

Department of Education

ANNUAL REPORT

2009/10



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

ANNUAL REPORT 2009/10

To the Ministers of Education, Mrs Angie Motshekga, MP and Dr Blade Nzimande, MP.

It is with great pleasure that I present this report on the work of the Department of Education for the financial year ended 31 March 2010.



Duncan Hindle

Director-General: Education

May 2010



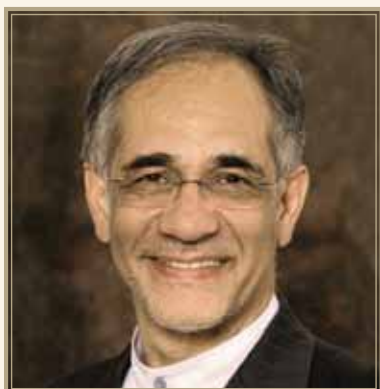
Mrs Angie Motshekga, MP

Minister of Basic Education



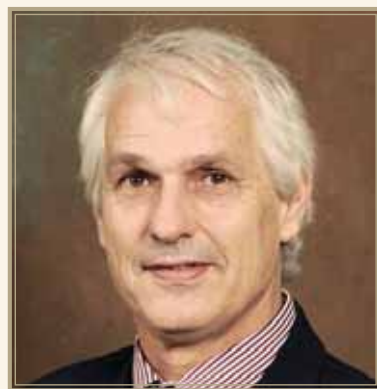
Dr Blade Nzimande, MP

Minister of Higher Education and Training



Mr Enver Surty, MP

Deputy Minister of Basic Education



Mr Duncan Hindle

Director-General: Education

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PART 1

Introduction

PART 1

Introduction

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INTRODUCTION BY THE DIRECTOR-GENERAL

It is once again my privilege and pleasure to present this Annual Report of the Department of Education, in order to facilitate proper oversight and accountability with regard to the funds appropriated by Parliament. *I am pleased to record that the report by the Auditor-General has, once again, provided the Department with a clean audit, despite the difficult circumstances prevailing during the period under review.*

This report was compiled under extraordinary circumstances. It is the report of a Department in the process of being closed as a legal entity, following the establishment of two new departments after the national election of May 2009. As such, the report has no section on future priorities – these have all been subsumed into the strategic plans of the new Departments of Basic Education and of Higher Education and Training. It serves only as a record of the past (and last) financial year of the Department of Education.

Although the Department of Education closed down, the books of account will remain open until fully cleared. The Department is in the process to clarify all the outstanding balances in order for it to be transferred to the two new departments where applicable. Any outstanding balances that cannot be clarified will be dealt with in cooperation with National Treasury.

The year was significantly complicated by the decision, in the middle of a financial period, to establish new ministries and departments. Programmes of the former Department were assigned to new ministers and new directors-general have been appointed. The senior leadership and officials of the former Department were split and deployed to work in one of the new departments, based upon their functions. But the budget of the Department remained with the Department of Education, enforcing a co-operative relationship between the new departments, which had their own political mandates and programmes, and the Department of Education, which remained responsible for managing the budget.

The budget itself came under severe pressure, given the spending requirements in establishing new ministries, including vehicles, accommodation and ministerial staff and security – none of which had been budgeted for – but all of which had to be provided for. This situation was effectively managed, thanks to the co-operation of all involved, but it was a murky legal context, with very unclear lines of authority, which could have resulted in an accounting problem.

The split of the former Department was compounded by the move of the Department of Basic Education to new office premises during the course of the period under review. In many ways it was fortuitous that a building was available for the new Department, but it further destabilised operations, as staff concentrated on vacating their offices and moving to the new premises. The only consolation is that the new Sol Plaatje House, at 222 Struben Street, is a magnificent office facility and should inspire all who work there to perform at the highest level. It was built under a public-private partnership, and the continued attention paid by the contractors to the facilities and gardens will hopefully ensure that it remains this way.

INTRODUCTION BY THE DIRECTOR-GENERAL

It must be acknowledged that these disruptions, however well managed, had a negative impact on service delivery during the period under review. It may be proven to be a short-term cost in favour of longer-term gains, but the impact of any restructuring cannot be ignored. Although there have been no formal labour disputes arising from the process, it is true to say that most of the staff members were rightly focused on whether they would have a job in future and, if so, in which Department, which office and supervised by whom? Various steps were taken to allay these fears and alleviate the disruption, while insisting that the interests of the organisation(s) had to take precedence over those of the individual. Close consultations with the staff unions assisted enormously in this regard, which is much appreciated. The transition was eventually concluded in March 2010, with agreements pertaining to the allocation of budgets and personnel, the division of assets and liabilities, as well as other related issues.

Because of this extraordinary context, this is more than just a mere Annual Report. It is the final report on the operations of the Department of Education, established some 15 years ago as part of the new democratic order in South Africa. As such, it must serve as a reflection of the past three administrations of this government, of the three ministers who provided political leadership to the Department, as well as the directors-general who preceded me in this office.

The report must first acknowledge the role played by Prof. Sibusiso Bengu as the first Minister of Education in a democratic Republic. In keeping with the mood of President Mandela at the time, Prof. Bengu led in a way which held the system together, despite the intense political conflicts that revolved around the control of education. With some compromises, but a stern political will, Prof. Bengu established the National Qualifications Framework (NQF), which integrated all learning and qualifications in the country, and laid the legislative foundation for a non-racial, democratic system of public education. The system was built upon the constitutional spheres of government, with strong roles by the provinces, but it also introduced powerful school governing bodies (SGBs) as a practical expression of community involvement in education. The efforts of Prof. Bengu ensured that more than 97 percent of children remained in the public school system. His Director-General, Professor Chabani Manganye, served the Minister well in ensuring stability and predictability while all around was changing.

Professor Kader Asmal succeeded Prof. Bengu as the second Minister of Education, under the Mbeki administration. His redoubtable intellect was supported by his insatiable energy and desire to put things right, and he rose to the position with confidence and insight. Never one to tolerate fools, he was also highly compassionate, guided by his traditional liberal values. He will be remembered here and around the world for his emphasis on values in education – his insistence that the school curriculum should be underpinned by the values of human rights and democracy, and that the values of the Constitution should be actively promoted in schools. In all this he was ably supported by his Director-General Mr Thami Mseleku.

To this day South Africa remains a pioneer in the area of values in education, as many other countries, historically shy of confronting these controversial issues, are realising the need to infuse values into the development of a child. In a related area, Prof. Asmal also led the nation in debating and adopting a national Policy on Religion and Education – a policy which is the envy of many countries grappling with religious conflict. The policy is a carefully crafted document, which spells out rights and responsibilities in a way that has earned the support of schools, communities and religious bodies.

INTRODUCTION BY THE DIRECTOR-GENERAL

Mrs Naledi Pandor became the third Minister of Education in South Africa, appointed by President Thabo Mbeki during his second term of office. As the former Chair of the National Council of Provinces, and also an educator by profession, Minister Pandor became, in many respects, the "head teacher" of the Department of Education, and was ably supported in all respects by her Deputy, Mr Enver Surty. She ruled firmly, insistent that improving the quality of education, especially for poor African children, was a task that could not be delayed, and she initiated various programmes to address this issue. My task as Director-General was to ensure that the human and financial resources of the Department were best utilised to enable the effective implementation of these programmes.

Minister Pandor successfully shifted the school policy debate to issues of quality in education, and engaged teacher unions and others who felt strongly about the issue, to good effect. This culminated in the launch of the constituency-based Quality Learning and Teaching Campaign (QLTC) near the end of her term of office. A major success, not often attributed to Minister Pandor's administration, was the establishment of the *Kha Ri Gude* Mass Literacy Campaign, with funded plans to provide literacy programmes to 4.7 million adults over a five-year period, in pursuit of the Millennium Development Goals (MDGs).

Minister Pandor represented the country on various prestigious international fora. On the African continent, she chaired the Council of Ministers of Education in Africa (COMEDAF) and the Association for the Development of Education in Africa (ADEA) and, during her term of office, she hosted the Commonwealth Conference of Education Ministers (CCEM). At UNESCO, she became the responsible voice of Africa, respected by all. As Director-General it was my privilege to support Minister Pandor in these international engagements, where it was easy to be proud of being a South African.

Minister Angie Motshekga was appointed in May 2009 as the new Minister of Basic Education, with Mr Enver Surty returning as Deputy Minister, and Dr Blade Nzimande as the Minister of Higher Education and Training. With specific focal areas for each of the new Ministries, there was a promise of enhanced service delivery. This report captures the progress that has been made by the Department of Education (acting on behalf of the two new Departments) in the first year of office of the new Ministers.

A review of the 15 years of this Department's existence will surely be the subject of many debates: Did we do the right things or could we have done better? Most development indicators will confirm that we made progress on many fronts, but we must also recognise the significant injection of resources into education, and ask whether we could not have done more with what we had. It is sometimes said that only the first term (under Prof. Bengu) allowed for real policy development and, since then, we have either been fixing policies that were wrong, or else building capacity to implement those that seemed right.

There can be no disputing the assertion that more children in South Africa have access to better education today than ever before. Non-racialism has resulted in more children of all races having access to quality education, and today there are more rural poor children attending better schools, with more and better teachers and facilities. The designation of no-fee schools was undoubtedly a major success, with over 60 percent of schools now finding themselves in this position. We also have more urban children of all races in well-performing schools, which are competing for success. But still it is not enough.

INTRODUCTION BY THE DIRECTOR-GENERAL

We have better qualified teachers than ever before, and we are producing many more via our Funza Lushaka Bursary Programme. There are textbooks in schools, with over R3 billion spent each year on learning and teaching resources, and this provision has now become more targeted with the development of compulsory workbooks for all children. Development indicators will confirm all these trends and show how they have contributed to a greater degree of equity in society, as well as to economic development. We should not be afraid to recognise our successes as a country, inadequate as they may be, while never overlooking our inability to reach every child in the way we would have wished.

The progress we have made was achieved largely through a high level of political consensus, involving largely the national Ministers of Education and provincial Education MECs, advised by their respective officials. This produced some excellent policy positions, but the complexity of making these a reality through the many layers of education has frustrated anyone being involved in this historical project. The emergence of the Quality Learning and Teaching Campaign, with commitments by each of the represented constituencies (teachers, principals, parents, learners and officials), and the strong party-political backing, holds the best promise of taking this consensus to community level, with a greater involvement of local communities in their schools. By ensuring compliance with policies on school attendance, on teacher hours of duty, on school safety and other aspects, school communities will, in future, be able to secure a quality education for their children.

The work done by the Department of Education during 2009/10 must be evaluated within the context of a major restructuring process, the formation of two new departments and the move to a new building. None of these can excuse under-performance, but it may explain why some matters did not progress as far as was hoped. In some cases resources had to be diverted from programmes to fund the operations of the new Departments.

This report constitutes the final report of the Department of Education, and I am obliged to utilise it to thank all those who supported the Department during the past period. We were well guided by various Ministers and Deputy Ministers in the development and pursuit of our mandate, as well as by Members of Parliament via Portfolio and Select Committees. The constructive relations we enjoyed with these Committees and their Chairpersons are much appreciated, as is the guidance from our political principals. The senior leadership of the Department, and many other staff members at every level, gave their all to make our education system better – often in the face of virulent criticism – and they deserve our gratitude.

The various constituencies in education were our major partners, namely teachers, learners and parents via their governing bodies. Via their national structures, these constituencies continually served to advise, to challenge where necessary and to support where appropriate, our various policies and programmes and without them we would not have achieved half as much as we did. The private sector was also our partner in various ways: as a co-provider of education via independent schools, colleges and higher education institutions, as an interested player in the broader field of human development and as a sponsor of many educational events, facilities and schools. Their contribution to education over the years is immeasurable.

INTRODUCTION BY THE DIRECTOR-GENERAL

I feel privileged to have served South Africa in the field of education, especially to have been given the responsibility of leading the Department of Education during part of this period of transformation from 19 racially-defined and authoritarian education departments to one that is national, non-racial and democratic. I tried at all times to give of my best and to allow and trust others to do likewise. I offer my best wishes to the new leadership of the two Departments and trust that they will build upon these early foundations.

I hereby present this report to the Minister of Basic Education, Mrs Angie Motshekga, MP, and to the Minister of Higher Education and Training, Dr Blade Nzimande, MP, and invite them to table it in Parliament.



Duncan Hindle

Director-General: Education

MESSAGE FROM THE MINISTERS

In the period under review, Government has made Education the key priority. In doing so, it placed education and skills development at the centre of this administration's priorities. This required the creation of two Ministries with clear responsibilities. Basic Education will focus primarily on schools in order to achieve the goal of a quality basic education system. The Ministry of Higher Education and Training will deliver an improved higher education and training system which will provide a diverse range of learning opportunities for youth and adults.

During the course of the financial year, the two departments were created. The year under review was a challenging one for all associated with the former DoE. This split was not budgeted for and placed tremendous pressure on the budget. The Director-General of Education, Mr Duncan Hindle, continued in his role to oversee the disestablishment process, assisted by the two new Directors-General, Prof. Mary Metcalfe (Higher Education and Training) and Mr Bobby Soobrayan (Basic Education). The formal separation of the two departments was concluded with agreements on the allocation of budgets and division of personnel, and assets and liabilities.

The establishment of the two new departments has been a major achievement in the reporting period. Both departments have taken the necessary steps to improve service delivery in their new areas of responsibility. Towards the end of the financial year, the Department of Basic Education has also moved into a new building on 222 Struben Street, Pretoria, while the Department of Higher Education and Training remained in 123 Schoeman Street, Pretoria.

Basic Education has moved swiftly to address the challenges and constraints in the implementation of the National Curriculum Statement. The Ministerial Committee that was tasked with reviewing the implementation of the National Curriculum Statement in 2009 focused on how to strengthen learning and teaching in all our classrooms. The Department began the process of strengthening its monitoring and evaluation through the development of the National Education Evaluation and Development Unit (NEEDU). A major focus was the national teacher development summit that aimed to better understand and plan for improving the quality of teachers, and therefore teaching, in the system. The key outcome of that event was a Teacher Development Summit Declaration, which committed all parties to the development of a new strengthened coherent national teacher development plan. The Department continued with its efforts to tackle the immense infrastructural challenges by exploring innovative funding and infrastructure delivery mechanisms to deal with all the backlogs in the shortest possible time.

One of the immediate tasks of the Department of Higher Education and Training is to create a diverse and differentiated post school system to provide a diverse range of learning opportunities for youth and adults. This system will be realised through, amongst others, the improved alignment of the university, college and SETA systems. The scope of the new Department of Higher Education and Training will cover all public and private higher education institutions, colleges and the skills development sectors, which include the Sector Education and Training Authorities (SETAs), the National Skills Authority and the National Skills Fund.

MESSAGE FROM THE MINISTERS

The Department of Higher Education and Training has also moved expeditiously to set up mechanisms to remove all barriers to access to post school opportunities by young people, and to expand such opportunities. In June 2009 the Minister appointed a Review Committee to look at the efficacy and effectiveness of the National Student Financial Aid Scheme, and make recommendations on how to improve the scheme. The committee has submitted its report to the Minister, who has released it for public comment, before making his final determination.

The Minister has also released for public comment the proposed new landscape for the SETAs, and the proposed National Skills Development Strategy 3, and will finalise both by the end of September. A Higher Education Summit, whose aim was to bring all stakeholders within the sector under one roof, to agree on priorities for the transformation and strengthening of the sector, has also been held. Two more summits, the FET and Skills summits will also be held in September. All of this work is being done to ensure the alignment of the system, while at the same strengthening and maintaining the unique characteristics and contributions of each sector to the broader post schooling system.


Both Departments understand the scope of challenges confronting our education and training system and work on the basis that there is indeed one education system comprising the schooling system and the post-school system. We recognize the interdependence of both given that the quality of the post-schooling system depends on the quality of basic education and its reach to every young person in this country, just as basic education is dependent on Higher Education and Training providing, for instance, quality teacher education, especially the production of foundation phase educators.

Allow us in conclusion to pay tribute to one of the great servants of South African education, Mr Duncan Hindle. We want to thank him for his dedication and commitment and to wish him all of the best in all his future endeavours.

We hereby present this final Annual Report of the Department of Education to Parliament.



Mrs Angie Motshekga, MP
Minister of Basic Education



Dr Blade Nzimande, MP
Minister of Higher Education and Training

VISION, MISSION AND VALUES

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.

MISSION

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

VALUES

The Department of Education adheres to the following values:

PEOPLE

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

EXCELLENCE

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

TEAMWORK

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

LEARNING

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

INNOVATION

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

LEGISLATIVE MANDATE

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

1. The Constitution of the Republic of South Africa (1996), which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 Education Policy Framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
2. The National Education Policy Act (NEPA) (1996) was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as for the Heads of Education Departments Committee (HEDCOM) as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, *inter alia*, curriculum, assessment and language policy, as well as quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
3. The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance, via school governing bodies, is now in place in public schools country-wide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act 24 of 2005, so as to authorise the declaration of schools in poverty-stricken areas as "no-fee schools".
4. The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998) and the National Strategy for Further Education and Training (1999-2001). The latter provides the basis for the development of a nationally coordinated further education and training system, comprising the senior secondary component of schooling and further education and training (FET) colleges. It requires these FET institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programme-based funding, as well as a national curriculum for learning and teaching.

LEGISLATIVE MANDATE

5. The Higher Education Act (1997) provides for a unified and nationally planned system of higher education. It furthermore gave the green light for a statutory Council on Higher Education (CHE), which advises the Minister while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999), formed the basis for the transformation of the higher education sector, with implementation being guided by the National Plan for Higher Education (2001).
6. A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The historically divided teaching force is now governed by one Act of Parliament and one professional council – the South African Council of Educators (SACE).
7. The Adult Basic Education and Training Act (ABET) (2000) provides for the establishment of public and private adult learning centres, funding for ABET, the governance of public centres, as well as for quality assurance mechanisms for this sector.
8. The South African Qualifications Authority (SAQA) Act (1995) provides for the establishment of the National Qualifications Framework (NQF), which constitutes the scaffolding for a national learning system that integrates education and training at all levels. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001, reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our adult learners.
9. The National Curriculum Statement (Grades R to 12) embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills via learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models that are aligned to the NQF in theory and practice.
10. The Education White Paper on Early Childhood Development (2000) provides for the expansion of, and full participation by 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.
11. Education White Paper 6 on Inclusive Education (2001), explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This, in turn, will improve the participation and retention levels of learners in the education system, particularly with regard to those learners who are prone to dropping out.

LEGISLATIVE MANDATE

12. The General and Further Education and Training Quality Assurance Act, Act 58 of 2001, provides for the establishment of Umalusi, which is charged with the provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment practices, as well as conducting the actual assessment.
13. The National Student Financial Aid Scheme Act, Act 56 of 1999, provides for the granting of loans and bursaries to eligible students attending public higher education institutions, as well as for the administration of such loans and bursaries.
14. The Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), provides for the regulation of FET, the establishment of governance bodies and the funding of public FET colleges, the registration of private FET colleges and the promotion of quality in further education and training.



PART 2 Programme Performance

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 1: ADMINISTRATION OFFICE OF THE DIRECTOR-GENERAL

HIGHLIGHTS AND CHALLENGES OF INTERNATIONAL RELATIONS 2009 TO 2010

Highlights

The Director-General (DG) of the Department of Education, Mr Duncan Hindle, was nominated to chair the Education Commission of the 35th Session of the UNESCO General Conference. This is a prestigious position at the General Conference and many member states took the floor at the end to pay tribute to the DG for the manner in which he had chaired and guided some of the difficult education debates of this Commission.

South Africa's position on the UNESCO Executive Board came to an end in September 2009. South Africa contributed immensely to the administration of the UNESCO Head Office with the presence of its board member, Prof. Brian Figaji. He also served on UNESCO staff committees, because of his expertise in these matters. He was well respected by both his peers and UNESCO as such. So as not to lose the expertise gained from this position, Prof. Figaji is now chairing the South African National Commission and has already assumed this task with the vigour that is required.

A South African, Judith McKenzie, won the 2009 UNESCO Emir Jaber Al-Ahmad Al-Jaber Al-Sabah Prize for promoting quality education for persons with intellectual disabilities.

The EU announced that it would provide R1.4 billion in development cooperation support towards education. R1.3 billion will go towards budget support of Foundation Phase education. It was also agreed that South Africa and the EU would establish a Sectoral Policy Dialogue Forum on Education and Training to further deepen relations.

Deputy Minister Enver Surty addressed the South African UN Model Conference on Robben Island, where finalists were chosen for the international leg of the UN debate that will take place in 2010. The speech was well received. The Model United Nations (UN) authentically simulates specific UN organs or conferences, and provides an excellent opportunity for scholars to gain experience in this type of forum.

South Africa participated in the 17th Conference of Commonwealth Education Ministers. South Africa presented to these Ministers its experience in terms of building a culture of respect and understanding through education, which should play a key role in strengthening these fundamental values in society.

The biennial meeting of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) Ministers of Education took place in October 2009. The Director for Systemic Evaluation, Mr Meshack Qetelo Moloi, was awarded the SACMEQ 2009 Medal for outstanding performance in leading the design

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

and implementation of SACMEQ projects in South Africa. Mr Moloi serves as the National Research Coordinator (NRC) for South Africa on SACMEQ. His Directorate completed the collection and cleaning of reading and mathematics research data from 10 000 Grade 6 learners, as well as teachers and principals from 400 schools in the SACMEQ III Project (2007). Within six months they completed a high-quality data cleaning process which, in the past, could only be completed over three years. This was a culmination of years of intensive high-quality training in SACMEQ research methodologies. Mr Moloi co-authored the SACMEQ II National Report for South Africa (2005) and, with his team, is currently writing the SACMEQ III Report which will be completed by September 2010.

Deputy Minister Enver Surty and his Nigerian counterpart, the Minister of State for Education, Hajjya Aishatu Jibril Dukku, opened the video conferencing event, marking the celebration of the ten-year anniversary of the South Africa-Nigeria Bi-National Commission (BNC) on 26 October 2009. The theme of the celebration, "South Africa-Nigeria in Partnership for a better Africa: Towards a Free Movement of People in Africa", was discussed by both teachers and learners from the two countries, revolving around, *inter alia*, issues pertaining to human rights, tolerance, citizenship, democracy, identity and diversity. The Deputy Minister's speech was well received.

Minister Angie Motshekga and Mr Duncan Hindle attended the first meeting of ADEA's Inter-Country Quality Node (ICQN) on Peace Education that took place in Mombasa, Kenya from 14 to 16 September 2009.

The Minister and the DG attended the Conference for African Ministers of Finance and of Education, entitled "Sustaining the Education and Economic Momentum in Africa amidst the Current Global Financial Crisis", which was held in Tunis, Tunisia from 15 to 17 July 2009. The Minister also chaired a session entitled, "Political leadership for better alignment between education development and economic growth".

In May 2009, South Africa signed an agreement with Germany concerning the introduction of a German-South African Bilingual Secondary School Qualification (Arbitur/National Senior Certificate) at the German Schools in Johannesburg, Cape Town and Pretoria (SA). The Agreement provides for a broadening and strengthening of ties between South Africa and Germany in the field of education.

In May 2009, a Declaration of Intent was signed, pertaining to the Netherlands' Initiative for Capacity Development in Higher Education (NICHE). In November 2009, the Minister of Higher Education and Training signed an Agreement of Cooperation in Higher Education with Syria. In July 2009, a Memorandum of Understanding (MoU) on Cooperation in the Field of Education was signed with Brazil.

Challenges

Regrettably, we were not successful in operationalising the Middle East Studies Programme at UCT, as private funding had not yet been secured.

Resource constraints within the management agency of IBSA meant that meetings could not take place. A lack of funds is also limiting the ability to implement IBSA academic projects.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

STRATEGIC OBJECTIVES

During the 2009/10 financial year, the Branch's strategic objectives were as follows:

- Developing policy, national norms and standards, as well as a Basic Minimum Package (BMP) for the provision of school infrastructure.
- Strengthening the National Education Management Information System (NEMIS), so as to enhance planning and monitoring, as well as the development of Learner Unit Record Information Tracking System (LURITS).
- Analysing of, and reporting on education expenditure and investment, as well as promoting optimal budgeting processes to ensure access, equity and redress.
- Ensuring effective and efficient labour relations, as well as the development of education staff, so as to improve the quality of teaching and learning in South Africa.
- Analysing and reporting on human resources requirements and capacity for education, as well as developing an education human resources information system.
- Developing and monitoring funding norms and standards for all sub-systems in the education system.
- Establishing a National Educator Recruitment, Selection and Placement "Agency" or "Unit".
- Piloting the National Education Evaluation and Development Unit (NEEDU).
- Conducting situation and needs analyses of the education planning functions in the education system and recommending how to deal with any capacity gaps.

