



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VOTE NO. 3

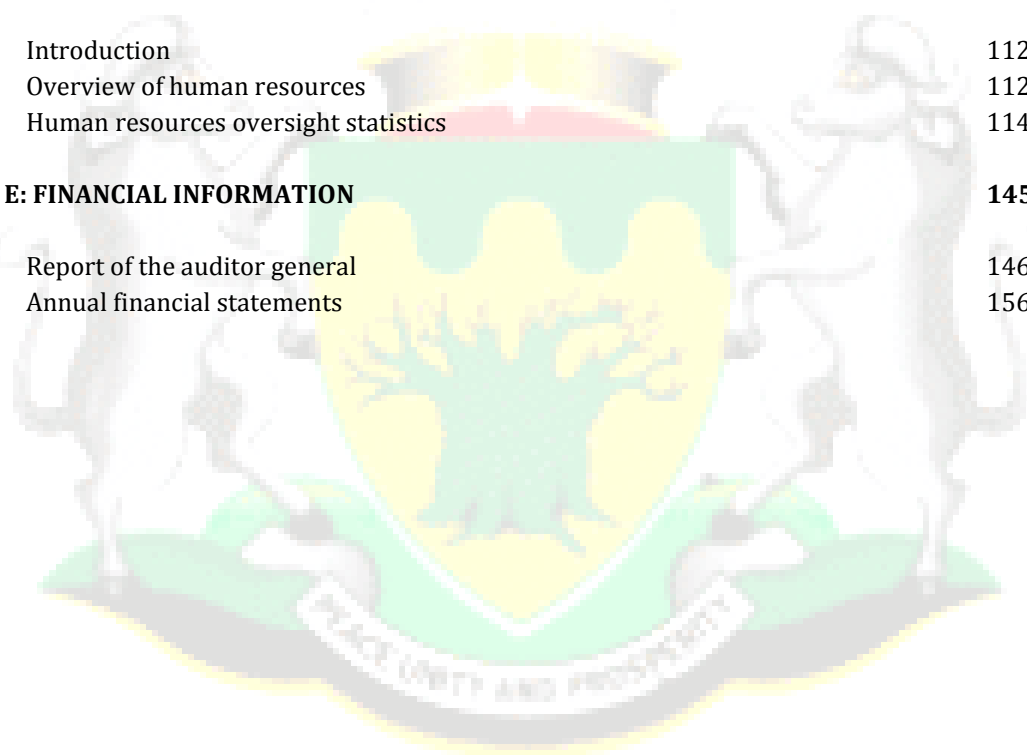
**ANNUAL REPORT
2014/15**

PR149/2015
ISBN: 978-0-621-43638-9

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PART A:



GENERAL INFORMATION

DEPARTMENT GENERAL INFORMATION

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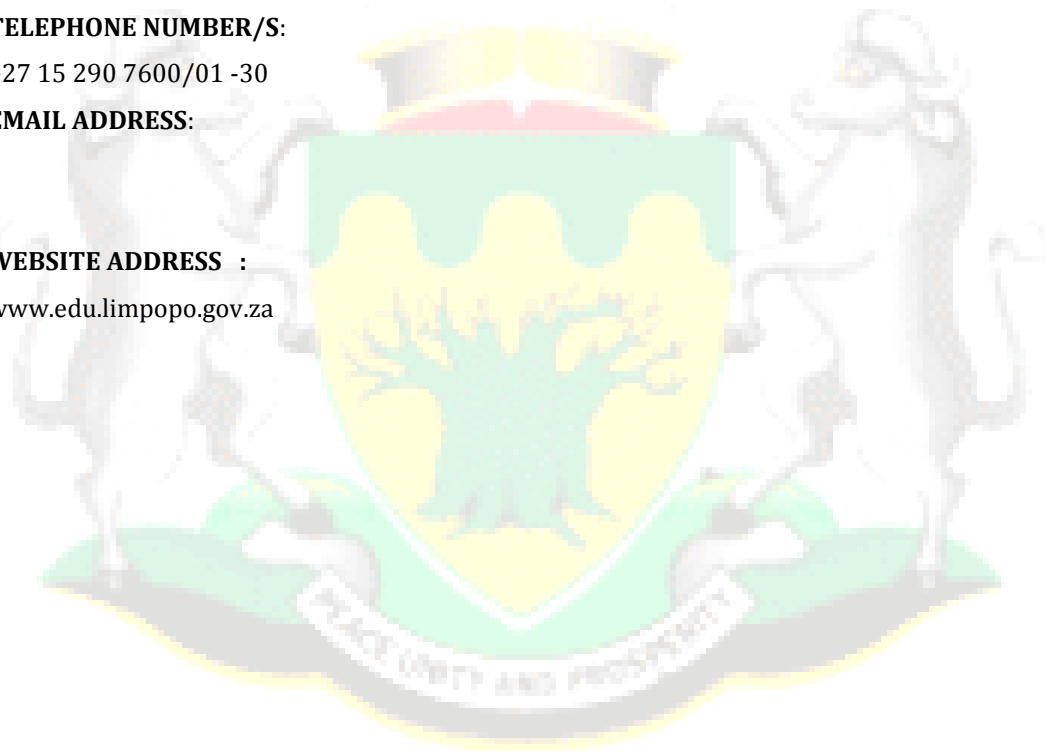
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1. LIST OF ABBREVIATIONS/ACRONYMS

