensation of employees	159 508	-	5 849	165 357	165 092	265	99.8%	151 906	151 227
Salaries and wages	141 989	(299)	5 517	147 207	147 173	34	100.0%	135 527	134 929
Social contributions	17 519	299	332	18 150	17 919	231	98.7%	16 379	16 298
Goods and services	206 713	2 976	881	210 570	211 486	(916)	100.4%	206 317	206 745
Administrative fees	621	639	-	1 260	1 431	(171)	113.6%	2 185	2 095
Advertising	2 326	(2 158)	-	168	166	2	98.8%	2 461	2 460
Minor assets	739	(126)	-	613	191	422	31.2%	151	109
Audit costs: External	15 453	(1 927)	-	13 526	14 559	(1 033)	107.6%	15 981	15 995
Bursaries: Employees	450	(66)	-	384	393	(9)	102.3%	324	364
Catering: Departmental activities	4 670	1 382	-	6 052	6 083	(31)	100.5%	9 242	9 258
Communication	2 496	517	(25)	2 988	2 889	99	96.7%	3 059	3 033
Computer services	19 400	942	-	20 342	20 526	(184)	100.9%	21 599	21 577
Consultants: Business and advisory services	470	1 107	-	1 577	1 547	30	98.1%	719	1 026
Legal services	2 127	80	1 763	3 970	3 969	1	100.0%	2 475	2 475
Contractors	273	(12)	-	261	246	15	94.3%	639	631
Agency and support / outsourced services	318	(149)	(15)	154	149	5	96.8%	1 769	1 670
Fleet services (including government motor vehicles)	959	1 397	-	2 356	2 438	(82)	103.5%	2 200	2 204
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	34	-
Inventory: Farming supplies	45	(45)	-	-	-	-	-	-	34
Inventory: Materials and supplies	40	(40)	-	-	-	-	-	-	-
Inventory: Other supplies	259	(259)	-	-	-	-	-	15	14
Consumable supplies	582	1 019	(30)	1 571	1 584	(13)	100.8%	291	699
Consumable: Stationery, printing and office supplies	3 002	842	(131)	3 713	3 571	142	96.2%	2 489	2 516

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 1: Administration	2017/18						2016/17		
	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
Operating leases	1 818	(705)	-	1 113	445	668	40.0%	753	613
Property payments	125 172	5 397	461	131 030	129 775	1 255	99.0%	119 014	119 011
Travel and subsistence	18 415	(3 689)	(957)	13 769	15 883	(2 114)	115.4%	15 104	15 137
Training and development	1 597	289	-	1 886	1 860	26	98.6%	967	912
Operating payments	925	140	(88)	977	988	(11)	101.1%	1 268	1 337
Venues and facilities	2 293	(953)	(97)	1 243	1 196	47	96.2%	1 860	1 860
Rental and hiring	2 263	(646)	-	1 617	1 597	20	98.8%	1 718	1 715
Interest and rent on land	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
Interest	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
<b>Transfers and subsidies</b>	<b>522</b>	<b>-</b>	<b>1 658</b>	<b>2 180</b>	<b>2 180</b>	<b>-</b>	<b>100.0%</b>	<b>2 418</b>	<b>2 364</b>
Provinces and municipalities									
Departmental agencies and accounts	405	-	-	405	405	-	100.0%	195	170
Departmental agencies	405	-	-	405	405	-	100.0%	195	170
Households	117	-	1 658	1 775	1 775	-	100.0%	2 223	2 194
Social benefits	117	-	1 658	1 775	1 775	-	100.0%	323	321
Other transfers to households	-	-	-	-	-	-	-	1 900	1 873
<b>Payments for capital assets</b>	<b>11 203</b>	<b>(26)</b>	<b>101</b>	<b>11 278</b>	<b>10 629</b>	<b>649</b>	<b>94.2%</b>	<b>12 038</b>	<b>11 583</b>
Buildings and other fixed structures	7 577	464	-	8 041	8 040	1	100.0%	7 216	7 216
Buildings	7 577	464	-	8 041	8 040	1	100.0%	7 216	7 216
Machinery and equipment	3 366	(464)	335	3 237	2 589	648	80.0%	4 822	4 367
Transport equipment	-	833	-	833	833	-	100.0%	1 010	1 010
Other machinery and equipment	3 366	(1 297)	335	2 404	1 756	648	73.0%	3 812	3 357
Intangible assets	260	(26)	(234)	-	-	-	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>189</b>	<b>-</b>	<b>189</b>	<b>187</b>	<b>2</b>	<b>98.9%</b>	<b>-</b>	<b>61</b>
<b>Total</b>	<b>426 583</b>	<b>-</b>	<b>8 489</b>	<b>435 072</b>	<b>435 072</b>	<b>-</b>	<b>100.0%</b>	<b>419 000</b>	<b>418 301</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.1 Ministry	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>27 760</b>	<b>70</b>	<b>1 520</b>	<b>29 350</b>	<b>31 545</b>	<b>(2 195)</b>	<b>107.5%</b>	<b>30 186</b>	<b>30 131</b>
Compensation of employees	18 603	-	1 520	20 123	20 087	36	99.8%	19 295	19 260
Goods and services	9 157	70	-	9 227	11 458	(2 231)	124.2%	10 891	10 871
<b>Transfers and subsidies</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>100.0%</b>	<b>52</b>	<b>51</b>
Households	1	-	-	1	1	-	100.0%	52	51
<b>Payments for capital assets</b>	<b>295</b>	<b>742</b>	<b>-</b>	<b>1 037</b>	<b>1 016</b>	<b>21</b>	<b>98.0%</b>	<b>1 252</b>	<b>1 244</b>
Machinery and equipment	295	742	-	1 037	1 016	21	98.0%	1 252	1 244
<b>Payments for financial assets</b>	<b>-</b>	<b>116</b>	<b>-</b>	<b>116</b>	<b>116</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>13</b>
<b>Total</b>	<b>28 056</b>	<b>928</b>	<b>1 520</b>	<b>30 504</b>	<b>32 678</b>	<b>(2 174)</b>	<b>107.1%</b>	<b>31 490</b>	<b>31 439</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.2 Departmental Management	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>80 043</b>	<b>(304)</b>	<b>1 211</b>	<b>80 950</b>	<b>81 119</b>	<b>(169)</b>	<b>100.2%</b>	<b>79 413</b>	<b>78 960</b>
Compensation of employees	58 565	1 555	2 554	62 674	62 536	138	99.8%	54 951	54 584
Goods and services	21 478	(1 859)	(1 343)	18 276	18 583	(307)	101.7%	24 462	24 376
<b>Transfers and subsidies</b>	<b>24</b>	<b>-</b>	<b>57</b>	<b>81</b>	<b>80</b>	<b>1</b>	<b>98.8%</b>	<b>201</b>	<b>200</b>
Households	24	-	57	81	80	1	98.8%	201	200
<b>Payments for capital assets</b>	<b>629</b>	<b>(138)</b>	<b>-</b>	<b>491</b>	<b>453</b>	<b>38</b>	<b>92.3%</b>	<b>663</b>	<b>664</b>
Machinery and equipment	629	(138)	-	491	453	38	92.3%	663	664
<b>Payments for financial assets</b>	<b>-</b>	<b>56</b>	<b>-</b>	<b>56</b>	<b>56</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>48</b>
<b>Total</b>	<b>80 696</b>	<b>(386)</b>	<b>1 268</b>	<b>81 578</b>	<b>81 708</b>	<b>(130)</b>	<b>100.2%</b>	<b>80 277</b>	<b>79 872</b>



DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.3 Corporate Services	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>62 559</b>	<b>(1 483)</b>	<b>1 763</b>	<b>62 839</b>	<b>62 803</b>	<b>36</b>	<b>99.9%</b>	<b>60 811</b>	<b>60 784</b>
Compensation of employees	34 695	(1 515)	-	33 180	33 125	55	99.8%	32 521	32 346
Goods and services	27 864	32	1 763	29 659	29 678	(19)	100.1%	28 290	28 438
<b>Transfers and subsidies</b>	<b>405</b>	<b>-</b>	<b>1 533</b>	<b>1 938</b>	<b>1 938</b>	<b>-</b>	<b>100.0%</b>	<b>2 102</b>	<b>2 050</b>
Departmental agencies and accounts	405	-	-	405	405	-	100%	195	170
Households	-	-	1 533	1 533	1 533	-	100.0%	1 907	1 880
<b>Payments for capital assets</b>	<b>737</b>	<b>(589)</b>	<b>-</b>	<b>148</b>	<b>122</b>	<b>26</b>	<b>82.4%</b>	<b>1 000</b>	<b>1 019</b>
Machinery and equipment	737	(589)	-	148	122	26	82.4%	1 000	1 019
<b>Payments for financial assets</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>63 701</b>	<b>(2 070)</b>	<b>3 296</b>	<b>64 927</b>	<b>64 864</b>	<b>63</b>	<b>99.9%</b>	<b>63 913</b>	<b>63 853</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.4 Office of the Chief Financial Officer	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>62 293</b>	<b>(1 262)</b>	<b>1 775</b>	<b>62 806</b>	<b>62 797</b>	<b>9</b>	<b>100.0%</b>	<b>62 405</b>	<b>62 312</b>
Compensation of employees	41 930	-	1 775	43 705	43 684	21	100.0%	40 154	40 097
Goods and services	20 363	(1 262)	-	19 101	19 113	(12)	100.1%	22 251	22 215
<b>Transfers and subsidies</b>	<b>92</b>	<b>-</b>	<b>68</b>	<b>160</b>	<b>161</b>	<b>(1)</b>	<b>100.6%</b>	<b>30</b>	<b>30</b>
Households	92	-	68	160	161	(1)	100.6%	30	30
<b>Payments for capital assets</b>	<b>802</b>	<b>(262)</b>	<b>(110)</b>	<b>430</b>	<b>427</b>	<b>3</b>	<b>99.3%</b>	<b>376</b>	<b>381</b>
Machinery and equipment	687	(257)	-	430	427	3	99.3%	376	381
Intangible assets	115	(5)	(110)	-	-	-	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>15</b>	<b>14</b>	<b>1</b>	<b>93.3%</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>63 187</b>	<b>(1 509)</b>	<b>1 733</b>	<b>63 411</b>	<b>63 399</b>	<b>12</b>	<b>100.0%</b>	<b>62 811</b>	<b>62 723</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.5 Internal Audit	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>7 155</b>	<b>(434)</b>	-	<b>6 721</b>	<b>6 650</b>	<b>71</b>	<b>98.9%</b>	<b>5 782</b>	<b>5 710</b>
Compensation of employees	5 715	(40)	-	5 675	5 660	15	99.7%	4 985	4 940
Goods and services	1 440	(394)	-	1 046	990	56	94.6%	797	770
<b>Transfers and subsidies</b>	-	-	-	-	-	-	-	<b>33</b>	<b>33</b>
Households	-	-	-	-	-	-	-	33	33
<b>Payments for capital assets</b>	<b>120</b>	<b>(13)</b>	<b>(65)</b>	<b>42</b>	<b>42</b>	-	<b>100.0%</b>	<b>32</b>	<b>32</b>
Machinery and equipment	81	(13)	(26)	42	42	-	100.0%	32	32
Intangible assets	39	-	(39)	-	-	-	-	-	-
<b>Total</b>	<b>7 275</b>	<b>(447)</b>	<b>(65)</b>	<b>6 763</b>	<b>6 692</b>	<b>71</b>	<b>99.0%</b>	<b>5 847</b>	<b>5 775</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

1.6 Office Accommodation	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>175 048</b>	<b>3 250</b>	<b>461</b>	<b>178 759</b>	<b>177 162</b>	<b>1 597</b>	<b>99.1%</b>	<b>165 947</b>	<b>166 396</b>
Goods and services	126 411	6 389	461	133 261	131 664	1 597	98.8%	119 626	120 075
Interest and rent on land	48 637	(3 139)	-	45 498	45 498	-	100.0%	46 321	46 321
<b>Payments for capital assets</b>	<b>8 620</b>	<b>234</b>	<b>276</b>	<b>9 130</b>	<b>8 569</b>	<b>561</b>	<b>93.9%</b>	<b>8 715</b>	<b>8 243</b>
Buildings and other fixed structures	7 577	464	-	8 041	8 040	1	100.0%	7 216	7 216
Machinery and equipment	937	(209)	361	1 089	529	560	48.6%	1 499	1 027
Intangible assets	106	(21)	(85)	-	-	-	-	-	-
<b>Total</b>	<b>183 668</b>	<b>3 484</b>	<b>737</b>	<b>187 889</b>	<b>185 731</b>	<b>2 158</b>	<b>98.9%</b>	<b>174 662</b>	<b>174 639</b>

Programme 2: Curriculum Policy, Support and Monitoring									
		2017/18					2016/17		
	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>Sub programme</b>									
1. Programme Management: Curriculum Policy, Support and monitoring	3 811	(967)	3	2 847	2 502	345	87.9%	3 487	3 447
2. Curriculum Implementation and Monitoring	221 152	(462)	(4 402)	216 288	205 512	10 776	95.0%	92 703	81 276
3. Kha Ri Gude Literacy Project	87 268	2 550	(8 815)	81 003	63 885	17 118	78.9%	384 341	358 995
4. Curriculum and Quality Enhancement Programmes	1 470 785	(1 121)	(3 464)	1 466 200	1 459 198	7 002	99.5%	1 397 423	1 382 973
<b>Total for sub programmes</b>	<b>1 783 016</b>	<b>-</b>	<b>(16 678)</b>	<b>1 766 338</b>	<b>1 731 097</b>	<b>35 241</b>	<b>98.0%</b>	<b>1 877 954</b>	<b>1 826 691</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 2: Curriculum Policy, Support and Monitoring	2017/18					2016/17			
	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>Economic classification</b>									
<b>Current payments</b>	<b>1 342 246</b>	<b>(63)</b>	<b>(16 978)</b>	<b>1 325 205</b>	<b>1 298 011</b>	<b>27 194</b>	<b>97.9%</b>	<b>1 513 850</b>	<b>1 463 445</b>
Compensation of employees	87 183	-	2 751	89 934	89 090	844	99.1%	85 733	72 019
Salaries and wages	78 912	814	2 526	82 252	81 645	607	99.3%	78 590	64 911
Social contributions	8 271	(814)	225	7 682	7 445	237	96.9%	7 143	7 108
Goods and services	1 255 063	(63)	(19 729)	1 235 271	1 208 921	26 350	97.9%	1 428 117	1 391 426
Administrative fees	7 284	9 144	(435)	15 993	9 347	6 646	58.4%	17 192	17 147
Advertising	9 974	3 138	-	13 112	13 111	1	100.0%	10 995	10 570
Minor assets	55	10	-	65	41	24	63.1%	657	631
Audit costs: External	2 300	(1 369)	(145)	786	776	10	98.7%	1 486	1 058
Catering: Departmental activities	4 876	1 242	(2 057)	4 061	3 814	247	93.9%	2 659	2 229
Communication	10 716	(10 074)	(12)	630	448	182	71.1%	642	609
Computer services	6 421	(3 601)	-	2 820	1 254	1 566	44.5%	6 900	2 177
Consultants: Business and advisory services	3 362	907	(450)	3 819	3 360	459	88.0%	2 569	2 554
Contractors	2 511	(1 964)	-	547	511	36	93.4%	624	9
Agency and support / outsourced services	15 589	2 500	(4 500)	13 589	11 216	2 373	82.5%	5 664	8 509
Inventory: Learner and teacher support material	1 035 450	(12 083)	(4 893)	1 018 474	1 018 474	-	100.0%	983 096	981 531
Inventory: Other supplies	20 026	(5 959)	4 893	18 960	18 960	-	100.0%	1 917	2 622
Consumable supplies	123	1 146	(5)	1 264	1 097	167	86.8%	197	157
Consumable: Stationery, printing and office supplies	27 365	(23 379)	(502)	3 484	3 155	329	90.6%	54 479	52 460
Operating leases	171	52	-	223	92	131	41.3%	153	65
Travel and subsistence	29 670	6 577	(3 066)	33 181	30 056	3 125	90.6%	13 242	10 586
Training and development	1 500	(500)	-	1 000	375	625	37.5%	10	9
Operating payments	65 026	35 955	(8 557)	92 424	83 046	9 378	89.9%	320 190	296 815
Venues and facilities	12 444	(2 468)	-	9 976	8 915	1 061	89.4%	1 146	1 152
Rental and hiring	200	663	-	863	873	(10)	101.2%	555	536



DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 2: Curriculum Policy, Support and Monitoring	2017/18					2016/17			
	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>Transfers and subsidies</b>	<b>437 771</b>	-	<b>69</b>	<b>437 840</b>	<b>431 812</b>	<b>6 028</b>	<b>98.6%</b>	<b>362 811</b>	<b>362 818</b>
Provinces and municipalities	437 145	-	-	437 145	431 168	5 977	98.6%	362 444	362 444
Provinces	437 145	-	-	437 145	431 168	5 977	98.6%	362 444	362 444
Provincial Revenue Funds	437 145	-	-	437 145	431 168	5 977	98.6%	362 444	362 444
Foreign governments and international organisations	170	-	-	170	120	50	70.6%	124	131
Public corporations and private enterprises	-	-	-	-	-	-	-	134	-
Public corporations	-	-	-	-	-	-	-	134	-
Subsidies on products and production	-	-	-	-	-	-	-	134	-
Households	456	-	69	525	524	1	99.8%	109	243
Social benefits	456	-	69	525	524	1	99.8%	109	243
Other transfers to households									
<b>Payments for capital assets</b>	<b>2 999</b>	<b>(7)</b>	<b>231</b>	<b>3 223</b>	<b>1 206</b>	<b>2 017</b>	<b>37.4%</b>	<b>1 287</b>	<b>423</b>
Machinery and equipment	989	-	(150)	839	731	108	87.1%	1 277	423
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	989	-	(150)	839	731	108	87.1%	1 277	423
Intangible assets	2 010	(7)	381	2 384	475	1 909	19.9%	10	-
<b>Payments for financial assets</b>	<b>-</b>	<b>70</b>	<b>-</b>	<b>70</b>	<b>68</b>	<b>2</b>	<b>97.1%</b>	<b>6</b>	<b>5</b>
<b>Total</b>	<b>1 783 016</b>	<b>-</b>	<b>(16 678)</b>	<b>1 766 338</b>	<b>1 731 097</b>	<b>35 241</b>	<b>98.0%</b>	<b>1 877 954</b>	<b>1 826 691</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