ENVISAGED ACHIEVEMENTS

1. Human resources remained the most important instrument in ensuring the provision of quality education. The management and development of human resources continued to receive added attention by:
 - (a) establishing systems, frameworks and tools to assist in ensuring that all education institutions are adequately staffed with appropriately skilled educators;
 - (b) maintaining the Educator Human Resources Plan and data base to update the profiles of educators;
 - (c) monitoring the provision of incentives with a view to improving the recruitment of teachers by the provinces;
 - (d) implementing the "one teacher one computer" initiative;
 - (e) maintaining the development of the Educator Human Resource Management Information System; and
 - (f) continuing to expand and improve the educator performance systems of IQMS, as well as establishing the National Education Evaluation and Development Unit.
2. The following received attention: physical resources; policies; norms and standards; funding and delivery mechanisms for quality education, especially school infrastructure, such as the provision of water, sanitation, suitable classrooms and essential specialist norms such as libraries; sport and recreation facilities; as well as Grade R facilities. This was done by:

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

- (a) implementing school infrastructure policy, norms and standards, as well as delivery mechanisms, once the proposals had been approved, following the public consultation process; and
 - (b) finalising the policy for learner transport and hostel provisioning.
3. The management of funding resources via a funding policy received continued attention. This was done by:
 - (a) continued support for the implementation of the funding norms by other branches in the DoE and PEDs;
 - (b) continued monitoring and taking corrective action in the implementation of the norms;
 - (c) undertaking a major review of the funding norms to deal with innovative funding mechanisms; providing rewards and development funds, based on the performance by schools; and ensuring that schools that perform are given the capacity and the functions to facilitate self-management, while ensuring that struggling schools are supported to improve; and
 - (d) supporting the finalisation of the funding norms for inclusive education and special schools, following the audit and study done by the general education branch.
4. Ensuring that relevant, accurate, reliable and timely information was available to facilitate management and decision-making. This was done by:
 - (a) continuing the expansion of the South African Schools Administration and Management System (SA-SAMS);
 - (b) ensuring the continued successful development of a Learner Unit Record Information Tracking System (LURITS), which became operational during March 2010;
 - (c) strengthening the EMIS Policy to ensure efficacy of the system; and
 - (d) establishing a GIS functionality and ensuring that it becomes operational.
5. It was imperative to monitor and evaluate (M&E) a number of key education interventions. The M&E framework was implemented and a number of reports were produced.
6. The National Human Resources Development Strategy for South Africa was implemented by establishing the necessary structures and implementing key activities.
7. Legal and Legislative Services assisted with amendments to the relevant education laws, and in the drafting of regulations. The provinces were supported and monitored in terms of legal and legislative services.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS

The Government Notice to amend the national per learner target allocations for 2010; the declaration of a proportion of learners to attend no-fee schools in 2010; as well as the List of No-Fee Schools for 2010 were published by the Minister in the *Government Gazette* by 11 December 2009. In 2010 there will be approximately eight million learners in 19 933 no-fee schools. The implementation plan, detailing activities for the 2011 implementation of the norms and standards, was approved by HEDCOM and provided to the provincial education departments (PEDs).

A telephonic survey on the transfer of funds to schools for Grade R funding was conducted nationally on a sample of 90 schools during June 2009. A report was produced and forwarded to the Minister and thereafter to the heads of education departments. A monitoring plan on the implementation of the Grade R funding norms was approved by HEDCOM on 17 March 2010. The broader monitoring study on the implementation of the school funding norms was completed in November 2009. During February 2010, an analysis of the final report and recommendations was submitted to the Minister of Basic Education. A medium to longer-term monitoring and evaluation framework for funding norms was also developed.

The funding norms for FET colleges were due for implementation in April 2010. The implementation plan of the funding norms for FET colleges was approved by HEDCOM during 2009. Provinces were provided with a template to develop their own implementation plans.

A proposal to shift the implementation date of the funding norms for ABET centres from January 2010 to January 2011 was published by the Minister of Higher Education and Training on 20 January 2010 for public comment. The publication of a new implementation date by the Minister is in the process of being carried out.

Provincial infrastructure budgets were monitored quarterly, and reports were produced and submitted to HEDCOM and the CEM. The total (revised) education sector infrastructure budget for 2009/10 came to R5.599 billion. Some 52,5% of this amount comprised the Infrastructure Grant to Provinces.

All the plans for the provision of water and sanitation by DWAF during 2009/10 were in place. The targets for the provision of water and sanitation were 751 and 576 schools respectively, and implementation by DWAF was in progress in all the provinces during the period under review. Of the 751 schools targeted for water provisioning during 2009/10, work was completed at 485 schools, while 266 were still under construction. Of the 576 schools targeted for sanitation during 2009/10, work was completed at 430 schools, while 146 were still under construction. The scope for the provision of electricity was finalised and the Department of Energy will be providing 1 436 schools with electricity during the new financial year. Implementation commenced during October 2009 and 430 connections have been completed to date.

The Minister of Finance concurred on the Policy on Infrastructure, as well as on the Norms and Standards for School Infrastructure. The Policy on Infrastructure was also presented to the Minister, with a view to subsequent gazetting. The draft Accelerated Schools Infrastructure Delivery Initiative was presented to the HEDCOM Subcommittee, as well as to Senior Management.

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The process of aligning the national EMIS numbers, as published during November 2009, was completed and the NEIMS data base updated accordingly. Progress was made with obtaining reports from the Department's data warehouse.

Phase 1 of the first school benefiting from the ArcelorMittal donation (Meetse a Bophelo in Mamelodi) was completed by November 2009. Phase 2 commenced in September 2009 and is about to be completed, so planning has commenced for the official opening. Two schools were identified in the Eastern Cape, namely the J S Skenjana SS School in Dutywa and the Xonyeni JS School in Mqanduli. Planning for these schools has commenced and the construction of these two schools will commence during the second quarter of 2010.

The report on the assessment of economic credibility and policy compliance with the PEDs' annual performance plans for 2009/10 was produced. This assessment of the 2009/10 provincial Annual Performance Plans was tabled at Senior Management and sent to the PEDs to be utilised by them, so as to enhance their future plans.

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT

A Human Resources Planning Framework was developed to assist the sector to plan for the demand, supply and utilisation of teachers. A profile on teachers was developed to provide an overview of the situation in South Africa. The Occupation Specific Dispensation for teachers was implemented in January. An annual HR report was produced, which gave an indication of all HR activities with regard to teachers. The newly proposed post provisioning norms were tested across all provinces, in order to determine the possible impact the new model would have in achieving reduced class sizes, correct utilisation of teachers and improved curriculum delivery.

As at the end of February 2010, a total of 6 945 first-time visits and 1 241 follow-up visits were conducted, bringing the total to 8 186 schools at the end of February. An additional 865 schools were expected to be visited during March 2010, bringing the total for the financial year under review to 9 051 schools. This would have exceeded the target by 1 551 schools. Regular reports on the visits to schools, as well as the findings, were sent to HEDCOM and the CEM. Furthermore, monthly reports were sent to provinces for their intervention. Also, individual school reports were sent to HoDs in the provinces at the end of every quarter.

Audio-visual training materials on IQMS were developed and distributed to all schools in the country.

The process of establishing the National Education Evaluation and Development Unit (NEEDU) also progressed according to plan. An acting CEO was appointed, as well as a Deputy Director for Research. These appointees will continue to drive the NEEDU establishment process in the new financial year.

The signing of the ELRC Collective Agreement 4 of 2009 (OSD), in terms of which experience for continuous service was recognised, could be regarded as significant for the teaching profession. Implementation took place in December 2009 and January 2010.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION

LURITS: The LURITS data submissions for 2009 registrations were finalised and collated during the fourth quarter. The final data from schools, using the paper form scanning option, was uploaded onto LURITS for learner registrations. The final LURITS registration figures for 2009 were 4 814 390 learner registrations from 10 636 schools. LURITS was opened for 2010 data registrations at the end of February 2010.

SA-SAMS: Provinces continue to train schools in SA-SAMS and to roll out SA-SAMS to all schools. To date, the SA-SAMS warehouse was implemented in three provincial offices. Data from the warehouse will be uploaded directly onto LURITS during 2010. SITA is currently busy with the upload development. All specifications for the web-based SA-SAMS were approved and the system is currently in its pilot phase in the Western Cape.

Electronic survey tools: The development data from the 2010 survey data capture tools (ABET Snap, SNE Snap, ECD Annual, Private FET Annual, Public FET Snap, Annual School Survey and Ordinary Snap) was released during the second quarter of the period under review. Further support with electronic data capture tools was provided to various directorates, such as Labour Relations, Inclusive Education, IQMS, Qids-Up and District Development. The tools for the Breakfast Survey and Audit Survey Reform Schools had been completed and installed in the relevant directorates, after which the capturing of the data commenced.

HRMIS: The system documentation was completed and the system is ready for implementation in the provinces by the HR Planning Directorate.

BI: A report on the Business Intelligence Reporting System was presented by way of a submission to the Acting Director-General and has been approved. A demonstration of the system to the DG and the Minister's advisors was scheduled. Training of managers will continue in 2010.

The Minister approved the gazetting of the Policy on Learner Attendance, which is envisaged to be implemented in schools as of January 2011. The policy establishes norms and standards for the recording, monitoring and management of learner attendance in schools.

The Department reviewed its current Policy on Home Education and has compiled a discussion document that proposes new Regulations on Home Education. The draft Regulations on Home Education will be subjected to stakeholder consultation before finalisation.

Research on educator leave, commissioned by the Department, points to a need for reconsidering the existing Policy on Educator Leave with regard to training during school hours.

The Department conducted an analysis of data provided by schools on their language of learning and teaching (LOLT). The study points to a need for greater clarity of terminology pertaining to LOLT issues, as well as a need to revisit the Language in Education Policy.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The HRDSA 2010-2030 had been approved by government on 18 March 2009, including the migration of JIPSA to the HRDSA, but implementation was suspended to afford the new administration the opportunity to engage and familiarise itself with the strategy. Due to the changes in the structural arrangement of government following the 2009 national elections, on 23 August 2009, government recommended that the strategy needs to at least consider the new electoral mandate, the impact of the economic downturn and the new Medium-term Strategic Framework, amongst others. The strategy has now been aligned and reframed and forms part of a process of consultation with the Human Resource Development Council of South Africa, before being finally ratified by government.

The Human Resources Development Council was launched on 30 March 2010, comprising all social partners, research agencies and relevant experts. The Council is chaired by the Deputy President and the HRD Support Unit will be managed by the Minister of Higher Education and Training.

The HRDSA Monitoring and Evaluation Strategy and Implementation Plan was developed and finalised.

Education Statistics 2008 was finalised and posted on the departmental website. It is also available in printed format.

CHIEF DIRECTORATE: LEGISLATIVE AND LEGAL SERVICES

The Chief Directorate Legislative and Legal Services dealt with a number of legal challenges facing the Department (court cases and letters of demand). Many of these challenges were resolved at the initial stage (letter of demand), which means that court cases were averted. The majority of the legal challenges were resolved this way and a very small number actually went to court. Some of the cases that the directorate dealt with during the period under review are mentioned below:

- *Kyle Springate & Others vs Minister of Education & Others*

The case was about the issue of declaring SASL a subject for the purposes of the NSC and the department defended the matter. The applicants withdrew the relief claimed in part A of the case and indefinitely postponed the relief claimed in Part B.

- *Hoërskool Ermelo and Others vs The Head of Education in Mpumalanga and Others*

This matter concerns the decision of the Head of Department (HoD) of Education in Mpumalanga to withdraw Hoërskool Ermelo's (the school's) function of determining the language policy in terms of Section 6 of SASA. The case was heard in the Constitutional Court on 20 August 2009. Judgement in the matter was reserved.

- *CTI Colleges vs Minister of Education & Others*

This matter relates to the registration of private higher education institutions and the offering of higher education programmes that were not registered with the NQF. The case was heard in the Pretoria High Court in September 2009 and the judgement ordered costs against the Minister.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Other ongoing cases are the following:

- Langenhoven High School
- BCVO vs Minister of Education;
- Western Cape Forum for Intellectual Disability
- Phoenix Heights.

The Chief Directorate scrutinised and rendered advice on a number of contracts during the period under review. Most of these contracts were subsequently signed. The Chief Directorate played a significant role in the handling of all the procurement bids relating to the Department. It resolved many legal impediments in the finalisation of the various bids and no court challenges were received with regard to any contract. Most of the contracts were signed on the advice of the Chief Directorate.

The Chief Directorate drafted the following agreements during the period under review:

- MoA between Comsec and DBE
- A Protocol between G Fleet and DBE
- MoU on Education Cooperation between the Governments of South Africa and Namibia
- MoA between DBE and Department of Home Affairs
- MoU between Government of South Africa and the European Union
- A Protocol between DHET and PEDs on the monitoring of FET funding
- A Protocol between DBE and DHET on sharing resources
- MoA between SANPARKS, Pick & Pay and DBE on the Kids-in-the-Park Programme
- A Protocol on the transfer of functions from DoL to DHET.

During this period, the Chief Directorate provided a number of legal opinions on, *inter alia*, the following:

- School allocations that had not been spent by PEDs
- Seeking a use for the TRC Bursary Fund
- A SACE funding proposal
- Independent schools: Registration and de-registration
- Copyright on past examination papers and examination guidelines for Grade 12
- A request for a legal disclaimer to be published on the DoE website
- An opinion on the use of non-registered brand names by private higher education institutions.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The Chief Directorate furthermore drafted the following pieces of legislation:

The Draft Education Laws Amendment Act was converted into three Bills in line with the reorganisation of the Department of Education. The Basic Education Laws Amendment Bill served before HEDCOM and the CEM and was referred back, due to contentious issues. It was finally referred to HEDCOM on 13 and 14 August 2009 and to the CEM on 31 August 2009. Both forums accepted the draft and it was then sent to the Minister of Basic Education for publication for public comment.

Comments were evaluated on 2 and 5 March 2010. The following documents were prepared in the further processing of the BELA Bill:

- (a) Briefing notes to the Minister on the progress made on the Bill.
- (b) A submission, advising the Minister on the comments and requesting her to refer it to the State Law Advisor for certification.
- (c) A Cabinet memorandum, referring the Bill to Cabinet for consideration.

The Minister is now considering all the above documents.

The Regulations in terms of Section 38A of SASA was published for comment and the comments have been received. The comments are being collated and considered, whereafter the Minister will be advised in this regard. A submission was drafted and sent to the Minister, in order for the Regulations to be published for general notice. The Chief Directorate is awaiting the Minister's decision to have the Regulations published.

The Regulations in terms of Section 5A of SASA (Norms and Standards for School Infrastructure) was drafted. A plan to process and finalise these regulation is underway.

The Chief Directorate assisted other units in dealing with policies and/or regulations. The Chief Directorate participated in the development of, *inter alia*, the following:

- (a) Appointment procedure for Principals and Deputy Principals in Public Schools.
- (b) Policy on Learner Attendance.
- (c) RCL Guidelines.
- (d) Teacher training and development funding models.

The provision of legal advice is ongoing and demand-based, and dealt with on an *ad hoc* basis.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

CHALLENGES AND IMPLICATIONS

The appointment of a service provider to develop a methodology for costing, as well as to determine the costing of a Basic Minimum Package for Schooling, was not approved. As the project would have stretched over two financial years, funding could not be guaranteed for 2010/11 due to the splitting of the Department.

No progress was made with the development of Funding Norms for Inclusive Education, due to the fact that the relevant branch still had to finalise key policy issues.

The branch in question experienced capacity constraints, which resulted in the non-completion of some activities, such as the financing tool and a review of the Personnel Administration Measures not being completed.

Departmental austerity measures resulted in substantial cuts in activities, especially those involving EMIS projects.

RECOMMENDATIONS

Due to the splitting of the Department, there may be resultant capacity constraints, as well as a need for additional capacity in 2010/11. The speedy filling of vacant/critical posts would relieve these constraints.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 3: GENERAL EDUCATION

The General Education Branch is tasked with the responsibility of providing strategic direction in the development and implementation of relevant and key policies for Early Childhood Development (ECD), School Education, Inclusive Education, District Development, Education Management and Governance Development, Teacher Development, Systemic Evaluation, Whole-School Evaluation and Data Base Management. In so doing, the Branch seeks to develop and instil a culture of lifelong learning in laying a solid foundation at school going-age, by ensuring increased access to quality education for all learners. This report will, *inter alia*, highlight some of the achievements of the 2009/10 financial year, challenges that had to be faced, as well as some recommendations on how to minimise the challenges encountered.

In assessing learner achievement, a systemic evaluation survey was developed. The survey was conducted at the Foundation Phase (Grade 3 Level) in 2007, to assess learner performance in literacy and numeracy, so as to assess whether their performance correlated with contextual factors that might have an impact on teaching and learning. The findings indicated that the average performance at Grade 3 Level stood at 35% for numeracy and 36% for literacy.

One of the strides made in assessing learner achievement, was the introduction and implementation of Annual National Assessments (ANA). To date, two ANAs of learner performance from Grades 1 to 6 were conducted between 2008 and 2009, and they were introduced as part of the Foundations for Learning (FFL) Campaign. It is worth noting that participation by schools increased from approximately 70% in 2008 to more than 90% in 2009. The results for 2009 indicated that performance at Grade 3 Level yielded average scores of 41% in literacy and 44% in numeracy, indicating a slight improvement on the 2008 results, but which could also have been as a result of increased participation by schools.

The challenges encountered stemmed from the ever-tentative data on the languages that schools use for teaching and learning (LOLT), which resulted in inaccurate budgeting and mismatches between what schools actually offered and the survey/test instruments that were delivered. Another challenge in this regard was the lack of required staff members with the necessary language skills, since the survey was done in all 11 languages. A recommendation would be to bring in a core of skilled researchers, statisticians and representatives of all the languages spoken in the country – especially with regard to the Foundation Phase.

In addressing two of government's broad priorities, namely dealing with poverty and quality improvement, the Branch, through the Quality Improvement, Development and Support Upgrading Programme (QIDS-UP), focused on providing teaching and learning resources and teacher support materials to 15 000 schools, situated in the poorest quintiles, by means of ring-fenced budgets in the provinces.

ANA was used for QIDS-UP as a national yardstick used in measuring the impact of the programme and monitoring learner achievement. As the programme deals with providing resources for schools, the monitoring and evaluation of the programme is therefore geared towards assessing how the provision or lack thereof impacts on learner achievement. The 2009 ANA findings indicated that most of the schools that were provided with readers and curriculum material showed an improvement in learner performance. Some of the challenges experienced are listed below:

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

- An inability to spend budgets, resulted in funds allocated for the Programme being re-allocated later to other priorities by the provinces.
- A lack of provincial officers who are working on the Programme full-time.
- The maximum utilisation of resources supplied to schools.
- Limited budgets, allocated by some provinces to the Programme, in order to address other backlogs.
- A lack of stringent Treasury guidelines pertaining to the QIDS-UP budget allocated to the provinces.

One of the recommendations to address backlogs pertaining to Learner Teacher Support Materials (LTSM), as well as physical resources, is to ensure that QIDS-UP provincial implementation plans for 2010/11, systematically explain how these backlogs will be addressed.

By expanding access to quality ECD opportunities, with a particular focus on disadvantaged communities, the Branch focused on providing support for classroom teaching activities, and the following successes were achieved:

- The Grade R Resource Pack was distributed to all schools with Grade R classes during January 2010.
- Exemplar assessment items were made available to teachers for Grades 7 to 9 in all learning areas. Feedback from field tests will be used to improve the assessment items.
- A total of 21 schools are currently under construction, with a view to becoming full-service schools.
- A total of 800 000 five-year-olds enrolled for Grade R at public and independent community-based sites.

In order to improve access to, and education of quality for learners who experience barriers to learning, 30 special and full-service schools were supplied with a variety of assistive and technological devices, and teachers were trained in the use of these devices. An audit was conducted on facilities at all reform schools and industrial schools, formerly managed by the Department of Social Development. The Branch had developed guidelines for Inclusive Learning Programmes, which were refined and renamed as Guidelines for Inclusive Teaching and Learning, and which will be used as one of the main resources in the curriculum review process.

One of the challenges encountered was due to limited capacity at both national and provincial level to manage the Programme, as well as budgetary constraints.

One of the Branch's responsibilities is to develop a responsive and comprehensive National Teacher Education and Development System, which produces and supports teachers at all levels. In achieving this goal, the Funza Lushaka Scheme was successfully implemented and improved. In 2009/10, the sum of R382.8 million was disbursed to 9 294 bursars studying at the 23 higher education institutions (HEIs). The average value of these bursaries was R45 000. At the end of 2009, a total of 1 732 bursary recipients graduated, qualifying for placements in teaching posts at public schools. The management of the scheme was improved and the number of student teachers receiving support increased significantly from the 2008 academic year, as a result of increased budgetary support.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

With regard to teacher education policy development, in a joint process with CHE/HEQC, the Higher Education Branch and Teacher Development, a revision of the Norms and Standards for Educators (2000), was included in a new draft policy on the Minimum Requirements for Teacher Education Qualifications, and aligned to the Higher Education Qualifications Framework (HEQF). The draft policy was developed and is currently in the process of being discussed with all stakeholders. The DHET will, in cooperation with the DBE, complete the new qualifications policy.

In supporting CPTD management system development, in partnership with SACE, the CPTD information system prototype was completed, and a CPTD pilot project, involving all nine provinces and a total of 144 schools, selected from a variety of contexts, was initiated. A process of simplifying the design features and endorsement procedures is underway and is aimed at improved delivery. The development of the CPTD management system was hampered by budget constraints. Only R1,5 million was made available from a projected R7,4 million, and this slowed down the progress of the CPTD pilot project in the said 144 schools.

In an effort to ensure effective professional leadership at the school level of the system, the ACE:SL course materials were reviewed and new modules produced. The materials were distributed to all provinces and all 16 participating higher education institutions for utilisation in the 2009/10 intake and beyond. The materials are available on Thutong for use by any aspiring school manager, regardless of whether such individual is registered for the course or not.

The four-year External Research Report was completed towards the end of the 2009/10 financial year, and taken cognisance of by Senior Management. The success of the field test resulted in the Heads of Education Departments Committee (HEDCOM) extending the programme beyond the field test. The Branch also developed School Governing Body (SGB) Election Guidelines, which streamlined the process with regard to coherent content and uniformity in the managing of SGB elections. The Policy on the Organisation, Roles and Responsibilities of Education Districts was developed and is currently awaiting approval from the Council of Education Ministers (CEM). However, the process of taking the policy further was delayed during the third quarter, so as to explore alternative approaches, aimed at improving the quality of education provisioning without depending on the adoption of a policy by districts.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

FET SCHOOLS

In order to support and improve the quality of education in schools (Grades 10 to 12) and FET colleges, the Department of Education provided the following key support measures:

- It developed Grade 12 PATs for all 16 subjects, including a practical component, for 2010. The PATs were translated into Afrikaans and sent to the provinces for distribution to schools.
- Additional copies of preliminary examination question papers were obtained from the provinces and uploaded onto the Thutong website.
- A total of 8 000 Self-study Guides for Grade 12 Life Orientation were printed and distributed to schools.
- The National Catalogue was upgraded to include textbooks screened for Life Sciences, technical subjects and Arts.
- The report on subject advisor training was finalised.
- NCS Policy documents pertaining to amendments of regulations were approved by the Minister and gazetted.
- The audit on Technical Schools by KPMG was completed and reports submitted to DBE. A reference team was appointed and has completed its brief. A framework for the development of business plans was approved.
- Writers, selected by the Ministerial Project Committee (MPC), started compiling the Curriculum Assessment Policy Documents, while curriculum specialists provided technical and administrative support to the MPC and the writers.

DINALEDI SCHOOLS

- A total of 201 schools, plus 54 Dinaledi schools were visited and monitored. Support was provided where required and the report has been drafted.
- Schools that attended the teacher training sessions in June and September 2009 received science kits for teaching purposes. Teacher training was completed and the report finalised.
- Some 233 schools were surveyed for the availability of ICT infrastructure and the report has been finalised.
- A framework document for the introduction of Paper III in Dinaledi schools was finalised.

THUTONG PORTAL

- Learning sites on the Thutong portal are constantly updated.
- The Thutong Portal is constantly monitored and monthly reports are provided to Senior Management.
- No-cost time extension was granted until 31 December 2009 to complete the migration to the DNN platform.
- The GITO office negotiated with SITA regarding the maintenance of the portal as from 1 January 2010. The hosting of the portal is currently done via SITA.
- The Thutong Educational Portal has 4 177 registered users and 13 860 resources, excluding MINDSET.
- The Software Draft Document and Implementation Plan are in the process of being revised.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

E-EDUCATION

- The service provider submitted the final report on the feasibility study to the DG for approval.
- The ICT In Education Report was consolidated for seven of the nine provinces.
- XON is currently doing an audit on all schools that have received computers from USAASA. USAASA indicated that no funding was available for computer labs in the financial year under review. They are, however, investigating the possibility of supporting the DBE in providing administrative computers to schools in need.