ABET: Adult Basic Education and training	RCL: Representative Council of Learners
ACE: Advance Certificate in Education	RWOPS: Remuneration for work outside Public Service
AET: Adult Education and Training	SACMEQ: Southern Africa Consortium for Monitoring Education Quality
AGSA: Auditor General of South Africa	SAQA: South African Qualifications Authority
ANA: Annual National Assessment	SASA: South African Schools' Act
APP: Annual Performance Plan	SASAMS: School Administration and Management system
ASS: Annual School Survey	SCM: Supply Chain Management
BAC: Bid Adjudication Committee	SDP: School Development Plan
BEC: Bid Evaluation Committee	SDIP: Service Delivery Improvement Plan
CAs: Curriculum Advisor(s)	SETA: Sector Education and training Authority
CAPS: Curriculum Assessment and Policy Statements	SGB: School Governing Body
CFO: Chief Financial Officer	SIP: School Improvement Plan
CEM: Council of Education Ministers	SITA: State Information Technology Agency
DBE: Department of Basic Education	SMME: Small, Micro and Medium Enterprises
DHET: Department of Higher Education and Training	SMS: School Monitoring Survey
ECD: Early Childhood Development	SMT: School Management Team
EE: Employment Equity	SNAP: Survey Analysis Package
EMIS: Education Management Information System	SPP: Strategic Performance Plan
EPWP: Expanded Public Works Programme	StatsSA: Statistics South Africa
ETDPSETA: Education Training & Development Practices Sector Education and Training Authority	TIMSS: Trends in International Mathematics and Science Study
EXCO: Executive Council	
FET: Further Education and Training	
GET: General Education and Training	
GHS: General Household Survey	
HIV: Human Immunodeficiency syndrome	
HRD: Human Resource Development	
ICT: Information and Communication Technology	
IQMS: Integrated Quality management System	
LDoE: Limpopo Department of Education	
LSEN: Learners with Special Education Need	
LTSM: Learning and Teaching Support Material	
MASTEC: Maths, Science and Technology Centre	
MEC: Member of Executive Council	
MST: Mathematics, Science and Technology	
MTEF: Medium-Term Expenditure Framework	
MTSF: Medium Term Strategic Framework	
NCS: National Curriculum Statement	
NEPA: National Education Policy Act	
NQF: National Qualifications Framework	
NSC: National Senior Certificate	
NSNP: National School Nutrition Programme	
PFMA: Public Finance Management Act	
PPM: Programme Performance Measure	
PPP: Public-Private Partnership	
PSM: Province specific (Performance) Measure	
QLTS: Quality Learning and Teaching Campaign	

3. Foreword by MEC



Hon. MI Kgetjepe
MEC for Education

This 2014/15 Annual Report presents an account of what transpired throughout the journey that started in April 2014. With this Annual Report we are

presenting a picture-perfect of what was the achievement

and that which unfortunately was not achieved. It presents an honest assessment of the Financial Year 2014/15. It has not been a smooth journey all round, but in the end, it is encouraging that the department managed to pull through. We have not yet arrived at our destination, but strides have been taken in that direction and a great deal of work still needs to be done.

The 4th Administration was ushered in during May 2009 after the country's yet another peaceful general election. Flowing from the Medium Term Strategic Framework (MTSF), all government departments and agencies developed and produced their long-term plans, and in the case of the Limpopo Department of Education, a 5-year Plan, named "Strategic Performance Plan For 2010/11 – 2014/15" was produced. This Plan has been an over-arching Framework that informed and guided all the programs, projects and activities of the department over the last 5-year period. A brief feedback on the level of achievement of those Strategic Goals and Objectives is provided in this Annual Report, so that all stakeholders and role players are in a position to assess progress to date.

The Department of Basic Education is charged with the critical mandate of ensuring that the country's human capital potential is nurtured and developed, such that upon completion of their studies and training, these will be

individuals who will be able to meaningfully take part in the economy and livelihood of the province, country and the world. This is also the Vision shared by the National Development Plan (NDP). The Education Sector has responded accordingly to the NDP's challenge by developing and implementing Strategies that will ensure that outputs from the system conform to the expectations of the country.

The Limpopo Department of Education was still under Administration in terms of Section 100(1) (b) of the RSA Constitution for the most period under the reporting period: 10 months out of 12.