2.1 PROGRAMME MANAGEMENT: CURRICULUM POLICY, SUPPORT AND MONITORING	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>3 791</b>	<b>(1 003)</b>	-	<b>2 788</b>	<b>2 437</b>	<b>351</b>	<b>87.4%</b>	<b>3 459</b>	<b>3 419</b>
Compensation of employees	2 759	(940)	-	1 819	1 800	19	99.0%	2 734	2 706
Goods and services	1 032	(63)	-	969	637	332	65.7%	725	713
<b>Transfers and subsidies</b>	-	-	<b>3</b>	<b>3</b>	<b>3</b>	-	<b>100.0%</b>	-	-
Households	-	-	3	3	3	-	100.0%	-	-
<b>Payments for capital assets</b>	<b>20</b>	<b>36</b>	-	<b>56</b>	<b>62</b>	<b>(6)</b>	<b>110.7%</b>	<b>28</b>	<b>28</b>
Machinery and equipment	20	36	-	56	62	(6)	110.7%	28	28
<b>Total</b>	<b>3 811</b>	<b>(967)</b>	<b>3</b>	<b>2 847</b>	<b>2 502</b>	<b>345</b>	<b>87.9%</b>	<b>3 487</b>	<b>3 447</b>

2.2 CURRICULUM IMPLEMENTATION AND MONITORING	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>146 528</b>	<b>(478)</b>	<b>(4 459)</b>	<b>141 591</b>	<b>138 285</b>	<b>3 306</b>	<b>97.7%</b>	<b>91 604</b>	<b>80 665</b>
Compensation of employees	40 181	740	2 751	43 672	43 609	63	99.9%	37 348	37 290
Goods and services	106 347	(1 218)	(7 210)	97 919	94 676	3 243	96.7%	54 256	43 375
<b>Transfers and subsidies</b>	<b>72 384</b>	-	<b>57</b>	<b>72 441</b>	<b>66 413</b>	<b>6 028</b>	<b>91.7%</b>	<b>258</b>	<b>265</b>
Provinces and municipalities	72 000	-	-	72 000	66 023	5 977	91.7%	-	-
Foreign governments and international organisations	170	-	-	170	120	50	70.6%	124	131
Public corporations and private enterprises	-	-	-	-	-	-	-	134	-
Households	214	-	57	271	270	1	99.6%	-	134
<b>Payments for capital assets</b>	<b>2 240</b>	<b>(48)</b>	-	<b>2 192</b>	<b>751</b>	<b>1 441</b>	<b>34.3%</b>	<b>840</b>	<b>345</b>
Machinery and equipment	240	(41)	-	199	276	(77)	138.7%	840	345
Intangible assets	2 000	(7)	-	1 993	475	1 518	23.8%	-	-
<b>Payments for financial assets</b>	-	64	-	64	63	1	98.4%	1	1
<b>Total</b>	<b>221 152</b>	<b>(462)</b>	<b>(4 402)</b>	<b>216 288</b>	<b>205 512</b>	<b>10 776</b>	<b>95.0%</b>	<b>92 703</b>	<b>81 276</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

2.3 KHA RI GUDE LITERACY PROJECT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>87 173</b>	<b>2 550</b>	<b>(8 824)</b>	<b>80 899</b>	<b>63 781</b>	<b>17 118</b>	<b>78.8%</b>	<b>384 198</b>	<b>358 854</b>
Compensation of employees	5 996	1 260	-	7 256	7 254	2	100.0%	10 588	10 579
Goods and services	81 177	1 290	(8 824)	73 643	56 527	17 116	76.8%	373 610	348 275
<b>Transfers and subsidies</b>	<b>95</b>	<b>-</b>	<b>9</b>	<b>104</b>	<b>104</b>	<b>-</b>	<b>100.0%</b>	<b>109</b>	<b>109</b>
Households	95	-	9	104	104	-	100.0%	109	109
<b>Payments for capital assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29</b>	<b>28</b>
Machinery and equipment	-	-	-	-	-	-	-	29	28
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>4</b>
<b>Total</b>	<b>87 268</b>	<b>2 550</b>	<b>(8 815)</b>	<b>81 003</b>	<b>63 885</b>	<b>17 118</b>	<b>78.9%</b>	<b>384 341</b>	<b>358 995</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

2.4 CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>1 104 754</b>	<b>(1 132)</b>	<b>(3 695)</b>	<b>1 099 927</b>	<b>1 093 508</b>	<b>6 419</b>	<b>99.4%</b>	<b>1 034 589</b>	<b>1 020 507</b>
Compensation of employees	38 247	(1 060)	-	37 187	36 427	760	98.0%	35 063	21 444
Goods and services	1 066 507	(72)	(3 695)	1 062 740	1 057 081	5 659	99.5%	999 526	999 063
<b>Transfers and subsidies</b>	<b>365 292</b>	<b>-</b>	<b>-</b>	<b>365 292</b>	<b>365 292</b>	<b>-</b>	<b>100.0%</b>	<b>362 444</b>	<b>362 444</b>
Provinces and municipalities	365 145	-	-	365 145	365 145	-	100.0%	362 444	362 444
Households	147	-	-	147	147	-	100.0%	-	-
<b>Payments for capital assets</b>	<b>739</b>	<b>5</b>	<b>231</b>	<b>975</b>	<b>393</b>	<b>582</b>	<b>40.3%</b>	<b>390</b>	<b>22</b>
Machinery and equipment	729	5	(150)	584	393	191	67.3%	380	22
Intangible assets	10	-	381	391	-	391	-	10	-
<b>Payments for financial assets</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>83.3%</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>1 470 785</b>	<b>(1 121)</b>	<b>(3 464)</b>	<b>1 466 200</b>	<b>1 459 198</b>	<b>7 002</b>	<b>99.5%</b>	<b>1 397 423</b>	<b>1 382 973</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

<b>Programme 3: TEACHERS, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT</b>									
<b>2017/18</b>									
	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>Sub programme</b>									
1. Programme Management: Teachers, Education Human Resources and Institutional development	3 087	9	(1 465)	1 631	1 569	62	96.2%	2 463	2 428
2. Education Human resources Management	60 061	1 726	1 157	62 944	61 116	1 828	97.1%	76 069	75 790
3. Education Human resources Development	1 173 736	(579)	(1 111)	1 172 046	1 170 153	1 893	99.8%	1 090 924	1 089 931
4. Curriculum and Professional Development Unit	15 220	(1 156)	3	14 067	10 985	3 082	78.1%	9 584	9 248
<b>Total for sub programmes</b>	<b>1 252 104</b>	<b>-</b>	<b>(1 416)</b>	<b>1 250 688</b>	<b>1 243 823</b>	<b>6 865</b>	<b>99.5%</b>	<b>1 179 040</b>	<b>1 177 397</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

	2017/18						2016/17		
	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>Economic classification</b>									
<b>Current payments</b>	<b>131 023</b>	<b>(59)</b>	<b>(2 906)</b>	<b>128 058</b>	<b>121 197</b>	<b>6 861</b>	<b>94.6%</b>	<b>113 913</b>	<b>112 298</b>
Compensation of employees	68 362	-	(2 847)	65 515	65 189	326	99.5%	71 907	71 411
Salaries and wages	61 690	185	(2 615)	59 260	59 876	(616)	101.0%	65 107	64 739
Social contributions	6 672	(185)	(232)	6 255	5 313	942	84.9%	6 800	6 672
Goods and services	62 661	(59)	(59)	62 543	56 008	6 535	89.6%	42 006	40 887
Administrative fees	305	1 273	-	1 578	1 510	68	95.7%	293	267
Advertising	251	190	-	441	415	26	94.1%	3 897	3 894
Minor assets	95	3	-	98	26	72	26.5%	26	18
Bursaries: Employees	-	1	-	1	1	-	100.0%	-	-
Catering: Departmental activities	1 496	16	-	1 512	1 690	(178)	111.8%	970	957
Communication	291	2	-	293	245	48	83.6%	4 475	4 465
Computer services	1 562	1 770	-	3 332	3 300	32	99.0%	348	341
Consultants: Business and advisory services	-	230	-	230	230	-	100.0%	-	-
Contractors	1 896	(1 144)	-	752	751	1	99.9%	491	491
Agency and support / outsourced services	1 367	28 007	-	29 374	28 411	963	96.7%	3 924	3 911
Inventory: Other supplies	-	-	-	-	-	-	-	177	176
Consumable supplies	36	24	-	60	49	11	81.7%	112	103
Consumable: Stationery, printing and office supplies	1 188	(4)	-	1 184	937	247	79.1%	587	575
Operating leases	91	-	-	91	67	24	73.6%	98	109
Travel and subsistence	27 398	(7 607)	(59)	19 732	14 774	4 958	74.9%	19 957	19 756
Training and development	25 487	(25 387)	-	100	-	100	-	-	-
Operating payments	474	1 254	-	1 728	1 758	(30)	101.7%	2 214	2 142
Venues and facilities	722	1 313	-	2 035	1 697	338	83.4%	4 220	3 466
Rental and hiring	2	-	-	2	147	(145)	7350.0%	217	216



DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

<b>Programme 3: TEACHERS, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT</b>									
<b>2017/18</b>									
	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>Transfers and subsidies</b>	<b>1 120 268</b>	-	<b>1 864</b>	<b>1 122 132</b>	<b>1 122 129</b>	<b>3</b>	<b>100.0%</b>	<b>1 064 710</b>	<b>1 064 685</b>
Departmental agencies and accounts	9 743	-	-	9 743	9 743	-	100.0%	1 048 611	1 048 611
Departmental agencies	9 743	-	-	9 743	9 743	-	100.0%	1 048 611	1 048 611
Foreign governments and international organisations	14 731	-	27	14 758	14 757	1	100.0%	15 739	15 717
Households	1 095 794	-	1 837	1 097 631	1 097 629	2	100.0%	360	357
Social benefits	2	-	1 837	1 839	1 837	2	99.9%	360	357
Other transfers to households	1 095 792	-	-	1 095 792	1 095 792	-	100.0%	-	-
<b>Payments for capital assets</b>	<b>813</b>	-	<b>(374)</b>	<b>439</b>	<b>438</b>	<b>1</b>	<b>99.8%</b>	<b>225</b>	<b>223</b>
Machinery and equipment	813	-	(374)	439	438	1	99.8%	225	223
Other machinery and equipment	813	-	(374)	439	438	1	99.8%	225	223
<b>Payments for financial assets</b>	<b>-</b>	<b>59</b>	<b>-</b>	<b>59</b>	<b>59</b>	<b>-</b>	<b>100.0%</b>	<b>192</b>	<b>191</b>
<b>Total</b>	<b>1 252 104</b>	<b>-</b>	<b>(1 416)</b>	<b>1 250 688</b>	<b>1 243 823</b>	<b>6 865</b>	<b>99.5%</b>	<b>1 179 040</b>	<b>1 177 397</b>

3.1 PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>3 072</b>	<b>(59)</b>	<b>(1 450)</b>	<b>1 563</b>	<b>1 501</b>	<b>62</b>	<b>96.0%</b>	<b>2 463</b>	<b>2 428</b>
Compensation of employees	2 721	-	(1 450)	1 271	1 255	16	98.7%	2 132	2 113
Goods and services	351	(59)	-	292	246	46	84.2%	331	315
<b>Payments for capital assets</b>	<b>15</b>	<b>68</b>	<b>(15)</b>	<b>68</b>	<b>68</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>-</b>
Machinery and equipment	15	68	(15)	68	68	-	100.0%	-	-
<b>Total</b>	<b>3 087</b>	<b>9</b>	<b>(1 465)</b>	<b>1 631</b>	<b>1 569</b>	<b>62</b>	<b>96.2%</b>	<b>2 463</b>	<b>2 428</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

3.2 PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>44 926</b>	<b>1 678</b>	<b>(59)</b>	<b>46 545</b>	<b>44 703</b>	<b>1 842</b>	<b>96.0%</b>	<b>59 921</b>	<b>59 666</b>
Compensation of employees	37 479	1 420	-	38 899	38 821	78	99.8%	47 379	47 203
Goods and services	7 447	258	(59)	7 646	5 882	1 764	76.9%	12 542	12 463
<b>Transfers and subsidies</b>	<b>14 731</b>	<b>-</b>	<b>1 502</b>	<b>16 233</b>	<b>16 232</b>	<b>1</b>	<b>100.0%</b>	<b>15 851</b>	<b>15 828</b>
Foreign governments and international organisations	14 731	-	27	14 758	14 757	1	100.0%	15 739	15 717
Households	-	-	1 475	1 475	1 475	-	100.0%	112	111
<b>Payments for capital assets</b>	<b>404</b>	<b>13</b>	<b>(286)</b>	<b>131</b>	<b>146</b>	<b>(15)</b>	<b>111.5%</b>	<b>115</b>	<b>114</b>
Machinery and equipment	404	13	(286)	131	146	(15)	111.5%	115	114
<b>Payments for financial assets</b>	<b>-</b>	<b>35</b>	<b>-</b>	<b>35</b>	<b>35</b>	<b>-</b>	<b>100.0%</b>	<b>182</b>	<b>182</b>
<b>Total</b>	<b>60 061</b>	<b>1 726</b>	<b>1 157</b>	<b>62 944</b>	<b>61 116</b>	<b>1 828</b>	<b>97.1%</b>	<b>76 069</b>	<b>75 790</b>

3.3 EDUCATION HUMAN RESOURCES DEVELOPMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>67 929</b>	<b>(531)</b>	<b>(1 397)</b>	<b>66 001</b>	<b>64 124</b>	<b>1 877</b>	<b>97.2%</b>	<b>42 015</b>	<b>41 025</b>
Compensation of employees	20 774	(230)	(1 397)	19 147	19 043	104	99.5%	17 935	17 826
Goods and services	47 155	(301)	-	46 854	45 081	1 773	96.2%	24 080	23 199
<b>Transfers and subsidies</b>	<b>1 105 535</b>	<b>-</b>	<b>359</b>	<b>1 105 894</b>	<b>1 105 893</b>	<b>1</b>	<b>100.0%</b>	<b>1 048 822</b>	<b>1 048 821</b>
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	9 743	-	-	9 743	9 743	-	100.0%	1 048 611	1 048 611
Households	1 095 792	-	359	1 096 151	1 096 150	1	100.0%	211	210
<b>Payments for capital assets</b>	<b>272</b>	<b>(72)</b>	<b>(73)</b>	<b>127</b>	<b>112</b>	<b>15</b>	<b>88.2%</b>	<b>83</b>	<b>82</b>
Machinery and equipment	272	(72)	(73)	127	112	15	88.2%	83	82
<b>Payments for financial assets</b>	<b>-</b>	<b>24</b>	<b>-</b>	<b>24</b>	<b>24</b>	<b>-</b>	<b>100.0%</b>	<b>4</b>	<b>3</b>
<b>Total</b>	<b>1 173 736</b>	<b>(579)</b>	<b>(1 111)</b>	<b>1 172 046</b>	<b>1 170 153</b>	<b>1 893</b>	<b>99.8%</b>	<b>1 090 924</b>	<b>1 089 931</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