COLLEGES

Further Education and Training Colleges

- Lecturer training resulted in 644 trained lecturers in a variety of programmes and subjects.
- Some 54 ISATs were completed and quality assured.
- Guidelines for ISAT development were formulated to support ISAT developers appointed in 2010.
- Curricula for three new programmes and two additional subjects were completed for implementation in 2011.
- A new programme was approved for development in partnership with the HWSETA and the Department of Health. The HWSETA Board approved the development and implementation of the programme to the value of R1.5m, which is targeted for use in 2012.
- Three colleges were supported and monitored with regard to the implementation of the SSS Framework, namely South West and Umgungundlovu, and Capricorn FET Colleges.
- Colleges claimed 100 percent of the R312 841 344 DHET FET Colleges Bursary Scheme for 2009 allocations.
- Colleges and Provinces were informed about their final 2010 bursary allocations on 12 March 2010.
- The DANIDA SESD II Programme Round Table was held at the College of Cape Town in the Western Cape on 17 February 2010. During the handing over of the programme to the Minister, the Danish Ambassador announced a further funding of 25 million Krone for the establishment of career development centres at FET colleges.
- The US/SA Partnership for Skills Development Programme conducted workshops in Johannesburg on 28 and 29 January 2010, as well as from 24 to 26 February 2010, in order to further assist colleges with the implementation of the Programme.
- The NPT Programme Steering Committee meeting was held at Forever Resort in Centurion on 3 March 2010 to assess progress made, and to plan for the completion of end-user training.
- The NPT Programme 2009 Annual Report was finalised and signed by the A/DDG:VCET in March 2009.
- The Directorate provided interactive sessions and issued documents in the National Council of Provinces' (NCOP) Taking Parliament to the People Programme on 25 and 26 March 2009.
- A total of 288 Private FET colleges were granted provisional registration and 75 appeals were finalised, as well as 80 amendments.
- One site visit was conducted.
- Directors and the management of three institutions, which operated illegally, were arrested.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

- A report on the analysis of the financial statements of colleges for the 2008 financial year was completed and forwarded for comment.
- The revised financial template for the reporting period January to April 2010 was forwarded to colleges for completion.
- The draft financial manual for FET colleges was drafted in consultation with the service provider. The manual will be processed for approval and circulation to colleges and other stakeholders for comment during the second quarter of 2010/11.
- Actual enrolment numbers for 2010 were confirmed by the provinces during February 2010. The enrolments exceeded the targets set for 24 000 NC(V) students.
- Four FET colleges' connectivity project plans were completed and they are being assisted to connect to Govnet.
- The 2009 Annual Survey was completed.

EXAMINATIONS

Conducting of credible assessment at schools, FET colleges and ABET centres

- The NSC Examination Guidelines for Mathematics and Physical Science were developed.
- ABET Learning Area Guidelines for the new ABET qualification were approved.
- Supplementary examinations for the NSC were conducted successfully.
- Examination Guidelines were developed for the NC(V).
- NC(V) examiners received training.
- A proposal for item banking was developed.
- Question papers for the November 2010 and supplementary examination papers were set for the NSC, NC(V) and ABET.
- Question papers for the Report 550 Examinations for May/June 2010 were released.
- NC(V) LEVEL 4 marking for the 2010 supplementary examinations was centralised in KwaZulu-Natal. Levels 2 and 3 were marked internally.
- NSC, NATED and NC(V) supplementary examinations and marking process were monitored.
- Examination papers for supplementary examinations for the NSC were moderated internally, as well as externally by Umalusi.
- A total of 1 211 books were rebound for the historical records project.
- A total of 1 635 certificates were printed during the last quarter of the period under review.
- IECS: The 11 key functionalities that were outstanding on the IECS were developed. Quality assurance tests were conducted on the system.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

During the 2009/10 financial year, the Branch made major strides towards achieving the objectives encapsulated in its priorities. However, the task was not without challenges. Some of the challenges included the need to fill three director positions that had become vacant due to the promotion of two former directors, as well as the resignation of a third. Another challenge arose in the financial allocations for programmes and projects, which were not sufficient to cater for all the projects that had been envisaged for the 2009/10 financial year.

The changes in the political administration of the country also contributed to the challenges facing the Branch. The splitting of the Department of Education into two new administrative centres, viz. Basic Education and Higher Education and Training, and the resultant dividing of units and shifting of staff members between the two new Departments, contributed quite substantially to the challenges facing the Branch. To some degree the uncertainties during the dividing process contributed to a slowing down in service delivery, since neither the national nor the provincial offices had a clear picture of the blueprint for the future of the two new Departments. However, despite the numerous challenges that arose, officials were able to rise above the challenges and deliver on many of the objectives captured in their unit-specific operational plans.

Achievements of the Branch

A notable area of success, was the implementation of the partnership with Coca Cola via the *My 2010 School Adventure* in the School Safety and Enrichment Programmes Directorate which resorted under the Social Inclusion Chief Directorate. Through this project, the Branch made a difference in the lives of up to five million learners from around the country, using sport and environmental education as a key vehicle in this regard. Learners were able to collect up to 4.8 million plastic bottles for recycling by the Coca Cola-sponsored leg of the project, referred to as the “education pillar” of the project. Via the project, up to 35 000 learners, who might never have had the opportunity to see a World Cup Game, were presented with the opportunity to attend some of the key matches of the 2010 FIFA World Cup, held in South Africa. This was made possible through a partnership including various sponsors, such as Coca Cola, Adidas and Hyundai, amongst others.

Prior to the *My 2010 School Adventure*, the Chief Directorate also successfully hosted the Schools Confederations Cup tournament at the Marks Park Sport Complex at Emmarentia, Johannesburg, from 14 to 16 May 2009. The event drew interest from both local and international media houses.

With regard to supporting schools, experiencing high levels of crime and violence, becoming safe and caring schools, the Department of Basic Education contracted Girls and Boys Town to train principals, school governing body members, teachers and support staff of the nine ministerial schools, in positive discipline and classroom management. The training commenced in February 2010 and was completed on 12 March 2010.

An exemplar of a Code of Conduct for Learners at all public schools was also developed. The document was distributed to all provinces, so as to encourage schools in developing individual and context specific codes of conduct.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The National School Nutrition Programme Directorate, resorting under the Health in Education Chief Directorate, successfully implemented most of the key priorities stated in operational plan of the financial year under review. These successes include, *inter alia*, achievements in school nutrition with regard to coverage, the expansion to Quintile 1 secondary schools and ensuring Quintile 2 readiness, a menu review, nutrition education campaigns and implementing partnerships with the Food and Agricultural Organisation (FAO).

The Health Promotion Directorate, also resorting under the Health in Education Chief Directorate, successfully rolled out a school health screening programme in conjunction with the Department of Health. The success of this programme will be continued, so as to reach 50 000 Grade 1 learners in Quintile 1 schools within the 18 priority health districts, by the end of October 2010.

A notable success for the Gender Equity Directorate, resorting under the Equity in Education Chief Directorate, was the completion of the distribution of the *Guidelines for the Prevention and Management of Sexual Violence and Harassment* at public schools, including primary schools. The purpose of the guidelines is to enhance measures to create a safe and caring school environment, free from all forms of sexual harassment and violence, as well as to assist public schools in maintaining the minimum standard procedures in addressing allegations of sexual violence in schools. The Directorate is in the process of developing a manual for learners, addressing the prevention and management of sexual abuse in public schools. The purpose of the manual is to equip learners with knowledge and an understanding of sexual harassment and sexual violence, the implications thereof, ways to protect themselves from perpetrators, and where to report it in the unfortunate event that it happens.

The Race and Values in Education Directorate also resorts under the Equity in Education Chief Directorate and worked extensively on developing a Teachers Guide on the Bill of Responsibilities, entitled, *Building humanity and accountability in schools*. A key objective of the Bill is to encourage South African children to recognise their responsibilities as they exercise their rights. The teachers guide is expected to support teachers in their endeavour to inculcate a culture of responsibility and accountability amongst young people as the future active citizens of South Africa.

The Rural Education Directorate also resorts under the Equity in Education Chief Directorate. One of the key achievements of this Directorate was the presentation of the third draft of the National Framework for Quality Education in Rural Areas to the Council of Education Ministers (CEM) meeting on 29 January 2010. The CEM requested provincial departments to forward a list of minimum requirements for improving rural and farms schools to the Department of Basic Education (DBE). The requirements will be considered as part of the first phase of a national strategy on improving the quality of education at rural and farm schools. The CEM agreed that provinces should forward the names of rural and farm schools to the DBE, which will then form part of the 450 rural and farm schools selected for the implementation of the first phase of a strategy to improve the quality of education.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Since its inception, the *Kha Ri Gude* Mass Literacy Campaign constituted one of the key success stories of the Department of Basic Education. To date, the campaign reports indicate that more than one million persons, with little or no schooling, have been given the opportunity to improve their basic literacy skills via the *Kha Ri Gude* Campaign. A major achievement was the conferring of the National GCIS Ubungcweti Award on *Kha Ri Gude* for its media and communication strategy, which guided the Campaign's mobilisation of more than one million people.

Part of the restructuring of the Department of Education into the two new Departments resulted in the moving of the Adult Education and Training Directorate to the Department of Higher Education and Training. Therefore, there is no report on this Directorate in this summarised report.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 6: HIGHER EDUCATION

1. HIGHLIGHTS AND ACHIEVEMENTS

- 1.1 The European Union's Erasmus Mundus Scholarship Programme (a window for South Africa) published a Call for Proposals in December 2009. The project is worth €5m over a period of five years and is a mobility scheme for South African master's and doctoral students, as well as academics and staff members to spend part of their study, research or working time at a European university. Interested South African universities have to form consortia, together with their European counterparts, and compete for one of the three projects that will be funded to the amount of €1.6m each. The closing date for submissions of project proposals was 30 April 2010. Workshops on the Erasmus Mundus Scholarships were held with representatives from public higher education (HE) institutions in February 2010.
- 1.2 The Minister met with all University Council Chairs to discuss the outcomes of the executive management salaries review process, the outcome of the Report on Racism, Transformation and Social Cohesion in Higher Education, including Ministry's priorities.
- 1.3 Via SAUS and all the student political organisations, the Student's Rights and Responsibility Charter was adopted.
- 1.4 A Student Funding Summit finalised the student sector input to the NSFAS review process in August 2009.
- 1.5 Progress reports on infrastructure and efficiency funding for 2009/10 were received and approved by the Minister.
- 1.6 The Minister appointed a Committee to review the operations, structure and policies of the National Student Financial Aid Scheme. The Committee was chaired by Professor Marcus Balintulo and reported its recommendations to the Minister of Higher Education and Training in January 2010. The Minister released the Committee Report for public comment, with a deadline of 30 April 2010. These recommendations, together with public submissions to the Committee Report, will be considered by the Minister who will present his recommended implementation plan to Cabinet during the 2010/11 financial year.
- 1.7 The Institutional Forum Review Report was released during September 2009.
- 1.8 A framework, for analysing and providing criticism with regard to institutional statutes, was developed.
- 1.9 The Third Phase of the Electoral Democracy Project, run in partnership with the IEC, was implemented with an increase in the number of SRCs participating in the project.
- 1.10 The Directorate: Private Higher Education Institutions reached an advanced stage in the review of the Regulations for the Registration of Private Higher Education Institutions. The first Final Draft was submitted to Legal Services during the final quarter of the 2009/10 financial year, at the end of June 2009. The Directorate is currently awaiting feedback from Legal Services on the Final Draft.
- 1.11 A Reference Group was established in September 2009 to advise on the implementation of the IF Review Report recommendations.
- 1.12 A Student Rights and Responsibility Charter was adopted during April 2009.
- 1.13 The sero-prevalence study on HIV and AIDS in HE was finalised and published. A conference, marking the end of HEAIDS Phase 2, took place at the end of March 2010.
- 1.14 The planning of a Stakeholder Summit on Higher Education Transformation commenced early January 2010, with the Summit being scheduled for 22 and 23 April 2010.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

2. CHALLENGES FACED DURING IMPLEMENTATION

- 2.1 During 2008/09, the Higher Education Branch managed to fill a number of vacant positions – two of which were at SMS level, namely the Chief Director: HE Planning and Management and the Director: HE Management Support. In addition, other posts were also filled. This contributed to improved service delivery and alleviated the capacity constraints to some extent. The restructuring of the Higher Education Branch was initiated in 2008/09, with a view to expand capacity and align functions more coherently. The Minister of Education approved the revised structure during December 2008.
- 2.2 During 2009, the Branch was restructured. A new directorate, namely HE Academic Planning, Monitoring and Evaluation was also established during 2009/10, with positions filled by a director and two deputy directors. The majority of functions were moved to form part of a newly created Chief Directorate: Financial Planning and Information Systems.
- 2.3 Despite the filling of a number of vacancies, the Branch still has 57 vacant posts to be filled. Capacity constraints are therefore being experienced.

PROGRAMME 1: ADMINISTRATION

STATEMENT OF PRIORITIES

The Office of the Director-General, under the supervision of a Deputy Director-General, oversees and provides support to the Offices of the Ministry of Education and the Director-General. The Chief Directorate: Office of the Ministry reports to the Minister and the Deputy Minister respectively. The Office also oversees the implementation of departmental programmes and initiatives and assists in servicing Parliament, the Cabinet and Cabinet Clusters.

Also located in the Office of the Director-General, are functions that pertain to International Relations, Media Liaison, National and Provincial Communication, National Coordination and Support, as well as Internal Audit.

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
CHIEF DIRECTORATE: INTERNATIONAL RELATIONS						
AFRICA AND THE MIDDLE EAST						
To strengthen South Africa's solidarity and leadership in education in Africa, via bilateral, multilateral and outreach initiatives	Reports on Joint Bilateral Commissions serviced.	Attend and participate in BNC, JPCC, JCC meetings.	April 2009 to March 2010	Status reports provided at JCC meetings. Reports of the JCC meetings provided to DoE. Signed Agreements on educational co-operation.	Preparatory work was undertaken to service the Egypt JBC and the Sudan JBC, which were scheduled for April and May 2009 respectively, but both were postponed to later dates. The SA/ Sudan JBC was held from 17-24 July 2009. The SIC of the SA/ Nigeria BNC was held from 21-23 July 2009. The SA/Ghana PJCC was held from 4-8 August 2009. The senior officials meeting of the SA/Cameroon JPC was held from 18-20 August 2009. DoE delivered reports at all these meetings. The SA/Nigeria BNC was held from 9-14 November 2009. The SA/DRC BNC was held from 27-30 October 2009. The SA/Tunisia senior officials meeting was held from 29-30 October 2009. The Burkina Faso Senior Officials meeting was held from 24-25 November 2009. The SA/Ghana PJCC was held from 9-10 March 2010. The SA/ Egypt JBC was held from 17-19 March 2010 and the SA/Algeria Senior Officials meeting was held from 30-31 March 2010. The Department participated in the preparatory and actual meetings, and reports were delivered at these meetings. Final reports emanating from the JCC were presented to the DoE.	There was no need for the signing of cooperation agreements, as none were tabled at the JCC meetings.
	Reports on multilateral meetings/ forums/technical committees/ working groups of the SADC, the AU and NEPAD.	Attend and participate/ facilitate the participation in the multilateral meetings, forums, technical committee meetings, working groups.	April 2009 to March 2010	Status reports provided to the DoE, multilateral organisations and DIRCO on the implementation of regional and continental plans of action.	The Department chaired the SADC Regional Steering Committee for the Programme on Mainstreaming Care and Support for Teaching and Learning, held in Durban during May 2009. The Department attended the Technical Committee on Education Management Information Systems meeting held in Botswana during April 2009. The Department participated in the SADC Phase 5 International Training Programme workshop held in Pretoria during April 2009. The Department hosted an SADC workshop on Care and Support for the Teaching and Learning Project on 15 July 2009. The Minister and the DG attended the ADEA Steering Committee meeting in Tunis from 15-17 July 2009. The Minister and the DG attended the ADEA Inter-Country Quality Nodes workshop in Mombassa from 14-17 September 2009. The Minister of Basic Education presented awards on 2 October 2009 to three learners who had won the SADC Secondary Schools Essay Competition. The 4th Conference of Ministers of Education of the African Union (COMEDAF IV) was held in Kenya from 23-26 November 2009. A report was presented to the Department of International Relations and Cooperation (DIRCO) and to the DoE. The SADC Programme on Mainstreaming Care and Support for Teaching and Learning Regional Steering Committee meeting was held in Mozambique from 24-26 November 2009. Reports were presented at these meetings. The SADC Conference of Ministers Responsible for Education and Training, which was to be hosted in SA, was moved to Kinshasa, DRC, as SA no longer chaired the SADC. The Department attended the conference, which was held from 15-19 March 2010, and a report on the outcomes was presented to both DIRCO and the Department. Status reports were provided at DIRCO-convened meetings.	

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
	Report on the implementation of the Action Plans of the AU's Second Decade of Education.	Hold coordination and facilitation meetings with officials from the branches. Assist with the necessary support to ensure implementation..	April 2009 to March 2010	Reports of the roll-out plans were provided to the AU and DoE.	The Department was requested to update its country report on the roll-out plans pertaining to the implementation of the AU's 2nd Decade of Education Plan of Action. This was submitted to the SADC which, in turn, submitted the combined regional report to the African Union at the COMEDAF IV meeting in Mombassa, Kenya during November 2009. The regional report was presented at the March 2010 SADC Meeting of Ministers Responsible for Education and Training and a copy was provided to DoE.	
	Reports on cooperation with the African Union and NEPAD Secretariat.	Ensure that the necessary administrative and logistical processes are in place for the Director- General to chair the Steering Committee meetings and the Minister the Bureau, meetings which take place every six months.	April 2009 to March 2010	Chair the COMEDAF Steering Committee and Bureau meetings.	The Department assisted NEPAD with the Africa Day Celebrations held on 25 May 2009. The COMEDAF Steering Committee was convened on 24 & 25 September 2009, but the DG could not attend due to prior commitments. The Deputy Minister of Basic Education chaired the COMEDAF Bureau of Ministers meeting in Mali from 29-30 October 2009, to prepare for COMEDAF IV.	
	Reports on visits to, and the hosting of priority countries to develop a framework for the implementation of outreach initiatives.	Facilitate and ensure that the logistical and administrative processes are in place for support to priority outreach countries.	April 2009 to March 2010	Reports of the Technical Team visits were provided. The framework was developed and approved.	The Department hosted delegations from the Eritrean Ministry of Education during May 2009. The purpose of the visit was for the Eritreans to familiarise themselves with the FET education system, by exchanging information and sharing their experiences. The Zambian Ministry of Education was hosted during May 2009. The visit was aimed at exchanging experience in curriculum development, maths and science teaching, learning and infrastructure development, as well as teacher development. The Department hosted a delegation from Namibia on an ABET study visit from 25-29 July 2009. Trilateral cooperation funding was obtained from the National Treasury to support capacity-building in education in Southern Sudan via courses offered by Wits University to Education Ministry officials and academics. The Department attended a Technical Task Team meeting on cooperation with Burundi from 12-14 October 2009, where a framework for collaboration was finalised. The agreement is now ready for signature. The Department hosted a delegation from the Namibian Ministry of Education on 25 November 2009 to discuss a cooperation agreement, while discussions on the framework for cooperation are ongoing. A Botswana Ministry of Education delegation met with the Directorate: National Human Resources Development on 26 March 2010, to exchange experiences in human resources development and a framework for collaboration is being developed. Reports on the above visits were presented to the DoE.	

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
Develop and maintain bilateral & multilateral relations with countries in the Middle East	Report on the number of visits to, and hosting of countries to develop & maintain bilateral and multilateral programmes and sign cooperation agreements.	Exchange familiarisation visits with countries in the Middle East.	April 2009 to March 2010	Reports on progress presented to DoE and DIRCO. Agreements on cooperation signed.	Discussions were held on Syria and Oman to facilitate the signing of the agreements. Preparations were undertaken to host a delegation from Saudi Arabia from 14-16 September 2009, but the visit was postponed at the last minute. The Minister of Higher Education from Syria visited South Africa from 8-13 November 2009. An agreement of cooperation in the field of higher education was signed. The Department hosted a delegation from the Oman Higher Education Admissions Centre from 22-24 February 2010. The DoE received reports on the visits and DIRCO was involved in the visits.	
	Report on the establishment of a Middle East Studies Programme at an identified university.	Present a concept note to embassies. Identify funding sources and launching of programme.	April 2009 to March 2010	Middle East Studies Programme is established.	Consultations were held with some Middle Eastern countries to support the Middle East Studies Programme. A formal letter was received from the University of Cape Town, confirming that it would host the Programme. Funding was sought from MTN, but a response has not yet been received. The University of Cape Town visited Syria in November 2009 to continue discussions on the Programme. A report of the visit was shared with the Department.	Funding has not yet been secured as confirmation from donors is still being awaited.
GLOBAL PARTNERSHIPS						
Develop and maintain bilateral, multilateral and outreach programmes	A number of Development Cooperation Agreements were negotiated, signed and serviced.	Implement bilateral cooperation programmes with countries from the North, such as the Netherlands, France, the UK, the Nordic countries, the USA and Belgium, as well as with multilateral organisations, such as the UN, the EU and the Commonwealth.	April 2009 to March 2010	Progress reports tabled at annual consultations.	Facilitated the signing of a Declaration of Intent between the DHET and the Netherlands' Ministry for Development on the Netherlands' Initiative for Capacity Development in Higher Education (NICHE) in South Africa during May 2009. Bilateral discussions were conducted within the framework of the SA-EU Joint Cooperation Council meeting in Brussels on 23 July 2009. The methodology for the establishment of the Sectoral Dialogue Forum on Education and Training was approved. The parties agreed that the European Commission would advise the Department on a date for the launch of the Sectoral Dialogue Forum, which is expected to take place in 2010. The Fourth Amendment to the SOAG with the United States was signed on 28 September 2009, and programmes are currently being implemented. Progress reports were submitted to the relevant desk officials at DIRCO and tabled at annual consultations with development partners, including the USA, Denmark, Sweden, Norway and Finland, which took place from 14-18 September 2009 under the auspices of the National Treasury. A consultative meeting with UN agencies was held on 25 August 2009 to discuss Government's priorities and UNDAF. The Department provided education input for the Protocol of the Commonwealth Heads of Governments, held from 27-29 November 2010. The Department participated in the Bologna Process Policy Forum, held in Vienna, Austria, from 11-12 March 2010.	

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
	Number of Joint Bilateral/Bi-national Commissions/ Forums serviced.	Attend and participate in BNC, JPCC & JCC meetings with countries from the North.	April 2009 to March 2010	Joint reports on progress were tabled and future cooperation was considered.	<p>The Department is continuing its efforts to facilitate negotiations between stakeholders, to secure consensus in the remaining sectors with regard to the mutual recognition of qualifications with Russia. Consultation with the Natural Sciences Sector (SACNASP) is unfolding & a further consultative meeting was held at SAQA during July 2009. Sector-wide consensus was secured via ECSA with regard to engineering, and via the HPCSA with regard to health. A meeting, scheduled with the building industry was postponed and a new date has not yet been secured. The Department obtained a legal opinion from the Department of Justice and Constitutional Development (DJCD), and from DIRCO concerning the Agreement on the Mutual Recognition and Comparability of Qualifications between South Africa and Russia. The draft Agreement was forwarded to DIRCO in October 2009, for further forwarding to the Russian Embassy for their input. The Russian Embassy received feedback from Moscow and informed the Department that the draft agreement, along with proposed amendments, would be handed to the Department soonest. Facilitated the signing of a contract with the French Embassy for a grant of €10 000 towards the costs of two officials participating in the UNESCO IIEP Advanced Training Programme in Educational Planning and Management Course in Paris. The officials departed on 30 September 2009. They facilitated the provision of funding, to the value of €300 000, from Irish Aid to the FET sector for the provision of training for Mathematics and Science educators in Dinaledi schools. They facilitated the process to secure a Flemish Grant for a NEEDU Seminar to take place early during 2010. The process to transfer the funds to the Department is currently underway. They facilitated the signing of PILs 3 and 4, which are related to support provided by USAID via the SOAG. Activities under the PIL 3 include support for policy development and programme implementation; the development of a Peer Education Monitoring and Evaluation System; a Review of Peer Education Support Materials; and Peer Education Programmes and School Community Level Campaigns. PIL 4 was specifically aimed at providing information to newly appointed officials at the Department. A draft Agreement on EU Sector Budget Support to the Department was received from the EU, whereby support is pledged for the Primary Education Sector Policy Support Programme (PrimEd SPSP) to contribute to improving learner performance in literacy and numeracy at primary school level, in order to achieve better throughput to secondary and higher education and vocational training levels. They facilitated the process of seeking a legal opinion from DIRCO's International Law Section and from the DJCD. A process, for the Minister of Finance to sign the Financing Agreement for the education sector, is underway. The German Agreement, concerning the Combined National Senior Certificate and German International Arbitur is currently being amended, following a request from the German Federal Government. DIRCO is in the process of drafting a note of reply to facilitate the amendment of that Agreement.</p>	

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
					Turkey has been offered scholarships to South Africans, and these are disseminated by HESA. Reports were tabled to Senior Management after visits had taken place. Reports on bilateral relations were submitted to Senior Management, as well as to the annual consultations and inter-departmental meetings at DIRCO.	
To forge greater collaboration in education between South Africa and countries from the South	A number of Development Cooperation Agreements between South Africa and countries from the South were signed and serviced.	Monitoring and reporting on work of the Centre for Chinese Studies (CCS) at Stellenbosch University.	April 2009 to March 2010	Report on the activities of the CCS in relation to the agreement with the PRC.	A call for nominations for the Chinese Government Scholarship was sent to universities. DHET and the PRC Embassy are to interview prospective applicants for the 2010/11 intake, as per the agreement on the Scholarship Programme. The Department is represented on the CCS Board. A report on the activities of the CCS was tabled and noted. The CCS Director, Davies, resigned in 2009. Prof. Cornelissen has been appointed interim Director. Confucius Institutes were established at Rhodes and UCT.	
		Facilitate agreements on the recruitment of mathematics and science teachers from Commonwealth countries.	April 2009 to March 2010	Teachers employed in SA on a contract basis.	The CDIR participated in the National Educator Recruitment Task Team. Countries expressed interest in sending teachers to South Africa. Applications were received from Egypt. However, provinces are yet to submit requests for foreign educators, citing financial constraints in this regard. The Department met with the countries concerned to explain the lack of uptake.	The performance indicator may be misleading. It is not the CDIR's responsibility to employ teachers, but to ensure that the mechanisms are in place, which was done.
	Number of Joint Bilateral Commissions serviced.	Participate in Joint Bilateral Commissions or Forums with countries from the South.	April 2009 to March 2010	Progress reports on activities are tabled at Commission meetings.	VI Cuba-SA JBC noted Cuba's offer of Spanish language training to South Africans. The Minister's advisor attended the Universidad 2010 conference in Cuba during February. The SA-Brazil MoE was signed during July 2009. The DoE hosted a delegation from the Ministry of Education, Sri Lanka, during July 2009, to explore the possibility of signing a MoU. China's North East Normal University visited DoE in November 2009 to follow up on officials who attended seminars hosted by the university, and to explore new areas of cooperation. DoE hosted a delegation from Australia's University of Newcastle in September 2009, to discuss new areas of cooperation, and they also visited HEIs. Japan sent volunteers to the Mpumalanga DoE to assist the FET sector for two years. Japan also offered short courses in Japanese to officials. Ms Maharaj from the DoE attended a course in Japan. Japan's training programmes in Maths and Science, offered to South Africa via JICA are ongoing. Mobile libraries from Japan arrived in the country, destined for the Free State, KZN and Gauteng. At FOCAC in December 2009, China offered to provide training programmes to African countries (MPA), build 50 China-friendly schools in Africa, as well as collaboration by China's top 20 universities with their counterparts in 20 African countries. This offer was re-emphasised by the Chinese during the International Relations and Cooperation Minister's visit to China during Feb 2010. Reports were tabled at commission meetings and at inter-departmental meetings, convened by DIRCO.	