Over the last year, the department has scored some significant achievements, which, if implemented and sustained, could serve as guarantors for quality education in the future, e.g. (a) Introduction of CAPS as policy; (b) availability of CAPS-compliant textbooks in the market; (c) educators have been, and continue to be trained on CAPS as well as methodology; (d) monitoring and assessment policies are being developed and improved; (e) parents continue to be mobilised into taking active part in the education of their children; (f) School Governance Structures are in place in all our schools; (g) school infrastructure is being provided (brick and mortar as well as mobiles); (h) No-Fee School Policy is in place; (i) NSNP is in support of learning and teaching; and (j) learner transport system is in place to enable learners to access education. There is no doubt therefore that as we close out the 2014/15 financial year as well as the Term of Office for the 4th Administration, it can therefore be safely said that the policy framework is all in place, all that is needed is effort, commitment and dedication to roll out the plans and enjoy the fruits.

This will be no easy task indeed.

For the reporting period under review, the department has managed to achieve the following:

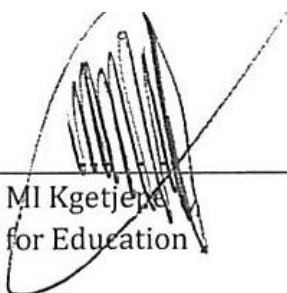
- (i) Enrolment levels in both the public ordinary schools and ECD centres have been raised, with the exception of enrolments in Special Schools;

- (ii) More Primary Schools are now including Grade R in their grade offerings;
- (iii) Training of educators on CAPS content and methodology has vastly improved;
- (iv) ECD practitioners are being trained, equipping them with skills for mastering the educational challenges;
- (v) The department administers credible assessments on a regular basis, as was seen in NSC and ANA;
- (vi) Learner performance is on the rise again as can be seen from Grade 12s' 72.9% pass rate in 2014, with improved outcomes in Grade 3 and 6 in ANA: performance in Grade 9 still presents a huge challenge for the department.

The department, on the other hand, still faces lot of challenges in respect of the following:

- (a) Non-stop "Disclaimers of Audit opinions";
- (b) Asset management
- (c) Staffing and staffing-related matters
- (d) Supply Chain Management and Contract Management
- (e) Records Management
- (f) Infrastructure delivery
- (g) School furniture
- (h) 30-day Payment policy
- (i) Accountability at all levels of the system.

We had through the year, worked hard to produce quality results. We worked hard to reach 80% in the National Senior Certificate, unfortunately we could not



 Hon. Ml Kgetjwe
 MEC for Education
 Date

2015.07.30

achieve the set target, but we managed to be amongst the Top 3, in terms of improving the percentage and the only four provinces that produced qualitative results. Well, I must also emphasize the fact that we didn't do well in the Annual National Assessment (ANA) but plans and strategies are in place in our 2015/16 APP to substantively improve on this.

Similarly, which is also a major setback, has been the infrastructure projects that were not completed in the year under review. Reasons are provided in the Annual Report under Programme 8, Infrastructure Development. The department will have to ensure that adequate and appropriate measures are taken in the new year to ensure improvement in infrastructure delivery in schools.

I therefore urge all our communities and stakeholders to go through this Annual Report and be able to critically analyse its contents. In line with the spirit of nation-building, the department will greatly appreciate feedback on the work reported in this Annual Report, including constructive criticism as well as recommendations, where it could have fared better.

To Team Education, more especially to our valued stakeholders, we can only pronounce that "we have only just begun", the long journey still lies ahead of us, hence a need for us to roll up our sleeves and spare no effort as we lay this critical foundation for the future of our country.

Let's all work together in the advancement of quality basic education for all.

Together moving education forward!

4. REPORT OF THE ACCOUNTING OFFICER



Mashaba KM
Head of Department (Acting)

Detailed analysis of the performance of the Department is provided under Part B. However it can be said that the overall performance of the Department was affected by the budgetary constraints that it was operating under and the legislative guidelines of operating under section 100(1) (b) of the constitution.

With the core of the Department being teaching and learning the overall indicator of performance has always been performance in the Grade 12 examinations and ANA examinations. For the year under review the Department had targeted to have a grade 12 pass rate of 80%. The actual performance was 72, 9% which was lower

than the targeted percentage. It should be noted that t 2014 was the first year of the writing of Grade 12 CAPS examinations and history had proved that with such examinations on a new curriculum the results always decline. It is however worth noting that LDoE defied the odds by actually increasing its performance as compared to the previous year. The Province was actually one of a few in the country where performance had not declined. This was due to the targeted support that the Department had given to its learners.