3.4 CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>15 096</b>	<b>(1 147)</b>	-	<b>13 949</b>	<b>10 869</b>	<b>3 080</b>	<b>77.9%</b>	<b>9 514</b>	<b>9 179</b>
Compensation of employees	7 388	(1 190)	-	6 198	6 070	128	97.9%	4 461	4 269
Goods and services	7 708	43	-	7 751	4 799	2 952	61.9%	5 053	4 910
<b>Transfers and subsidies</b>	<b>2</b>	-	<b>3</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>80.0%</b>	<b>37</b>	<b>36</b>
Households	2	-	3	5	4	1	80.0%	37	36
<b>Payments for capital assets</b>	<b>122</b>	<b>(9)</b>	-	<b>113</b>	<b>112</b>	<b>1</b>	<b>99.1%</b>	<b>27</b>	<b>27</b>
Machinery and equipment	122	(9)	-	113	112	1	99.1%	27	27
<b>Payments for financial assets</b>	<b>-</b>	-	-	-	-	-	-	<b>6</b>	<b>6</b>
<b>Total</b>	<b>15 220</b>	<b>(1 156)</b>	<b>3</b>	<b>14 067</b>	<b>10 985</b>	<b>3 082</b>	<b>78.1%</b>	<b>9 584</b>	<b>9 248</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 4: PLANNING, INFORMATION AND ASSESSMENT	2017/18						2016/17		
	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>Sub programme</b>									
1. Programme Management: Planning, Information and Assessment	3 170	350	(14)	3 506	3 490	16	99.5%	3 598	2 963
2. Financial planning, Information and Management Systems	39 156	60 211	(1 447)	97 920	96 173	1 747	98.2%	47 685	47 068
3. School Infrastructure	12 232 019	65	-	12 232 084	12 262 272	(30 188)	100.2%	12 122 807	11 257 963
4. National Assessments and Public Examinations	383 523	(59 598)	86	324 011	282 403	41 608	87.2%	299 254	289 205
5. National Education evaluation and Development Unit	20 863	(491)	392	20 764	20 669	95	99.5%	22 330	26 185
6. Planning and delivery Oversight Unit	123 209	(537)	-	122 672	120 804	1 868	98.5%	99 032	96 569
<b>Total for sub programmes</b>	<b>12 801 940</b>	<b>-</b>	<b>(983)</b>	<b>12 800 957</b>	<b>12 785 811</b>	<b>15 146</b>	<b>99.9%</b>	<b>12 594 706</b>	<b>11 719 953</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 4: PLANNING, INFORMATION AND ASSESSMENT	2017/18						2016/17		
	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>Economic classification</b>									
<b>Current payments</b>	<b>505 432</b>	<b>(56 586)</b>	<b>(1 924)</b>	<b>446 922</b>	<b>410 695</b>	<b>36 227</b>	<b>91.9%</b>	<b>475 854</b>	<b>531 872</b>
Compensation of employees	124 272	(88)	(8 966)	115 218	116 796	(1 578)	101.4%	123 030	126 111
Salaries and wages	113 751	874	(8 892)	105 733	107 432	(1 699)	101.6%	112 958	116 906
Social contributions	10 521	(962)	(74)	9 485	9 364	121	98.7%	10 072	9 205
Goods and services	381 160	(56 498)	7 042	331 704	293 899	37 805	88.6%	352 824	405 761
Administrative fees	1 690	978	-	2 668	2 616	52	98.1%	4 956	4 770
Advertising	5 464	(1 266)	-	4 198	239	3 959	5.7%	1 248	969
Minor assets	77	(9)	-	68	59	9	86.8%	43	35
Audit costs: External	7 500	970	-	8 470	6 500	1 970	76.7%	3 461	3 460
Catering: Departmental activities	11 903	(5 153)	-	6 750	6 557	193	97.1%	12 973	12 809
Communication	1 130	23	-	1 153	903	250	78.3%	1 050	980
Computer services	44 205	3 877	(2 030)	46 052	44 352	1 700	96.3%	50 742	50 675
Consultants: Business and advisory services	133 291	5 348	-	138 639	162 072	(23 433)	116.9%	108 220	167 667
Contractors	122	7	-	129	84	45	65.1%	639	582
Agency and support / outsourced services	52 332	(23 812)	7 970	36 490	4 111	32 379	11.3%	17 590	16 910
Fleet services (including government motor vehicles)	38	-	-	38	125	(87)	328.9%	132	131
Inventory: Other supplies	-	1 700	-	1 700	1 710	(10)	100.6%	65 171	69 334
Consumable supplies	34	402	-	436	411	25	94.2%	215	263
Consumable: Stationery, printing and office supplies	24 341	(21 318)	1 102	4 125	2 875	1 250	69.7%	9 314	2 458
Operating leases	317	300	-	617	267	350	43.3%	617	304
Travel and subsistence	83 727	(10 260)	-	73 467	56 422	17 045	76.8%	65 664	64 428
Training and development	30	-	-	30	30	-	100.0%	16	17
Operating payments	1 680	1 686	-	3 366	2 769	597	82.3%	4 162	3 352
Venues and facilities	9 975	(7 322)	-	2 653	1 542	1 111	58.1%	3 337	3 345
Rental and hiring	3 304	(2 649)	-	655	255	400	38.9%	3 274	3 272



DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

	2017/18				2016/17				
	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>Transfers and subsidies</b>	<b>10 273 583</b>	<b>422 355</b>	<b>745</b>	<b>10 696 683</b>	<b>10 696 477</b>	<b>206</b>	<b>100.0%</b>	<b>10 131 798</b>	<b>10 131 882</b>
Provinces and municipalities	10 045 562	421 714	-	10 467 276	10 467 276	-	100.0%	9 933 282	9 933 282
Provinces	10 045 562	421 714	-	10 467 276	10 467 276	-	100.0%	9 933 282	9 933 282
Provincial Revenue Funds	10 045 562	421 714	-	10 467 276	10 467 276	-	100.0%	9 933 282	9 933 282
Departmental agencies and accounts	124 612	-	-	124 612	124 612	-	100%	118 678	118 678
Departmental agencies	124 612	-	-	124 612	124 612	-	100%	118 678	118 678
Foreign governments and international organisations	3 571	-	(27)	3 544	3 335	209	94.1%	3 255	3 348
Non-profit institutions	99 413	546	-	99 959	99 959	-	100.0%	76 120	76 120
Households	425	95	772	1 292	1 295	(3)	100.2%	453	454
Social benefits	425	95	772	1 292	1 295	(3)	100.2%	453	454
<b>Payments for capital assets</b>	<b>2 022 925</b>	<b>(421 688)</b>	<b>196</b>	<b>1 601 433</b>	<b>1 622 724</b>	<b>(21 291)</b>	<b>101.3%</b>	<b>1 981 917</b>	<b>1 051 061</b>
Buildings and other fixed structures	2 021 421	(421 714)	-	1 599 707	1 617 716	(18 009)	101.1%	1 979 807	1 049 535
Buildings	2 021 421	(421 714)	-	1 599 707	1 617 716	(18 009)	101.1%	1 661 853	772 683
Other fixed structures	-	-	-	-	-	-	-	317 954	276 852
Machinery and equipment	1 504	(7)	(494)	1 003	1 063	(60)	106.0%	2 110	1 526
Other machinery and equipment	1 504	(7)	(494)	1 003	1 063	(60)	106.0%	2 110	1 526
Intangible assets	-	33	690	723	3 945	(3 222)	545.6%	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>55 919</b>	<b>-</b>	<b>55 919</b>	<b>55 915</b>	<b>4</b>	<b>100.0%</b>	<b>5 137</b>	<b>5 138</b>
<b>Total</b>	<b>12 801 940</b>	<b>-</b>	<b>(983)</b>	<b>12 800 957</b>	<b>12 785 811</b>	<b>15 146</b>	<b>99.9%</b>	<b>12 594 706</b>	<b>11 719 953</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.1 PROGRAMME MANAGEMENT, PLANNING, INFORMATION AND ASSESSMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>3 155</b>	<b>350</b>	-	<b>3 505</b>	<b>3 490</b>	<b>15</b>	<b>99.6%</b>	<b>3 550</b>	<b>2 915</b>
Compensation of employees	2 830	-	-	2 830	2 823	7	99.8%	3 244	2 764
Goods and services	325	350	-	675	667	8	98.8%	306	151
<b>Payments for capital assets</b>	<b>15</b>	-	<b>(14)</b>	<b>1</b>	-	<b>1</b>	-	<b>48</b>	<b>48</b>
Machinery and equipment	15	-	(14)	1	-	1	-	48	48
<b>Total</b>	<b>3 170</b>	<b>350</b>	<b>(14)</b>	<b>3 506</b>	<b>3 490</b>	<b>16</b>	<b>99.5%</b>	<b>3 598</b>	<b>2 963</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.2 FINANCIAL PLANNING, INFORMATION AND MANAGEMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>38 174</b>	<b>4 056</b>	<b>(2 030)</b>	<b>40 200</b>	<b>38 267</b>	<b>1 933</b>	<b>95.2%</b>	<b>42 007</b>	<b>41 368</b>
Compensation of employees	18 109	2 002	-	20 111	20 092	19	99.9%	17 711	17 011
Goods and services	20 065	2 054	(2 030)	20 089	18 175	1 914	90.5%	24 296	24 357
<b>Transfers and subsidies</b>	<b>306</b>	<b>88</b>	<b>380</b>	<b>774</b>	<b>686</b>	<b>88</b>	<b>88.6%</b>	<b>7</b>	<b>7</b>
Households	306	88	380	774	686	88	88.6%	7	7
<b>Payments for capital assets</b>	<b>676</b>	<b>431</b>	<b>203</b>	<b>1 310</b>	<b>1 585</b>	<b>(275)</b>	<b>121.0%</b>	<b>662</b>	<b>683</b>
Machinery and equipment	676	398	(487)	587	838	(251)	142.8%	662	683
Intangible assets	-	33	690	723	747	(24)	103.3%	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>55 636</b>	<b>-</b>	<b>55 636</b>	<b>55 635</b>	<b>1</b>	<b>100.0%</b>	<b>5 009</b>	<b>5 010</b>
<b>Total</b>	<b>39 156</b>	<b>60 211</b>	<b>(1 447)</b>	<b>97 920</b>	<b>96 173</b>	<b>1 747</b>	<b>98.2%</b>	<b>47 685</b>	<b>47 068</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.3 SCHOOL INFRASTRUCTURE	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>164 839</b>	<b>36</b>	-	<b>164 875</b>	<b>177 093</b>	<b>(12 218)</b>	<b>107.4%</b>	<b>209 441</b>	<b>274 859</b>
Compensation of employees	9 362	50	-	9 412	11 345	(1 933)	120.5%	9 698	12 165
Goods and services	155 477	(14)	-	155 463	165 748	(10 285)	106.6%	199 743	262 694
<b>Transfers and subsidies</b>	<b>10 045 579</b>	<b>421 714</b>	-	<b>10 467 293</b>	<b>10 467 385</b>	<b>(92)</b>	<b>100.0%</b>	<b>9 933 348</b>	<b>9 933 348</b>
Provinces and municipalities	10 045 562	421 714	-	10 467 276	10 467 276	-	100.0%	9 933 282	9 933 282
Households	17	-	-	17	109	(92)	641.2%	66	66
<b>Payments for capital assets</b>	<b>2 021 601</b>	<b>(421 705)</b>	-	<b>1 599 896</b>	<b>1 617 775</b>	<b>(17 879)</b>	<b>101.1%</b>	<b>1 979 923</b>	<b>1 049 662</b>
Buildings and other fixed structures	2 021 421	(421 714)	-	1 599 707	1 617 716	(18 009)	101.1%	1 979 807	1 049 535
Machinery and equipment	180	9	-	189	59	130	31.2%	116	127
<b>Payments for financial assets</b>	<b>-</b>	<b>20</b>	-	<b>20</b>	<b>19</b>	<b>1</b>	<b>95.0%</b>	<b>95</b>	<b>94</b>
<b>Total</b>	<b>12 232 019</b>	<b>65</b>	-	<b>12 232 084</b>	<b>12 262 272</b>	<b>(30 188)</b>	<b>100.2%</b>	<b>12 122 807</b>	<b>11 257 963</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.4 NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>254 949</b>	<b>(59 562)</b>	<b>106</b>	<b>195 493</b>	<b>150 945</b>	<b>44 548</b>	<b>77.2%</b>	<b>176 420</b>	<b>166 287</b>
Compensation of employees	61 376	(253)	(8 966)	52 157	52 022	135	99.7%	60 995	58 370
Goods and services	193 573	(59 309)	9 072	143 336	98 923	44 413	69.0%	115 425	107 917
<b>Transfers and subsidies</b>	<b>128 184</b>	<b>7</b>	<b>(27)</b>	<b>128 164</b>	<b>127 954</b>	<b>210</b>	<b>99.80%</b>	<b>122 235</b>	<b>122 318</b>
Departmental agencies and accounts	124 612	-	-	124 612	124 612	-	100.0%	118 678	118 678
Foreign governments and international organisations	3 571	-	(27)	3 544	3 335	209	94.1%	3 265	3 348
Households	1	7	-	8	7	1	87.50%	292	292
<b>Payments for capital assets</b>	<b>390</b>	<b>(283)</b>	<b>7</b>	<b>114</b>	<b>3 266</b>	<b>(3 152)</b>	<b>2 864.9%</b>	<b>571</b>	<b>572</b>
Machinery and equipment	390	(283)	7	114	68	46	59.6%	571	572
Intangible assets	-	-	-	-	3 198	(3 198)	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>240</b>	<b>-</b>	<b>240</b>	<b>238</b>	<b>2</b>	<b>99.2%</b>	<b>28</b>	<b>28</b>
<b>Total</b>	<b>383 523</b>	<b>(59 598)</b>	<b>86</b>	<b>324 011</b>	<b>282 403</b>	<b>41 608</b>	<b>87.2%</b>	<b>299 254</b>	<b>289 205</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.5 NATIONAL EDUCATION EVALUATION AND DEVELOPMENT	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>20 653</b>	<b>(446)</b>	-	<b>20 207</b>	<b>20 113</b>	<b>94</b>	<b>99.5%</b>	<b>21 756</b>	<b>26 179</b>
Compensation of employees	15 559	(720)	-	14 839	14 796	43	99.7%	14 607	20 212
Goods and services	5 094	274	-	5 368	5 317	51	99.0%	7 149	5 967
<b>Transfers and subsidies</b>	<b>100</b>	-	<b>392</b>	<b>492</b>	<b>492</b>	-	<b>100.0%</b>	-	-
Households	100	-	392	492	492	-	100.0%	-	-
<b>Payments for capital assets</b>	<b>110</b>	<b>(60)</b>	-	<b>50</b>	<b>49</b>	<b>1</b>	<b>98.0%</b>	<b>569</b>	-
Machinery and equipment	110	(60)	-	50	49	1	98.0%	569	-
<b>Payments for financial assets</b>	-	<b>15</b>	-	<b>15</b>	<b>15</b>	-	<b>100.0%</b>	<b>5</b>	<b>6</b>
<b>Total</b>	<b>20 863</b>	<b>(491)</b>	<b>392</b>	<b>20 764</b>	<b>20 669</b>	<b>95</b>	<b>99.5%</b>	<b>22 330</b>	<b>26 185</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

4.6 PLANNING AND DELIVERY OVERSIGHT UNIT	2017/18					2016/17			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>23 662</b>	<b>(1 020)</b>	-	<b>22 642</b>	<b>20 787</b>	<b>1 855</b>	<b>91.8%</b>	<b>22 680</b>	<b>20 264</b>
Compensation of employees	17 036	(1 167)	-	15 869	15 718	151	99.0%	16 775	15 589
Goods and services	6 626	147	-	6 773	5 069	1 704	74.8%	5 905	4 675
<b>Transfers and subsidies</b>	<b>99 414</b>	<b>546</b>	-	<b>99 960</b>	<b>99 960</b>	-	<b>100.0%</b>	<b>76 208</b>	<b>76 209</b>
Non-profit institutions	99 413	546	-	99 959	99 959	-	100.0%	76 120	76 120
Households	1	-	-	1	1	-	100.0%	88	89
<b>Payments for capital assets</b>	<b>133</b>	<b>(71)</b>	-	<b>62</b>	<b>49</b>	<b>13</b>	<b>79.0%</b>	<b>144</b>	<b>96</b>
Machinery and equipment	133	(71)	-	62	49	13	79.0%	144	96
<b>Payments for financial assets</b>	<b>-</b>	<b>8</b>	-	<b>8</b>	<b>8</b>	-	<b>100.0%</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>123 209</b>	<b>(537)</b>	-	<b>122 672</b>	<b>120 804</b>	<b>1 868</b>	<b>98.5%</b>	<b>99 032</b>	<b>96 569</b>



<b>Programme 5: EDUCATION ENRICHMENT SERVICES</b>									
<b>2017/18</b>					<b>2016/17</b>				
	<b>Adjusted Appropriation</b>	<b>Shifting of Funds</b>	<b>Virement</b>	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>Variance</b>	<b>Expenditure as % of final appropriation</b>	<b>Final Appropriation</b>	<b>Actual expenditure</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>%</b>	<b>R'000</b>	<b>R'000</b>
<b>Sub programme</b>									
1. Programme Management: Education Enrichment Services	3 124	305	11 865	15 294	15 290	4	100.0%	3 187	3 062
2. Partnership in Education	27 465	(120)	(1 253)	26 092	24 107	1 985	92.4%	22 932	22 014
3. Care and Support in Schools	6 699 388	(185)	(24)	6 699 179	6 696 756	2 423	100.0%	6 316 642	6 308 646
<b>Total for sub programmes</b>	<b>6 729 977</b>	<b>-</b>	<b>10 588</b>	<b>6 740 565</b>	<b>6 736 153</b>	<b>4 412</b>	<b>99.9%</b>	<b>6 342 761</b>	<b>6 333 722</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 5: EDUCATION ENRICHMENT SERVICES	2017/18						2016/17		
	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>Economic classification</b>									
<b>Current payments</b>	<b>57 957</b>	<b>(304)</b>	<b>(1 150)</b>	<b>56 503</b>	<b>51 909</b>	<b>4 594</b>	<b>91.9%</b>	<b>51 890</b>	<b>49 499</b>
Compensation of employees	37 769	-	(1 150)	36 619	36 343	276	99.2%	36 114	33 607
Salaries and wages	33 844	118	(1 004)	32 958	32 844	114	99.7%	32 023	30 361
Social contributions	3 925	(118)	(146)	3 661	3 499	162	95.6%	4 091	3 246
Goods and services	20 188	(304)	-	19 884	15 566	4 318	78.3%	15 776	15 892
Administrative fees	291	520	-	811	828	(17)	102.1%	304	297
Advertising	250	180	-	430	429	1	99.8%	388	387
Minor assets	1 406	28	-	1 434	19	1 415	1.3%	8	8
Catering: Departmental activities	3 236	(655)	-	2 581	2 375	206	92.0%	2 475	2 490
Communication	332	(83)	-	249	244	5	98.0%	247	247
Computer services	-	2	-	2	2	-	100.0%	17	15
Consultants: Business and advisory services	30	40	-	70	65	5	92.9%	428	417
Contractors	134	39	-	173	114	59	65.9%	148	145
Agency and support / outsourced services	197	1 158	-	1 355	1 271	84	93.8%	766	764
Inventory: Clothing material and supplies	-	45	-	45	45	-	100.0%	-	-
Inventory: Learner and teacher support material	300	(222)	-	78	-	78	-	250	250
Inventory: Other supplies	-	-	-	-	91	(91)	-	587	886
Consumable supplies	272	845	-	1 117	844	273	75.6%	39	32
Consumable: Stationery, printing and office supplies	1 711	(1 024)	-	687	529	158	77.0%	766	758
Operating leases	172	-	-	172	51	121	29.7%	143	112
Property payments	-	-	-	-	-	-	-	1	1
Travel and subsistence	11 388	(2 719)	-	8 669	7 129	1 540	82.2%	7 732	7 727
Operating payments	20	1 007	-	1 027	575	452	56.0%	858	768
Venues and facilities	449	227	-	676	656	20	97.0%	211	181
Rental and hiring	-	308	-	308	299	9	97.1%	408	407