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
	Trilateral Commissions are serviced.	Participate in the India, Brazil, South Africa (IBSA) Trilateral Commission/ Dialogue Forum meeting.	April 2009 to March 2010	Status reports are tabled at the Commission's meeting.	Prof. Landsberg is the new IBSA Champion, replacing Prof. Mohammed Jeenah. The EWG met during the Focal Points meeting in Brazil during July 2009. South Africa participated in, and reported at this meeting. The six thematic areas were divided into two per country. South Africa will work within the themes: i) Global governance and international trade and investment and ii) The higher education sector. The EWG resolved that the terms, <i>academic forum</i> and <i>academic seminar</i> would coexist. The 4th IBSA Summit was postponed by India.	
		Participation of scholars in the IBSA Programme on Higher Education.	April 2009 to March 2010	Scholars are attached to universities abroad for short courses.	Exchanges between academics under the IBSA Programme on Higher Education have not yet taken place, due to a lack of funds. Implementation of projects under the thematic areas was also been hampered due to a lack of funds. Access to the IBSA facility fund for projects will be discussed during the next Focal Points meeting during the Fourth Summit in April 2010. The appointment and identification of focal persons has taken longer than expected.	Due to resource constraints within the management agency of IBSA, meetings could not take place. A lack of funds is also limiting the implementation of IBSA academic projects.
UNESCO						
To effectively integrate and coordinate UNESCO activities in South Africa, including other government departments, and cooperating with civil society organisations	Report on the Review of the UNESCO Commission's Strategy at national, sub-regional and regional level.	Prepare Interdepartmental Working Group on SA priorities for General Conference. Convene sector meetings and stakeholder meetings on General Conference budget.	April 2009 to March 2010	General Conference decisions for each sector are aligned with SA priority programmes and reports are tabled. Related activities for the next biennium are outlined.	Natcom concluded its pre-conference work, and special NATCOM and sector committee meetings were held in preparation for the General Conference. Support was provided to the Ministries of Higher Education and Training and Basic Education, and the Ministers were provided with briefing notes, programmes and assistance with logistical arrangements. The General Conference was successfully attended by the South African delegation from various relevant departments. Both the Minister of Higher Education and Training and the Deputy Minister of Basic Education lead the delegation. The alignment of all programmes are being reported on at the sector committee meetings for the various programmes. The report on the General Conference was submitted to UNESCO line function departments.	
	Monitor and report on the progress of integration and coordination of UNESCO programmes, declarations and conventions, both at government and civil society level.	Establishment of the Social and Human Sciences (SHS) Sector in collaboration with the Department of Social Development.	April 2009 to March 2010	The SHS Sector was established and SHS stakeholders nominated representatives to serve on Natcom and related bodies.	Natcom is awaiting a response from the Department of Social Development on the establishment of the Social and Human Sciences Sector. A second letter, DG to DG, was written to the Department of Social Development in September 2009 to request an update on progress made with the establishment of the SHS Sector. The importance of establishing such a sector was conveyed once more. The Commission is still waiting for a letter of response from the DG of DSD. A response from the line function department responsible has not yet been received either.	A response from DSD on the establishment of the SHS Sector is required.

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
		Coordinating the ASPnet Participation Programme, Fellowships and Awards, as well as workshops, conferences and activities to commemorate special UN days.	April 2009 to March 2010	Information disseminated, applications submitted to UNESCO, after which programmes are to be implemented.	Six fellowship applications were forwarded to Paris during June 2009 for consideration. Applications came from the Universities of Venda, UKZN and Pretoria, and three from UCT. Natcom received three nominations for the L'Oreal Women in Science Awards from the University of Pretoria. All were endorsed and forwarded to Paris for consideration. The CI Sector Programme Officer attended a media workshop in Namibia as part of the World Press Freedom Day activities. The workshop resolved that there would be an assessment of the status of Centres of Excellence in Media and Journalism at the Highway Africa Conference at Rhodes University during September 2009. South Africa's name was cleared at UNESCO, as the outstanding amount of \$2943.19 (R23 692.68) was transferred to UNESCO to finalise South Africa's commitments, so as to become eligible for the Participation Programme funding once again. Five national projects were submitted to UNESCO for consideration under the Participation Programme. The process to establish the Gigapan Programme at the Athlone High School has started. A special programme was held on 21 August 2009, with nine ASPnet schools from Gauteng, in commemoration of the slave trade and its abolition at Freedom Park. The Gigapan Project was successfully launched at Athlone High School in the Western Cape, as well as with SANPARKS at Cape Point on 29 and 30 July 2010 respectively. South Africa submitted a nomination to UNESCO for the UNESCO/EMIR Jaber al Ahmad al Sabar Prize to promote quality education for persons with an intellectual disability. Preparatory work was done for the annual EFA stakeholders meeting, scheduled for November 2009. The EFA stakeholders meeting was held at the Burgers Park Hotel and all relevant stakeholders attended to discuss the country report prepared by the Department of Education. The next EFA stakeholder meeting will be held towards the end of 2010. South Africa is eligible to submit proposals for the Participation Programme, after transferring the outstanding amount to UNESCO. South Africa's submission to UNESCO for the UNESCO/Emir Jaber al Ahmad al Sabar Prize to promote quality education for persons with an intellectual disability was successful. South Africa was successful in its nomination of the L'Oreal Fellowship Programme from UKZN and the L'Oreal Women in Science Award. NATCOM collaborated with PanSALB to celebrate International Mother Tongue Day.	
		Consolidation of relations with stakeholders, such as cooperating organisations, UNESCO Chairs and the private sector.	April 2009 to March 2010	Guidelines on the roles and functions of stakeholders are discussed, adopted and implemented and a data base is developed.	The National Commission approved the use of the logo for two projects, namely the Mpumalanga Art Market to stage a fair in Nelspruit, and the Curator Project to have an exhibition in France. The Mpumalanga Art Market staged a successful fair from 4 - 6 September 2009, and is in consultation with the Commission to explore the possibility of expanding it to other parts of the country and the region. Natcom is in the process of reviewing the list of cooperating organisations, with a view to revising the selection criteria and developing clear Terms of Reference. The University of Pretoria submitted an application for a Chair in Education Law. The application was approved and an MoU was signed between the University of Pretoria and UNESCO. The process of reviewing the list of cooperating organisations is still underway.	Both the guidelines and data base are incomplete, due to an acute shortage of staff to assist with the capturing of the information.

PROGRAMME 1: ADMINISTRATION

OFFICE OF THE DIRECTOR- GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	FOURTH QUARTER REPORT	COMMENTS
		Convening regular sector meetings to map out implementation plans and monitor activities.	April 2009 to March 2010	Regular meetings are held and programmes implemented.	The CI Sector met once in the first quarter at Ekurhuleni Civic Centre to discuss project proposals of the sector to be submitted to the Windhoek Office by 30 April 2009. The Department of Arts and Culture (DAC) held the Underwater Cultural Heritage Convention meeting to finalise ratification. A meeting was held between the DAC, the National Heritage Council and the National Commission to take the African Liberation Heritage Programme forward. All four sector committees met during the second quarter, mainly to discuss preparations for the General Conference. The SA NATCOM held two meetings, one of which was attended by the newly appointed Director of the UNESCO Windhoek Cluster Office, Dr Alaphia Wright, on 3 September 2009. The newly appointed Culture Programme Specialist from the Windhoek Cluster Office visited South Africa on a mission to map out activities of the Culture Sector of the South African National Commission for UNESCO, and also attended the NATCOM meeting on 3 September 2009. The Commission's Education Sector Committee held its third meeting on 19 November 2009, to i) elect a new chairperson and deputy chair; ii) adopt the Terms of Reference for the Committee; iii) plan the EFA stakeholders meeting; and iv) discussing proposals for activities. The African World Heritage Fund was approved by UNESCO as a Category Two Institution, and a MoU was signed by the Minister of Arts and Culture and the DG of UNESCO in Paris, as South Africa is hosting the fund.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

STATEMENT OF PRIORITIES

The specific functions of the Branch are to analyse, evaluate and monitor the medium to long-term costing, financing and resourcing of education in South Africa, and to produce reports, models, plans and policies that are required for national leadership in this regard. Furthermore, the Branch has to ensure that conditions, policies and support mechanisms are in place for effective and efficient labour relations in the educator sector in South Africa, as well as provide legal and legislative support and accurate, reliable and relevant information for decision-making purposes. Lastly, the Branch has to coordinate the Human Resources Development Strategy in South Africa and develop a National Education Management Information System (NEMIS), in order to support the planning, evaluation, monitoring and management of the education system.

Key policy issues and programmatic thrust of plans

During the period under review, the Branch's main programmatic and policy interventions were as follows:

- Developing policy, national norms and standards, as well as a Basic Minimum Package (BMP) for the provision of school infrastructure.
- Strengthening the National Education Management Information System, so as to enhance planning and monitoring, including the development of a Learner Unit Record Information Tracking System (LURITS).
- The analysing of, and reporting on education expenditure and investment, as well as promoting optimal budgeting processes to ensure access, equity and redress.
- Ensuring effective and efficient labour relations, as well as the development of education staff, so as to improve the quality of teaching and learning in South Africa.
- The analysing of, and reporting on education human resources requirements and capacity, as well as the development of an education human resources information system.
- Developing and monitoring an evaluation framework for reporting on service delivery in education, including responses to global initiatives, such as the Education for All Programme and the Millennium Development Goals.
- Developing and maintaining funding norms and standards for all sub-systems in the education system.
- Establishing a national educator recruitment, selection and placement "agency" or "unit".
- Piloting the National Education Evaluation and Development Unit.
- Conducting situation and needs analyses of the education planning functions in the education system, and making recommendations on how to deal with any capacity gaps.

While the Strategic Plans outlines the five-year objectives of the Branch, the following key priorities were attended to during the 2009/10 financial year:

1. Human resources remained the most important instrument in ensuring the provision of quality education. In the 2009/10 financial year, the management and development of human resources continued to receive additional attention, by:

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

- a. establishing systems, frameworks and tools to assist in ensuring that all education institutions are adequately staffed with appropriately skilled educators;
 - b. developing a draft system for the recruitment, selection and placement of teachers in public schools via a "national recruitment agency";
 - c. maintaining the Educator Human Resources Plan and data base, and updating the profiles of educators;
 - d. monitoring the offering of incentives towards improving the recruitment of teachers by the provinces;
 - e. evaluating the pilot post allocation system and considering implementation to scale if necessary;
 - f. implementing the "one teacher one computer" initiative;
 - g. maintaining the development of the Educator Human Resources Management Information System;
 - h. continuing to expand and improve the IQMS educator performance systems, of IQMS as well as the establishment of the National Education Evaluation and Development Unit.
2. Physical resources; policies; norms and standards; funding and delivery mechanisms for quality education, especially school infrastructure, such as the provision of water, sanitation, suitable classrooms and essential specialist rooms, such as libraries and laboratories, as well sport and recreation facilities and Grade R facilities received urgent attention by:
- a. implementing the school infrastructure policy, norms and standards and the delivery mechanism if the proposals were approved, following the public consultation process; and
 - b. finalising the Policy for Learner Transport and Hostel Provisioning.
3. Managing funding resources via the Funding Policy received continued attention during the 2009/10 financial year, by:
- a. continuing support of the implementation of the funding norms by the other line branches in the national Department and PEDs;
 - b. continuing to monitor and take corrective action with regard to the implementation of these norms;
 - c. undertaking a major review of the funding norms, so as to deal with innovative funding mechanisms; provide rewards and development funds, based on the performance of schools; ensure that the schools that perform receive the capacity and the functions to practise self-management while, at the same time, ensuring that struggling schools are supported to improve; and
 - d. by supporting the finalisation of the funding norms for inclusive education and special schools, following the audit and study by the relevant branch in the DoE.
4. Ensuring that relevant, accurate, reliable and timely information was available for management decision-making, by:
- a. continuing the expansion of the South African Schools Administration Management System (SA-SAMS);
 - b. ensuring the continued success of the development of a Learner Unit Record Information Tracking System (LURITS). The LURITS System became operational during March 2010;
 - c. strengthening EMIS Policy to ensure efficacy of the system; and
 - d. establishing a GIS functionality and ensuring that it became operational.

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

5. The monitoring and evaluation of a number of key education interventions were imperative to make the necessary corrections. The M&E framework was implemented and a number of reports was produced.
6. The completion of a meta-analysis of the fifteen-year review, and recommending the next five-year and twenty-year perspective for the education system.
7. The National Human Resources Development Strategy for South Africa progressed towards implementation by establishing the necessary structures and getting the key activities off the ground.
8. Legal and legislative services assisted with amendments to the relevant education laws and in drafting regulations. The provinces was also supported and monitored in terms of legal and legislative services.

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS						
DIRECTORATE: PHYSICAL PLANNING (D: PPP)						
To develop, implement and monitor a strategy for improved and adequate facilities at schools, including infrastructure, equipment, other amenities, sporting facilities, water, sanitation and electricity, as well as to support funding for all of these	Review and further implementation of the Infrastructure Policy and Strategy, including provincial support and monitoring which, in turn, includes norms and standards.	Proceed with the implementation of a strategy for basic services to schools (sanitation, water, electricity) and an infrastructure policy, including norms and standards.	April 2009 to March 2010	Consolidated provincial plans with set time-frames and targets with regard to available sanitation, water and electricity, and the production of quarterly monitoring reports.	Completed: All plans for water and sanitation by DWAF for 2009/10 are in place. The target for water and sanitation is 751 and 576 schools respectively, and implementation by DWAF is in progress in all the provinces. Of the 751 schools targeted for water during 2009/10, some 485 have been completed, while 266 are still under construction. Of the 576 schools targeted for sanitation during 2009/10, some 430 have been completed, while 146 are still under construction. The scope for the provision of electricity was finalised and the Department of Energy provided 1 436 schools during the 2009/10 financial year. Implementation commenced in October 2009 and 430 connections have been completed to date.	
					The Minister of Finance concurred on the Policy on Infrastructure, as well as the Norms and Standards for School Infrastructure. The Draft Norms and Standards Regulations were obtained from Legal Services and are being prepared for gazetting. The Policy on Infrastructure was also presented to the Minister and a submission has been made for her signature and the subsequent gazetting. The draft Policy on Maintenance of School Infrastructure was finalised and presented to the HEDCOM Subcommittee on Infrastructure during February 2010. The draft Accelerated Schools Infrastructure Delivery Initiative was presented to the HEDCOM Subcommittee and to Senior Management.	
		Develop strategies for accelerating infrastructure delivery (community involvement, entities to be used, funding strategies). (Carried over from 2007.)	April 2009 to December 2009	Draft Strategy ready by September 2009.	Completed: The final draft of the Procurement Strategy for Limpopo was presented to the steering committee and further funding was received from the Business Trust to proceed with the implementation of the strategy. Implementation of the strategy has commenced in Limpopo. A presentation was made to the HEDCOM Subcommittee on guidelines for PPPs in education and other funding strategies, and a strategy to deal with schools affected by disasters was also introduced. The Accelerated Schools Infrastructure Delivery Initiative was presented and inputs made. The 2010 DORA Framework, with clauses relating to NEMIS updates and GIAMA alignment was also established.	
		Finalisation of the Policy for Learner Transport and Hostel Provisioning (carried over from 2007).	April 2009 to June 2009	Agreement with the Department of Transport and sector adoption of the policy.	Work in progress: The draft Learner Transport Policy, received from the Department of Transport, was discussed at the HEDCOM Subcommittee meeting, and a meeting with transport coordinators in the provinces is to be convened to decide on the way forward. Five schools in Gauteng with boarding facilities were visited and the information was used to guide the draft Hostel Policy. The policy will be presented at the forthcoming HEDCOM Subcommittee meeting.	No agreement was reached with the Department of Transport (DoT). A meeting has been scheduled with DoT, so as to discuss the finalisation of the policy.

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Monitoring of utilisation of baseline adjustments and preparation of further budget bids in line with policy implementation requirements.	April 2009 to March 2010	The report on provincial spending is in line with approved budgets and objectives and approved budget proposals submitted. Monthly reports were produced and four HEDCOM Subcommittee infrastructure meetings were held.	Work in progress: The total (revised) education sector infrastructure budget for 2009/10 came to R5.599 billion. Some 52,5% comprised the Infrastructure Grant to Provinces. Total infrastructure spending as at 31 December 2009 was R4.686 billion or 83,7%. This exceeded the expected third quarter outcomes of 75% by 8,7%. The spending per province was as follows: Eastern Cape: 87,3%; Free State: 83,6%; Gauteng: 70,5%; KZN: 89,6%; Limpopo: 92%; Mpumalanga; 83,5%; Northern Cape: 69,1%; North West: 90,2% and the Western Cape: 66,5%. The provinces were projecting to over-spend their total adjusted infrastructure budgets by R357.234 million or 6% of the total infrastructure budget. The HEDCOM Subcommittee meeting was held on 4 & 5 February 2010.	
		Support and, where relevant, management of donor-funded infrastructure programmes and other ear-marked capital allocations.	April 2009 to March 2010	Quarterly project plans were produced, project meetings were held and minutes and reports for each intervention were kept.	Completed: Regarding the EU/SISP Programme to rehabilitate 27 schools in the EC, KZN and Limpopo, three out of the six contracts concluded were closed and retention amounts paid to the contractors. The remaining three were in the retention period. One of the three still had some minor problem areas to attend to. The defects liability period expired on 30 June 2010. The Department is still awaiting a Programme Final Evaluation Report to enable it to request an outstanding amount of R956 373,59. The first phase of the first school in the ArcelorMittal donation (Meetse a Bophelo in Mamelodi) was completed by November 2009. Phase 2 commenced in September 2009 and is about to be completed, and planning has commenced for its official opening. Two schools were identified in the Eastern Cape, namely the JS Skenjana SS School in Ditywa and the Xonyeni JS School in Mqanduli. Planning for these schools commenced and construction on these two schools commenced during the second quarter of 2010.	
	Maintenance and utilisation of NEIMS for infrastructure planning and monitoring. Implementation of a National Education Infrastructure Management System (NEIMS) in the provincial education departments.	Training and data updating proceeds, access to provinces; updating; capacity-building; reporting and further development of the data base and planning tools; and NEIMS reports are available to users on the website.	April 2009 to April 2010	* NEIMS infrastructure information updated quarterly. * Web access to NEIMS: school data and a range of reports.	Completed: Limpopo and KwaZulu-Natal submitted assessment forms to the Department and the process of verification of information was completed and the data captured on the data base. The process to align the national EMIS numbers, as published in November 2009, was completed and the NEIMS data base was updated accordingly. Progress was made with drawing reports from the Department's data warehouse. The names of officials to be given access to the Business Intelligence layer via the EMS Directorate in January 2010 were received and accounts are being created for these officials. A list of schools without water and sanitation, as received from DWAF, was verified by contacting schools during December 2009, and was captured in order to update the data base.	
		NEIMS to be utilised for ongoing monitoring of infrastructure progress and needs.	April 2009 to March 2010	Quarterly reports, regarding progress based on NEIMS were presented to HEDCOM and the CEM.	Work in progress: Quarterly reports were sent to HEDCOM and the CEM. NEIMS is now utilised for the monitoring of progress in infrastructure delivery. A total of 2 458 classrooms were completed during the third quarter. Some 26 laboratories and 12 halls were completed, as well as 103 offices, 28 staff rooms and 13 nutrition centres. Some 94 schools were fenced in and 17 new schools were completed during the second quarter. The submission date for the fourth quarterly report was 22 April 2010 and the fourth quarterly report is to be submitted to HEDCOM and the CEM.	

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (CD: PP)						
DIRECTORATE: FINANCIAL PLANNING (D: PPF)						
To plan and monitor the equitable distribution of education funding in support of education policies	Amendments to norms, as indicated by the review and ongoing monitoring and support to public and independent schools (including fee levels, exemptions, no-fee schools, transfers, etc.)	Providing support with the implementation of the norms, including implementation activities for 2010 no-fee school determinations.	January 2009 to December 2009	Deadlines as per funding norms met. (Publication of proportion, lists of no-fee schools for 2010, national per learner target allocations for 2010 MTEF etc.) Draft amendments completed.	The MoF concurred with the amendment to the school funding norms to change the no-fee threshold to be the Quintile 2 target amount in 2010. Publication of the declaration by the Minister on the proportion of learners to attend no-fee schools in 2010, as well as to the 2010 MTEF national targets took place on 6 November 2009. The national list of no-fee schools for 2010 was published by the Minister on 11 December 2009. On 17 March 2010 HEDCOM approved the implementation and management plans for the implementation of the school funding norms by PEDs for 2011.	
		Monitoring implementation of funding norms with special focus on compliance and the impact of no-fee schools and exemption regulations (including a school fee data base). Develop a medium to longer term monitoring framework for the funding norms.	January 2009 to March 2010	<ul style="list-style-type: none"> * Monitoring reports, June 2009, November 2009 and March 2010. * Medium to longer term monitoring framework developed during October 2009. * Reports submitted to HEDCOM and CEM. 	A report on the Grade R Survey was forwarded to HoDs and MECs for Education in the provinces. A telephonic survey was conducted on the transfer of funds to schools and on compliance with the funding norms by PEDs, and a report was submitted to the Minister in December 2009, as well as to HoDs and MECs. A report on a broader monitoring survey on the implementation of the school funding norms was completed by a service provider, as well as a medium to longer term monitoring framework. A workshop took place with relevant stakeholders to present, and engage with the findings and recommendations of the survey report.	The presentation of reports to HEDCOM and the CEM did not proceed, as these were for information purposes only and had already been shared with members via a letter by the DG.
		Development of a methodology for costing needs & proceed with costing. (Basic Minimum Package for Schooling.) Basic minimum package cost.	January 2009 to June 2009	Methodology available for purposes of consulting. A schedule of costs is available.	Methodology and a schedule of costs are not yet available for consulting purposes. The Bid Adjudication Committee recommended the appointment of a service provider on 18 November 2009. The appointment of a service provider was not approved, as funds for the new financial year were not guaranteed, due to the split into Departments. The activity will be completed during the 2010/11 financial year, using in-house capacity.	The project was most likely to stretch over two financial years (2009/10 and 2010/11). The appointment of a service provider was not approved, as funds for the new financial year were not yet guaranteed. due to the splitting of the Department.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Analysis and research on new issues relating to the School Funding Norms, such as a funding strategy for focus schools; a funding mechanism for accommodating poor learners attending schools that are less poor; and funding norms for awards to performing schools and unspent schools.	January 2009 to October 2009	Amendments to awards to performing schools are published. Norm amendments for a funding mechanism for accommodating poor learners attending schools that are less poor is approved by the CEM. Funding strategy for focus schools is approved by the CEM. Norms amendment for unspent school allocations.	The draft amendments to the School Funding Norms were approved by the CEM and published by the Minister during March 2010 for public comment. The deadline for public comment was 12 April 2010. Consultations with the National Treasury on unspent funds is underway.	Awaiting the Minister of Finance's response on proposals to deal with unspent school funds by PEDs.
	Implementation of the norms and standards for inclusive education and special schools. Finalise and publish norms and standards for funding, inclusive education and special schools.	<ul style="list-style-type: none"> * Develop implementation plan for, and processes pertaining to the funding norms. * Providing support in ensuring that draft norms are taken through the consultation processes. 	January 2009 to March 2010	<ul style="list-style-type: none"> * Implementation plan and processes approved by HEDCOM and the CEM. * Support provided in ensuring that draft norms and standards are approved by HEDCOM and the CEM. * Support provided to ensure that final norms are published. 	No progress. Awaiting finalisation of policy issues by Inclusive Education Section.	Awaiting finalisation of policy issues by Inclusive Education Section. These are required prior to the development of the funding norms and standards.
	Monitoring and support of implementation of norms and standards (for ABET and Grade R), continued implementation planning for FET colleges' funding norms, and proceed with implementation (carried over from 2008/09).	Implementation plan for FET colleges finalised and preparing for 2010 implementation. Develop monitoring plans for ABET and Grade R.	January 2009 to December 2009	Implementation plan for FET colleges approved by HEDCOM and the CEM. Monitoring plans for ABET and Grade R approved by HEDCOM and the CEM, as well as reports on provincial implementation.	Implementation plan for FET colleges for 2010 implementation was finalised and approved by HEDCOM. The Grade R monitoring plan was recommended by the HEDCOM Subcommittee on Finance to HEDCOM for approval. HEDCOM approved the plan on 17 March 2010 and it was presented to the CEM for noting at the April 2010 meeting. The ABET monitoring plan is awaiting presentation to HEDCOM for approval, but it has been recommended by the HEDCOM Subcommittee on Finance. The report on provincial implementation of Grade R funding norms and reports on readiness to implement ABET funding norms were produced.	HEDCOM will present the final draft of the ABET monitoring plan to DHET for approval, and then to the CEM for noting.