Overview of the financial results of the department:

Departmental receipts

Departmental receipts	2013/2014		(Over)/Under Collection	2014/2015		
	Estimate	Actual Amount Collected		Estimate	Actual Amount Collected	(Over) /Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Tax Receipts	0	0	0	0	0	0
Casino taxes	0	0	0	0	0	0
Horse racing taxes	0	0	0	0	0	0
Liquor licences	0	0	0	0	0	0
Motor vehicle licences	0	0	0	0	0	0
Sale of goods and services other than capital assets	35,719	30,895	4,824	40,955	32,070	8,885
Transfers received	0	0	0	0	0	0
Fines, penalties and forfeits	0	0	0	0	0	0
Interest, dividends and rent on land	0	0	0	0	0	0
Sale of capital assets	0	5,644	(5,644)	0	0	0
Financial transactions in assets and liabilities	8,893	4,190	4,703	11,209	6,122	5,087
Total	44,612	40,729	3,883	52,164	38,192	13,972

Overall the Department had planned to collect own revenue of R52 million. The actual collection was however R 38 million or 73% of the targeted amount. The main contributing factors were:

- Corrections for previous year's expenditure was actually lower as no errors remained at year end to be corrected in the new year
- There were delays on closing the accounts held by the former colleges of education and to have the money they were collecting for rental from tenants deposited into the Departmental revenue account. Thus resulted in under collection on the amount budgeted for rental income.
- There was also an under collection of money expected to be collected from the sale of tender documents.

The Department is finalising the process of having all the college accounts closed and money collected from the activities of these institutions transferred to the Departmental account. However facilities not used will be surrendered back to the Department of Public works, which is the custodian of Government immovable property, for that Department to manage these facilities and to collect any rental revenue realised from such management.

Tariffs charged for services rendered

The Department is not a revenue generating department and the revenue that it collects is incidental to its core functions. The major source of revenue is commission on insurance, parking fees, exam certificate fees and collection of departmental debt. The fees and tariffs used are as set by Provincial Treasury and DBE while interest on Departmental debt, except staff debt, is charged as per the prescribed interest rates.

Free services

With just over 96% of the Provinces schools being no-fee paying schools it can be said that education in Limpopo is free. In particular the following services for which the Department could have charged a fee were provided for free:

- **Scholar Transport:** This is provided to all learners that are staying 5 kilometers or more from the nearest Public Ordinary School. For this service the Department spent R 115 million during 2014/15
 - **School nutrition:** The Department is providing meals to all learners in no-fee paying schools.
- Textbooks and stationery:** All schools are provided with textbooks and stationery and for the 2014/15 the Department spent R458 million on this service.

Programme Expenditure

Programme Name	2013/2014			2014/2015		
	Final	Actual	(Over)/Under	Final	Actual	(Over)/Under
	Appropriation	Expenditure	Expenditure	Appropriation	Expenditure	Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	1 338 274	1 320 794	17 480	1 479 825	1 388 296	91 529
Public Ordinary Schools Education	19 998 422	19 718 514	279 908	20 963 654	20 773 972	189 682
Independent Schools Subsidies	105 296	97 255	8 041	112 496	105 796	6 700
Public Special School Education	356 081	353 183	2 898	379 607	379 814	-207
Further Education and Training	377 478	389 000	-11 522	404 504	409 113	-4 609
Adult Basic Education and Training	143 681	147 768	-4 087	161 886	151 995	9 891

Programme Name	2013/2014			2014/2015		
	Final	Actual	(Over)/Under	Final	Actual	(Over)/Under
	Appropriation	Expenditure	Expenditure	Appropriation	Expenditure	Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Early Childhood Development	154 352	117 652	36 700	169 823	132 052	37 771
Infrastructure Development	1 150 062	1 147 038	3 024	1 323 325	1 305 709	17 616
Auxiliary and Associated Services	324 756	263 373	61 383	343 314	287 586	55 728
Total	23 948 402	23 554 577	393 825	25 338 434	24 934 333	404 101

Overall the Department spent 98,4% of its budget of R25,3 billion. This equates to an under expenditure of 1,99% of the total budget. This was made up of under expenditure in the following Programmes:

- Programme 1 which is Administration and is responsible for support for the whole educational system spent 93,81% of its budget of R 1,4 billion which resulted in under expenditure of R 91,5 million or 6,19% of the budget. The under expenditure was due to attrition posts not being filled due to anticipated overall over expenditure in COE mostly in Programme 2. Delays in SCM processes resulted in under expenditure of R 9,9 million in Goods and Services.
- Program 2 which is part of the core of the Department spent 99,1% of its budget of R 20,9 billion which resulted in under expenditure of R 189,6 million or 0,9% of its budget. This was also mainly due to the non-filling of attrition posts due to expected over expenditure. The expected over expenditure resulted in additional funding of R 150 million being made available during the budget adjustment period. Delays in the submission of invoices by scholar transport service providers also resulted in under expenditure in Goods and Services.
- Program 3 which is Independent Schools had an under expenditure of R 6,7 million or 5,96% of its budget of R 112 million. This was due to transfers that were not made to schools that did not comply or performed at less than the Provincial Grade 12 examination performance.
- Program 6 which is Adult Basic Education and Training had a saving of R 9,89 million or 6,11% of its budget of R 161,886 million. The saving resulted from the loading of ABET educators on PERSAL which corrected the rates that had been used in the past.
- Programme 7 which is ECD had an under expenditure of 22,24% of its budget of R 169,823 million. The under expenditure was due to delays in the SCM processes.
- Programme 9 which is Auxiliary and Associated Services had an under expenditure of R 55,7 million or 16,23% of its budget of R 343 million. The under expenditure was mostly due to austerity measures and delays in the SCM processes.