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

Programme 5: EDUCATION ENRICHMENT SERVICES	2017/18					2016/17			
	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>Transfers and subsidies</b>	<b>6 671 682</b>	<b>85</b>	<b>6 020</b>	<b>6 677 787</b>	<b>6 677 786</b>	<b>1</b>	<b>100.0%</b>	<b>6 290 676</b>	<b>6 284 014</b>
Provinces and municipalities	6 671 621	-	-	6 671 621	6 671 621	-	100.0%	6 290 504	6 283 842
Provinces	6 671 621	-	-	6 671 621	6 671 621	-	100.0%	6 290 504	6 283 842
Provincial Revenue Funds	6 671 621	-	-	6 671 621	6 671 621	-	100.0%	6 290 504	6 283 842
Non-profit institutions	61	-	6 000	6 061	6 061	-	100.0%	58	58
Households	-	85	20	105	104	1	99.0%	114	114
Social benefits	-	44	20	64	64	-	100.0%	114	114
Other transfers to households	-	41	-	41	40	1	97.6%	-	-
<b>Payments for capital assets</b>	<b>338</b>	<b>-</b>	<b>(147)</b>	<b>191</b>	<b>374</b>	<b>(183)</b>	<b>195.8%</b>	<b>195</b>	<b>203</b>
Machinery and equipment	338	-	(147)	191	358	(167)	187.4%	195	203
Other machinery and equipment	338	-	(147)	191	358	(167)	187.4%	195	203
Software and other intangible assets	-	-	-	-	16	(16)	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>219</b>	<b>5 865</b>	<b>6 084</b>	<b>6 084</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>6</b>
<b>Total</b>	<b>6 729 977</b>	<b>-</b>	<b>10 588</b>	<b>6 740 565</b>	<b>6 736 153</b>	<b>4 412</b>	<b>99.9%</b>	<b>6 342 761</b>	<b>6 333 722</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

5.1 PROGRAMME MANAGEMENT: EDUCATION ENRICHMENT SERVICES	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>3 106</b>	<b>165</b>	-	<b>3 271</b>	<b>3 267</b>	<b>4</b>	<b>99.9%</b>	<b>3 159</b>	<b>3 034</b>
Compensation of employees	2 773	30	-	2 803	2 798	5	99.8%	2 669	2 557
Goods and services	333	135	-	468	469	(1)	100.2%	490	477
<b>Transfers and subsidies</b>	-	-	<b>6 000</b>	<b>6 000</b>	<b>6 000</b>	-	<b>100.0%</b>	-	-
Non-profit institutions	-	-	6 000	6 000	6 000	-	100.0%	-	-
<b>Payments for capital assets</b>	<b>18</b>	<b>5</b>	-	<b>23</b>	<b>23</b>	-	<b>100.0%</b>	<b>28</b>	<b>28</b>
Machinery and equipment	18	5	-	23	23	-	100.0%	28	28
<b>Payments for financial assets</b>	-	<b>135</b>	<b>5 865</b>	<b>6 000</b>	<b>6 000</b>	-	<b>100.0%</b>	-	-
<b>Total</b>	<b>3 124</b>	<b>305</b>	<b>11 865</b>	<b>15 294</b>	<b>15 290</b>	<b>4</b>	<b>100.0%</b>	<b>3 187</b>	<b>3 062</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**APPROPRIATION STATEMENT**  
*for the year ended 31 March 2018*

5.2 PARTNERSHIP IN EDUCATION	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>27 270</b>	<b>(198)</b>	<b>(1 150)</b>	<b>25 922</b>	<b>23 936</b>	<b>1 986</b>	<b>92.3%</b>	<b>22 778</b>	<b>21 860</b>
Compensation of employees	14 822	190	(1 150)	13 862	13 735	127	99.1%	13 747	12 897
Goods and services	12 448	(388)	-	12 060	10 201	1 859	84.6%	9 031	8 963
<b>Transfers and subsidies</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>100.0%</b>	<b>114</b>	<b>114</b>
Households	-	-	20	20	20	-	100.0%	114	114
<b>Payments for capital assets</b>	<b>195</b>	<b>27</b>	<b>(123)</b>	<b>99</b>	<b>100</b>	<b>(1)</b>	<b>101.0%</b>	<b>40</b>	<b>40</b>
Machinery and equipment	195	27	(123)	99	100	(1)	101.0%	40	40
<b>Payments for financial assets</b>	<b>-</b>	<b>51</b>	<b>-</b>	<b>51</b>	<b>51</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>27 465</b>	<b>(120)</b>	<b>(1 253)</b>	<b>26 092</b>	<b>24 107</b>	<b>1 985</b>	<b>92.4%</b>	<b>22 932</b>	<b>22 014</b>

5.3 CARE AND SUPPORT IN SCHOOLS	2017/18						2016/17		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>	<b>27 581</b>	<b>(271)</b>	-	<b>27 310</b>	<b>24 706</b>	<b>2 604</b>	<b>90.5%</b>	<b>25 953</b>	<b>24 605</b>
Compensation of employees	20 174	(220)	-	19 954	19 810	144	99.3%	19 698	18 153
Goods and services	7 407	(51)	-	7 356	4 896	2 460	66.6%	6 255	6 452
<b>Transfers and subsidies</b>	<b>6 671 682</b>	<b>85</b>	-	<b>6 671 767</b>	<b>6 671 766</b>	<b>1</b>	<b>100.0%</b>	<b>6 290 562</b>	<b>6 283 900</b>
Provinces and municipalities	6 671 621	-	-	6 671 621	6 671 621	-	100.0%	6 290 504	6 283 842
Non-profit institutions	61	-	-	61	61	-	100.0%	58	58
Households	-	85	-	85	84	1	98.8%	-	-
<b>Payments for capital assets</b>	<b>125</b>	<b>(32)</b>	<b>(24)</b>	<b>69</b>	<b>251</b>	<b>(182)</b>	<b>363.8%</b>	<b>127</b>	<b>135</b>
Machinery and equipment	125	(32)	(24)	69	235	(166)	340.6%	127	135
Intangible assets	-	-	-	-	16	(16)	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>33</b>	-	<b>33</b>	<b>33</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>6</b>
<b>Total</b>	<b>6 699 388</b>	<b>(185)</b>	<b>(24)</b>	<b>6 699 179</b>	<b>6 696 756</b>	<b>2 423</b>	<b>100.0%</b>	<b>6 316 642</b>	<b>6 308 646</b>

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

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

**2. Detail of specifically and exclusively appropriated amounts voted (after Virement):**

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

**3. Detail on payments for financial assets**

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

**4. Explanations of material variances from Amounts Voted (after Virement):**

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance R'000	Variance as a % of Final Appropriation
Programme 1: Administration	435 072	435 072	-	-
There were no material variances on this programme.				
Programme 2: Curriculum Policy, Support and Monitoring	1 766 338	1 731 097	35 241	2.00
The remaining budget allocation on this programme is due to Kha Ri Gude Mass Literacy project, after investigations were conducted on eligible learners in the campaign. Payments for stipends for volunteers reduced drastically and savings were realised. Funds were withheld for learners with profound intellectual disability conditional grant to the Eastern Cape, Free State, Limpopo and Northern Cape provinces due to low spending. The provinces were requested to submit commitments for roll-over requests. Only the Eastern Cape and the Northern Cape submitted requests for the roll-over of funds not spent during the 2016/17 Financial Year. The Second Chance Project realised a saving due to lower turn out of learners attending face to face classes. As a result, savings were realised on payments for educators.				
Programme 3: Teachers, Education Human Resources and Institutional Development	1 250 688	1 243 823	6 865	0.55
There were no material variances on this programme.				
<b>Programme 4:</b> Planning, Information and Assessment	12 800 957	12 785 811	15 146	0.12
There were no material variances on this programme.				
<b>Programme 5:</b> Educational Enrichment Services	6 740 565	6 736 153	4 412	0.07
There were no material variances on this programme.				



4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	
<b>Current payments</b>				
Compensation of employees	472 643	472 510	133	0.03
Goods and services	1 859 972	1 785 880	74 092	3.98
Interest and rent on land	45 498	45 498	-	-
<b>Transfers and subsidies</b>				
Provinces and municipalities	17 576 042	17 570 065	5 977	0.03
Departmental agencies and accounts	134 760	134 760	-	-
Foreign governments and international organisations	18 472	18 212	260	1.41
Non-profit institutions	106 020	106 020	-	-
Households	1 101 328	1 101 327	1	-
<b>Payments for capital assets</b>				
Buildings and other fixed structures	1 607 748	1 625 756	(18 008)	(1.12)
Machinery and equipment	5 709	5 179	530	9.28
Intangible assets	3 107	4 436	(1 329)	(42.77)
<b>Payments for financial assets</b>	62 321	62 313	8	0.01

The over-expenditure on Building and other fixed structure is in respect to ASIDI project. Due to budget cut on the backlog grant as well as the additional transfers to KwaZulu-Natal and Limpopo provinces, the Department ensured that all invoices received for the grant are paid within the financial year.

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	
Maths, Science and Technology	365 145	365 145	-	-
Education Infrastructure Grant	10 467 276	10 467 276	-	-
HIV and Aids (Life Skills Education) Grant	245 308	245 308	-	-
National School Nutrition Programme Grant	6 426 313	6 426 313	-	-
Learner with Profound Intellectual Disability	72 000	66 023	5 977	8.30

DEPARTMENT OF BASIC EDUCATION VOTE 14  
STATEMENT OF FINANCIAL PERFORMANCE  
for the year ended 31 March 2018

	<b>Note</b>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
<b>REVENUE</b>			
Annual appropriation	<u>1</u>	22 993 620	22 413 461
Departmental revenue	<u>2</u>	25 653	15 521
Aid assistance	<u>3</u>	100 000	145 000
<b>TOTAL REVENUE</b>		<b>23 119 273</b>	<b>22 573 982</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	<u>4</u>	472 510	454 375
Goods and services	<u>5</u>	1 785 879	2 060 711
Interest and rent on land	<u>6</u>	45 498	46 321
Aid assistance	<u>3</u>	64 803	69 698
<b>Total current expenditure</b>		<b>2 368 690</b>	<b>2 631 105</b>
<b>Transfers and subsidies</b>			
Transfers and subsidies	<u>8</u>	18 930 384	17 845 763
Aid assistance	<u>3</u>	40 022	-
<b>Total transfers and subsidies</b>		<b>18 970 406</b>	<b>17 845 763</b>
<b>Expenditure for capital assets</b>			
Tangible assets	<u>9</u>	1 630 957	1 063 679
Intangible assets	<u>9</u>	4 436	-
<b>Total expenditure for capital assets</b>		<b>1 635 393</b>	<b>1 063 679</b>
Unauthorised expenditure approved without funding		-	-
<b>Payments for financial assets</b>	<u>7</u>	62 313	5 401
<b>TOTAL EXPENDITURE</b>		<b>23 036 802</b>	<b>21 545 948</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>82 471</b>	<b>1 028 034</b>
<b>Reconciliation of Net Surplus/(Deficit) for the year</b>			
Voted funds		61 664	937 397
Annual appropriation		61 664	937 397
Departmental revenue and NRF Receipts	<u>15</u>	25 653	15 521
Aid assistance	<u>3</u>	(4 846)	75 116
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>82 471</b>	<b>1 028 034</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
STATEMENT OF FINANCIAL POSITION  
for the year ended 31 March 2018

	<b>Note</b>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
<b>ASSETS</b>			
<b>Current assets</b>		<b>281 314</b>	<b>662 213</b>
Unauthorised expenditure	<u>10</u>	6 488	6 488
Cash and cash equivalents	<u>11</u>	29 401	421 925
Prepayments and advances	<u>12</u>	195 448	154 404
Receivables	<u>13</u>	45 131	79 396
Aid assistance receivable	<u>3</u>	4 846	-
<b>Non-current assets</b>		<b>18 665</b>	<b>76 542</b>
Receivables	<u>13</u>	18 665	76 542
<b>TOTAL ASSETS</b>		<b>299 979</b>	<b>738 755</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		<b>299 961</b>	<b>738 710</b>
Voted funds to be surrendered to the Revenue Fund	<u>14</u>	67 168	694 717
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>15</u>	13 658	1 288
Payables	<u>16</u>	219 135	7 028
Aid assistance repayable	<u>3</u>	-	35 677
<b>TOTAL LIABILITIES</b>		<b>299 961</b>	<b>738 710</b>
<b>NET ASSETS</b>		<b>18</b>	<b>45</b>
<b>Represented by:</b>			
Recoverable revenue		18	45
<b>TOTAL</b>		<b>18</b>	<b>45</b>

**DEPARTMENT OF BASIC EDUCATION VOTE 14**  
**STATEMENT OF CHANGES IN NET ASSETS**  
*for the year ended 31 March 2018*

	<b>Note</b>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
<b>Recoverable revenue</b>			
Opening balance		45	16
Transfers:		<b>(27)</b>	<b>29</b>
Debts recovered (included in departmental receipts)		(27)	29
<b>Closing balance</b>		<b>18</b>	<b>45</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
**CASH FLOW STATEMENT**  
*for the year ended 31 March 2018*

	<b>2017/18</b>	<b>2016/17</b>
<i>Note</i>	<b>R'000</b>	<b>R'000</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts	<b>23 119 273</b>	<b>22 485 164</b>
Annual appropriated funds received	22 993 620	22 324 658
Departmental revenue received	<u>2</u> 5 633	5 124
Interest received	<u>2.3</u> 20 020	10 382
Aid assistance received	<u>3</u> 100 000	145 000
Net (increase)/decrease in working capital	263 205	127 786
Surrendered to Revenue Fund	(708 000)	(664 403)
Surrendered to RDP Fund/Donor	(35 677)	-
Current payments	(2 323 192)	(2 584 784)
Interest paid	<u>6</u> (45 498)	(46 321)
Payments for financial assets	(62 313)	(5 401)
Transfers and subsidies paid	(18 970 406)	(17 845 763)
<b>Net cash flow available from operating activities</b>	<u><b>17</b></u> <b>1 237 392</b>	<b>1 466 278</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Payments for capital assets	<u>9</u> (1 635 393)	(1 063 679)
Proceeds from sale of capital assets	<u>2.4</u> -	15
<b>Net cash flows from investing activities</b>	<b>(1 635 393)</b>	<b>(1 063 664)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Increase/(decrease) in net assets	(27)	29
<b>Net cash flows from financing activities</b>	<b>(27)</b>	<b>(29)</b>
Net increase/(decrease) in cash and cash equivalents	(398 028)	402 643
Cash and cash equivalents at beginning of period	421 925	173 159
Unrealised gains and losses within cash and cash equivalents	5 504	(153 877)
<b>Cash and cash equivalents at end of period</b>	<u><b>18</b></u> <b>29 401</b>	<b>421 925</b>

## ACCOUNTING POLICIES FOR THE YEAR ENDED 31 MARCH 2018

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

### 1. Presentation of the Financial Statements

#### 1.1 Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this basis, the effects of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The modification results from the recognition of certain near-cash balances in the financial statements.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

#### 1.2 Going concern

The financial statements have been prepared on a going concern basis.

#### 1.3 Presentation currency

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

#### 1.4 Rounding

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

#### 1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment/receipt.

#### 1.6 Comparative information

##### 1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

##### 1.6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

## **2 Revenue**

### **2.1 Appropriated funds**

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

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

The net amount of any appropriated funds due to/from the relevant revenue fund at the reporting date is recognised as a payable/receivable in the statement of financial position.

### **2.2 Departmental revenue**

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

### **2.3 Accrued departmental revenue**

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- It is probable that the economic benefits or service potential associated with the transaction will flow to the Department; and
- The amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the Department's debt-write off policy.

## **3 Expenditure**

### **3.1 Compensation of employees**

#### **3.1.1 Salaries and wages**

Salaries and wages are recognised in the statement of financial performance on the date of payment.

#### **3.1.2 Social contributions**

Social contributions made by the Department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the Department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

### **3.2 Other expenditure**

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.



### **3.3 Accrued expenditure payable**

Accrued expenditure payable is recorded in the notes to the financial statements when the goods are received or, in the case of services, when they are rendered to the Department or in the case of transfers and subsidies when they are due and payable. Accrued expenditure payable is measured at cost.