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (CD: PP)						
DIRECTORATE: ECONOMIC ANALYSIS (D: PPE)						
To promote and support optimal budgeting processes, as well as monitor and evaluate the utilisation of resources in education	A report on the assessment of economic credibility and policy compliance of the PEDs' annual performance plans for 2009/10 is produced.	Collection and analysis of reports and final preparation of the report.	May 2009 to August 2009	Report to HEDCOM Subcommittee on Finance, HEDCOM and the CEM.	The report was tabled at SM and sent to HoDs in January 2010, as there was neither HEDCOM nor CEM meetings scheduled at the time.	
	Review the utilisation of standards and uniform formats and programme structures across PEDs in the next electoral cycle.	Analysis of standard chart of account, budget programme structure revisions and whether these provide reliable information. Make recommendations to National Treasury on amendments.	April 2009 to October 2009	Forward revised approved guidelines to the National Treasury and the provinces.	No further progress. An analysis was done on all 2009 provincial budget statements of PEDs to determine the compliance with the "of which" items, as provided for in the National Treasury guidelines. Via the office of the Director-General: Basic Education, letters dated 18 August 2009 were sent to PEDs, informing them of the outcome of the analysis.	Further changes to programme structures depend largely on the needs of the sector's stakeholders. In 2009/10, there was no request for changes. However, the National Treasury introduced guidelines for 2011 APPs and related strategic plans.
	Review of long running needs and update of reports. The final report education projection tool is published. Long-term education financing, resourcing and a costing plan are finalised (carried over from 2008/09).	The education financing projection tool is finalised.	April 2009 to March 2010	The operational projection tool is utilised in budget prioritisation processes & for longer-term projections.	Work not completed. The technical assistant submitted a comprehensive progress report in June 2009. At the time it was indicated that about two months were required to finalise the project.	Due to other prioritised activities of the Department (namely the Basic Education Action Plan), the technical assistant did not finalise the report. To be carried over to the new financial year.
		An analysis of provincial budgets and non-financial performance indicators, and a fiscal and economic analysis of the implications (Bi-annual Education Investment Review).	April 2009 to October 2010	Interim assessment report in April 2010. Final report in October 2010.	The final draft investment review is available and is to be submitted for approval.	All the relevant chapters were written and they are the subject of internal review and editing.
	Participate in provincial visits, mid-year reviews and benchmark assessments.	July 2009 to February 2010	Reports per province produced by Directorate and provided to DG within two weeks of visit.	No further progress. Only participated in the first quarter provincial visits. The scheduled mid-year review was not undertaken due to austerity measures at the time.	No further visits to provinces were undertaken.	

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Consultative process on sector priorities, finalisation of priority paper and bid, management of bid process and budget implementation. (Provincial communication and guidelines on allocations.)	January 2009 to January 2010	Priority paper and provincial instructions on allocations as per management plan.	Achieved in previous quarter. Sector priorities were presented at both the 10X10 and MTEC hearings in July and September 2009 respectively. Management plan for 2010/11 submitted to Senior Management for senior managers to act on.	
		Data collection for UNESCO Report & finalisation of report. Conceptualise systems for collection of data that is not provided in accordance with UNESCO requirements.	June 2009 to March 2010	The 2008/09 UNESCO Report is submitted. A report, recommending systems and processes to provide comprehensive data, is discussed with the National Treasury.	The 2008/09 UNESCO Report is submitted to the DG. The Director did not ensure that the Directorate complete a report recommending systems and processes to provide comprehensive data for the UNESCO Report.	
	Guidelines with regard to the coordination for optimal provincial budgeting are utilised across the PEDs.	Develop a comprehensive guide to coordinate budget planning in the education sector.	April 2009 to March 2010	Guidelines produced and implemented in the education sector.	Achieved in previous quarter. Submitted the final draft guidelines for Senior Management comments and endorsement. Currently the draft guideline is internally assisting with the management of the sector prioritisation process.	
CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION (CD: PM)						
DIRECTORATE: EMIS (D: PME)						
To implement and report on the implementation of the Education Information Policy	Support and monitor compliance with implemented Education Information Policy and Standards and monitoring of compliance.	Provide support to provinces and monitor implementation of education information standards via guidelines and discussions.	April 2009 to March 2010	Guidelines and reports produced and HEDCOM Subcommittee on EMIS minutes reflect relevant discussions.	Work in progress: Four HEDCOM subcommittee meetings on EMIS are held per annum. All four meetings took place. The minutes, agenda and comprehensive meeting packs were prepared for the provinces and HEDCOM. All meeting reports (except for the last quarter) were compiled and annotated to HEDCOM.	
		Monitoring instrument is utilised to assess adherence to approved Education Information Policy and Standards by PEDs.	April 2009 to March 2010	Report is compiled on the state of implementation of education information standards.	All province submitted their EMIS Policy Compliance Reports. Three PEDs have gaps in their item responses. A national report, including DoE's response, was compiled and will be presented to the first HEDCOM meeting of the new financial year.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Self-assessment exercise on readiness of the EMIS Unit to meet SASQAF requirements.	March 2009 to December 2009	A report by StatsSA on DoE compliance.	Preparations are underway for this process. DoE EMIS met with StatsSA on 22 October 2009 to plan for required assistance and to identify SASQAF indicators. A letter has since been written to StatsSA to authorise the process.	The self-assessment requires the participation of Statistics South Africa. StatsSA has to conceptualise the process appropriately. The DBE will be only the second department to do such an assessment. Furthermore, the protocol between departments involved results in delays.
	Develop further standards and amend those in existence when necessary.	Compile and maintain a list of information standards needs on an ongoing basis.	April 2009 to March 2010	Register of required education information standards. Education information standards in the register are published and the guidelines disseminated.	Work in progress: The Register of Education Information Standards has been compiled and is being maintained.	
		Draft and consult on education information standards with relevant bodies and stakeholders, viz. The HEDCOM Subcommittee, HEDCOM and the Education Information Standards Committee.	April 2009 to March 2010	Education Information Standards are gazetted and distributed to PEDs and all relevant stakeholders for implementation	Standards SC006, SC008, SC009 and SC011 were gazetted during March 2010 for public comment. Standards SC010 and SC012 will be tabled at the first Standards Committee Meeting of 2010/2011. Work on Standard SC013 is still in progress.	
	Some 75% of the second set of approved standards and guidelines are implemented.	Advocacy to PEDs and all relevant stakeholders towards implementation of the information standards.	April 2009 to March 2010	Advocacy documentation, guidelines and reports are compiled.	Work in progress: Ongoing advocacy to PEDs and all relevant stakeholders. All education information standards advocacy reports are included in the documentation prepared for meetings with PEDs.	Dependant on completion of standards.

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records	The 2009 national and <i>ad hoc</i> education information is collected, verified and integrated into the national data warehouse, including <i>ad hoc</i> surveys.	Data sets, as stipulated in the Education Information Requirements, <i>Government Gazette</i> 29757, and <i>ad hoc</i> data are processed.	Starting date: Jan 2009 End date: March 2010	Integrated National database for: Headcounts and Annual Surveys for Ordinary and Special Schools; Adult Basic Education and Training and Early Childhood Development Centres; and Further Education and Training Colleges are warehoused at DoE.	All education institutions' annual and snap censuses due in financial year under review were conducted and data submitted to DoE as required by <i>Gazette</i> : 29757 ASS S 2009; SNE 2009 (30 October 2009); ASS SNE 2009 (31 December 2009); ASS ABET 2009 (29 January 2010); ASS ECD 2009 (31 December 2009); ASS FET 2009 (30 November 2009); SNAP OS (8 February 2010).	
		GIS reporting is functional and establishing GIS reporting operations at EMIS.	April 2009 to March 2010	The Unit is able to produce GIS data on demand and map requests.	Outstanding Co-ordinates were obtained. Q2 2009 Shape Files were updated for all sectors. KML Files were redeveloped with updated Q2 2009 data. AFRIGIS Updates were incorporated into the GIS warehouse. GIS website was developed and has been presented to EMS for publication on the Intranet/Internet. Hardware: A 500 Gig portable drive was ordered and delivered. A 1.5 terabyte Lacie drive was ordered for storing Raster Images and Procurement is processing the acquisition. All quarterly school address lists were posted on the website as required. The last posting was in November 2009.	
	An annual sample survey is conducted to verify and improve the accuracy of the 2009 annual school survey data.	A sample of ordinary and special schools; Adult Basic Education and Training institutions; and Further Education and Training institutions is conducted to quality assure data collection.	April 2009 to September 2010	(1) Reports emanating from the data quality surveys are shared with PEDs, HEDCOM the CEM and the Minister. (2) A report is compiled on corrective action that was undertaken as a result of data quality.	Progress: Implementation of new ToR is underway. The final reports for worst transgressor schools, a well as for national, provincial & districts are complete and will be annotated to HEDCOM. Emanating from a meeting with the DDGP, which concluded that the DQA ought to continue, new ToR for 2010 were compiled and submitted for tendering. ToR were presented to BAC on 18 November 2009. BAC made recommendations and requested re-submission, but also indicated that the tender needed to await a new allocation in the contexts of the new departments. The new ToR have been submitted for HEDCOM approval.	
Publication of 2008 Education Statistics in South Africa Report, and the preliminary release of the 2009 learner data (School Realities 2009).	Compilation, release and publication of education information statistics.	January 2009 to December 2010	Publication of: Education Statistics in South Africa 2007; School Realities 2008; and other reports, including those based on annual school survey data	All EMIS publications for the financial year under review, namely, <i>School Realities 2009</i> and <i>Education Statistics 2008</i> were published. The latter was delayed but is currently at the Government Printer.		