The following Programmes had over expenditure:

- Program 4 which Public Special Schools had over expenditure of R 0,207 million or 0,05% of its budget of R 379,607 million. The over expenditure was in the payment of leave gratuity to officials who left the employ of the Department.
- Program 5 which is FET had an over expenditure of R 4,609 million or 0,05% of its budget of R 404,504 million. This programme is conditional grant funded and is the responsibility of the Department of Higher Education and Training (DHET) with the Limpopo Department of Education being solely responsible for the processing on PERSAL of salaries for college staff. The over expenditure was due to under provision for COE. The matter has been taken up with the DHET to refund the Department.

Virements and roll overs

No virements were exercised during the financial year. An application has been made to roll over funds for which invoices were on hand at the end of the Financial Year.

Unauthorised, Fruitless and Wasteful Expenditure

- Unauthorised expenditure: The balance unauthorised expenditure at the end of the year was R 651, 669 million and of this amount R 368 million has already been approved with funding but the funding thereof has not as yet been received from Provincial Treasury.
- Fruitless and wasteful expenditure: This was mostly caused by interest charged on invoices paid late and inappropriate work done on infrastructure projects. Such suspected expenditure is recorded in a register of fruitless and wasteful expenditure to be investigated and acted upon appropriately. To ensure that invoices are paid on time an arrangement is in place with TELKOM and ESKOM that the invoices should be emailed to the Department while awaiting the hard copy of the invoices in order to prepare payment. For infrastructure expenditure the Department has acknowledged that the inappropriate expenditure was incurred mostly because the Department did not have capacity to monitor all projects under construction. In order to address this Department has finalised the process to appoint additional professionals within the Infrastructure unit who will assist in addressing the monitoring processes on project implementation.

Future plans of the department

- Number of Education Districts: Due to budgetary constraints the Department will be reverting back to five Districts with effect from 2015/16. This will ensure that the limited resources are utilised to fully resources the Districts that we have. This however has the unintended consequence of increasing the span of control of the District Senior Manager. The Department will be considering different service delivery models that will address this challenge with the implementation of the five Districts.
- Finalisation of Organisational Structure: It is expected that the revised organisational structure will be approved by DPSA and implemented in 2015/16. This will allow the Department to fill critical vacant posts.

Public Private Partnerships (PPP)

The Department had no PPP arrangements in place during the financial year.

Discontinued activities / activities to be discontinued

Function of Further Education and Training (FET), which was Program 5, and Adult Education and Training (AET), which was Program 6; have been moved to the Department of Higher Education and Training (DHET) with effect from 01 April 2015. This has resulted in the number of Programmes of the Department being reduced from nine (9) to seven (7). The Department will however continue to run AET examinations on behalf the DHET on an agency basis and the costs thereof recovered from that Department.

New or proposed activities

No new activities have been planned for the 2015/16 financial year.

Supply chain management

- *List of unsolicited bids*
No unsolicited bids were considered during the financial year.
- *Systems in place to prevent irregular expenditure*
The Department has adopted and is using the transversal Standard Operating Procedures (SOP). These are intended to ensure that Departments comply with all SCM prescripts. In addition to this the Provincial Treasury undertakes monthly monitoring visits to the Department to tests compliance with these SOPs.
- *SCM challenges and how they were resolved*
The major challenge facing SCM is non-compliance with the SOPs. In order to mitigate this Department will be engaging the Provincial Treasury to assist in the training of SCM officials to ensure proper understanding and implementation of the SOPs.

Gifts and Donations received in kind from non-related parties

The Department received a total of R 49, 084 million in donations in-kind. R 48, 228 million of this was for infrastructure provision while R 0, 855 million was for the provision of a 40-Seater bus to Botlokwa Special School.

Exemptions and deviations received from the National Treasury

No exemption were applied for from National Treasury

Events after the reporting date

No events having a bearing on the matters reported on for the 2014/15 financial year took place after the reporting period.