### **3.4 Leases**

#### **3.4.1 Operating leases**

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. The operating lease commitments are recorded in the notes to the financial statements.

#### **3.4.2 Finance leases**

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

### **4 Aid Assistance**

#### **4.1 Aid assistance received**

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

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

#### **4.2 Aid assistance paid**

Aid assistance paid is recognised in the statement of financial performance on the date of payment.

Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

### **5 Cash and cash equivalents**

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

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

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

### **6 Prepayments and advances**

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

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

## **7 Loans and receivables**

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

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

## **8 Financial assets**

### **8.1 Financial assets (not covered elsewhere)**

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial.

At the reporting date, a Department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

### **8.2 Impairment of financial assets**

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

## **9 Payables**

Loans and payables are recognised in the statement of financial position at cost.

## **10 Capital Assets**

### **10.1 Immovable capital assets**

Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined reliably, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

#### **Subsequent recognition**

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

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

### **10.2 Movable capital assets**

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the movable asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

### **10.3 Intangible assets**

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition. Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the intangible asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

Maintenance is expensed as current "goods and services" in the financial performance.

### **10.4 Project Costs: Work-in-progress**

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the Department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

## **11 Provisions and Contingents**

### **11.1 Provisions**

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

### **11.2 Contingent liabilities**

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

### 11.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

### 11.4 Commitments

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the Department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

**The Disbursement on all the ASIDI IA's contracts and PSP fees is estimated at 2%. The Department is not certain about how the cost is going to be due to uncertain of the distance that will be travelled while assessing the schools, some schools are far and others are nearer.**

## 12 Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

## 13 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

## 14 Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

## 15 Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

#### **16 Events after the reporting date**

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

#### **17 Principal-Agent arrangements**

The Department is party to a principal-agent arrangement for the development of the National Catalogue. In terms of the arrangement the Department is the agent and is responsible for developing common prescribed textbooks. There are no financial implications from the provinces to procure from the National Catalogue developed.

The Implementing Agents are party to agent arrangement for implementing departmental projects. In terms of the principal-agent arrangement, the Department is a principal agent and the Implementing Agents are responsible for managing the projects.

All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein.

#### **18 Recoverable revenue**

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

#### **19 Related party transactions**

A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the department. The number of individuals and their full compensation is recorded in the notes to the financial statements

#### **20 Inventories**

Inventories that qualify for recognition must reflect total stock remaining from previous year/s and the value thereof as well as current year stock and the value thereof. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition. All other inventories that are bought specifically distribution will be recognised when proof of deliveries are provided to the Department.

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

#### **21 Public-Private Partnerships**

A description of the Public-Private Partnerships (PPP) arrangement, the contract fees and current and capital expenditure as well as finance lease commitment relating to PPP arrangement is included in the disclosure notes.

## NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2018

### 1. Annual Appropriation

#### 1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2017/18			2016/17	
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Final Appropriation	Appropriation received
	R'000	R'000	R'000	R'000	R'000
<b>Programmes</b>					
Administration	426 583	426 583	-	419 000	394 723
Curriculum Policy, Support and Monitoring	1 783 016	1 783 016	-	1 877 954	1 859 243
Teachers, Education Human Resources and Institutional Development	1 252 104	1 252 104	-	1 179 040	1 172 074
Planning, Information and Assessment	12 801 940	12 801 940	-	12 594 706	12 558 115
Educational Enrichment Services	6 729 977	6 729 977	-	6 342 761	6 340 503
<b>Total</b>	<b>22 993 620</b>	<b>22 993 620</b>	<b>-</b>	<b>22 413 461</b>	<b>22 324 658</b>

### 2. Departmental revenue

	Note	2017/18	2016/17
		R'000	R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	2 480	2 489
Interest, dividends and rent on land	2.2	20 020	10 382
Sales of capital assets	2.3	-	15
Transactions in financial assets and liabilities	2.4	3 153	2 635
Total revenue collected		<b>25 653</b>	<b>15 521</b>
<b>Departmental revenue collected</b>		<b>25 653</b>	<b>15 521</b>

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

	Note	2017/18	2016/17
		R'000	R'000
Sales of goods and services produced by the Department		<b>2 480</b>	<b>2 489</b>
Sales by market establishment		100	105
Other sales		2 380	2 384
<b>Total</b>		<b>2 480</b>	<b>2 489</b>

## 2.2 Interest, dividends and rent on land

	Note	2017/18	2016/17
	2	R'000	R'000
Interest		20 020	10 382
<b>Total</b>		<b>20 020</b>	<b>10 382</b>

## 2.3 Sale of capital assets

	Note	2017/18	2016/17
	2	R'000	R'000
<b>Tangible assets</b>			
Machinery and equipment	31	-	15
<b>Total</b>		-	<b>15</b>

## 2.4 Transactions in financial assets and liabilities

	Note	2017/18	2016/17
	2	R'000	R'000
Receivables		3 153	2 635
<b>Total</b>		<b>3 153</b>	<b>2 635</b>

## 3. Aid assistance

	Note	2017/18	2016/17
	2	R'000	R'000
Opening Balance		35 677	(39 439)
Prior period error			
As restated		35 677	(39 439)
Transferred from statement of financial performance		(4 846)	75 116
Paid during the year		(35 677)	-
<b>Closing Balance</b>		<b>(4 846)</b>	<b>35 677</b>

Aid assistance is currently showing receivable amount of R4.8 million due to Department not receiving all EU fund from the RDP account.

### 3.1 Analysis of balance by source

	Note	2017/18	2016/17
	3	R'000	R'000
Aid assistance from RDP		(4 846)	35 677
<b>Closing balance</b>		<b>(4 846)</b>	<b>35 677</b>



### 3.2 Analysis of balance

	Note	2017/18 R'000	2016/17 R'000
	3		
Aid assistance receivable		(4 846)	-
Aid assistance repayable	3	-	35 677
<b>Closing balance</b>		<b>(4 846)</b>	<b>35 677</b>
Aid assistance not requested/not received		5 415	

### 3.4 Aid assistance expenditure per economic classification

	Note	2017/18 R'000	2016/17 R'000
Current		64 803	69 698
Capital		21	-
Transfers and subsidies		40 022	-
<b>Total aid assistance expenditure</b>		<b>104 846</b>	<b>69 698</b>

## 4. Compensation of employees

### 4.1 Salaries and Wages

	Note	2017/18 R'000	2016/17 R'000
Basic salary		302 472	286 696
Performance award		6 900	7 908
Service Based		737	393
Compensative/circumstantial		29 503	36 661
Periodic payments		14 038	10 451
Other non-pensionable allowances		75 320	69 737
<b>Total</b>		<b>428 970</b>	<b>411 846</b>

### 4.2 Social contributions

	Note	2017/18 R'000	2016/17 R'000
<b>Employer contributions</b>			
Pension		32 707	31 988
Medical		10 765	10 479
Bargaining council		61	58
Official unions and associations		7	4
<b>Total</b>		<b>43 540</b>	<b>42 529</b>
<b>Total compensation of employees</b>		<b>472 510</b>	<b>454 375</b>
Average number of employees		716	738

**5. Goods and Services**

	Note	2017/18	2016/17
		R'000	R'000
Administrative fees		15 731	24 576
Advertising		14 360	18 280
Minor assets	5.1	335	801
Bursaries (employees)		394	364
Catering		20 519	27 743
Communication		4 729	9 334
Computer services	5.2	69 435	74 785
Consultants: Business and advisory services		167 273	171 664
Legal services		3 969	2 475
Contractors		1 706	1 858
Agency and support / outsourced services		45 158	31 764
Audit cost – external	5.3	21 835	20 513
Fleet services (including government motor vehicles)		2 563	2 335
Inventory	5.4	1 039 280	1 054 847
Consumables	5.5	15 045	60 021
Operating leases		922	1 203
Property payments	5.6	129 775	119 012
Rental and hiring		3 171	6 146
Travel and subsistence	5.7	124 264	117 634
Venues and facilities		14 006	10 004
Training and development		2 265	938
Other operating expenditure	5.8	89 144	304 414
<b>Total</b>		<b>1 785 879</b>	<b>2 060 711</b>

**5.1 Minor assets**

	Note	2017/18	2016/17
		R'000	R'000
<b>Tangible assets</b>			
Machinery and equipment		335	801
<b>Total</b>		<b>335</b>	<b>801</b>

**5.2 Computer services**

	Note	2017/18	2016/17
		R'000	R'000
SITA computer services		60 674	70 831
External computer service providers		8 761	3 954
<b>Total</b>		<b>69 435</b>	<b>74 785</b>

### 5.3 Audit cost – External

	Note	2017/18	2016/17
	5	R'000	R'000
Regularity audits		16 208	18 866
Performance audits		-	407
Investigations		4 220	-
Computer audits		1 407	1 240
<b>Total</b>		<b>21 835</b>	<b>20 513</b>

### 5.4 Inventory

	Note	2017/18	2016/17
	5	R'000	R'000
Clothing material and accessories		45	34
Learning, teaching and support material		1 039 235	981 781
Other supplies	5.4.1	-	73 032
<b>Total</b>		<b>1 039 280</b>	<b>1 054 847</b>

#### 5.4.1 Other supplies

	Note	2017/18	2016/17
	5.4	R'000	R'000
Assets for distribution			
School furniture		-	70 971
Sports and recreation		-	10
Library material		-	2 051
<b>Total</b>			<b>73 032</b>

### 5.5 Consumables

	Note	2017/18	2016/17
	5	R'000	R'000
Consumable supplies		3 987	1 254
Uniform and clothing		2	-
Household supplies		796	65
Building material and supplies		-	289
Communication accessories		7	48
IT consumables		1 202	519
Other consumables		1 980	333
Stationery, printing and office supplies		11 058	58 767
<b>Total</b>		<b>15 045</b>	<b>60 021</b>

**5.6 Property payments**

	Note	2017/18	2016/17
	5	R'000	R'000
Municipal services		3 488	4 032
Property management fees		125 668	114 298
Other		619	682
<b>Total</b>		<b>129 775</b>	<b>119 012</b>

**5.7 Travel and subsistence**

	Note	2017/18	2016/17
	5	R'000	R'000
Local		115 998	113 698
Foreign		8 266	3 936
<b>Total</b>		<b>124 264</b>	<b>117 634</b>

**5.8 Other operating expenditure**

	Note	2017/18	2016/17
	5	R'000	R'000
Professional bodies, membership and subscription fees		3	170
Resettlement costs		562	506
Other		88 579	303 738
<b>Total</b>		<b>89 144</b>	<b>304 414</b>

**6. Interest and Rent on Land**

	Note	2017/18	2016/17
		R'000	R'000
Interest paid		45 498	46 321
<b>Total</b>		<b>45 498</b>	<b>46 321</b>

**7. Payments for financial assets**

	Note	2017/18	2016/17
	7.1	R'000	R'000
Debts written off		62 313	5 401
<b>Total</b>		<b>62 313</b>	<b>5 401</b>

## 7.1 Debts written off

Note	2017/18	2016/17
7	R'000	R'000

### Nature of debts written off

Employee (Car damages and Accommodation no-shows)	698	401
Department of Education – Eastern Cape	55 615	5 000
Historic Schools Restoration	6 000	-
<b>Total</b>	<b>62 313</b>	<b>5 401</b>
<b>Total debt written off</b>	<b>62 313</b>	<b>5 401</b>

## 8. Transfers and subsidies

Note	2017/18	2016/17
37	R'000	R'000

Provinces and municipalities	17 570 065	16 579 568
Departmental agencies and accounts	<i>Annex 1A</i> 134 760	1 167 459
Foreign governments and international organisations	<i>Annex 1B</i> 18 212	19 196
Non-profit institutions	<i>Annex 1C</i> 106 020	76 178
Households	<i>Annex 1D</i> 1 101 327	3 362
<b>Total</b>	<b>18 930 384</b>	<b>17 845 763</b>

## 9. Expenditure for capital assets

Note	2017/18	2016/17
	R'000	R'000

<b>Tangible assets</b>	<b>1 630 957</b>	<b>1 063 679</b>
Buildings and other fixed structures	33.1 1 625 757	1 056 751
Machinery and equipment	31.1 5 200	6 928
<b>Intangible assets</b>	<b>4 436</b>	<b>-</b>
Software	32.1 4 436	-
<b>Total</b>	<b>1 635 393</b>	<b>1 063 679</b>

**9.1 Analysis of funds utilised to acquire capital assets – 2017/18**

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
<b>Tangible assets</b>	<b>1 630 936</b>	<b>21</b>	<b>1 630 957</b>
Buildings and other fixed structures	1 625 757	-	1 625 757
Machinery and equipment	5 179	21	5 200
<b>Intangible assets</b>			
Software	4 436	-	4 436
<b>Total</b>	<b>1 635 372</b>	<b>21</b>	<b>1 635 393</b>

**9.2 Analysis of funds utilised to acquire capital assets – 2016/17**

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
<b>Tangible assets</b>	<b>1 063 493</b>	<b>186</b>	<b>1 063 679</b>
Buildings and other fixed structures	1 056 751	-	1 056 751
Machinery and equipment	6 742	186	6 928
<b>Total</b>	<b>1 063 493</b>	<b>186</b>	<b>1 063 679</b>

**9.3 Finance lease expenditure included in Expenditure for capital assets**

	2017/18	2016/17
	R'000	R'000
<b>Tangible assets</b>		
Buildings and other fixed structures	8 040	7 216
<b>Total</b>	<b>8 040</b>	<b>7 216</b>

**10. Unauthorised expenditure**

**10.1 Reconciliation of unauthorised expenditure**

	2017/18	2016/17
	R'000	R'000
Opening balance	6 488	160 365
Prior period error	-	(153 877)
As restated	6 488	6 488
<b>Closing balance</b>	<b>6 488</b>	<b>6 488</b>
<b>Analysis of closing balance</b>		
Unauthorised expenditure awaiting authorisation	6 488	6 488

**10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification**

	2017/18	2016/17
	R'000	R'000
Current	6 488	6 488
<b>Total</b>	<b>6 488</b>	<b>6 488</b>

**10.3 Analysis of unauthorised expenditure awaiting authorisation per type**

	2017/18	2016/17
	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	6 488	6 488
<b>Total</b>	<b>6 488</b>	<b>6 488</b>

**10.4 Unauthorised expenditure split into current and non-current asset**

	2017/18			2016/17		
	Current	Non-current	Total	Current	Non-current	Total
Details	R'000	R'000	R'000	R'000	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within the vote (National Teacher Awards)		6 488	6 488		6 488	6 488
<b>Total</b>		<b>6 488</b>	<b>6 488</b>		<b>6 488</b>	<b>6 488</b>

**11. Cash and cash equivalents**

	Note	2017/18	2016/17
		R'000	R'000
Consolidated Paymaster General Account		29 383	421 907
Cash on hand		18	18
<b>Total</b>		<b>29 401</b>	<b>421 925</b>

**12. Prepayments and advances**

	Note	2017/18	2016/17
		R'000	R'000
Travel and subsistence		177	4
Advances paid (Not expensed)	12.1	195 271	154 400
<b>Total</b>		<b>195 448</b>	<b>154 404</b>



## 12.1 Advances paid (Not expensed)

Note	Balance as at 1 April 2017	Less: Amount expensed in current year	Add: Current Year advances	Balance as at 31 March 2018
12	R'000	R'000	R'000	R'000
National departments	679	(1 737)	3 000	1 942
Provincial departments	11 112	(45 835)	41 332	6 609
Other entities	142 609	(1 331 542)	1 375 653	186 720
<b>Total</b>	<b>154 400</b>	<b>(1 379 114)</b>	<b>1 419 985</b>	<b>195 271</b>

## 13. Receivables

Note	2017/18			2016/17			
	Current	Non-current	Total	Current	Non-current	Total	
	R'000	R'000	R'000	R'000	R'000	R'000	
Claims recoverable	13.1	9 651	17 602	27 253	50 688	74 657	125 345
Recoverable expenditure	13.2	29 920	1 063	30 983	28 668	1 515	30 183
Staff debt	13.3	38	-	38	40	88	128
Fruitless and wasteful expenditure	13.4	5 522	-	5 522	-	282	282
<b>Total</b>		<b>45 131</b>	<b>18 665</b>	<b>63 796</b>	<b>79 396</b>	<b>76 542</b>	<b>155 938</b>

### 13.1 Claims recoverable

Note	2017/18	2016/17
13 and Annex 3	R'000	R'000
National departments	5 195	3 576
Provincial departments	2 477	57 723
Public entities	8 043	7 687
Private enterprises	11 538	56 359
<b>Total</b>	<b>27 253</b>	<b>125 345</b>

### 13.2 Recoverable expenditure (disallowance accounts)

Note	2017/18	2016/17
13	R'000	R'000
Disallowances Miscellaneous	29 569	28 298
Salary Disallowances	8	136
Disallowances damages & losses: CA	98	-
Disallowance Damage & Losses (Recover)	1 079	1 749
Damage vehicles	229	-
<b>Total</b>	<b>30 983</b>	<b>30 183</b>

#### 13.4 Staff debt

	Note	2017/18	2016/17
	13	R'000	R'000
Bursaries		6	36
Employee		-	85
Ex-employee		21	-
Other debts		11	7
<b>Total</b>		<b>38</b>	<b>128</b>

#### 13.5 Fruitless and wasteful expenditure

	Note	2017/18	2016/17
	13	R'000	R'000
Opening balance		282	-
Less amounts recovered		(5 917)	-
Transfers from note 26 Fruitless and Wasteful Expenditure		11 157	282
<b>Total</b>		<b>5 522</b>	<b>282</b>