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BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION (CD: PM)						
DIRECTORATE: RESEARCH COORDINATION, MONITORING AND EVALUATION (D: PMM)						
To develop and implement an M&E Framework in education, using indicators, such as macro and service delivery, as well as other indicators	Review of the M&E Framework and master list of indicators.	Update the master list of indicators/ sector indicators, based on the March 2009 inter-provincial workshop, and finalise the Framework for the M&E of Policy Implementation	Indicators: June 2009 Frame-work: December 2009	Updated master list of indicators/ sector indicators is approved and disseminated within the Department, as well as to PEDs, and the Framework for the M&E of Policy Implementation is finalised and approved.	The status of sector indicators will be confirmed at the meeting of the M&E Commission. The M&E Framework for Policy Implementation has been simplified. The document has not been submitted for approval nor distributed, as work is still in progress.	
		Develop a Handbook on Macro Indicators.	March 2010	Handbook on Macro Indicators is finalised.	No progress: No further work has been undertaken.	
		Provide support services to DoE units (Foundations for Learning Campaign; <i>Kha Ri Gude</i> Campaign; Maths and Science projects; <i>Ad hoc</i> Task Team on Sector Planning; analysis of large-scale data for financial planning and information standards).	Ongoing	Support services are provided to DoE units upon request. A log of support provided is available	Log of support has been updated. Support has been provided on the following: Information Standards, Gender, School Nutrition survey, District survey, Curriculum and N & S for ECD survey.	
	The 2009 Macro Indicator Report is compiled and disseminated.	Disseminate Summary Macro Indicator Report, and update macro indicator values, based on the latest available data, on an ongoing basis.	May 2009 Ongoing	Summary Macro Indicator Report is approved and disseminated. Draft 2010 technical report on macro indicators is prepared.	Achieved: Request for funding for 2010 Macro Indicator Report has been submitted.	
	The 2009 Education Service Delivery Indicator Report is compiled and disseminated.	Organise internal seminar on service delivery and publish Education Service Delivery Report.	Seminar: May 2009 Report: August 2009	Internal seminar on service delivery is held in 2009, and Education Service Delivery Report is published, printed and disseminated.	The Service Delivery Report was submitted to the DG. Amendments requested by the DG are to be incorporated. The report has not been approved or distributed.	
	Facilitate training on M&E and monitor provision of training programme.	Obtain services of a service provider.	November 2009	Programme conducted. List of participants and reports is available.	Achieved: work completed: A capacity-building workshop on M&E was held in October 2009. It was attended by 25 DoE staff members.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Project on Education Pulse is piloted.	Prepare Terms of Reference for the project and identify source for funding of the project. Prepare detailed implementation plan and pilot the project.	March 2010	Terms of Reference and report on pilot project.	Work has not started on this project as yet. A concept note was prepared.	There was no funding for the project.
	Performance measures for 2010/11 are developed.	Finalise performance measures for 2010/11 with definitions and formulae.	July 2009	Performance measures for 2010/11 with formulae are finalised.	Achieved: Work completed: Performance measures were recommended by the HEDCOM Subcommittee on Planning and M&E and approved by HoDs in 2009. The National Treasury approved the PPMs for the 2009/10 financial year during October 2009.	
	Quality assurance of provincial reports on performance measures is undertaken.	Reports from PEDs on performance measures are examined, analysed, advised upon, changes proposed and followed up.	Quarterly	Reports to HEDCOM and the CEM	Achieved: Report finalised and sent to HoDs of PEDs in January 2010 for follow-up.	
To coordinate and enhance national and international reporting obligations	Requests on national and international reporting obligations are responded to.	Prepare EFA 2009 Country Report, and provide support to DG/Minister on EFA Working Group and one EFA high-level group meetings.	November 2009	The EFA 2009 Country Report is prepared. Support is provided to the DG/Minister on the EFA Working Group and EFA high-level group meetings upon request. The EFA report will be presented at a seminar scheduled for the end of October 2010. The EFA High-level Group and Working Group meetings will only take place in December 2009/January 2010.	Achieved. Work Completed. The EFA report was presented to a meeting of stakeholders in November 2009. Information requested for inclusion in the report by stakeholders has been obtained. The report is currently being edited.	
		Participate in activities of UNESCO Commission's Education Committee. Participate in UNESCO EFA programmes.	Ongoing	Participation in meetings and activities of UNESCO Commission's Education Committee. Participation in regional and national UNESCO EFA programmes upon request.	Meeting of SA UNESCO Commission's Education Committee held on 30 March 2010. Attended UNESCO Annual General Conference in Paris during October 2009 and prepared briefing notes for the Minister.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Respond to requests on national and international reporting obligations and provide development indicator values to the Presidency.	Ongoing and upon request	Requests on national and international reporting obligations are responded to upon request. Development indicator values are provided to the Presidency upon request.	United Nations questionnaire on refugees, migrants and asylum seekers responded to indicator values provided to the Presidency.	
To facilitate and undertake research and analyses to support planning processes in the Department	A report on the 15-year review of education is published and disseminated and ongoing research reports produced.	Finalise report and organise an internal seminar on the 15-year review of education report and publish it on the website.	Seminar: May 2009 Website: June 2009	Internal seminar on 15-year review of education is held and the report is published on the website.	Seminar: No progress A report on the partial review of the education sector was presented to HEDCOM.	The report was to be completed by an internal DoE consultant who could not do so due to work pressure from other units in the Department.
		Analyse data on learner pregnancy and school safety.	March 2010	Thematic reports on school safety and learner pregnancy are published on the website.	Work in progress: Draft reports on school safety and learner pregnancy were prepared. The reports are used for internal purposes and have not been published.	
		Prepare reports on the Annual School Survey (ASS) and General Household Survey (GHS) data.	March 2010	Reports published on the website and presented to an internal seminar.	Work on the ASS and the GHS is continuing. The GHS report was published on the website. The ASS report is being finalised.	
		Manage research projects on teacher leave and LOLT.	Teacher leave: March 2010 LOLT: April 2009	Reports on teacher leave and LOLT are approved.	Reference group meeting was held on 2 February 2010. The report on educator leave was prepared by the service provider. Feedback on the report is being provided. The LOLT report is in progress but has not been finalised as yet.	
		Pilot the learner attendance policy, finalise the policy on learner attendance and finalise home education policy.	Learner attendance: December 2009 Home education: March 2010	Pilot learner attendance policy is being undertaken. The policy on learner attendance and the revised policy on home education were approved.	The Minister approved the policy on learner attendance. The policy was presented to a consultative forum on 27 March 2010 and is in the process of being gazetted.	
		Investigate enrolment patterns in Grades 1 & 2 and 7 & 8 and compile a report.	March 2009	Enrolment patterns in Grades 1 & 2 and 7 & 8 are investigated and a report is compiled.	Field-work was undertaken in February 2010 and a report on findings prepared.	
		Develop a framework for the monitoring and evaluation of NCS (GET).	March 2010	The framework for the monitoring and evaluation of NCS (GET) is developed.	BAC considered the project in February 2010 and did not support it. A revised project proposal was submitted to Branch P. The framework has not been developed, due to BAC not supporting the proposal for a quotation because of the restructuring of the Department.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Manage Postgraduate Internship Programme.	Ongoing	Postgraduate Internship Programme is managed.	There is no report on this activity.	This project was cancelled due to a lack of funds.
		Participate in reference groups and serve as secretariat to departmental task teams (e.g. funding norms, sector planning and PPMs).	Ongoing	Participation in departmental reference groups and task teams upon request.	Continued participation in relevant structures (e.g. the ministerial task team on the reduction of learning areas). Served as secretariat to HEDCOM SC on sector planning and M&E.	
		Develop, plan and conduct a data user satisfaction survey to measure/assess the perception of data users.	October 2009	Report published on the website and submitted to HEDCOM and the CEM.	A report on the user satisfaction survey was compiled and presented to the EMIS-HEDCOM Subcommittee during March 2010.	
		Prepare concept note and proposal on research coordination.	Concept note: June 2009 Proposals: March 2010	Concept note and proposal on research were coordinated approved.	Concept note and research proposal were approved as envisaged.	
		Coordinate research activities in the department. Network with research organisations. Advise DG on proposed research and participate in inter-departmental committees and meetings.	Ongoing	Information on research conducted in the DoE is completed. Participate in research forums and reference groups upon request. DG was advised on the research proposal. Participate in interdepartmental committees and meeting upon request.	Participated in UMALUSI Research Forum meeting on research (24 March 2010) and the NRF Education Advisory Committee meeting on 11 February 2010. Information and advice provided to Dr Volmink on proposed study on educator health. Seminar held on Barriers to Education Study on 21 January 2010. Engaged in some preparatory activities related to the public sector summit. Organised workshop on NEEDU, which was held in January 2010.	
CHIEF DIRECTORATE : INFORMATION MONITORING AND EVALUATION (CD: PM)						
DIRECTORATE: EDUCATION MANAGEMENT SYSTEMS (D: PMS)						
To develop systems to support the Integrated Education Management Information System	Monitoring and support of SA-SAMS roll-out by provinces. Some 90% of all public schools with computer facilities utilise an electronic SAMS.	The roll-out and usage of SA-SAMS by schools is monitored. Schools send data from SA-SAMS to the central tracking system.	April 2009 to March 2010	Quarterly reports are submitted to the EMIS- HEDCOM Subcommittee, HEDCOM and the CEM, indicating the number of schools that interface with the national learner tracking system via the SA-SAMS school application.	The year-end progress report was prepared and presented at the EMIS-HEDCOM Subcommittee meeting in March 2010. The report will also be presented to the CEM and HEDCOM.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Maintenance and upgrading of the SA-SAMS school administration system.	Code enhancements are done in accordance with user needs.	Ongoing	Updated SA-SAMS software is distributed to the provinces at quarterly intervals.	The quarterly release of the SA-SAMS software was distributed to provinces in time for the Annual Survey in March.	
		New modules are requested by schools and provinces. New modules are approved by the Technical Committee of the EMIS-HEDCOM Subcommittee. If approved, modules are developed together with training materials.	Ongoing	Updated SA-SAMS modules are distributed to the provinces.	The updated modules for the 2010 Annual Survey for Ordinary Schools and the Snap Survey for Special Schools were added to SA-SAMS and distributed to the provinces.	
		The web-based SAMS system is developed by the WC in accordance with national DoE requirements.	April 2009 to September 2009	The functional and technical specifications of the web-based system are approved at DoE level.	All specifications were approved and the system is currently in a pilot phase in the WCED.	
	Implementation of the learner unit record system continues in all the provinces. The second phase of development is completed.	LURITS administrators are supported and trained on a regular basis. Meetings are held in Pretoria every second month.	April 2009 to March 2010	LURITS administrators meet bi-monthly in Pretoria for support and training.	A training session for LURITS administrators was held from 25 to 26 March in Pretoria.	
		The National LURITS steering committee oversees the implementation of LURITS and deals with strategic implementation issues.	April 2009 to March 2010	The National LURITS Steering Committee meets quarterly.	Due to financial constraints experienced by both the national Department and the provinces, no separate LURITS meeting was held during the final quarter. LURITS matters were addressed at the EMIS-HEDCOM Subcommittee meeting on 17 March 2010.	
		Implementation in the provinces continues and is monitored in accordance with the LURITS targets.	March 2009 to March 2010	Quarterly progress reports on the implementation of LURITS are presented at EMIS-HEDCOM Subcommittee meetings, at HEDCOM and at the CEM.	The year-end progress report was presented to the EMIS-HEDCOM Subcommittee on 17th March 2010. The final report, as at 31 March 2010, will be presented to the CEM and HEDCOM.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Policy development to support LURITS continues.	April 2009 to March 2010	Policy is amended to include additions in terms of LURITS.	The LURITS standards document was finalised for presentation to the Standards Committee's Technical Committee for Inputs.	It was decided that the Education Information Policy would not be amended to include LURITS, but that a separate standards document should be prepared.
		Phase 2 of the LURITS development is completed.	April 2009 to March 2010	Development is completed and the upgraded system is installed at Centurion.	The development of the scan upload engine was fully completed and installed and data uploaded from the scanned schools.	
		The tender for the scanning of learner data forms is advertised and awarded.	January 2009 to April 2009	Tender awarded.	Tender awarded and project commenced on 1 July 2009.	
		Data forms are printed and district-level training on the completion of scanning forms takes place.	May 2009 to October 2009	Forms for schools are printed and distributed to the provinces and training is completed at district level.	All OMR forms for scanning were delivered to 22 districts in the EC, KZN, LP and the FS. Training on completion of the forms was completed for these districts.	
		Data forms from schools with paper systems are scanned into LURITS.	June 2009 to March 2010	Scanning of forms is completed.	All forms received from schools by December 2009 were scanned and data was uploaded to LURITS.	
	Online FETMIS is further developed, supported and maintained. (It replaces FETPAC.)	Upon completion of the development by FET, the Business Management Information System for FET colleges is integrated into the central systems environment.	July 2009 to March 2010	The BMIS central warehouse is housed in the DoE environment at SITA.	On the advice of the GITO office, no additional work was completed on the FET college system from the Basic Education central systems' environment side. This is due to the fact that the architecture for the Higher Education Systems was transferred to DHET.	There were no delays. The project was handed over to DHET as indicated, due to the splitting of the Department.
	EMIS systems, software and infrastructure are maintained and enhanced with a view to improved performance.	Processes are introduced and streamlined at provincial and national level for the efficient functioning of LURITS.	April 2009 to December 2009	Documented processes for the operation of LURITS at all levels.	Documentation for the download of data from LURITS to SA-SAMS was completed and given to LURITS administrators on 26 March 2010. Administrators were also trained in the process. All LURITS documentation was updated and given to the provinces on 17 March 2010, to ensure the smooth functioning of the LURITS system.	
		A central SA-SAMS warehouse is developed for provinces to access and use operational data from SA-SAMS.	April 2009 to August 2009	A provincial SA-SAMS warehouse was developed and implemented in provincial EMIS offices.	The SA-SAMS warehouse has been developed and implemented in three provincial offices to date. Data from the warehouse can be uploaded onto LURITS.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Assistance to HR planning with project management and system analysis services on the EHRMIS system.	April 2009 to March 2010	Completed the EHRMIS system.	The system documentation was fully completed and the system is ready for implementation in the provinces by the HR Planning Directorate.	
		Central education management information systems, such as LURITS, BI and NEIMS are hosted and maintained at the Centurion SITA.	Ongoing	Functioning systems that may be accessed via the web by authorised users.	LURITS, NEIMS and the Business Intelligence System are available as functioning systems via the web, and they are maintained and hosted by SITA.	
	The BI System is enhanced to meet the ongoing information needs of managers.	DoE managers are trained in the use of the BI system. The usage of the system by DoE managers is monitored and tracked.	April 2009 to February 2010	A report on the usage of BI by managers at the DoE is presented to Senior Management during February 2010.	A report on the BI system was presented, via a submission, to the Acting Director General and approved. A demonstration of the system for the DG and Minister's advisors was scheduled. Training of managers will continue in 2010.	
		The Business Intelligence system is enhanced to include data from LURITS, PERSAL (Vulindlela) and the examination system	April 2009 to December 2009	The development of the upgraded system is completed and installed at SITA Centurion.	SITA has not yet completed the full development of all aspects of the Business Intelligence Reporting System and work will continue in 2010. Certain sections of the system, such as the EMIS data sets, the NEIMS data set and the LURITS data set were fully completed and installed at Centurion.	
		School profiles are developed and are available via the Business Intelligence System.	April 2009 to December 2009	Completed school profiles are available on the BI system.	Summary school profiles are available on the Business Intelligence Reporting system, using EMIS Snap data and NEIMS data.	The annual survey data sets from EMIS were not made available for the BI, so only summary school profiles could be compiled.
To develop systems and procedures to support education policy implementation	Survey capture tools are developed for EMIS and other directorates on request	Electronic data capture tools are developed for all EMIS surveys and for the surveys of other directorates on request e.g. District Development, School Education, Inclusive Education	April 2009 to March 2010	Completed tool development and use of tools for data capture.	All capture tools required for the quarter were developed and successfully deployed.	
	Facilitate and support the development of operational information systems to support policy implementation	Support and maintenance of the IQMS system within SA-SAMS at school level	April 2009 to March 2010	Functional IQMS system at school level on SA-SAMS	The IQMS system is functional in SA-SAMS at school level. All upgrades for 2009 have been completed.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Ensure that the CPTD (Continued Professional Teacher Development) system (under development by SACE) meets the requirements of the DoE	April 2009 to September 2009	The functional and technical specifications of the CPTD system are approved at DoE level.	The functional and technical specifications were approved.	
		Provide support to the HR Planning Directorate on the development of an electronic post-provisioning tool.	April 2009 to June 2009	Completed post-provisioning electronic tool.	All work on the post provisioning tool was completed and the tool must be handed over to SITA in 2010 for further support and maintenance.	
		Management of administration space of Thutong portal and DoE website content management for Branch P	Ongoing	Updated content placed on Thutong portal and DoE website.	SA-SAMS and LURITS surveys and information on EMIS Standards were updated on the Thutong portal.	
	Monitor and assist provinces with planning of staffing and systems to implement the national EMIS business plan and education policies.	The LURITS/SA-SAMS business plan is updated quarterly to include provincial needs and to limit implementation risks.	April 2009 to March 2010	Quarterly progress report on the implementation of the LURITS/SA-SAMS business plan to EMIS, the HEDCOM Subcommittee, HEDCOM and the CEM.	The year-end progress on the business plan was presented at the EMIS-HEDCOM meeting on 17th March 2010. The EMIS improvement business plans for 2010 were also presented by the national Department and the provinces at the EMIS-HEDCOM meeting of 17 March 2010.	
		The management of the national master list is moved into the central online system, integrated with LURITS.	April 2009 to March 2010	The national master list is available online in a live environment.	The online master list is available to provinces via the LURITS system. The final online management processes must still be agreed to.	
	Design functional specifications for different levels of the education system to improve education business processes.	Develop functional specifications for improved business processes on request.	Ongoing	System documentation is produced.	There were no additional functional specifications requested during the fourth quarter. The full specification for the HR Management Information System was completed by July 2009.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION (CD: PM)						
DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT (D: PMR)						
To review South Africa's Country HRD Strategy and to advise the Minister and Cabinet Committee on HRD	Monitoring, evaluation and reporting on the implementation of the NHRD Strategy. (Second NHRD Conference is scheduled, not actioned, due to changed circumstances.)	Implement the one-year Implementation Plan of the revised HRD-SA.	April 2009 to March 2010	Report on achieved identified indicators/ outcomes to IMC and HRD Council.	Implementation of one-year Implementation Plan deferred to next financial year, viz. 2010/11.	The HRDSA was approved by the previous administration on the 18 March 2009. It was decided to suspend the approved HRDSA to provide the new administration with an opportunity to exercise their consideration and endorsement. The Department is in the process of "refreshing" the HRDSA to reflect the new structure of the administration and the new electoral mandate.
		Publication (design, layout and printing) of HRD-SA and dissemination of approved revised HRD-SA.	April 2009 to June 2009	Printed Strategy for South Africa disseminated.	The work of revising/reframing the HRD-SA is still a work in progress and therefore the publication has to await the finalisation of the strategy.	The editing of the HRDSA, list of beneficiaries and the design of the HRDSA was completed. However, due to the reasons mentioned the layout, printing and dissemination of the HRDSA could not proceed.
		Develop a Monitoring & Evaluation Strategy, System and Implementation Plan.	April 2009 to September 2009	M&E Strategy, System and Implementation plan produced.	The final M&E Strategy and Implementation Plan was submitted and approved on 16 March 2010.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Undertake quarterly and annual monitoring & evaluation.	June 2009 to March 2010	Reports to various structures, including the IMC and the HRD Council.	Work deferred as the finalisation of the implementation of the one-year Implementation Plan has been deferred to the 2010/11 financial year.	The HRDSA was approved by the previous administration on 18 March 2009. It was then decided to suspend the approved HRDSA to provide the new administration with an opportunity to exercise their consideration and endorsement. After a presentation to the new administration on 18 August 2009, Cabinet recommended that the HRDSA should be refreshed to reflect the new structure of the administration and to reflect a clearer alignment with the electoral mandate. The Department is currently in the process of finalising the exercise.
	Coordinate inter-departmental collaboration in the implementation of the NHRD Strategy Framework.	Finalisation of the HRD-SA Risk Management Strategy.	April 2009 to May 2009	Approval of the HRD-SA Risk Management Strategy Report.	The HRD-SA Risk Management Strategy was developed and approved by the DDG/P.	
		Implement Communication Strategy, Advocacy Campaign and Support Programme for the Strategy.	April 2009 to May 2009	Reports to various structures, including the IMC and the HRD Council.	The Communication Framework was completed, but implementation suspended. Note: It is clearly stated that the Communication Framework has been suspended so, as a result, there will not be any reports.	The framework will be implemented before, during and after the launch of the HRDSA.
		Undertake relevant research with regard to HRD issues.	April 2009 to March 2010	Reports to various structures, including the IMC and the HRD Council.	Multi-sectoral Analysis study is in progress: The study was expected to be completed by June 2010. However, it is not completed as yet, due to funding challenges with the relevant donor countries.	
		Network with relevant research agencies and organisations.	June 2009 to September 2009	Active participation in relevant agencies, research forums and reference groups.	Staff participated in relevant seminars and workshops.	
		Schedule first annual conference to launch the HRD-SA.	April 2009 to October 2009	South Africa's Country HRD Strategy Conference.	A joint conference is being conceptualised in conjunction with Skills Development and it is tentatively scheduled for September 2010. The HRDSA is in the process of being refreshed, as requested by Cabinet, and the report indicates that the conference will be replaced by a joint summit, tentatively scheduled for September 2010.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT (CD: PH)						
DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING, PROVISIONING AND EVALUATION (D: PHR)						
To develop and implement an HR Planning System, so as to ensure that all institutions are adequately staffed with appropriately skilled educators	The HR planning framework and data base are maintained.	Maintaining the HR Plan and data base via the implementation of the Management Plan.	April 2009 to March 2010	The 2009/10 Management Plan on HR is implemented and a report tabled at HEDCOM/CEM.	Partially achieved : Document did not serve at CEM in January 2010, but in April 2010.	The Framework and Plan cannot be implemented until approved by the CEM. The Framework did not serve at the CEM in February 2010, due to the busy CEM agenda .
		Collect information on educator staff, teachers-in-training and learners, and update the profile of each group.	April 2009 to September 2009	Profile report is approved by HEDCOM/CEM.	Partially achieved: Document did not serve at HEDCOM in March 2010, but in May 2010.	The profile on teachers-in-training and learners could not be updated, since the available data is not complete and could not be utilised for this purpose. The teachers-in-training data set is not clean and could therefore not be used to create the profile.
	The principles of the Recruitment and Retention Strategy are refined.	The refinement of the principles of the Recruitment and Retention Strategy are refined.	October 2009 to March 2010	Refinements are tabled and approved by HEDCOM/CEM.	Partially achieved: Document did not serve at HEDCOM in March 2010, but will serve in May 2010.	Refinements need to be approved by HEDCOM/CEM. The refinements to the document could not serve at HEDCOM in March 2010, due to a busy agenda.
	A final incentives (remuneration) system is developed and agreement is reached with PEDs on protocol.	Facilitate, support and monitor the implementation of Incentives.	April 2009 to March 2010	Quarterly progress report submitted to HEDCOM/CEM.	Achieved: Implementation of incentives was facilitated, supported and monitored in the PEDs and reported on quarterly to HEDCOM & CEM.	
		Facilitate, support and monitor the implementation of the laptop initiative.	April 2009 to March 2010	Report on the provision of laptops to teachers tabled at HEDCOM and the CEM.	Achieved: Implementation of laptop initiative was facilitated, supported and monitored in the PEDs and tabled at HEDCOM & the CEM.	
		Support the implementation of OSD.	April 2009 to March 2010	OSD implemented in all PEDs and report tabled at HEDCOM and the CEM.	Achieved: OSD implemented in all PEDs and report tabled at HEDCOM meetings held in January 2009 and May 2009, as well as CEM meeting held in June 2009. MECs and HoDs in provinces were informed in writing during November and December 2009.	
	Annual Report on HR Planning is produced.	Production of Annual report on HR planning.	January 2010 to March 2010	HR Report presented to HEDCOM and the CEM.	Achieved: Annual Report on HR Planning produced and scheduled for tabling in September 2009. However, this was moved to the May 2010 meeting.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To develop HR Management Systems	HRM in provinces is effectively conducted.	Analyse HRM practices in PEDs.	Ongoing	Report presented to HEDCOM and the CEM on a quarterly basis.	Achieved: Report completed for HEDCOM in fourth quarter – February and March 2010.	
	Systems are implemented to ensure effective functioning in the provinces with regard to HRM (EHRMIS).	Support to PEDs in implementing an effective HRM (EHRMIS).	Ongoing	Evaluation report on whether the system has been implemented and is operational and reports to HEDCOM and the CEM on a quarterly basis.	Partially achieved: Service providers could not complete tasks by the end of the financial year, but 80% of the project has been completed.	Certain activities could not take place since they were dependant on others being completed.
To monitor and manage the supply and demand of teachers	Further investigate factors impacting on the effective utilisation of educators.	Investigate factors impacting on the effective utilisation of educators.	Ongoing	Reports tabled quarterly at HEDCOM/CEM on findings and recommendations.	Achieved: Factors impacting on the effective utilisation of educators investigated and reported to HEDCOM and the CEM on a quarterly basis.	
To develop and maintain post provisioning norms (PPNs) for educators and non-educators, aimed at optimal effectiveness and fairness in the utilisation of human resources in education	The effect of the revised model is reviewed. A new PPN model is implemented.	Assess impact of new PDM during pilot phase.	April 2009 to June 2009	Table report on findings to HEDCOM/CEM.	Achieved: Impact of new PDM determined during testing. Reported to HEDCOM and CEM in June, August and September 2009.	
		Amend new PDM to include factors such as dedicated teaching.	July 2009 to August 2009	Table amended PDM to HEDCOM/CEM for approval.	Achieved: Workshop with unions took place and factors recommended will be taken into consideration. Reported to HEDCOM/CEM in June, August and September 2009.	
		Support PEDs in preparing for post provisioning to schools using the new PDM.	August 2009 to September 2009	Report on status to HEDCOM.	Achieved: PEDs were supported in preparing for post provisioning to schools with the new PDM during a workshop held. Report tabled in third quarter.	
		Develop norms for special schools.	October 2009 to November 2009	Proposed norms tabled at HEDCOM/CEM for approval.	Partially achieved: Proposals have to be relooked at. The proposal was not completed due to the fact that information regarding policy issues has to be confirmed. It was therefore not tabled at HEDCOM or the CEM.	Not all information required to develop specific norms for this sector were available, therefore the task could not be completed.
		Support and monitor the implementation of norms for support staff at schools.	April 2009 to March 2010	Norms are implemented by all PEDs. Quarterly reports to HEDCOM and the CEM.	Achieved: Support was provided and monitoring done on the implementation of the norms for support staff at schools. Not all PEDs implemented it during the financial year under review, due to financial constraints on their personnel budget. Five of the nine PEDs implemented it.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT (CD: PH)						
DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE (D: PHC)						
To create a positive framework and maintain Conditions of Service for educators	Review the Conditions of Service of educators, and a report is produced.	Refinement of the Occupational Specific Dispensation (OSD) for educators.	April 2009 to March 2010	Agreement successfully and consistently implemented. A report is produced and tabled at HEDCOM and the CEM.	The agreement was successfully implemented and teachers were paid the OSD money during December 2009 and January 2010. The matter was reported on during the subsequent HEDCOM meeting in February 2010.	Payments for OSD in terms of ELRC Collective Agreement 4 of 2009 was paid in December 2009 and in January 2010.
		Conclude an agreement on Long Service Awards for institution and office-based educators.	April 2009 to July 2009	Agreement signed and implemented.	Matter remains outstanding. Agreement is not yet signed, as the leading employer, the DPSA, must finalise a mandate on this issue. The DoE was represented on the Task Team that formulated a proposal. After the mandate-seeking process, the DPSA will have to engage parties at the PSCBC on the proposal that the employer has developed.	The DPSA as the lead employer will give an indication on further timeframes.
		Facilitate the transfer of FET employees.	April 2009 to March 2010	All affected employees transferred.	An agreement was signed on 30 October 2009 with the implementation of the Interim Measures for lecturers. All affected employees were transferred on 1 January 2008. The transferred employees requested to be paid an OSD. This resulted in an agreement signed on 30 Oct 2009 with regard to the implementation of the Interim Measures for lecturers. The Interim Measures meant that the transferred lectures be paid a 4% once-off payment in lieu of the OSD.	Payments for the Interim Measure were made during December 2009 and January 2010.
		Finalise a Collective Agreement on the Examination Tariffs for Markers.	April 2009 to July 2009	Agreement signed and implemented.	The ELRC held a pre-bargaining workshop on 9 & 10 February 2010, to review outstanding issues emanating from ELRC Collective Agreements 2 & 4 of 2009. This resulted in the new time-frame of August 2010 as a completion date for this matter. A task team was established to continue working on this matter. In 2009, a notice appeared in the <i>Government Gazette</i> , which regulates the appointment and payment of moderators, examiners, etc.	Parties in the ELRC postponed discussions on this issue. This issue is part of the PAM, which is still under review by the task team.
		Monitor the appointment of temporary educators.	April 2009 to March 2010	Agreement signed and implemented, resulting in a reduction in the number of temporary teachers.	Parties at the ELRC agreed that, instead of signing a collective agreement, guidelines should be developed. The Department then developed those guidelines and a submission to the DG was compiled. The DG signed the submission and gave approval for the guidelines to be forwarded to all the provinces.	Guidelines approved and sent to the PEDs during the third quarter.
		Workshops held with provinces on the interpretation and understanding of signed collective agreements.	April 2009 to March 2010	Provinces correctly interpret and implement signed collective agreements. A report was produced for the Branch Head.	Workshops were conducted in all the provinces to ensure correct implementation. As a result, no disputes have been registered at the ELRC regarding the implementation of collective agreements. Regular reports went to the acting Branch Head in this regard.	Report for OSD workshops is outstanding. The report is part of work to be done and finalised in the ELRC by the appointed actuary. The report is to be submitted during next financial year.
		The Personnel Administration measures (PAM) is revised and maintained.	April 2009 to September 2010	An updated PAM is available for implementation.	An ELRC Task Team finalised the revised PAM. The PAM Task Team reported at the ELRC workshop, held on 14 April 2010, that the review of Chapters A, B, C, D, E, G, H, I & J of the PAM had been finalised. Only Chapter F was outstanding.	Work was completed by 30 April 2010 in line with ELRC time-frames. The delay was caused by the non-availability of task team members.

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Recommend-ations of the review of the Dispute Resolution and Prevention Strategy and Systems are implemented.	Advocacy and training of HR and Labour Relations officials.	April 2009 to March 2010	Properly informed and trained officials result in a reduction in disputes. The Management Plan is report to the Branch Head.	The ELRC and PSCBC, via their quarterly reporting, did analyses of the dispute resolution processes. These reports were analysed and forwarded to the Branch Head and the Minister for their attention.	The final report is to be submitted during next financial year. Work commissioned and to be completed by the ELRC is not yet finalised.
To develop partnerships and strengthen relations in labour relations matters with the SADC countries	A study tour is undertaken to other parts of the world. A report is produced on education labour relations issues that affect the continent, including the SADC region.	Investigate other models of education labour relations in other parts of Africa.	April 2009 to March 2010	A report is submitted to HEDCOM and the CEM.	A study to Australia was undertaken under the banner of the PSCBC during August 2009. A report was submitted to the PSCBC parties but it has not been submitted to the HEDCOM/CEM. A report on study tour was finalised and submitted to the Branch Head.	The report was submitted to the Branch Head during October 2009.
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCE MANAGEMENT (CD: PH)						
DIRECTORATE: EDUCATOR PERFORMANCE MANAGEMENT AND DEVELOPMENT (D: PHP)						
To implement procedures and processes for the Integrated Quality Management System (IQMS), and to amend these where necessary	The IQMS is implemented and monitored.	To provide training to provincial officials on the refined instrument and moderation tool. Evaluation of implementation.	April 2009 to March 2010	Training reports produced and quarterly reports on the implementation submitted to HEDCOM and the CEM.	The streamlining and rebranding of the IQMS processes is continuing as part of the Post Teacher Development Summit Declaration. Training and development is currently being provided by external moderators on an ongoing basis. Reports on visits and interventions are provided to HEDCOM and the CEM on a quarterly basis.	
		To finalise the distribution of audio-visual material for schools on how to conduct IQMS training.	April 2009 to June 2009	Audio-visual material distributed to schools.	The approved service provider, Lebone Group Holdings, completed the duplication and packaging of the training material for 27 000 public schools. Skynet distributed the CD packs to all district offices country-wide. Schools collected their CDs from District Offices.	
		Monitor and evaluate implementation	April 2009 to March 2010	Quarterly reports submitted to HEDCOM and the CEM	Reports on IQMS implementation submitted to both HEDCOM and the CEM. Individual school reports on the IQMS are submitted quarterly to provincial HoDs for their intervention and support. A target of 2 250 school visits was set for the fourth quarter. Some 2 619 schools were visited by the moderators during the fourth quarter.	
		To finalise the appointment, training and deployment of additional external moderators.	January 2009 to March 2009	Additional external moderators appointed, trained and deployed to the provinces.	The newly appointed Project Manager for North West commenced duty on 1 January 2010. There were two resignations of project managers in the Eastern Cape and Gauteng respectively. Acting project managers have been appointed in these two provinces. One project administrator was transferred within the DBE. Currently, short-listing is in progress for the appointment of moderators in 12 vacant posts.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To implement procedures and processes for the Performance Management and Development System (PMDS) for the Education Management Services (EMS), and to amend these where necessary	The PMDS for EMS is implemented and training on the implementation of the PMDS for EMS is finalised.	To provide training on the PMDS for EMS.	April 2009 to March 2010	Training report produced and quarterly reports submitted to HEDCOM and the CEM.	No progress: A training report was not produced, since the finalisation of PMDS for EMS had not been completed at the level of the ELRC.	The ELRC was not able to finalise the matter due to outstanding matters relating to the Occupation Specific Dispensation (OSD).
		To provide assistance to provinces in the implementation of the PMDS for EMS, including provincial visits, evaluation of progress and the provision of support and development.	April 2009 to March 2010	Reports produced and quarterly reports submitted to HEDCOM and the CEM.	No progress: No report was produced, since PMDS for EMS had not been completed at the level of the ELRC.	The ELRC was not able to finalise the matter due to outstanding matters relating to the Occupation Specific Dispensation (OSD).
To facilitate the establishment of the Education Evaluation and Development Agency (EEDA)	The EEDA is fully operational	To finalise the policy framework for the establishment of EEDA.	April 2009 to June 2009	Framework produced and approved by HEDCOM and the CEM	The unit was established, under the leadership of an interim CEO. A NEEDU Workshop to consider the core functions and scope of the Unit was held in February 2010. Further research is currently being conducted on how the unit will operate. A policy framework was developed and submitted to HEDCOM for approval. HEDCOM referred the draft policy to the CEM. The CEM referred the draft policy to MMM for discussion. Subsequently, the Minister appointed an acting CEO, who was tasked to drive the NEEDU establishment process, including the development of a policy, following further consultations with various stakeholders.	A change of administration brought about a change of approach in dealing with the NEEDU Policy.
		Facilitate the establishment of the EEDA.	July 2009 to March 2010	The EEDA Unit is operational and staff members are in place.	In addition to the appointment of the acting CEO, a deputy director for research was also appointed. Other posts on the establishment of the unit are being filled. The acting CEO is currently in possession of the shortlists for the administrative posts. The appointment of the recommended candidates for the posts of two chief directors and one deputy director is pending.	
To facilitate and coordinate departmental participation in the National Framework for Skills Development, in partnership with the EDP SETA	Monitoring, evaluation of and reporting on the implementation of the National Skills Development Framework.	Analyse all SDT activities, plans and reports from provinces – both drafts and final reports.	June 2009 to September 2009	Two reports provided on the situation in the PEDs were presented to HEDCOM and the CEM.	A report on the analysis of WSPs for 2009/10, and ATRs for 2008/09, was produced. The report will be submitted to HEDCOM. Reports on the situation in PEDs were discussed at skills development task team meetings. Quarterly reports were submitted to HEDCOM and the CEM in this regard.	The report on the analysis of WSP and ATR still has to be submitted to HEDCOM.
		To monitor and analyse all DoE 2009 Work Skills Plans (WSPs) and 2008 Annual Training Reports (ATRs).	April 2009 to March 2010	Meetings held quarterly & reports produced.	SDTT meetings were held as scheduled and reports were produced and submitted to HEDCOM and the CEM.	
		Convene quarterly meetings (Skills Development Task Team) as per NSDF.	April 2009 to March 2010	Meetings held quarterly & reports produced.	SDTT meetings were held as scheduled and reports were produced and submitted to HEDCOM and the CEM.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES (CD: PL)						
To draft regulations and legislation and to assist in the processing thereof	Draft Education Laws Amendment Bill, 2009. (National Institute for Educational Evaluation and Development Bill, 2009.)	Draft, publish for comment, amended and gazetted following Minister's approval.	January 2009 to August 2009	Bills tabled in Parliament.	Published for comment. Comments were evaluated. The Bill was also referred to the State Law Advisors and Cabinet.	Bill was referred to the Minister for general notice.
	Draft any regulations identified by the Minister of Director-General for promulgation by the Minister. (Regulations in terms of section 38A of the South African Schools Act. Regulations Relating to Educational Assistance. Regulations for Infrastructure in terms of section 5A of the South African Schools Act.)	Publish for comment, amended and gazetted following approval by the Minister.	January 2009 to March 2009	Regulations promulgated and published in the <i>Government Gazette</i> for general information.	Section A of SASA Draft Regulation 5A is ready. It needs to be published for public comment and be finalised.	
To monitor, support and evaluate provinces with the implementation of legislation and management of court cases	Reports from and on the provinces. Visitation reports from PEDs. Drafting guidelines, commenting on, and advising provinces with regard to provincial-specific education legislation, regulations and prescripts.	Ensure that legislation is implemented. Visit provinces to monitor the implementation plans. Visit schools and assist with the interpretation of legislation and the drafting of legislation.	January 2009 to February 2009	Assist with implementation of legislation in every province and provide support and assistance to PEDs in the drafting of laws. Present reports to HEDCOM and the CEM.	Limpopo has not yet been visited. For example, Gauteng RCL Regulations and the NWED draft, a guideline document on schools' Codes of Conduct. The intention is to obtain comment from SGBs as part of a consultation process.	
To provide legal advice	Advise the Minister, the Department, provincial departments and the broad public on education legislation and the Education Law.	Research applicable legislative material, draft legal opinions, provide either oral or written advice.	Ongoing	Properly researched and drafted legal opinions that are provided timeously on an <i>ad hoc</i> basis.	Done on a regular basis. All units received the required support. For example, Gauteng RCL Regulations and the NWED draft, a guideline document on schools' Code of Conduct. The intention is to obtain comment from SGBs as part of a consultation process.	