Acknowledgement/s or Appreciation

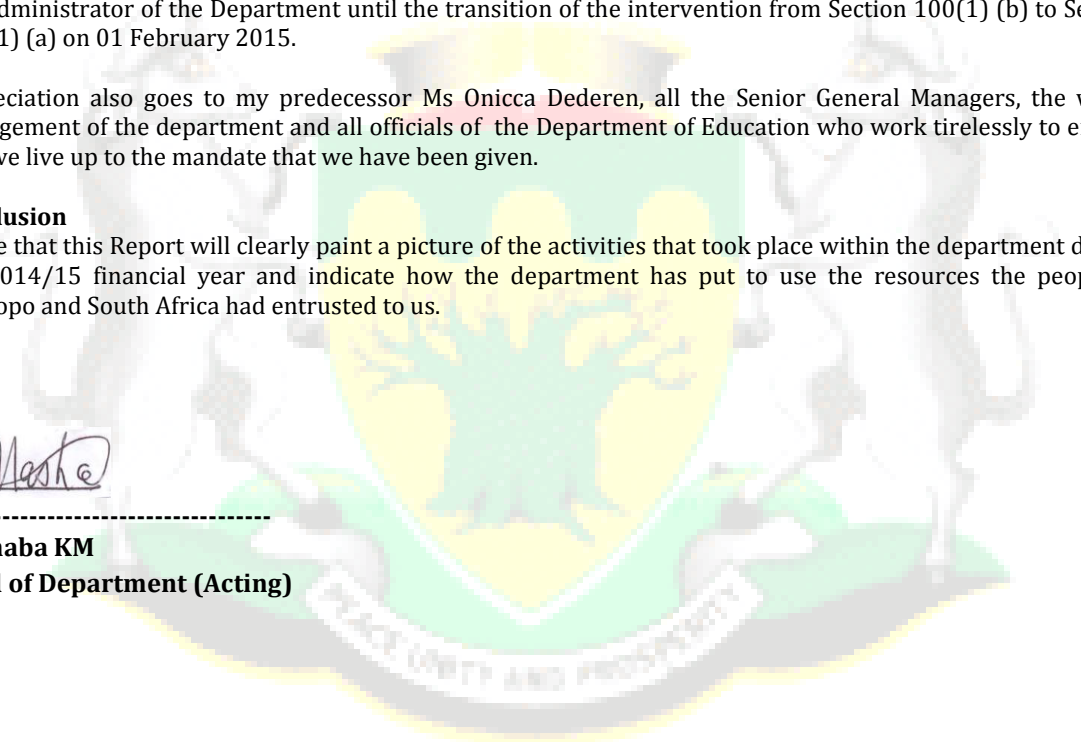
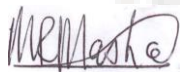
I would like to first acknowledge the sterling leadership provided by the late MEC Thembisile Nwedamutswu and the Acting MEC Jerry Ndou, who took over the reins of department after the untimely passing away of the MEC.

I would like to also appreciate the administrative leadership provided by Mr. Mzwandile Matthews who was the Administrator of the Department until the transition of the intervention from Section 100(1) (b) to Section 100 (1) (a) on 01 February 2015.

Appreciation also goes to my predecessor Ms Onicca Dederen, all the Senior General Managers, the whole management of the department and all officials of the Department of Education who work tirelessly to ensure that we live up to the mandate that we have been given.

Conclusion

I hope that this Report will clearly paint a picture of the activities that took place within the department during the 2014/15 financial year and indicate how the department has put to use the resources the people of Limpopo and South Africa had entrusted to us.



Mashaba KM
Head of Department (Acting)

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

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

- All information and amounts disclosed throughout the Annual Report are consistent.
- The Annual Report is complete, accurate and is free from any omissions.
- The Annual Report has been prepared in accordance with the Guidelines on the Annual Report as issued by National Treasury.
- The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

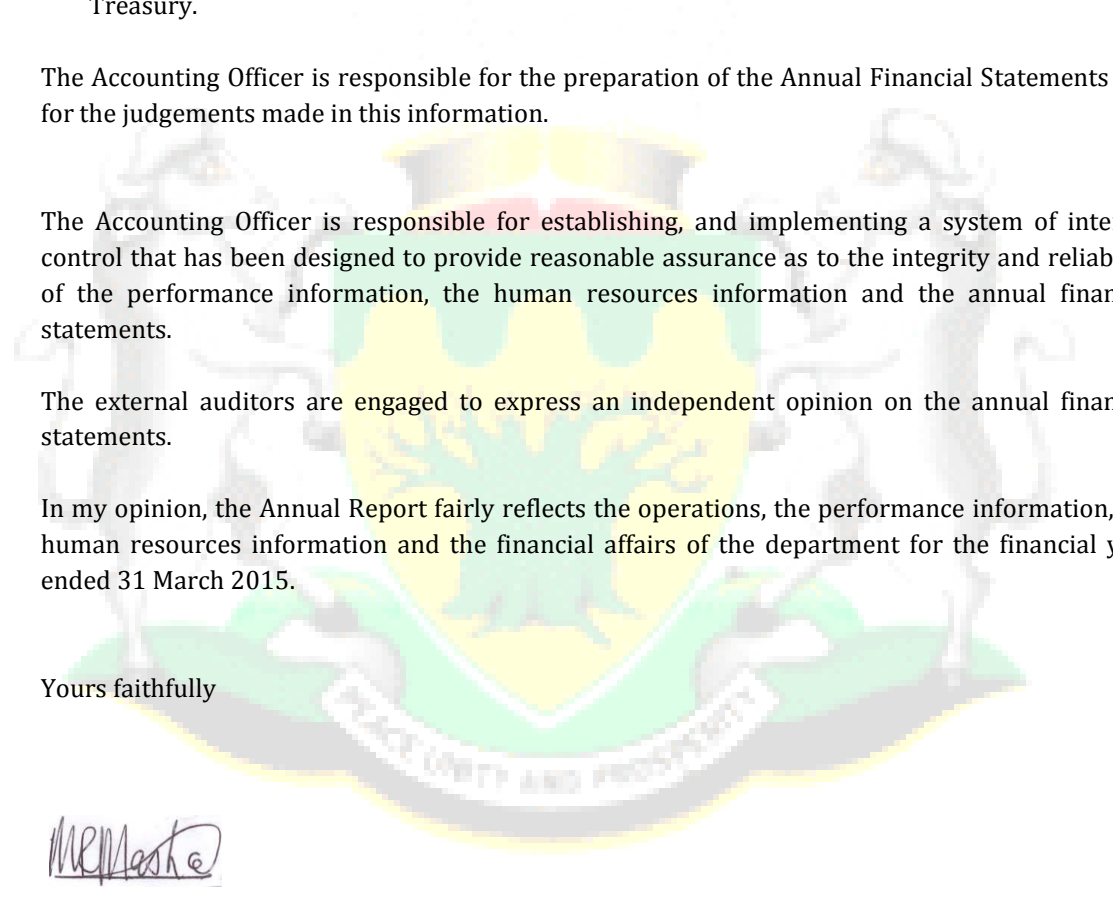
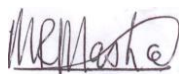
The Accounting Officer is responsible for the preparation of the Annual Financial Statements and for the judgements made in this information.