#### 14. Voted funds to be Surrendered to the Revenue Fund

	Note	2017/18	2016/17
		R'000	R'000
Opening balance		694 717	644 178
Prior period error	14.1	5 504	(153 877)
As restated		700 221	490 301
Transfer from statement of financial performance (as restated)		61 664	937 397
Voted funds not requested/not received	1.1	-	(88 803)
Paid during the year		(694 717)	(644 178)
<b>Closing balance</b>		<b>67 168</b>	<b>694 717</b>

##### 14.1 Prior period error

	Note	2016/17
		R'000
		5 504
R11.157 million was previously recorded as expenditure, however after Internal audit investigation it was discovered this amount should have been recorded as Fruitless expenditure for Kha Ri Gude projects.		11 157
Recovered amount from volunteers		(5 653)
<b>Total</b>		<b>5 504</b>

**15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Opening balance		1 288	5 992
Prior period error		-	-
As restated		1 288	5 992
Transfer from Statement of Financial Performance (as restated)		25 653	15 521
Paid during the year		(13 283)	(20 225)
<b>Closing balance</b>		<b>13 658</b>	<b>1 288</b>

**16. Payables – current**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Advances received	16.1	2 410	3 039
Clearing accounts	16.2	195	176
Other payables	16.3	216 530	3 813
<b>Total</b>		<b>219 135</b>	<b>7 028</b>

**16.1 Advances received**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Other institutions		2 410	3 039
<b>Total</b>		<b>2 410</b>	<b>3 039</b>

**16.2 Clearing accounts**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
South African Revenue Services		199	180
Government Pension Funds		(3)	(3)
Rent: non recoverable		(1)	(1)
<b>Total</b>		<b>195</b>	<b>176</b>

### 16.3 Other payables

Note	2017/18	2016/17
16	R'000	R'000
Unallocated receipts: payment from DoE GP	-	3 549
Unallocated receipts: SAB&T	-	264
Unallocated receipts: ASIDI	155	-
Conditional Grant of 2016/17 by DoE WC	42 251	-
Undisbursed payments by 31 March 2018	174 124	-
<b>Total</b>	<b>216 530</b>	<b>3 813</b>

### 17. Net cash flow available from operating activities

Note	2017/18	2016/17
	R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance	82 471	1 028 034
Add back non cash/cash movements not deemed operating activities	1 154 921	438 244
(Increase)/decrease in receivables – current	92 142	(35 937)
(Increase)/decrease in prepayments and advances	(41 044)	3 948
(Increase)/decrease in other current assets	-	153 877
Increase/(decrease) in payables – current	212 107	5 898
Proceeds from sale of capital assets	-	(15)
Expenditure on capital assets	1 635 393	1 063 679
Surrenders to Revenue Fund	(708 000)	(664 403)
Surrenders to RDP Fund/Donor	(35 677)	-
Voted funds not requested/not received	-	(88 803)
<b>Net cash flow generated by operating activities</b>	<b>1 237 392</b>	<b>1 466 278</b>

### 18. Reconciliation of cash and cash equivalents for cash flow purposes

Note	2017/18	2016/17
	R'000	R'000
Consolidated Paymaster General account	29 383	421 907
Cash on hand	18	18
<b>Total</b>	<b>29 401</b>	<b>421 925</b>

## 19. Contingent liabilities and contingent assets

### 19.1 Contingent liabilities

	Note	2017/18	2016/17
		R'000	R'000
<b>Liable to Nature</b>			
Claims against the Department	Annex 2A	345 377	294 459
Other	Annex 2A	17 192	262
<b>Total</b>		<b>362 569</b>	<b>294 721</b>

### 19.2 Contingent assets

	Note	2017/18	2016/17
		R'000	R'000
<b>Nature of contingent asset</b>			
Shota Engineering (Dispute on guarantees payments)		3 233	1 887
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	5 319
Baiteredi Keep Africa (Dispute on guarantees payments)		4 276	4 466
Karen Kula (Dispute on guarantees payments)		-	13 674
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprise (Pty) Ltd (Dispute on guarantees payments)		15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		3 184	4 742
Sivubo Trading and Project cc (Dispute on guarantees payments)		1 456	-
<b>Total</b>		<b>40 696</b>	<b>53 316</b>

## 20. Commitments

	Note	2017/18	2016/17
		R'000	R'000
<b>Current expenditure</b>			
Approved and contracted		1 968 668	3 077 272
Approved but not yet contracted		2 166	-
		<b>1 970 834</b>	<b>3 077 272</b>
<b>Capital expenditure</b>			
Approved and contracted		4 596 661	2 218 689
Approved but not yet contracted		4 030 991	665 037
		<b>8 627 652</b>	<b>2 883 726</b>
<b>Total Commitments</b>		<b>10 598 486</b>	<b>5 960 998</b>

## 21. Accruals and payables not recognised

### 21.1 Accruals

	2017/18			2016/17
	R'000			R'000
<b>Listed by economic classification</b>				
	<b>30 Days</b>	<b>30+ Days</b>	<b>Total</b>	<b>Total</b>
Goods and services	127 635	55 651	183 286	202 856
Capital assets	250 193	166 173	416 366	120 269
Other	632	75	707	-
<b>Total</b>	<b>378 460</b>	<b>221 899</b>	<b>600 359</b>	<b>323 125</b>

	Note	2017/18	2016/17
		R'000	R'000
<b>Listed by programme level</b>			
Programme 1: Administration		11 126	2 658
Programme 2: Curriculum Policy, Support and Monitoring		75 639	156 103
Programme 3: Teachers, Education HR and Institutional Development		5 964	211
Programme 4: Planning, Information and Assessment		506 861	164 057
Programme 5: Educational Enrichment Services		769	96
<b>Total</b>		<b>600 359</b>	<b>323 125</b>

## 22. Employee benefits

	Note	2017/18	2016/17
		R'000	R'000
Leave entitlement		19 842	20 505
Service bonus (Thirteenth cheque)		10 134	10 138
Performance awards		7 000	7 000
Capped leave commitments		19 417	21 267
Other		257	491
<b>Total</b>		<b>56 650</b>	<b>59 401</b>

2017/18: The employee benefit amount excludes the negative leave credit amounting to R248 thousand.

2017/18: Long service awards is estimated at R257 thousand.

**23. Lease commitments**

**23.1 Operating leases**

2017/18	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	910	910
Later than 1 year and not later than 5 years	931	931
<b>Total lease commitments</b>	<b>1 841</b>	<b>1 841</b>

2016/17	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	690	690
Later than 1 year and not later than 5 years	577	577
<b>Total lease commitments</b>	<b>1 267</b>	<b>1 267</b>

**24. Accrued departmental revenue**

Note	2017/18	2016/17
	R'000	R'000
Sales of goods and services other than capital assets	512	496
Interest, dividends and rent on land	799	7 890
Transactions in financial assets and liabilities	-	3 233
<b>Total</b>	<b>1 311</b>	<b>11 619</b>

**24.1 Analysis of accrued departmental revenue**

Note	2017/18	2016/17
	R'000	R'000
Opening balance	11 619	11 502
Less: amounts received	(7 633)	(7 425)
Add: amounts recorded	558	7 542
Less amounts written-off/reversed as irrecoverable	(3 233)	-
<b>Closing balance</b>	<b>1 311</b>	<b>11 619</b>



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

<b>Tender Documents Revenue</b> by:	R'000
COEGA KZN (2013/14)	16
COEGA KZN (2017/18)	17
IDT EC W&S (Batch II)	479
<b>Total</b>	<b>512</b>

**Interest, dividends and rent on land**

Interest Bank Account Due by:	R'000
COEGA EC	1
AAS KZN	46
DBSA	523
IDT KZN	121
IDT EC W&S	28
IDT EC W&S (Batch II) (2015/16)	34
IDT EC W&S (Batch II) (2016/17)	46
<b>Total</b>	<b>799</b>

**25. Irregular expenditure**

**25.1 Reconciliation of irregular expenditure**

<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
	<b>R'000</b>	<b>R'000</b>
Opening balance	1 426 287	2 207 063
Prior period error	102 904	(1 402 090)
As restated	1 529 191	804 973
Add: Irregular expenditure – relating to current year	154 478	621 314
<b>Closing balance</b>	<b>1 683 669</b>	<b>1 426 287</b>

**Analysis of awaiting condonation per age classification**

Current year	154 478	(780 776)
Prior years	1 529 191	2 207 063
<b>Total</b>	<b>1 683 669</b>	<b>1 426 287</b>

**25.2 Details of irregular expenditure – added current year (relating to current and prior years)**

Incident	Disciplinary steps taken/ criminal proceedings	2017/18 R'000
SAB&T (Management fee)		5 146
COEGA EC (Management fee)		8 971
COEGA KZN (Management fee)		524
MHLATHUZE WATER (Management fee)		1 059
IDT EC (Management fee)		13 893
IDT Limpopo (Management fee)		1 618
DRPW EC (Management fee)		4 510
Adopt A School		10 921
DBSA (Non-compliance to SCM processes)		37 281
Morar Incorporated		471
COEGA EC (Nomzamo Madikizela)		288
TCN Architects		36 470
DRPW EC (Mwezeni SPS and Fudumele)		8 370
The Mvula Trust (Limpopo batch 1 to batch 3)		24 819
COEGA EC (Nkosinathi)		137
<b>Total</b>		<b>154 478</b>

**25.3 Details of irregular expenditures under investigation (not included in the main note Incident)**

	2017/18 R'000
CSIR EC	50
Development Bank of Southern Africa	17 289
Department of Education Free State	70
Department of Education NW	1 042
DRPW EC	8 113
ESKOM	1 604
IDT EC	1 131
IDT KZN	2 533
IDT Limpopo	56
MHLATHUZE WATER	438
The Mvula Trust EC	643
The Mvula Trust Limpopo	565
<b>Total</b>	<b>33 534</b>

## 25.4 Prior period error

Note	2016/17
	R'000

### Nature of prior period error

#### Relating to 2016/17

Relating to 2016/17 Financial Year (DBSA, replacement of contractors without following SCM processes	102 904
Kha Ri Gude: Written quotation were not obtained when procuring goods and services)	102 703
	201

#### Relating to 2015/16

Incorrect appointment of Implementing agents (only management fee disclosed as Irregular expenditure, construction amount has been removed on Irregular expenditure)	(1 402 090)
--	-------------

Total	<b>(1 299 186)</b>
-------	--------------------

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on 4 May 2012 and closed on 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of public entities, namely, The Mvula Trust-Limpopo, Coega, and IDT and the Departments of Public Works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.
- The Department appointed Adopt-A-School Foundation as an Implementing Agent to build 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 3 schools. When appointing the Adopt-A-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.
- In the event that a competitive bidding process is not followed, such a deviation must be justifiable and done in accordance with TR16A6.4. If the appointment of the implementing agent is not done in accordance with the requirements and processes described above, the management fee paid to the implementing agent will be regarded as irregular expenditure.
- The TCN Architects CC – Professional Services Provider for ASIDI Clusters A - H (Bid RFPDBE07) was sourced from the National Transversal Framework Agreement which was advertised on the Government Tender Bulletin Volume 563 dated 4 May 2012. There was no need to re-do the tendering process when appointing the said service provider on the matter. However, the expenditure for this service provider has already been disclosed as irregular expenditure due to other compliance matters.
- The Department appointed SAB&T as an Implementing Agent/ Service Provider to manage the Kha Ri Gude programme. During the 2015/16 Financial Year, it was discovered that during evaluation 1 of the stages was misinterpreted where site visits should have being done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.
- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as Implementing Agents for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.
- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM process were not followed in the replacement of non performing contractors.
- The tender DBE073 (Morar Incorporated) were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders should have been advertise on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.
- The Mvula Trust (TMT) management that they reported there was no formal tender process for ASIDI 3. It was noted that the TMT had received a letter from the Department of Basic Education carrying instruction not to follow the procurement process for ASIDI (Limpopo batch 1 to 3 projects).

The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The Team has written 2 reports to the Accounting General and shared these reports with the Standing Committee on Public Accounts (South Africa) (SCOPA). A request for condonation of irregular expenditure has been submitted to National Treasury.

## 26. Fruitless and wasteful expenditure

### 26.1 Reconciliation of fruitless and wasteful expenditure

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Opening balance		12 453	44 333
Prior period error		-	(42 755)
As restated		12 453	1 578
Fruitless and wasteful expenditure – relating to current year		495	11 157
Less: Amounts transferred to receivables for recovery	13.4	(11 157)	(282)
<b>Closing balance</b>		<b>1 791</b>	<b>12 453</b>

#### 2014/15:

R28 thousand is fruitless expenditure due to penalties and interest which was charged by SARS on the late payment of PAYE by the Departments Implement Agent SAB&T.

#### 2016/17:

R11.157 million was paid to volunteers without offering classes; The Director-General appointed an investigation team to investigate these case. R 5.9 million was recovered from volunteers. The Department reported a case to the Special Investigating Unit (case number/ref number HO 3/17) the investigation is still continuing.

#### 2017/18:

R495 thousand was paid as expansion of contract with Makhubela Attorneys to provide legal opinion on functionality evaluation of Bid RT22-2016 without following supply chain processes.

### 26.2 Analysis of awaiting resolution per economic classification

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Current		1 791	12 453
<b>Total</b>		<b>1 791</b>	<b>12 453</b>

### 26.3 Analysis of Current year's (relating to current and prior years) fruitless and wasteful expenditure

<b>Incident</b>	<b>Disciplinary steps taken/ criminal proceedings</b>	<b>2017/18 R'000</b>
Expansion of contract with Makhubela Attorneys to provide legal opinion on functionality evaluation of Bid RT22-2016 without following supply chain processes.		495
<b>Total</b>		<b>495</b>

#### 26.4 Prior period error

Note	2016/17
	R'000

##### Nature of prior period error

Relating to 2015/16 (affecting the opening balance) (42 755)

During the 2016/17 Financial Year, the Department conducted an investigation on Fruitless and Wasteful expenditure disclosed in the 2015/16 Annual Report. Based on the outcome of the investigation it was discovered that R42.755 million is not fruitless and wasteful expenditure but due to non-compliance with the criteria on the sliding scale policy used to pay stipends that were not approved by the Accounting Officer. Therefore, the fruitless and wasteful expenditure has been reclassified as irregular expenditure.

##### Total prior period errors

**(42 755)**

#### 26.5 Details of fruitless and wasteful expenditures under investigation (not included in the main note)

Incident	2017/18 R'000
CDC KZN	295
DBE 32	21 989
Department of Education Free State	2 256
Department of Roads, and Public Works Eastern Cape	29
ESKOM	(152)
The Independent Development Trust Eastern Cape	38 412
The Independent Development Trust Kwa Zulu-Natal	213
The Independent Development Trust Limpopo	277
MHLATHUZE WATER	3
The Mvula Trust Eastern Cape	5 491
The Mvula Trust Limpopo	2 611
The Mvula Trust Mpumalanga	677
Kha Ri Gude (Stipends paid to volunteers)	10 689
<b>Total</b>	<b>82 789</b>

#### 27. Related party transactions

##### List related party relationships

South African Council for Educators (SACE)

Umalusi

#### 28. Key management personnel

	No. of Individuals	2017/18 R'000	2016/17 R'000
Political office bearers (provide detail below)			
Officials:	2	4 379	4 211
Level 15 to 16	10	15 553	15 778
Level 14 (incl. CFO if at a lower level)	18	22 380	19 990
Family members of key management personnel	1	773	819
<b>Total</b>		<b>43 085</b>	<b>40 798</b>

**29. Public Private Partnership**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
<b>Unitary fee paid</b>		<b>179 205</b>	<b>167 753</b>
Fixed component		53 537	53 537
Indexed component		125 668	114 216
<b>Analysis of indexed component</b>		<b>125 668</b>	<b>114 216</b>
Goods and services (excluding lease payments)		125 668	114 216
<b>Other</b>		<b>6 283</b>	<b>6 806</b>
Other obligations		6 283	6 806

**Public Private Partnership (PPP) Agreement**

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff were finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December CPI rate. The 2016/17 unitary fee was therefore calculated using the December 2014 rate.

No availability or performance penalties have been raised in the 2016/17 Financial Year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8 percent above CPI. An increase in excess of this constitutes a pass through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are -

- Accommodation provision
- Security provision
- Porterage and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking

**Management**

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.
- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

**Usage**

DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both Departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

**30. Provisions**

	<i>Note</i>	<b>2017/18</b>	<b>2016/17</b>
		<b>R'000</b>	<b>R'000</b>
Department of Education Eastern Cape		-	55 615
Old DoE		181	181
ASIDI Retentions		107 394	-
<b>Total</b>		<b>107 575</b>	<b>55 796</b>

**Old Department of Education**

Department is intending to write off old debts which occurred before separation of Department of Basic Education and Department of Higher Education and Training. This debt will be written off upon experiencing savings.