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To manage any litigation concerning the Department	Manage all necessary actions with the assistance of the State Attorney in court against the Minister or the Department.	Administer all court cases by or against the Department of the Minister.	These functions are ongoing and timeframe is determined by the individual cases within the court rules	Settlement of all court cases, either in court or out of court. Quarterly reports to HEDCOM and CEM	<ul style="list-style-type: none"> * Pieter Francois van Rooy/Hoërskool Noordheuwel. * Van der Merwe obo N Van der Merwe. * Langenhoven High School vs Mr Kahls and others. Application to intended selling of school property. * Arbitration: Mativandlela. * Aaron Ndlovu vs Minister of Higher Education. * Kentmont School Governing Body vs Minister of Education. * KB Soboyisi vs Minister of Education. * Brandon Jakobi Muller vs Minister of Education. * Champion Glory Asiyena vs Department of Education. * ELRC Conciliation: B Sewersadh & 140 others vs Minister of Education. * Bernard Owen Jacobs vs Minister of Education. * CTI Education vs Minister of Education. * Hoërskool Ermelo matter. * BCVO vs Minister of Education. * Western Cape Forum for Intellectual Disability – still pending. * Phoenix Heights. * Bellermine Cambridge vs Minister of Education. 	<p>Matter settled. Matter settled. Matter still pending.</p> <p>Matter finalised. Matter finalised. Matter finalised. Matter finalised. Matter finalised. Matter finalised.</p> <p>Matter still pending. Matter finalised. Matter finalised. Matter finalised. Matter still pending. Matter still pending. Matter finalised.</p>
To advise on all contracts and agreements pertaining to the Department	Legal advice and draft agreements between the Minister, the Department and other parties.	Scrutinise agreements and contracts between the Minister and other institutions and advise on whether agreement is to be amended.	Timeframe depends on particular deadline	Contracts or agreements.	<ul style="list-style-type: none"> * Agreement between the Std Bank SA Ltd and DBE. * Agreement between Government of RSA and the Government of Russian Federation on mutual recognition and comparability of educational qualifications. * Draft protocol between DHA and DBE. * MoU between UP and DBE. * MoU between DBE and Ambassador of France. * Agreement between Masstored (Pty) Ltd and DBE. * MoA between Game and DBE. * Microsoft Teacher Laptop Pill MoU. * MoA for Provision of Technical Assistant Services to assist the National Department of Education in engaging with the infrastructure improvement programme. * Quest Staffing solutions and Department of Education. * Agreement between DoE and Legotla Africa. * Memorandum of Understanding: Kenya and DoE regarding the recruitment of foreign educators. * Service Level Agreement: DoE and Department of Public Transport and Roads (G Fleet) Gauteng. * FET Protocol * MoA between Comsec and DBE. * Protocol between G Fleet and DBE. * MoU between Government of RSA and Namibia on Education Cooperation. * MoA between DBE and Department of Home Affairs. * MoU between Government of RSA and European Union. * Protocol between DHET and PEDs on monitoring of FET funding. * Protocol between DBE and DHET on sharing of resources. * MoA between SANPARKS, Pick n Pay and DBE on Kids-in-the-park Programme. * Protocol on transfer of functions from DoL to DHET. * Agreement between Coca-Cola SA and Department of Basic Education. * MoU between Minister of Water & Environmental Affairs and Minister of Basic Education and South African National Parks and Pick n Pay. * MoU between COMSEC and the Department of Education. 	<p>Legal advice provided. Legal advice provided.</p> <p>Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided.</p> <p>Legal advice provided. Legal advice provided. Legal advice provided.</p> <p>Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided. Legal advice provided.</p>

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

BRANCH: SYSTEM PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To monitor provinces on the management of court cases	Ensure that education is best served in the handling of cases and visit provinces to monitor litigation and minimise risk areas of litigation.	Visit provinces/ call for reports to monitor litigation activities and strategies on minimising risk areas of litigation.	May 2009 to April 2010	Reports to Heads of PEDs. Quarterly reports to HEDCOM and the CEM	Reports received from provinces on a monthly basis, indicating the cases in such provinces, as well as areas where national intervention is required. The cases mentioned in the reports and the advice on cases are contained in the HEDCOM Legal Subcommittee minutes, where such cases were discussed. The minutes of the HEDCOM Legal Subcommittee were tabled at HEDCOM.	

PROGRAMME 3: GENERAL EDUCATION

STATEMENT OF PRIORITIES

The General Education Branch is responsible for laying a solid foundation for lifelong learning and ensuring increased access to quality education for all learners of school-going age. To achieve this, the Branch increased its focus on:

- expanding access to quality Early Childhood Development (ECD) opportunities, especially for poor communities;
- ensuring effective implementation of the curriculum;
- improving access and quality of education for learners with special educational needs;
- attracting and ensuring appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills;
- ensuring effective professional leadership at all levels of the system; and
- providing regular, credible and up-to-date data on school performance and learner achievement.

PROGRAMME 3: GENERAL EDUCATION

BRANCH: GENERAL EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To expand access to quality Early Childhood Development (ECD) opportunities, especially for poor communities	A total of 800 000 learners, aged five, enrolled for Grade R classes.	Support provinces in setting provincial and district targets to ensure universal access for Grade R learners, particularly in no-fee schools.	January 2010	A total of 800 000 learners enrolled for Grade R classes.	There are a total of 765 256 learners enrolled in Grade R classes, of whom 615 269 are in public schools, 21 016 in independent schools and 128 971 at publicly-funded community-based sites.	EMIS developed a tool that captured data from ECD sites during March 2010. This will contribute to the current enrolment figure in schools towards meeting the 2014 target for universal access.
	A total of 300 model Grade R classes were established.	Support provinces in the identification, establishment and promotion of an additional 300 model Grade R classes.	January 2010	A total of 300 new model Grade R classes were established and promoted.	The provinces identified 300 new model Grade R classes. A report on the model sites that have been visited provides information on the schools, as well as proposals on how to support these schools.	A meeting with the provinces was scheduled for April to develop plans for training officials in the use of the information pack to strengthen implementation.
	An additional 3 500 practitioners at registered ECD sites trained in Early Childhood Development at Level 4.	Ensure that provinces are supported to register a total of 3 500 additional practitioners at registered ECD sites in Level 4 training.	July 2009	At least 3 500 practitioners enrolled for Level 4 training by the PEDs.	For the financial year under review, PEDs enrolled a total of 14 087 practitioners for training. Some 640 completed their training at the end of 2009; 8 020 will complete their training between May and December 2010; while 5 427 will complete their training thereafter.	The report on the training in provinces includes other areas like the NSNP and <i>Kha Ri Gude</i> Learnerships, which are not reported on by all the provinces. The matter is being addressed within the Department to coordinate the programmes in order to improve their quality.
	Materials produced to guide teachers and parents in early intellectual stimulation of 10% of young children aged 0 to 4 years.	Develop materials for practitioners and parents to support the stimulation of children aged 0 to 4 years.	March 2010	Some 10% of young children, aged 0 to 4 years, have access to intellectual stimulation.	Young children, aged 0 to 4 years, will have access to intellectual stimulation with the materials that were distributed to all provinces and identified stakeholders during January and February 2010. Materials were distributed to all the provinces.	The Directorate received some positive messages from recipients of the resources, including clinics and training organisations. These will be included in the report.
To ensure effective implementation of an inclusive curriculum	All schools receive professional support for effective implementation of the curriculum, with the emphasis on literacy and numeracy.	The development of a numeracy toolkit for the Foundation Phase and distribution of the toolkit to 4 000 schools.	July 2009	A toolkit is developed for each grade of the Foundation Phase to support implementation of the Numeracy Strategy.	A decision was taken not to provide toolkits until the review of implementation of the NCS process was finalised and recommendations for strengthening numeracy were addressed. A Numeracy Handbook was developed and is available on Thutong to assist teachers.	The Handbook was made available to all provincial Foundation Phase coordinators, and will be used as a resource for the training of teachers. Teachers can also use the Handbook as a teaching resource and it is available on Thutong.

PROGRAMME 3: GENERAL EDUCATION

BRANCH: GENERAL EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Strengthening of assessment in the GET Phase to include the development of the Integrated Examinations Computer System to support the awarding of the GEC in Grade 9.	April 2009 to October 2009	The assessment programme for GET is strengthened to include strengthening CASS and the development of systems for the implementation of the GEC at the end of Grade 9, as well as training district officials and SMTs on assessment protocols.	The decision to award a General Education Certificate at the end of Grade 9 was withdrawn when basic education was defined as all grades from Grade R to Grade 12. A recommendation from the Review Task Team on the Implementation of the National Curriculum Statement was accepted.	The use of the assessment items banks will be monitored as part of the ongoing monitoring of curriculum implementation. Teachers were requested to post any feedback on the use of the items back to the DBE for purposes of strengthening the assessment items.
To improve access and quality of education for learners who experience barriers to learning	Full-service schools in 30 additional districts were resourced to provide inclusive education.	Monitoring the completion of the physical upgrading in ten full-service schools.	January 2009 to March 2009	Physical upgrading is completed in all ten full-service schools.	Physical upgrading was completed in all ten schools. In all ten these schools classrooms have effectively been in use since January 2009. All ten schools reported to have admitted learners with barriers to learning as from 2009.	Tenteleni in Mpumalanga is 95% complete.
	Some 30 district-based Support Teams should be in place and equipped to screen, identify, assess and support all learners who experience barriers to learning, as well as guide teachers and institution-level Support Teams in implementing Inclusive Learning Programmes.	Coordinate and align provincial business plans on the 2008 MTEF spending, which include the physical upgrading in the remaining 20 full-service schools.	March 2010	A total of 20 selected full-service schools are physically upgraded by the provinces.	The plan was to convert 20 schools into full-service schools. To date, 21 are under construction and envisaged to be complete by the end of the 2010/11 financial year.	A progress report was solicited from the Provincial Physical Resource Planning Units.
To develop a responsive, comprehensive national teacher education and development system that produces and supports teachers at all levels, with the focus on national priorities	Obtain, organise and analyse reliable and comprehensive information about the IPET system to assist development and the monitoring of the system.	Use the Funza Lushaka Information Management System to provide regular reports on the status of teacher provision via the scheme.	Ongoing	Regular, up-to-date, accurate reports are available on request.	The website is fully operational. The system is able to generate reports on request, based on available data on the system.	
		Collate information on demand. The supply and utilisation of teachers to produce a report to guide planning.	Ongoing	A report on teacher supply, the demand for teachers and the utilisation of new teachers is produced.	Data is currently being verified, and a report is being produced. Information from the analysis is now available and is being compiled into a discursive report.	Delays were due to difficulties in obtaining accurate and reliable information from universities.

PROGRAMME 3: GENERAL EDUCATION

BRANCH: GENERAL EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Develop and implement a teacher recruitment campaign that is responsive to current needs.	Develop a Teacher Recruitment Strategy for 2009/10 and submit it for approval.	April 2009	A Teacher Recruitment Strategy is developed and approved.	The Teacher Recruitment Strategy was developed and approved.	The Recruitment Strategy was approved via a submission to Senior Management.
		Implement the 2009/10 Teacher Recruitment Strategy.	Ongoing	The 2009/10 Teacher Recruitment Strategy is implemented.	Recruitment activities were successfully concluded. The approved Recruitment Strategy was implemented in the 2009/10 financial year.	All funds allocated to the project were effectively utilised in implementing the planned activities.
		Review the 2009/10 Teacher Recruitment Strategy and produce a report.	March 2010	The 2009/210 Recruitment Strategy is reviewed and a report is produced.	A review report is currently being finalised.	The review report will guide the Recruitment Strategy for 2010/11.
Support and monitor the completion of the CPTD system design and launch the macro-pilot project.	Support the development of the communication and advocacy plan and monitor its implementation.	Support the development of the communication and advocacy plan and monitor its implementation.	April 2009 to March 2010	Report on the implementation of the communication plan.	There were delays in the overall communication plan, due to budget constraints. Presentations were made to all nine provincial department senior management structures. The report is in the process of being submitted to HEDCOM and the CEM.	All provinces that were visited concur with the system and will develop plans accordingly.
		Monitor and support the registration and endorsement of professional development activities.	June 2009	Report on the registration and endorsement of professional development activities.	Due to budget constraints, this process progressed slower than expected. Based on feedback received, a simplified version of the CPTD Management System is under construction.	The process of endorsement has not yet started.
		Support and monitor the ICT system development and implementation.	April 2009 to December 2009	Report on the monitoring of ICT development and implementation.	A micro-pilot project was conducted in Gauteng schools and adjustments are being made, arising from the relevant report. The report is in the process of being submitted to the senior structures in SACE and DBE.	A simplified CPTD Management System is in place.
		Support and monitor the launch and implementation of a macro-pilot project of the CPTD System.	July 2009 to July 2010	A mid-term report on the macro-pilot project implementation.	The pilot project is being revised due to adjustments required, resulting from budget constraints. The report is in the process of being tabled to the senior structures in DBE and SACE.	A CPTD information system prototype is in process.
Develop revised policy on teacher qualifications in line with the NPFTED, the HEQF and OSD.	Consult key role-players on teacher qualifications. Drafts of the policy statements are presented for discussion.	Consult key role-players on teacher qualifications. Drafts of the policy statements are presented for discussion.	April 2009 to February 2010	Final draft policy statements are agreed upon and policy document is published.	A policy development team was established and broad time-frames were agreed upon for the process to be completed. Draft documentation on new teacher education qualifications was prepared. Draft documents were prepared and discussed.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Policy Implementation, Monitoring Mechanism and functional structures are in place to ensure that teacher education programmes are approved and that qualifications of teachers are evaluated correctly.				A total of 1 857 applications for evaluation, of mainly foreign qualifications, were received. Completed 1 374 individual evaluations. Conducted monthly evaluation committee meetings. Approved a total of 1 386 sets of evaluations.	
To ensure effective professional leadership of the system at district level	Policy on the Organisation, Roles and Responsibilities of Education Districts developed and gazetted.	Amend draft Policy on the Organisation, Role and Responsibilities of Education Districts and present to HEDCOM and the CEM for approval, and have it gazetted for public comment.	May 2009 to September 2009	CEM approval.	The Policy on the Organisation, Roles and Responsibilities of Education Districts was developed and is awaiting CEM approval for it to be gazetted for public comment. The process of taking the policy further was delayed in the third quarter due to logistical problems.	Further discussion on the policy is most likely to commence in the new financial year.
		Amend draft policy, taking into account public comment and present to HEDCOM and the CEM for final approval and gazetting.	September 2009 to January 2010	Published in <i>Government Gazette</i> .	No further progress as described above.	The process of taking the policy further was delayed in the third quarter, due to a requirement to explore alternative approaches to improve the quality of education provisioning without depending on the adoption of a policy on districts.
	Report on the alignment of education districts with municipal boundaries.	Conduct desktop exercises on the alignment of education districts with municipal boundaries.	May 2009 to March 2010	Progress reports on state of alignment and recommendations.	A preliminary report on the state of alignment of education districts with municipal boundaries was compiled. Districts in five provinces (FS, LIM, MPU, NC and WC) are aligned with municipal boundaries, with only a few adjustments required.	The delay is attributed to the issue of alignment not being considered as an urgent matter that would result in the improvement of the quality of education.
	Report on the implementation of norms for district and circuit size.	Conduct desktop exercises on the application of norms to districts and circuit sizes.	May 2009 to March 2010	Progress reports on demarcation of districts and circuits according to norms of size.	The verification and demarcation of circuits within districts will commence after alignment of the districts with municipal boundaries has been completed. The demarcation may need to be carried over to the new financial year.	The verification and demarcation of circuits within districts relies on the completion of the alignment of districts with municipal boundaries.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Report on the implementation of norms for district staffing.	Conduct desktop exercises on the application of norms for district staffing.		Report on the implementation of norms for district staffing.	District directors submitted information on the availability and utilisation of subject advisors in their respective districts. This information was analysed to determine the number of subject advisors in the Foundation, Intermediate and Senior Phase.	There was a delay in pronouncing norms for district staffing, due to the consideration of alternative approaches to improve the quality of education. Preliminary guidelines/proposals will be published in the national and provincial reports on subject advisors.
	Audit of all data bases developed.	Conduct provincial audit, using the DEMIS instrument.	June 2009 to March 2010	Audit of all districts conducted and report generated.	An audit of all 81 districts was conducted during the 2008/09 financial year. IT systems were checked and upgraded to capture the data. Data capturers were employed and commenced work in the first week of October 2009. A survey of subject advisors was also conducted.	The DEMIS instrument is being checked consequently to the merging of data from different data sources.
	A total of 30 districts are adequately resourced to offer meaningful support to schools.	Resource 30 districts adequately with a view to providing support to schools.	June 2009 to March 2010	A total of 30 districts were adequately resourced.	Interim reports on district profiles were compiled. The reports are scheduled to be revised on the basis of updated information recorded during data capture and analysis. No further report in this regard.	The District Survey Instrument is being revised to solicit detailed district information.
		Update data bases of district skills and capacity and compile a report.	June 2009 to March 2010	Profile cards for all districts.	The proposal and the MoA were developed. The two documents need to be formalised with Harvard and the Association for School and Curriculum Development that are DoE partners before any further work can progress. No further report in this regard.	The development of the document was delayed pending the adoption of the proposal and the finalisation of the MoA. The project may be abandoned in the long run.
	Professional capacity-building programme developed and 300 district officials trained.	Develop criteria to identify districts so as to implement capacity-building programme.	June 2009 to March 2010	Document with criteria to implement capacity-building programme.	The Handbook for District Directors was developed and is currently under revision to highlight areas of importance for district directors. No progress has been made during the fourth quarter.	The project was delayed, due to the work pertaining to subject advisors and will be continued in the next financial year.
		Develop a Handbook for District Directors.	October 2009 to January 2010	Revised draft Handbook.	The Department is currently assembling information on the generic and specific responsibilities of subject advisors towards compiling a handbook for subject advisors. A preliminary draft of the responsibilities was developed.	The adoption of the document will be done together with the adoption of the steps to be taken in the implementation of the National Curriculum Statement, subsequent to the review of the implementation of the NCS.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Develop a Handbook for Subject Advisors.	October 2009 to January 2009	Draft Handbook.	Draft Handbooks for District Directors and Subject Advisors are under development. There is still much work to be done to finalise the documents. The Directorate, in collaboration with the curriculum directorates, will assist district directors.	The development of the documents was delayed, pending the adoption of the proposal on the implementation of the National Curriculum Statement, subsequent to the review of the implementation of the NCS.
		Develop a draft document on network learning communities and identify districts that will participate.	June 2009 to March 2010	Draft document on network learning communities.	Principals and deputy-principals, who completed the second cohort ACE programme, received their certificates from HEIs. The Ace External Research Report was noted by Senior Management. HEDCOM acknowledged the impact that the ACE Programme had in improving the quality of teaching.	The External Report was printed for distribution to the ACE practitioners and partners. Printing will be done at the beginning of the new financial year.
		Develop a training programme.	June 2009 to March 2010	Document with training programme.	The roll-out programme of the NCS training for principals was suspended, pending the outcome of the curriculum review process.	The programme will resume after the incorporation of the recommendations from the curriculum review process. The training programme in Libode will also resume, following management approval.
To ensure effective professional leadership at the school level of the system	Field testing of ACE: SL completed.	Finalised the materials review process. Support and monitor the delivery of the ACE:SL Programme in all the provinces.	April 2009 to March 2010	Revised ACE: SL course materials are available to all HEIs and on the website. Monitoring schedules developed for contact and mentoring sessions, as well as for verification of the impact obtained from selected candidates.	The report on the SGB elections in all the provinces was completed. The report is being prepared for Senior Management. Discussions on the next SGB elections in 2012 has started with provincial representatives and SGB associations	Obtaining information from the provinces proved to be a challenge. Capacity-building Guidelines for SGBs are still under discussion at senior management level.
	Provincial implementation of school management programmes evaluated.	Monitor the provincial roll-out the NCS Management Training Programme. Reconceptualise South African Standards for School Leadership to fully define the role of principals and the key aspects of professionalism and expertise required as a benchmark.	April 2009 to March 2010	Report on the NCS training for managers compiled, and the data base maintained. Report to Senior Management on the Hope Foundation training. Document on South African Norms and Standards for School Leadership reworked and distributed to all provinces.	The roll-out programme of the NCS training for principals was suspended, pending the outcome of the curriculum review process.	The programme will resume after the incorporation of the recommendations from the curriculum review process. The training programme in Libode will also resume, following management approval.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	National SGB elections successfully held, data base of new SGBs completed, induction conducted and mechanisms for capacity-building put in place.	Coordinate National SGB elections and compile a data base for newly elected SGB members. Conduct induction programmes and put mechanisms for capacity-building in place.	April 2009 to March 2010	SGB elections held and all newly elected SGBs inducted. Mechanism for capacity-building put in place.	The report on SGB elections in all the provinces was completed. The report is being prepared for Senior Management. Discussions on the next SGB elections in 2012 has started with provincial representatives and SGB associations.	Obtaining information from provinces proved to be a challenge. Capacity-building Guidelines for SGBs are still under discussion at senior management level.
Provide regular, credible and up-to-date data on school performance and learner achievement	Findings from the 2008 annual national assessments disseminated to the system for appropriate interventions at different levels.	(a) Forward copies of the reports to MECs; (b) present the results to the Heads of Education in the provinces; and (c) present results to district curriculum facilitators via decentralised seminars.	May 2009 to August 2009	Copies of approved reports presented to all the targeted audiences.	Completed during the third quarter. Results were discussed in workshops (last one in October 2009) with district officials and plans were shared on improvements for 2010.	
	Findings from the Grade 3 National Assessment and Grade 6 (SACMEQ) International Assessment disseminated to the system for appropriate interventions at different levels.	Produce and disseminate comprehensive national, provincial and district reports on the findings from the 2007 Grade 3 Survey.	May 2009 to August 2009	Copies of approved reports and policy briefs for DoE, the nine provinces and 80 districts presented to relevant management offices and role-players.	Awaiting a final report from SACMEQ.	Progress was hampered by technical problems in ensuring that the data was of good quality. A final report was produced and printed copies were due for distribution to stakeholders by end June 2010. A policy brief will be developed in the next financial year.
		Produce and disseminate a national report on the SACMEQ Survey of 2007 (Grade 6).	July 2009 to March 2010	Approved copies of the SACMEQ national report printed and disseminated to the relevant role-players.	Progress remains as at end of the third quarter. Preliminary findings from SACMEQ were presented to the heads of education and provincial results made available to quality assurance managers, but a final report and policy briefs will only be available in the new financial year.	Preliminary findings from SACMEQ were presented to heads of education and provincial results made available to quality assurance managers, but a final report and policy briefs will only be available in the new financial year.
	Primary school teachers provided with tools and training on Early-Grade Reading Assessment (EGRA).	Train primary school teachers in selected schools and districts in the use of EGRA tools and assessment data, to monitor and improve reading levels.	May 2009 to July 2009	All schools with trained teachers provided with EGRA tools.	Completed during the third quarter.	Completed. The Department is currently monitoring implementation in schools.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Data available on the levels of achievement of Grade 1 to 6 learners in literacy/language and numeracy/ mathematics.	Develop, print and distribute tests for annual national assessment. Collect, capture and analyse test scores from schools. Report on the performance of schools in the tests.	April 2009 to March 2010	Literacy and numeracy results reported at national, provincial and district levels for all schools with Grades 1 to 6 classes.	A final report was completed by an independent service provider in March 2010 and is currently in the process of being circulated to relevant stakeholders. Policy briefs will be developed and circulated to targeted groups in the new financial year.	Results were reported to parents and districts by the individual schools. Preliminary findings were presented to HEDCOM.
	A concept and a plan developed for a study to evaluate the impact of the Foundations for Learning (FFL) Campaign in 2011.	Develop a concept and a plan to evaluate the impact of the FFL on the performance of Grade 3 and 6 learners in numeracy/ mathematics and literacy/language.	April 2009 to March 2010	A concept document and first draft of the plan subjected to scrutiny by the relevant role-players.	Work is ongoing and plans are underway to integrate the results of annual national assessments into the impact study design. The team will be consulting relevant experts to finalise the impact study design in the new financial year.	Progress remains as at end of the third quarter. The Directorate, due to losing two employees, had to focus on the preparations for, and the administration of the 2009 National Annual Assessments.
	Sharing good practices from <i>Schools that Work</i> study with all schools.	Provide provinces with a <i>Schools that Work</i> report and print and distribute the report to selected schools across the provinces.	April 2009 to July 2009	Nine CDs on the <i>Schools that Work</i> report, one for each province, and one report printed and distributed to 150 schools across the provinces.	The report was amended. CDs were cut for each province. However, reports were not printed and distributed to schools. Provinces were required to do the printing and distribution.	The report is complete. Distribution to schools has not been completed.
	Guidance to schools to comply with the provisions of the Education Laws Amendment Act.	Prepare guidelines and templates on School Self-evaluation, the School Improvement Plan, the Annual Performance Improvement Plan, the Annual Report and the Progress Report and forward these to provinces for printing and distribution to schools.	August 2009 to September 2009	Nine CDs on the guidelines and templates, one for each province, and one copy printed and distributed to 150 schools across the provinces.	Guidelines were refined in line with priorities set by the Minister. Printing and distribution of the guides and templates could not be effected, as these documents had to be aligned with NEEDU's Framework for the Evaluation of Schools.	Printing and distribution of the guides and templates will only commence after noting by HEDCOM, which was scheduled for the February 2010 meeting.
		Train provincial teams and School Management Teams (SMTs) to use guidelines and templates provided to ensure that they closely monitor learning outcomes.	September 2009 to October 2009 February 2010 to March 2010	SMTs in 150 schools across the provinces and all provincial teams trained.	A training manual was developed. However, training of SMTs could not commence because the guidelines and templates had to be aligned with NEEDU's Framework for the Evaluation of Schools.	Training of SMTs commenced in February 2010, following HEDCOM approval.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME -FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Training of new WSE supervisors on how to evaluate schools and prepare schools for School Self-evaluation.	Conduct training workshops for newly appointed supervisors.	July 2009 to March 2010	All newly appointed supervisors trained.	No training was conducted in the fourth quarter. All supervisors who were employed in the provinces had been trained.	Most provinces did not employ new supervisors who required training by the Department.
	Supporting, guiding and monitoring provincial support to poorly resourced schools via the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP).	Support and monitor the implementation of QIDS-UP in the provinces.	April 2009 to March 2010	Data base of all schools that received supported via QIDS-UP.	Additional data on learner performance in the 2009 National Annual Assessments (NAA) was captured on the data base. Four schools that are supported via QIDS-UP were completed. This includes additional data on learner performance in the 2009 NAA.	A total of 12 000 schools were supported via the programme. They will receive additional support and a further 1 000 schools are targeted for support.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

STATEMENT OF PRIORITIES

The goals of the Branch are as follows:

- Increase the numbers of FET learners, achieving high levels of language, mathematics and science proficiency.
- Develop and implement modern, relevant and high-level curricula and programmes in schools offering Grades 10 to 12, as well as in FET colleges.
- Implement a national examination system for the National Senior Certificate in schools, as well as the National Certificate (Vocational) in Colleges.
- Increase the participation and success rates of persons in the age group 16 to 24 in relevant, high-quality FET programmes.
- Develop effective systems, structures, funding norms and human resources for Grades 10 to 12 in schools, as well as programmes for FET colleges.
- Monitor and evaluate the delivery of programmes for FET colleges.
- Monitor and support the goals of the White Paper on e-Education.