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

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

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

Yours faithfully



Mashaba KM
Head of Department (Acting)

6. STRATEGIC OVERVIEW

6.1 VISION

A catalyst for human development, providing innovative and inspiring quality life-long education

6.2 MISSION

We will achieve the vision by:

- Delivering curriculum in an innovative, effective and efficient way
- Maximizing accountability
- Fostering community participation and governance in education.
- Ensuring equitable and efficient allocation and utilization of resources
- Striving for a competent and motivated workforce

6.3 VALUES

Limpopo Department of Education will always strive to demonstrate excellence, respect and integrity towards its clientele. It will also promote professionalism, commitment, accountability and innovation in its bid to realize its set objectives.

7. LEGISLATIVE AND OTHER MANDATES

Constitutional mandates

Constitution Act 108 of 1996

It is the supreme law of the land and obligations imposed by it must be fulfilled. Education must be founded on values of human dignity, equality, human rights and freedoms, non-racialism and non-sexism. Sec 28(2) endorses the paramount importance of the best interests of the child in every matter concerning the child.

LEGISLATIVE AND OTHER MANDATES

<p>Sec 29 (1) guarantees access to basic education including Adult Basic Education. Matters of quality and standards are also addressed in section 29. Everything that we do in this Department must be for the achievement of this broad vision and basic right.</p>	<ul style="list-style-type: none"> • National Education Policy Act , 1996 (Act No.27 of 1996), Provides for the determination of national policy for education • South African Schools Act, 1996 (SASA): SASA promotes access, quality and democratic governance in school, compulsory education , two types of schools and school funding norms for poverty reduction and redress • Adult Basic Education and Training Act, 2000 (Act No. of 2000) which provides for the establishment ABET centres, funding for ABET, governance and quality assurance for the sector • Education White Paper on ECD (2000) providing for expansion of Grade R, improvement of quality, curricula and teacher development for the sector • Education White Paper 6 provides for inclusive education to improve retention of all learners in the education system • Education White Paper on e-education (2004)to transform learning and teaching through ICT • New National Curriculum Statement • South African Qualifications Authority Act (1995), and the National Qualifications Framework Act (1995) (repealed in 2008) • Employment of Educators Act, 1998 : Regulates the employment and
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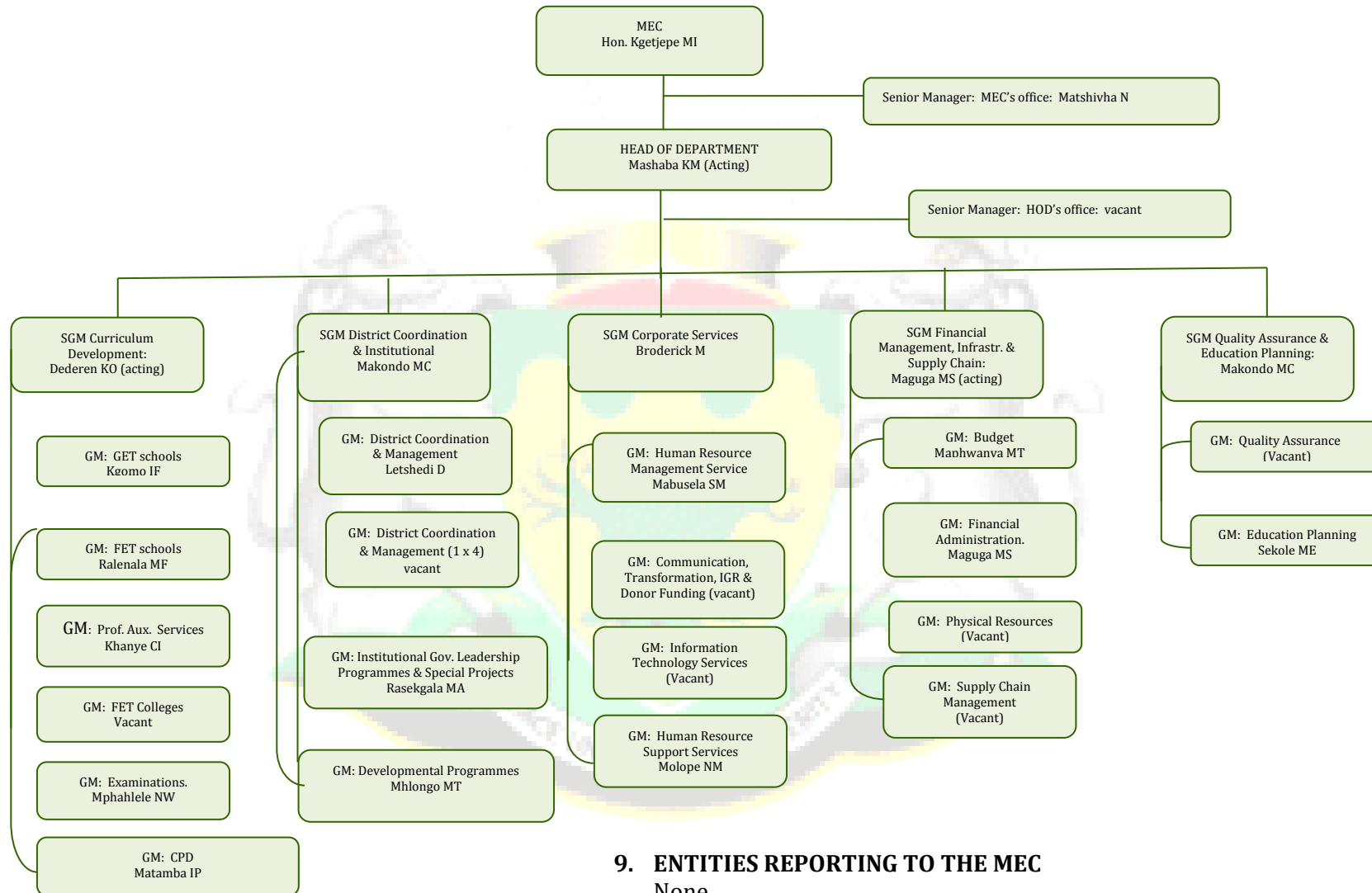