**30.1 Reconciliation of movement in provisions – 2017/18**

	<b>DoE EC</b>	<b>OLD DoE</b>	<b>ASIDI retentions</b>	<b>Total provisions</b>
	<b>R'000</b>	<b>R'000</b>		<b>R'000</b>
Opening balance	55 615	181	-	<b>55 796</b>
Increase in provision	-		107 394	<b>107 394</b>
Settlement of provision	(55 615)	-	-	<b>(55 615)</b>
<b>Closing balance</b>	<b>-</b>	<b>181</b>	<b>107 394</b>	<b>107 575</b>



**Reconciliation of movement in provisions – 2016/17**

	DoE EC	OLD DoE	Total provisions
	R'000	R'000	R'000
Opening balance	60 615	196	60 811
Settlement of provision	(5 000)	(15)	(5 015)
<b>Closing balance</b>	<b>55 615</b>	<b>181</b>	<b>55 796</b>

**31. Movable Tangible Capital Assets**

**MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018**

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>58 385</b>	<b>1</b>	<b>5 247</b>	<b>207</b>	<b>63 426</b>
Transport assets	3 587	-	833	-	4 420
Computer equipment	44 147	-	3 560	207	47 500
Furniture and office equipment	4 880	-	576	-	5 456
Other machinery and equipment	5 771	1	278	-	6 050
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>58 385</b>	<b>1</b>	<b>5 247</b>	<b>207</b>	<b>63 426</b>

**31.1 Additions**

**ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018**

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>5 200</b>	<b>-</b>	<b>-</b>	<b>47</b>	<b>5 247</b>
Transport assets	833	-	-	-	833
Computer equipment	3 524	-	-	36	3 560
Furniture and office equipment	576	-	-	-	576
Other machinery and equipment	267	-	-	11	278
<b>TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>5 200</b>	<b>-</b>	<b>-</b>	<b>47</b>	<b>5 247</b>

**31.2 DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018**

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	-	207	207	-
Computer equipment	-	207	207	-
<b>TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS</b>	-	207	207	-

**31.3 Movement for 2016/17**

**MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2017**

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	53 339	-	6 806	1 760	58 385
Transport assets	3 599	-	1 010	1 022	3 587
Computer equipment	40 228	-	4 590	671	44 147
Furniture and office equipment	4 109	-	811	40	4 880
Other machinery and equipment	5 403	-	395	27	5 771
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	53 339	-	6 806	1 760	58 385

**31.4 Minor assets**

**MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2018**

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	8 396	8 609
Value adjustments	-	12	12
Additions	-	339	339
Disposals	-	(9)	(9)
<b>TOTAL MINOR ASSETS</b>	213	8 738	8 951

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	49	4 212	4 261
Number of minor assets at cost	79	5 942	6 021
<b>TOTAL NUMBER OF MINOR ASSETS</b>	128	10 154	10 282

**MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2017**

	Intangible assets	Machinery and equipment	Total
Opening balance	213	8 263	8 476
Additions	-	199	199
Disposals	-	(66)	(66)
<b>TOTAL MINOR ASSETS</b>	213	8 396	8 609

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	(6)	(6)
Number of minor assets at cost	79	5 806	5 885
<b>TOTAL NUMBER OF MINOR ASSETS</b>	<b>79</b>	<b>5 800</b>	<b>5 879</b>

### 32. Intangible Capital Assets

#### MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	32 328	-	4 436	-	36 764
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>32 388</b>	<b>-</b>	<b>4 436</b>	<b>-</b>	<b>36 824</b>

#### 32.1 Additions

#### ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Cash	Non-Cash	(Development work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	4 436	-	-	-	4 436
<b>TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS</b>	<b>4 436</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4 436</b>

#### 32.2 Movement for 2016/17

#### MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2017

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	25 826	-	6 502	-	32 328
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>25 886</b>	<b>-</b>	<b>6 502</b>	<b>-</b>	<b>32 388</b>

### 33. Immovable Tangible Capital Assets

#### MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>5 611 730</b>	<b>20 209</b>	<b>607 245</b>	<b>-</b>	<b>6 239 184</b>
Non-residential buildings	4 585 408	11 526	461 187	-	5 058 121
Other fixed structures	1 026 322	8 683	146 058	-	1 181 063
<b>HERITAGE ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3 600</b>
Heritage assets	3 600	-	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>5 615 330</b>	<b>20 209</b>	<b>607 245</b>	<b>-</b>	<b>6 242 784</b>

#### 33.1 Additions

#### ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
<b>BUILDING AND OTHER FIXED STRUCTURES</b>	<b>1 625 757</b>	<b>541 170</b>	<b>(1 476 258)</b>	<b>(83 424)</b>	<b>607 245</b>
Non-residential buildings	1 250 505	441 962	(1 151 000)	(80 280)	461 187
Other fixed structures	375 252	99 208	(325 258)	(3 144)	146 058
<b>TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>1 625 757</b>	<b>541 170</b>	<b>(1 476 258)</b>	<b>(83 424)</b>	<b>607 245</b>

#### 33.2 Movement for 2016/17

#### MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2017

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>4 890 958</b>	<b>87 024</b>	<b>633 748</b>	<b>-</b>	<b>5 611 730</b>
Non-residential buildings	4 075 407	-	510 001	-	4 585 408
Other fixed structures	815 551	87 024	123 747	-	1 026 322
<b>HERITAGE ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3 600</b>
Heritage assets	3 600	-	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>4 389 362</b>	<b>87 024</b>	<b>633 748</b>	<b>-</b>	<b>5 110 134</b>

### 33.2.1 Prior period error

Note	2016/17
	R'000

#### Nature of prior period error

Relating to 2016/17 (affecting the opening balance)	87 024
ASIDI other fixed structure which reached practical completion in previous financial year	87 024
<b>Total</b>	<b>87 024</b>

### 33.3 Capital Work-in-progress

#### CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2018

Note	Opening balance 1 April 2017	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2018
Annexure 5	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 764 488	1 513 713	656 056	2 622 145
Machinery and equipment	36 280	-	-	36 280
<b>TOTAL</b>	<b>1 800 768</b>	<b>1 513 713</b>	<b>656 056</b>	<b>2 658 425</b>

#### Accruals and payables not recognised relating to Capital WIP

Note	2017/18	2016/17
	R'000	R'000
Accruals related to ASIDI projects	355 985	-
<b>Total</b>	<b>355 958</b>	<b>-</b>

#### CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2017

Note	Opening balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2017
Annexure 5	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 972 933	-	296 751	(505 196)	1 764 488
Machinery and equipment	36 280	-	-	-	36 280
Intangible assets	-	-	-	-	-
<b>TOTAL</b>	<b>2 009 213</b>	<b>-</b>	<b>296 751</b>	<b>(505 196)</b>	<b>1 800 768</b>

### 33.4 S42 Immovable assets

#### Assets subjected to transfer in terms of S42 of the PFMA – 2017/18

Number of assets	Value of assets
	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>555 150</b>
Non-residential buildings	432 154
Other fixed structures	122 996
<b>TOTAL</b>	<b>555 150</b>

**Assets subjected to transfer in terms of S42 of the PFMA – 2016/17**

	Number of assets	Value of assets R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>73</b>	<b>20 454</b>
Other fixed structures	73	20 454
<b>TOTAL</b>	<b>73</b>	<b>20 454</b>

**34. Principal-agent arrangements**

**34.1 Department acting as the principal**

	Fee paid	
	2017/18 R'000	2016/17 R'000
Coega Development Corporation	9 495	2 871
Development Bank of Southern Africa	49 398	46 259
The Independent Development Trust	27 221	1 920
The Mvula Trust	8 365	8 020
Mhlathuze Water	1 059	941
SAB&T	5 146	16 127
Department of Roads, and Public Works EC	4 574	-
<b>Total</b>	<b>105 258</b>	<b>76 138</b>

All the above mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents

The service provider, SAB&T delivers professional service for Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99 percent management fee.

### 35. Prior period errors

#### Correction of prior period errors

		Amount bef error correction	Prior period error	Restated Amount
<i>Note</i>	2016/17	2017/18	2017/18	2017/18
	R'000	R'000	R'000	R'000
<b>Other: (Fruitless and wasteful expenditure)</b>				
Voted Funds to be surrendered: Fruitless and Wasteful	14/26	-	5 504	5 504
Immovable Assets: ASIDI other fixed structure which reached practical completion in previous year	33	-	87 024	87 024
Irregular Expenditure: relating to DBSA replacement of contractors without following SCM processes	25	115 408	102 703	218 111
Accruals: ASIDI accruals amount that was understated in 2016/17	21	-	2 371	2 371
Irregular Expenditure: written quotations were not obtained when procuring goods and services in 2016/17	25	-	201	201
<b>Net effect</b>		<b>115 408</b>	<b>197 803</b>	<b>313 211</b>

### 36. Inventories

	<i>Note</i>	2017/18	2016/17
	<i>Annexure 4</i>	R'000	R'000
Opening balance		13 724	9 042
Add/(Less): Adjustments to prior year balances		437	1
Add: Additions/Purchases – Cash		634 885	817 227
(Less): Disposals		(2 364)	-
(Less): Issues		(608 336)	(813 385)
Add/(Less): Adjustments		2 696	840
<b>Closing balance</b>		<b>41 042</b>	<b>13 724</b>



37. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT				2016/17 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by Department	Amount spent by Department	Unspent funds		% of available funds spent by Department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
<b>Summary by province</b>												
Eastern Cape	2 823 261	-	-	2 823 261	2 822 273	988	-	2 822 273	2 806 087	-	99%	2 665 759
Free State	1 079 136	-	-	1 079 136	1 076 207	2 929	-	1 076 207	1 246 250	-	116%	1 076 526
Gauteng	2 329 332	-	-	2 329 332	2 329 332	-	-	2 329 332	2 288 309	-	98%	2 180 951
Kwazulu-Natal	3 566 566	-	339 996	3 906 562	3 906 562	-	-	3 906 562	3 893 126	-	100%	3 429 117
Limpopo	2 059 900	-	81 718	2 141 618	2 139 887	1 731	-	2 139 887	2 076 141	-	97%	1 991 826
Mpumalanga	1 437 996	-	-	1 437 996	1 437 996	-	-	1 437 996	1 376 204	-	96%	1 423 433
Northern Cape	804 278	-	-	804 278	803 949	329	-	803 949	800 778	-	100%	665 138
North West	1 560 790	-	-	1 560 790	1 560 790	-	-	1 560 790	1 543 827	-	99%	1 426 161
Western Cape	1 493 069	-	-	1 493 069	1 493 069	-	-	1 493 069	1 519 896	-	102%	1 354 086
<b>TOTAL</b>	<b>17 154 328</b>	<b>-</b>	<b>421 714</b>	<b>17 576 042</b>	<b>17 570 065</b>	<b>5 977</b>	<b>-</b>	<b>17 570 065</b>	<b>17 550 618</b>	<b>-</b>	<b>-</b>	<b>16 212 997</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
 NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
 for the year ended 31 March 2018

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2016/17 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by Department R'000	Amount spent by Department R'000	Unspent funds R'000		% of available funds spent by Department %
<b>Summary by grant</b>												
Maths, Science and Technology	365 145	-	-	365 145	365 145	-	-	365 145	309 689	-	85%	362 444
Education Infrastructure Grant	10 045 562	-	421 714	10 467 276	10 467 276	-	-	10 467 276	10 614 952	-	101%	9 613 692
HIV and AIDS (Life Skills Education) Grant	245 308	-	-	245 308	245 308	-	-	245 308	238 203	-	97%	230 849
National School Nutrition programme	6 426 313	-	-	6 426 313	6 426 313	-	-	6 426 313	6 340 027	-	99%	6 006 012
Learners with Profound Intellectual Disability Grant	72 000	-	-	72 000	66 023	5 977	-	66 023	47 747	-	72%	-
	<b>17 154 328</b>	-	<b>421 714</b>	<b>17 576 042</b>	<b>17 570 065</b>	<b>5 977</b>	-	<b>17 570 065</b>	<b>17 550 618</b>	-		<b>16 212 997</b>

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2016/17 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by Department R'000	Amount spent by Department R'000		Unspent funds R'000	% of available funds spent by Department %
<b>1. Maths, Science and Technology</b>												
Eastern Cape	46 685	-	-	46 685	46 685	-	-	46 685	34 526	-	74%	46 898
Free State	33 741	-	-	33 741	33 741	-	-	33 741	25 735	-	76%	33 466
Gauteng	51 270	-	-	51 270	51 270	-	-	51 270	35 986	-	70%	49 810
Kwazulu-Natal	61 660	-	-	61 660	61 660	-	-	61 660	55 511	-	90%	62 453
Limpopo	42 796	-	-	42 796	42 796	-	-	42 796	34 924	-	82%	42 553
Mpumalanga	39 756	-	-	39 756	39 756	-	-	39 756	40 100	-	101%	41 639
Northern Cape	23 636	-	-	23 636	23 636	-	-	23 636	23 595	-	100%	23 030
North West	35 384	-	-	35 384	35 384	-	-	35 384	28 887	-	82%	34 754
Western Cape	30 217	-	-	30 217	30 217	-	-	30 217	30 425	-	101%	27 841
	<b>365 145</b>	-	-	<b>365 145</b>	<b>365 145</b>	-	-	<b>365 145</b>	<b>309 689</b>	-		<b>362 444</b>

DEPARTMENT OF BASIC EDUCATION VOTE 14  
NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2018

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2016/17 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by Department R'000	Amount spent by Department R'000		Unspent funds R'000	% of available funds spent by Department %
<b>2. Education Infrastructure Grant</b>												
Eastern Cape	1 581 750	-	-	1 581 750	1 581 750	-	-	1 581 750	1 582 837	-	100%	1 505 088
Free State	661 635	-	-	661 635	661 635	-	-	661 635	852 091	-	129%	695 122
Gauteng	1 468 146	-	-	1 468 146	1 468 146	-	-	1 468 146	1 446 158	-	99%	1 385 737
Kwazulu-Natal	1 993 146	-	339 996	2 333 142	2 333 142	-	-	2 333 142	2 333 382	-	100%	1 958 321
Limpopo	810 523	-	81 718	892 241	892 241	-	-	892 241	900 171	-	101%	830 532
Mpumalanga	750 184	-	-	750 184	750 184	-	-	750 184	698 762	-	93%	788 153
Northern Cape	612 267	-	-	612 267	612 267	-	-	612 267	609 361	-	100%	486 538
North West	1 074 331	-	-	1 074 331	1 074 331	-	-	1 074 331	1 070 355	-	100%	971 989
Western Cape	1 093 580	-	-	1 093 580	1 093 580	-	-	1 093 580	1 121 835	-	103%	992 212
	<b>10 045 562</b>	-	<b>421 714</b>	<b>10 467 276</b>	<b>10 467 276</b>	-	-	<b>10 467 276</b>	<b>10 614 952</b>	-		<b>9 613 692</b>

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2016/17 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by Department R'000	Amount spent by Department R'000		Unspent funds R'000	% of available funds spent by Department %
<b>3. HIV and AIDS (Life Skills Education) grant</b>												
Eastern Cape	41 936	-	-	41 936	41 936	-	-	41 936	41 502	-	99%	39 591
Free State	13 980	-	-	13 980	13 980	-	-	13 980	14 471	-	104%	12 967
Gauteng	34 436	-	-	34 436	34 436	-	-	34 436	36 953	-	107%	32 449
Kwazulu-Natal	56 115	-	-	56 115	56 115	-	-	56 115	64 224	-	114%	53 096
Limpopo	35 339	-	-	35 339	35 339	-	-	35 339	22 886	-	65%	33 310
Mpumalanga	20 102	-	-	20 102	20 102	-	-	20 102	20 055	-	100%	18 798
Northern Cape	5 547	-	-	5 547	5 547	-	-	5 547	5 536	-	100%	5 281
North West	17 825	-	-	17 825	17 825	-	-	17 825	14 989	-	84%	16 629
Western Cape	20 028	-	-	20 028	20 028	-	-	20 028	17 587	-	88%	18 728
	<b>245 308</b>	-	-	<b>245 308</b>	<b>245 308</b>	-	-	<b>245 308</b>	<b>238 203</b>	-		<b>230 849</b>

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2016/17 Division of Revenue Act R'000	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by Department	Amount spent by Department	Unspent funds	% of available funds spent by Department		
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%		
<b>4. National School Nutrition Programme grant</b>													
Eastern Cape	1 149 353	-	-	1 149 353	1 149 353	-	-	1 149 353	1 146 466	-	-	100%	1 074 182
Free State	358 412	-	-	358 412	358 412	-	-	358 412	350 996	-	-	98%	334 971
Gauteng	762 848	-	-	762 848	762 848	-	-	762 848	757 524	-	-	99%	712 955
Kwazulu-Natal	1 450 087	-	-	1 450 087	1 450 087	-	-	1 450 087	1 437 557	-	-	99%	1 355 247
Limpopo	1 161 389	-	-	1 161 389	1 161 389	-	-	1 161 389	1 114 627	-	-	96%	1 085 431
Mpumalanga	615 071	-	-	615 071	615 071	-	-	615 071	605 917	-	-	99%	574 843
Northern Cape	160 807	-	-	160 807	160 807	-	-	160 807	160 729	-	-	100%	150 289
North West	430 976	-	-	430 976	430 976	-	-	430 976	427 375	-	-	99%	402 789
Western Cape	337 370	-	-	337 370	337 370	-	-	337 370	338 836	-	-	100%	315 305
	<b>6 426 313</b>	-	-	<b>6 426 313</b>	<b>6 426 313</b>	-	-	<b>6 426 313</b>	<b>6 340 027</b>	-	-		<b>6 006 012</b>