LEGISLATIVE AND OTHER MANDATES

	<p>conditions of service of educators</p> <ul style="list-style-type: none"> • South African Council of Educators Act, No. 31 of 2000. To regulate the professional, moral and ethical responsibilities of educators. • Public Service Act, 1994: Provides for the organization and administration of the public service. • Employment Equity Act, 1998: Protects employees from unfair discrimination and provides a criterion for implementing affirmative action. • Skills Development Act, 1998 : Aims to develop and improve the skills of the country's workforce • Skills Development Levies Act, 1999: Prescribes how employers should contribute to the National Skills Fund • Labour Relations Act, 1995: Aims to advance economic development, social justice, labour peace and democracy in the workforce • Basic Conditions of Employment Act, 1997: Regulates the conditions of employment of the work force leave, working hours, pay slips and terminations
<p>Sec 29 read with Chapter 3 of the Constitution on cooperative governance</p>	<ul style="list-style-type: none"> • National Education Policy Act, 1996 (Act No.27 of 1996) Provides for the determination of national policy for education (e.g. for curriculum, assessment, language, admission of learners to institutions, etc.), defines the legislative and monitoring responsibilities of the Minister of Education, establishes inter-governmental forums such as CEM and HEDCOM, etc. that must collaborate to develop the education system. • Public Finance Management Act, 1999 (Act No.1 of 1999) The PFMA provides for broad issues of financial management and procurement of goods and services within the Department in line with section 217 of the Constitution which is operationalised in legislation such as the Preferential Procurement Policy Framework Act.
<p>Schedule 4 of the Constitution:</p> <ul style="list-style-type: none"> • Functional areas of concurrent national and provincial legislative competence • Education at all levels, excluding tertiary education, language 	<ul style="list-style-type: none"> • Our Provincial Education statute, although not repealed, is outdated in as far as it was drafted before the Constitution and SASA • To continuously assess whether our plans would not be better enriched by introducing new legislative products best suited for local circumstances, e.g. enhancing rural development in education, vulnerable children, etc.

The following policies changes were made during this period during the period under review; more will be indicated during the period of implementation.

- National Curriculum Framework 0 – 4 Years
- Technical Mathematics CAPS
- Technical Science CAPS
- Sign Language CAPS Foundation Phase and Grade 9.

8. ORGANISATIONAL STRUCTURE



9. ENTITIES REPORTING TO THE MEC
None