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2016/17 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by Department R'000	Amount spent by Department R'000		Unspent funds R'000
<b>5. Learners with Profound Intellectual Disability Grant</b>											
Eastern Cape	3 537	-	-	3 537	2 549	988	-	2 549	756	-	30%
Free State	11 368	-	-	11 368	8 439	2 929	-	8 439	2 957	-	35%
Gauteng	12 632	-	-	12 632	12 632	-	-	12 632	11 688	-	93%
Kwazulu-Natal	5 558	-	-	5 558	5 558	-	-	5 558	2 452	-	44%
Limpopo	9 853	-	-	9 853	8 122	1 731	-	8 122	3 533	-	43%
Mpumalanga	12 883	-	-	12 883	12 883	-	-	12 883	11 370	-	88%
Northern Cape	2 021	-	-	2 021	1 692	329	-	1 692	1 557	-	92%
North West	2 274	-	-	2 274	2 274	-	-	2 274	2 221	-	98%
Western Cape	11 874	-	-	11 874	11 874	-	-	11 874	11 213	-	94%
	<b>72 000</b>	-	-	<b>72 000</b>	<b>66 023</b>	<b>5 977</b>	-	<b>66 023</b>	<b>47 747</b>	-	

*The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2017/18 Financial Year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.*



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2018**

**ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENTAL AGENCY/ ACCOUNT	TRANSFER ALLOCATION			TRANSFER		2016/17 Final Appropriation R'000
	Adjusted Appropriation R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	
Education Training and Development Practices-SETA	405	-	-	405	405	100%
National Student Financial Aid Scheme	-	-	-	-	-	-
Umalusi	124 612	-	-	124 612	124 612	100%
SA Council for educators	9 743	-	-	9 743	9 743	100%
<b>TOTAL</b>	<b>134 760</b>	<b>-</b>	<b>-</b>	<b>134 760</b>	<b>134 760</b>	<b>-</b>

**ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS**

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION			EXPENDITURE		2016/17 Final Appropriation R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	
<b>Transfers</b>						
Association for the development of Education in Africa (ADEA)	146	-	(26)	120	119	99%
Guidance, Counselling and youth development centre for Africa: Malawi	170	-	-	170	120	71%
United Nations educational, Scientific and Cultural organisations (UNESCO)	14 585	-	53	14 638	14 638	100%
Soth and east Africa Consortium for monitoring Educational Quality (SACMEQ)	3 571	-	(27)	3 544	3 335	94%
<b>TOTAL</b>	<b>18 472</b>	<b>-</b>	<b>-</b>	<b>18 472</b>	<b>18 212</b>	<b>19 196</b>

**ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2016/17 Final Appropriation R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	
<b>Transfers</b>							
ChildLine South Africa	61	-	-	61	61	100%	58
National education Collaboration	99 413	-	546	99 959	99 959	100%	76 120
Historic Schools Restoration PRJ	6 000	-	-	6 000	6 000	100%	-
<b>TOTAL</b>	<b>105 474</b>	<b>-</b>	<b>546</b>	<b>106 020</b>	<b>106 020</b>		<b>76 178</b>

**ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS**

HOUSEHOLDS	TRANSFER ALLOCATION			EXPENDITURE		2016/17 Final Appropriation R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	
<b>Transfers</b>						
Employee Social Benefit (Leave gratuity)	1 000	-	4 407	5 407	5 495	102%
Claims against State (Cash)	-	-	41	41	40	98%
National Student Financial Aid Scheme	1 095 792	-	-	1 095 792	1 095 792	100%
<b>TOTAL</b>	<b>1 096 792</b>	<b>-</b>	<b>4 448</b>	<b>1 101 240</b>	<b>1 101 327</b>	<b>1 046 973</b>

## ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2017/18	2016/17
		R'000	R'000
<b>Received in kind</b>			
Vodacom Foundation	National Senior Certificate Exams	476	286
MTN Foundation	National Senior Certificate exams	105	-
Huawei	National Senior Certificate Exams	-	20
Road Accident Fund (RAF)	National Senior Certificate Exams	150	150
Optima Trust	National Senior Certificate Exams	-	30
Avbob Foundation	National Senior Certificate Exams	45	44
Massmart	National Senior Certificate Exams	66	-
Tshikulu	National Senior Certificate Exams	30	-
Entsika	National Senior Certificate Exams	750	-
Industrial Development Corporation (IDC)	National Senior Certificate Exams	1 500	45
Gallagher Convention Centre	National Teacher Awards	-	630
Massmart	National Teacher Awards	-	72
Vodacom	National Teacher Awards	415	675
Novus Holding	National Teacher Awards	300	400
Legacy Hotel and Resort	National Teacher Awards	-	94
School Net SA	National Teacher Awards	100	100
Avbob Foundation	National Teacher Awards	395	390
Airports Company South Africa (ACSA)	National Teacher Awards	-	470
OR Tambo International Airport	National Teacher Awards	600	-
Via Africa	National Teacher Awards	350	-
Unicef	Managing and leading education with Digital Technologies	-	1 004
Vodacom	Managing and leading education with Digital Technologies	-	993
Microsoft	Managing and leading education with Digital Technologies	-	783
SETA	School Leadership and Management Qualification	-	100 000
Nexus travel	Planning and Delivery Oversight Unit	25	-
Avbob	Planning and Delivery Oversight Unit	25	-
EDTP SETA	Planning and Delivery Oversight Unit	105	-
IT Masters	Planning and Delivery Oversight Unit	69	-
Axis	Planning and Delivery Oversight Unit	3 148	-
Skynet	Planning and Delivery Oversight Unit	30	-
Protea Hotels	Planning and Delivery Oversight Unit	23	-
<b>Subtotal</b>		<b>8 707</b>	<b>106 186</b>
<b>TOTAL</b>		<b>8 707</b>	<b>106 186</b>

**ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	PAID BACK ON/ BY 31 MARCH R'000	CLOSING BALANCE R'000
<b>Received in cash</b>						
European Union Donor	Primary Education Sector Policy Support Programme	35 423	100 000	(104 846)	(35 423)	(4 846)
Flemish Government Donor	The National Education Evaluation and development Unit	254	-	-	(254)	-
<b>Subtotal</b>		<b>35 677</b>	<b>100 000</b>	<b>(104 846)</b>	<b>(35 677)</b>	<b>(4 846)</b>
<b>TOTAL</b>		<b>35 677</b>	<b>100 000</b>	<b>(104 846)</b>	<b>(35 677)</b>	<b>(4 846)</b>

**ANNEXURE 2A: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2018**

Nature of Liability	Opening Balance 1 April 2017	Liabilities incurred during the year	Liabilities paid/ cancelled/reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2018
	R'000	R'000	R'000	R'000	R'000
<b>Claims against the Department</b>					
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	6 567	-			6 567
Edu Solutions vs MEC for Education, Limpopo and Minister Basic Education (interest at 15.5% as from 26/05/2013)	121 380	-			121 380
Sanhyyaa Learning Private ltd v Minister of Basic Education and two Others	95 720	-			95 720
Fever Tree Consulting v Minister of Basic Education and Others	4 478	-			4 478
Komape v Minister of Basic Education and Other	2 988	-			2 988
Bvelela Engineering v Basic of Education	725	-			725
Isaac Shabangu Publishers v Minister of Basic Education	1 071	-			1 071
Kgoro Siphoh v Minister of Basic Education	1 300	-			1 300
Tywaku v Minister of Basic Education	4 000	-			4 000
Konani v Minister of Basic Education	29 640	-			29 640
M Nyatukiri v Minister of basic Education	68	-			68
CVB Trading v Minister of Basic Education	189	-			189
Prestige Academy vs Minister of Basic Education	609	-			609
Tintswalo Mercy Ngobeni vs Minister Of Basic Education & Another	13 624	-			13 624
Mabasa RA vs Minister of Basic Education and another	12 100	-			12 100
Moloto Masete vs Minister of Basic education	-	400			400
Hlengiwe Hycenth vs Minister of Basic Education	-	50 000			50 000
Mario Kekana vs Minister of Basic education	-	210			210
Sholden Lokwe vs Minister of Basic Education	-	308			308
<b>Subtotal</b>	<b>294 459</b>	<b>50 918</b>	<b>-</b>	<b>-</b>	<b>345 377</b>
<b>Other</b>					
Sivubo Trading & Projects cc vs DBSA (DBE)	262	3 236	-	-	3 498
Elana/ Karen Kula vs DBSA (DBE)	-	13 694	-	-	13 694
<b>Subtotal</b>	<b>262</b>	<b>16 930</b>	<b>-</b>	<b>-</b>	<b>17 192</b>
<b>TOTAL</b>	<b>294 721</b>	<b>67 848</b>	<b>-</b>	<b>-</b>	<b>362 569</b>



### ANNEXURE 3: CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2017/18 *	
	31/03/2018	31/03/2017	31/03/2018	31/03/2017	31/03/2018	31/03/2017	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
<b>Department</b>								
National Department of Higher Education and Training	-	-	555	695	555	695	-	-
National Department of Education (Former)	-	-	181	181	181	181	-	-
National Department of Justice	-	-	4 321	2 562	4 321	2 562	-	-
National Department of Public Works	-	-	138	138	138	138	-	-
Kwa-Zulu Natal Department of Education	-	-	220	123	220	123	-	-
Limpopo Department of Education	-	-	1 939	1 939	1 939	1 939	-	-
Eastern Cape Department of Education	-	-	266	55 615	266	55 615	-	-
Gauteng Department of Education	-	-	53	46	53	46	-	-
	-	-	<b>7 673</b>	<b>61 299</b>	<b>7 673</b>	<b>61 299</b>	-	-
<b>Other Government Entities</b>								
South African Revenue Services	-	-	8 043	7 687	8 043	7 687	-	-
	-	-	<b>8 043</b>	<b>7 687</b>	<b>8 043</b>	<b>7 687</b>	-	-
<b>Private enterprises</b>								

DEPARTMENT OF BASIC EDUCATION VOTE 14  
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2018

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2017/18 *	
	31/03/2018	31/03/2017	31/03/2018	31/03/2017	31/03/2018	31/03/2017	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Adopt A School KZN	-	-	7 884	15 605	7 884	15 605	-	-
Coega Development Corporation EC	-	-	1	4	1	4	-	-
Coega Development Corporation KZN	-	-	-	1 020	-	1 020	-	-
Drake and Schull	-	-	7	-	7	-	-	-
Independent Development Trust EC Structure	-	-	459	2 221	459	2 221	-	-
Independent Development Trust EC Structure (Act)	-	-	432	2 478	432	2 478	-	-
Independent Development Trust EC W/S	-	-	113	10 571	113	10 571	-	-
Independent Development Trust (NDPW)	-	-	773	9 615	773	9 615	-	-
Independent Development Trust FS	-	-	1	2 633	1	2 633	-	-
Independent Development Trust KZN	-	-	-	7 732	-	7 732	-	-
Independent Development Trust Limpopo (Batch I)	-	-	1 069	1 063	1 069	1 063	-	-
Independent Development Trust Limpopo (Batch II)	-	-	104	1 450	104	1 450	-	-
Mhlatuze water KZN	-	-	-	1 679	-	1 679	-	-
Public Works EC	-	-	242	242	242	242	-	-
Taste of Africa	-	-	2	2	2	2	-	-
Eskom	-	-	36	36	36	36	-	-
Nexus	-	-	6	5	6	5	-	-
Tsebo	-	-	2	3	7	3	-	-
SAB&T	-	-	406	3	406	3	-	-
<b>TOTAL</b>	-	-	<b>11 537</b>	<b>56 362</b>	<b>11 542</b>	<b>56 362</b>	-	-
	-	-	<b>27 253</b>	<b>125 348</b>	<b>27 258</b>	<b>125 348</b>	-	-

## ANNEXURE 4: INVENTORIES

Inventories	Note	2017/18		2016/17	
		Quantity	R'000	Quantity	R'000
Opening balance		837 345	13 724	684 880	9 042
Add/(Less): Adjustments to prior year balance		(22)	437	1	1
Add: Additions/Purchases - Cash		60 970 836	634 885	62 652 403	817 226
(Less): Disposals		(24 806)	(2 364)	-	-
(Less): Issues		(59 884 240)	(608 336)	(62 505 724)	(813 385)
Add/(Less): Adjustments		126 770	2 696	5 785	840
<b>Closing balance</b>		<b>2 025 883</b>	<b>41 042</b>	<b>837 345</b>	<b>13 724</b>

## ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS

### MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance R'000	Prior Year Capital WIP R'000	Current Year Capital WIP R'000	Ready for use (Asset register) / Contract terminated R'000	Closing balance R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>36 280</b>	-	-	-	<b>36 280</b>
Furniture and office equipment	36 276	-	-	-	36 276
Other machinery and equipment	4	-	-	-	4
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>1 764 488</b>	<b>(49 569)</b>	<b>1 476 831</b>	<b>(569 032)</b>	<b>2 622 145</b>
Non-residential buildings	634 137	37 455	1 151 073	(457 991)	1 364 601
Other fixed structures	1 130 351	(87 024)	325 758	(111 041)	1 257 544
<b>TOTAL</b>	<b>1 800 768</b>	<b>(49 569)</b>	<b>1 476 831</b>	<b>(569 032)</b>	<b>2 658 425</b>

**Age analysis on ongoing projects**

	Number of projects		2017/18 Total R'000
	Planned, Construction not started	Planned, Construction started	
0 to 1 Year	196	99	353 862
1 to 3 Years	26	134	409 901
3 to 5 Years	-	870	1 832 572
Longer than 5 Years	-	19	131 894
<b>Total</b>	<b>222</b>	<b>1 122</b>	<b>2 728 229</b>

**MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2017**

	Opening balance	Prior period error	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>36 280</b>	-	-	-	<b>36 280</b>
Furniture and office equipment	36 276	-	-	-	36 276
Other machinery and equipment	4	-	-	-	4
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>1 972 933</b>	<b>(505 196)</b>	<b>1 056 751</b>	<b>(760 000)</b>	<b>1 764 488</b>
Non-residential buildings	936 852	(480 455)	779 899	(602 159)	634 137
Other fixed structures	1 036 081	(24 741)	276 852	(157 841)	1 130 351
<b>TOTAL</b>	<b>2 009 213</b>	<b>(505 196)</b>	<b>1 056 751</b>	<b>(706 000)</b>	<b>1 800 768</b>

**ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 12)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2018 R'000	31/03/2017 R'000	31/03/2018 R'000	31/03/2017 R'000	31/03/2018 R'000	31/03/2017 R'000
<b>NATIONAL DEPARTMENTS</b>						
Department of International Relations and Cooperation	-	-	1 942	679	1 942	679
<b>Subtotal</b>	-	-	<b>1 942</b>	<b>679</b>	<b>1 942</b>	<b>679</b>
<b>PROVINCIAL DEPARTMENTS</b>						
Department of Roads and Public Works EC	-	-	6 608	11 112	6 608	11 112
<b>Subtotal</b>	-	-	<b>6 608</b>	<b>11 112</b>	<b>6 608</b>	<b>11 112</b>
<b>OTHER ENTITIES</b>						
Adopt A School KZN	-	-	5 856	-	5 856	-
Coega Development Corporation EC	-	-	37 056	10 837	37 056	10 837
Coega Development Corporation KZN	-	-	3 391	8 841	3 391	8 841
DBSA	-	-	47 910	39 235	47 910	39 235
Independent Development Trust EC STRUCTURE(Batch I)	-	-	11 442	14	11 442	14
Independent Development Trust EC STRUCTURE ACT(Batch II)	-	-	23 828	11 296	23 828	11 296
Independent Development Trust EC Water & Sanitation	-	-	4 476	87	4 476	87
Independent Development Trust EC (national Department of Public Works)	-	-	12 500	25 155	12 500	25 155
Independent Development Trust Free State	-	-	7 097	7 097	7 097	7 097
Independent Development Trust LIMPOPO(Batch I)	-	-	2 049	2 301	2 049	2 301
Independent Development Trust LIMPOPO (Batch II)	-	-	27 951	28 747	27 951	28 747
Mhlathuze Water KZN	-	-	2 224	4 163	2 224	4 163
SAB&T Business Innovation Group	-	-	940	4 836	940	4 836
<b>Subtotal</b>	-	-	<b>186 720</b>	<b>142 609</b>	<b>186 720</b>	<b>142 609</b>
<b>TOTAL</b>	-	-	<b>195 270</b>	<b>154 400</b>	<b>195 270</b>	<b>154 400</b>



**ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 16)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2018 R'000	31/03/2017 R'000	31/03/2018 R'000	31/03/2017 R'000	31/03/2018 R'000	31/03/2017 R'000
<b>NATIONAL DEPARTMENTS</b>						
<b>Current</b>						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-	-	714	523	714	523
Independent Development Trust KZN	121	121	-	-	121	121
Adopt A School KZN	-	-	1 574	2 395	1 574	2 395
COEGA EC	-	-	1	-	1	-
<b>Subtotal</b>	<b>121</b>	<b>121</b>	<b>2 289</b>	<b>2 918</b>	<b>2 410</b>	<b>3 039</b>
<b>TOTAL</b>	<b>121</b>	<b>121</b>	<b>2 289</b>	<b>2 918</b>	<b>2 410</b>	<b>3 039</b>
<b>Current</b>	<b>121</b>	<b>121</b>	<b>2 289</b>	<b>2 918</b>	<b>2 410</b>	<b>3 039</b>





222 Struben Street, Pretoria, 0001  
Private Bag X895, Pretoria, 0001, South Africa  
Tel: (012) 357 3000 Fax: (012) 323 0601

Private Bag X9035, Cape Town, 8000, South Africa  
Tel: (021) 486 7000 Fax: (021) 461 8110

ISBN: 978-1-4315-3259-9

Hotline: 0800 202 933

**website**  
[www.education.gov.za](http://www.education.gov.za)

**facebook**  
[www.facebook.com/BasicEd](http://www.facebook.com/BasicEd)

**twitter**  
[www.twitter.com/dbe\\_sa](http://www.twitter.com/dbe_sa)