With regard to schools offering Grades 10 to 12, the Branch will do the following:

- Provide support to the provinces in the implementation of the National Curriculum Statement (NCS) in Grades 10 to 12, especially in relation to teacher development and assessment practices.
- Publish Grades 10, 11 and 12 textbook catalogues.
- Set and translate high-quality and error-free examination papers for the National Senior Certificate.
- Publish detailed reports on the results of the National Senior Certificate examinations, in order to monitor and evaluate the quality and growth of learner attainment and plan for the implementation of the National Senior Certificate.
- Actively support the provinces and schools in reducing the dropout and repeater rates in Grades 10 to 12.
- Increase the number of focus schools, offering mathematics and science, with a particular focus on redress.
- Develop a framework for expanding specialist subjects in poor areas, so that more learners may have access to a wider range of subjects.

With regard to FET colleges, the Branch will do the following:

- Develop and gazette requirements for the National Certificate (Vocational).
- Oversee the development and approval of programmes, resulting in the National Certificate (Vocational).
- Strengthen ties with SETAs, government departments, the private sector and universities.
- Develop a plan for the recapitalisation of FET colleges, based on the FET programmes offered at each college.
- Develop a National Plan for the sector, including norms and standards for FET colleges.
- Actively support the provinces and colleges to improve the throughput and placement rates of college students.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

- Support the expansion and use of Information Communication Technologies (ICT) in teaching and learning at all FET college campuses.
- Improve the use of information systems for planning and evaluation.
- Support colleges in providing credible assessments of learning.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: FET SCHOOLS CURRICULUM AND INNOVATION						
To improve the quality of learning and teaching in Grades 10 to 12 through curriculum implementation	Provide assessment exemplars for Grades 10 to 12.	Develop simplified PATs in selected NCS subjects.	June 2009	PATs in selected subjects.	Grade 12 PATs for use in schools during 2010 were completed and translated into Afrikaans. The 21 PATs were completed by July 2009. These were sent to the Examination Directorate for distribution to schools.	
		Develop and distribute exemplar assessment tasks.	August 2009	Quality exemplar assessment tasks.	Copies of preliminary examination question papers obtained from the provinces were put on Thutong to share with schools.	
		Populate learning spaces on Thutong with relevant resources for curriculum support.	August 2009	Self-study Guides.	Some 8 000 Self-study Guides for Grade 12 Life Orientation were printed and distributed to schools. In addition, the document was posted on Thutong.	
		Source and distribute supplementary resource material for teachers.		Resources successfully distributed.	Subject specialists developed Self-study Guides and posted them on Thutong. In addition, subject specialists updated learning spaces on Thutong.	
		Develop and distribute three bumper issues of <i>Study Mate</i> during 2009.	November 2009	Publication of <i>Study Mate</i> .	The first issue of <i>Study Mate</i> was developed and issued in April 2009. Some 500 000 copies were printed and distributed to the 89 districts for use by schools. The second issue of <i>Study Mate</i> was published in September 2009, in collaboration with the <i>Sunday Times</i> .	
	The Grades 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to provinces and schools.	Develop literature catalogue for Grades 10 and 11.	June 2009	National catalogue available in schools.	The national catalogue was upgraded to include textbooks screened in Life Sciences, technical subjects and Arts. Conditional approvals were re-screened in October 2009. In total, 38 books were approved in the following subjects: Agriculture Management Practices.	
All Grade 10, 11 and 12 learners to receive a minimum of seven textbooks.	Advocating seven textbooks for all learners in Grades 10, 11 and 12.	May 2009	Report on textbooks for Grades 10, 11 and 12 is published.	A report on the textbook survey was completed and presented to SMS on 3 June 2009. The report was also sent to provinces for further action. The CMC Committee developed a concept document for the procurement of textbooks. The concept document was presented to the Minister.		
Teachers attend training on new content in their respective subjects.	Train subject advisors in 29 National Curriculum Statement subjects, integrating assessment in teaching and learning.	July 2009	Report available.	Some 2 137 subject advisors in the 29 subjects of the NCS were trained in 2009. Selected subject advisors received training in PATs as well. The closing report was drafted and presented to the Parliamentary Portfolio Committee on Education.		

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Strengthen teaching and learning in Grade 12, using the 2008 National Senior Certificate moderators' reports.	April 2009	Report is available.	Reported on subject performance per subject are available. The analyses of the subject performance was used to develop teacher training plans for subject advisors. This information was used to develop a study and answer series.	
		Develop Life Orientation Teacher Guides and distribute to schools.	July 2009	Life Orientation Teacher Guides developed and distributed.	Distribution of 8 000 copies of the Grade 12 Life Orientation Teacher Guide to schools in April 2009. Each school received three copies of the Teacher Life Orientation Guide during August 2009.	
	Support for Report 550.	Inform learners on the phasing out of the Senior Certificate by 2011 via brochures and fliers.	April 2009	Communication and advocacy.	Advocacy on the phasing out of the Senior Certificate. Distribution of available resources as requested. Uploading of past papers on the DoE and Thutong websites.	
	Provide support on NCS policies and supporting documents.	Develop and distribute document on FAQs with regard to the NCS.	May 2009	Frequently Asked Questions (FAQs) document on policies is published.	Due to the report on the review of curriculum implementation and the development of a set of curriculum and assessment documents, the approval of the draft Frequently Asked Questions (FAQ) document was delayed. The FAQs had been developed but not printed.	The policy document on FAQs cannot be gazetted until the curriculum review process is complete.
		Gazetting of policy documents.	March 2010	Publication available.	Amended policy document was gazetted and approved by the Minister.	
To enhance performance and participation in Mathematics, Science and Technology in Grades 10 to 12	The MSTE Strategy evaluated and amended.	Dinaledi schools are monitored and supported.	October 2009	Monitoring report published.	A total of 201 Dinaledi schools were visited and monitored during 2009. A report on the monitoring of Dinaledi schools has been drafted. Schools that attended the teacher training in June and September received science kits for teaching purposes.	
		Conduct survey of Grades 10, 11 and 12 Mathematics and Science textbooks in Dinaledi schools.	October 2009	Report on Mathematics and Science textbooks in Dinaledi schools is available.	A survey was conducted in 500 Dinaledi schools, which showed a shortage of Grade 10 and 11 textbooks. The Department distributed some 50 000 copies of Grade 11 and 12 Mathematics 911 to 500 Dinaledi schools.	
		Develop and implement a plan to introduce IT subject offerings in 100 Dinaledi schools.	December 2009	Some 100 Dinaledi schools are ready to introduce IT as a subject.	A survey was conducted in 233 Dinaledi schools to determine how many schools have IT infrastructure. Some 172 Schools have computer labs and 21 of them offer IT as a subject. Out of all 500 Dinaledi schools, only 74 schools currently offer IT.	
		Develop plans to introduce the Mathematics Paper III in 100 Dinaledi schools in 2010.	November 2009	Some 100 Dinaledi schools offer Mathematics Paper III.	Provinces submitted the names of schools that would offer Mathematics P3. Some 184 Schools were selected by the provinces. The provinces had been consulted and submitted their nominations. A task team of three provincial coordinators was established to investigate best practice.	Plans were developed but will only be implemented in the following examination cycle.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Recapitalise technical high schools with workshops, equipment, teacher training and support.	January 2010	Report available.	An audit was conducted by KPMG in 200 technical schools. The audit was completed and the report submitted in January 2010. Funds were used as allocated for the tender. A framework for the development of the business were approved.	Implementation in schools will only take place between 2011 and 2013.
	Teacher training in Mathematics & Science continued.	Train Mathematics and Science teachers in subject content in 500 Dinaledi schools.	September 2009	Mathematics and Science teachers trained.	The report on the teacher training was finalised. Teacher training for Mathematics and Science teachers in Dinaledi Schools was planned for July and September 2009. Some 312 Mathematics and 257 Science teachers were trained in subject content.	
To support curriculum implementation through the use of ICT	High-quality electronic curriculum content resources increased, monitored and evaluated.	Develop and publish teacher self-study guides in new subject content of the NCS on Thutong.	March 2010	Self-study guides in key content areas are published on Thutong.	Ongoing: Examination question papers and answers were uploaded to the Thutong Educational Portal.	
		Publish new electronic curriculum content on Thutong.		Quality-assured electronic content resources on Thutong.	A total of 1 300 resources were approved across all learning spaces.	
		Quality assure curriculum content on Thutong.		Curriculum experts provide quality assurance reports of the electronic content on Thutong.	Learning spaces are updated by subject specialists on an ongoing basis.	
	The level of use and effectiveness of the portal to be evaluated.	Manage and maintain the portal.	March 2010	Portal maintenance and development report.	Monthly reports are submitted to Senior Management. A no-cost time extension until 31 December 2009 was granted to complete the transfer to SITA. The GITO office negotiated with SITA regarding the maintenance of the portal from 1 Jan 2010.	
		Expand Thutong's access and utilisation as a curriculum supporting tool.		Monthly portal reports to Senior Management.	The Thutong Educational Portal has 4 177 registered users and 13 860 resources, excluding Mindset. Users had to re-register due to the move of the platform (Community Server to Dot Net Nuke.) There were 99 540 home page hits (visits).	
		Update educational software catalogue and facilitate peer evaluation of software.		Updated software catalogue.	The Software Evaluation Concept Document was developed. Financial implications are being finalised. The Software Concept Document and Implementation Plan is being revised again. However, due to resource capacity, no electronic software catalogue has been produced.	This project will also be determined by the outcome of the Proof of Concept.
		Develop off-line resources for teachers.		CDs produced and distributed to teachers in schools that do not have connectivity.	The content for the CD was collated but put on hold due to changes in the curriculum. The CD will be used in the Teacher Laptop Initiative and distributed to schools that do not have connectivity.	Due to the curriculum being reviewed and ministerial task teams being appointed to address curriculum issues, no CD can be finalised.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Develop guidelines, examples and case studies.		Guidelines, examples and case studies published.	Training was completed in the development of a User Guide for the Thutong Portal. Guidelines for the use of DNN are still in production for Learning Space Managers and will be published when completed.	
	A basic e-readiness plan for schools and FET colleges is in place and implemented.	Support the completion of the remaining stages of the feasibility study.	March 2010	Feasibility study is completed.	The service provider submitted the final report of the feasibility study to the DG for approval. The report has been sent to Senior Management for approval. Because no PPP was recommended, the feasibility study has been de-registered with the PPP Unit.	
		Provide ICT data in support of the feasibility study.		ICT in Education consolidated the national report produced and data is available for decision-making.	Data on provincial ICT implementation was developed. The data indicates the schools that have computer labs and trained teachers. A close-out report for 2009, regarding the progress of the Proof of Concept was developed for seven of the nine provinces.	
		Develop provincial models for the implementation of the Feasibility Study on ICT in Education.		Implementation models for the Feasibility Study on ICT in Education agreed to by provinces.	All provinces selected districts in which to implement Phase 1 of the Proof of Concept. Seven of the nine provinces are at the stage of developing district plans for the ICT expansion.	
		Monitor and support provinces in ICT in Education implementation.		Monitoring report on ICT implementation in the nine provinces.	Support visits with regard to the Proof of Concept were conducted in all nine provinces. Updates of the progress of the ICT implementation in the outstanding provinces were communicated in the ICT inter-provincial meeting.	
		Monitor the expansion of ICT to all schools offering CAT and IT.		Report on ICT in schools offering CAT and IT.	XON is currently doing an audit on all schools that received computers from USAASA. USAASA indicated that no funding is available in the financial year under review for computer labs. However, they are investigating the possibility of supporting the DBE in the provinces.	The progress of the audit is being monitored. The project will also be incorporated into the Proof of Concept due to budgetary constraints.
		Develop a model for the expansion of ICT in focus schools.		Report on ICT in focus schools.	ICT focus schools are similar to schools offering CAT/IT.	The project was incorporated into the Proof of Concept Project.
		Develop sustainable models for teacher centres as the hub of ICT implementation in provinces.		Sustainable models for teacher centres developed and implemented in all nine provinces.	The Mpumalanga ICT Teacher Centre was launched on the 4 June 2010. The second ICT Resource Centre Steering Committee meeting was held in the Mpumalanga Centre on 14 May 2010. Models of Teacher Centres are being developed in conjunction with the Vodacom Foundation.	Construction delays by the Anglo Coal service provider delayed the completion of the Mpumalanga Teacher Centre.
		Develop case studies of ICT integration into the curriculum.		Case studies on the integration of ICT in Education published on the Thutong Portal.	A technology model for computer labs was initiated in support of the Proof of Concept.	The project was incorporated into the Proof of Concept Project.
		Conduct national training sessions for subject specialists at GET and FET institutions.	December 2009	Training workshops held at national and provincial level.	Activities were incorporated into the Proof of Concept. Training was limited to DBE, GET and FET officials.	Learning Space Managers in both FET and GET were trained and are receiving ongoing assistance.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Conduct provincial training sessions for subject advisors/specialists.			No progress. Activities were incorporated into the Proof of Concept.	Provincial subject specialists can only be trained once the Proof of Concept Project is awarded and a particular model implemented or adopted.
	Some 500 Dinaledi schools and 50 FET colleges are connected and therefore capable to enhance their administration and management functions.	Coordinate the implementation of the connectivity project in Dinaledi schools.	March 2010	Some 150 Dinaledi schools and 50 FET colleges have connectivity.	Targets were attained as 234 Dinaledi schools and 50 colleges have connectivity via 3G operator obligations. Verification of the connectivity of Dinaledi schools are currently in progress. This is in support of the DOC/USAASA initiative to ensure connectivity.	
FET COLLEGES						
To provide support to colleges and provinces for the effective and efficient offering of the NC(V) programmes	Support the implementation of the funding norms for FET colleges.	Finalise and implement the programmatic funding model.	November 2009	Approved NC(V) programme cost schedules and the application thereof.	Completed and distributed to the provinces during the second quarter.	
		Develop methodology for PEDs to monitor efficiency of service delivery by the 50 FET colleges.	April 2009	Report on output bonuses made available.	The project was revised under the Funding Norms and become a nationally-driven process. The project forms part of the transition measures for FET colleges' move to a national competence approach.	
		Complete the register of nationally approved FET college programmes.	May 2009	Register of nationally approved FET college programmes.	Register of approved colleges was completed and approved by the Minister. It was then gazetted.	
		Prepare a report on existing employment modalities to address the skills needs of the country.	November 2009	Employment modalities report completed.	Due to the changes in structures and the splitting of DBE and DHET, the project is pending with a view of integrating it with HRDS-SA.	
	Provide policy and financial advice regarding the financing of the FET sector, including earmarked amounts and donor funding in all 50 FET colleges.	Facilitate and evaluate budget submissions and make recommendations on funding, rollovers, virements etc.	Ongoing	Provinces are able to improve funding levels for Programme 5.	Budget bids completed for 2010. Budget bids submitted to the National Treasury to accommodate a shortfall at colleges. An analysis of the enrolment figures indicates that the baseline has not been adjusted to match targets.	
		Analyse financial statements of FET colleges for, sustainability and efficiency.	Annually	Accurate and reliable financial reports on expenditure in the sector.	Audit statements were received up to June 2009. All records were damaged during the fire in July 2009. Colleges were requested to resubmit records. Some 32 financial statements were received, which indicated that 16 colleges were operating at a deficit.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Support colleges in policy and legislative development and the implementation thereof.	Ongoing	Legislative frameworks and policies implemented in all colleges.	New college remuneration proposals were developed and a career path constructed. This model will be put forward to the Bargaining Council. A draft model on the HR management of colleges was completed and is in the process of being costed.	
		Evaluate the new sectoral policy proposals and legislation and provide advice on financial implications.	Ongoing	New policy proposals recommended by HEDCOM.	Proposals were made to the Transition Oversight Committee on the governance model for FET colleges within the national competence framework. The proposals are with the Minister for input.	
	Monitor and evaluate college budgets, expenditure and performance of all 50 FET colleges.	Perform monthly and quarterly analyses on expenditure reports, as well as on the financial position of colleges.	Monthly and quarterly	Accurate monthly and expenditure submitted reports to Department and the National Treasury.	Financial reporting proved problematic due to the difference between the academic and fiscal years. A new template was developed and sent to colleges for their input. The template was amended and final reports were due in May 2010.	
		Monitor the effective and efficient use of financial resources in all colleges.	Ongoing	Accurate and reliable quarterly reports to Development Support and the National Treasury.	Quarterly templates were circulated to colleges. The activity was suspended as the revised operational plans had not been received by the Department. Budgetary constraints impacted on the completion of college operational plans.	
	Develop sound financial management systems at all colleges aligned with the PFMA and GAAP.	Develop guidelines on financial management systems for colleges aligned with the PFMA and GAAP.	July 2009	Guidelines approved for distribution and implementation.	The guidelines are in the process of being developed, but the lack of resources has impacted on the progress. A request was put to ELRC for financial assistance. Comments on the draft Financial Manual was submitted to the service provider.	
		Conduct provincial workshops for college financial managers.	August 2009	Sound financial management systems implemented.	Request for financial assistance was submitted to the ELRC. Training started during the third quarter. Funding Norms workshops were conducted in October 2009.	
	Support all colleges in effecting enrolment planning, so as to meet national and regional skills needs.	Develop a three-year college enrolment plan for NC(V), aligned with the FET College National Sector Plan and with provincial budgets.	October 2009	Enrolment targets approved for 2010.	Enrolment projections received from the provinces. Enrolment targets for 2010 were confirmed by the provinces and distributed to colleges. Actual enrolment targets have been confirmed by the provinces.	
	Support the expansion of ICT in all FET colleges.	Develop Connectivity sub-project plans for implementation in all provinces where resources have been made available	April 2009	Connectivity sub-project plans approved for implementation in all provinces where resources have been made available	Four colleges project plans were completed and they are being assisted to connect to WAN.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Establish connectivity at selected colleges in eight provinces.	March 2010	Connectivity established at selected colleges in eight provinces.	Four colleges' project plans were completed and they are being assisted to connect to WAN.	
	Develop Management Information Systems for FET colleges.	FETMIS software developed and piloted in three colleges.	January 2009 to October 2009	Standard MIS software approved for all colleges.	Business Process Maps completed and interim structures in place. Training was conducted. Three colleges started their operating systems in October 2009. BMS is operating in three pilot colleges and has been secured for a further six colleges.	
		Colleges complete 2009 Snap Survey.	April 2009	Data collected and available from data warehouse.	Data collected but not accessible. The BMS Project is being revised. This function will be taken over by SITA pending the SLA between DBE, DHET and SITA.	
		Colleges complete 2009 Annual Survey.	November 2009	Data collected and available from data warehouse.	Activity completed.	
	Support strategic planning for Programme 5 in all provinces and colleges.	Develop templates for FET college, three-year strategic and one-year operational plans and a Provincial Business Plan.	November 2008 to February 2009	Templates ready for scrutiny by officials from provincial FET Departments.	New approved templates were developed and distributed to colleges and the provinces for completion.	
		Distribute templates to the provinces and to FET colleges.	October 2008	Completed drafts and final college Strategic, Operational and Provincial Business Plans for 2009 to 2012.	The first draft of the strategic and operational plans for colleges was forwarded to colleges and provinces for amendments. All operational plans were finalised.	
		Monitor and control the process of development of final plans by the provinces and FET colleges.	November 2008	Approved and funded strategic and operational plans for 2009 to 2012.	All operational plans were finalised.	
	Monitor and develop governance and management capacity in all provinces and colleges.	Develop Terms of Reference for service providers regarding FET governance and management training programme.	February 2008	Accurate bidding documents.	All documents submitted and approved.	
		Develop training manuals for FET councillors and principals.	May 2009	Clear and simple training manuals with relevant content.	Training manuals were developed.	
		Invite tenders for training.	June 2009	Successful service providers and project managers.	Training tenders invited and service providers procured.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Select pilot colleges and execute field testing workshops with regard to the relevance of training manuals.	September 2009 to October 2009	Reports on the quality of content of training manuals and content relevance.	Report was completed and submitted.	
		Review programme manuals and refine them.	November 2009 to January 2010	Final training manuals ready for use by all FET colleges.	Training manuals completed and in use at all colleges.	
		Implement the FET Governance Training Programme in all FET colleges.	February 2008	Well trained and productive councillors and managers for all FET colleges.	Training workshops were scheduled for July to August 2009. Workshops took place at both provincial and college level.	
To increase student access to FET colleges and improve retention and throughput rates through the development of Student Support Services	Increase numbers of youth placed in formal programmes at FET colleges.	Support colleges to award bursaries to NC(V) students and to claim college bursary allocations from NSFAS.	April 2009 to March 2010	At least 40% of NC(V) students awarded bursaries by colleges. Colleges had to claim their bursary allocations from NSFAS as follows: <ul style="list-style-type: none"> • 25% by 30 April 2009 • 50% by 30 June 2009 • 75% by 30 Aug 2009 • 100% by 31 September 2009. 	Claims amounting to R218 187 545.00 were received by June 2008. NSFAS processed and paid out a total of R312 820 655.00 in bursary allocations to the colleges.	
	Student Support Units established at 28 colleges.	Develop NC(V) Level 2 Mathematics and Maths Literacy workbooks.	April 2009	Mathematics and Maths Literacy workbooks developed for academic support at colleges and distributed to colleges.	Mathematics and Maths Literacy workbooks were developed and distributed to the colleges by June 2009.	R650 000.00 Danida SESDII
		Monitor and support colleges in the implementation of the Student Support Services Framework.	April 2009 to March 2010	Some 20 colleges implemented Phase I and II of the SSS Framework.	By the end of the financial year under review, 20 colleges were monitored and supported in the implementation of the SSS Framework.	R100 000.00 Danida SESDII
		FET Colleges Student Support Services Workshops.	September 2009	Provincial SSS Workshops and SSS Managers trained in academic support and bursary administration.	Workshops were scheduled for September 2009. All colleges and provinces were trained in the administration and management of the DHET FET Colleges Bursary Scheme.	R500 000.00 Danida SESDII

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING							
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS	
To support the development of high-quality NC(V) programmes and curriculum, as well as delivery thereof in FET colleges	NC(V) programmes offered at Level 2, 3 and 4 in FET colleges to 110 000 students.	Develop curricula for one new programme and two subjects.	June 2009	Subject and assessment guidelines for all subjects developed.	Subject and assessment guidelines across three levels of the NC(V) qualification were completed for ten subjects and distributed to National Examinations, colleges and publishers.	R300 000.00 (50% unfunded)	
		Update catalogue of approved textbook titles for Levels 2, 3 and 4.	July 2009	Additional titles added to existing three catalogues.	Catalogue for textbook procurement for 2010 academic year was updated and posted on the DoE website.	R200 000.00 (PASA part funding)	
		Update and make the necessary corrections to subject and assessment guidelines.	July 2009	Updated and refined versions of subject and assessment guidelines dated and posted on the website.	ISAT development took place. Workshops were held for subject specialist to finalise content in Mathematics SGs and AGs. SGs and AGs amended. Editing is outstanding.		
		Facilitate the alignment of ISATs of occupational (optional) subjects with revised trade tests.	June 2009 to September 2009	Revised ISATs .	A total of 58 ISATs was distributed to colleges for the 2010 academic year.	Unfunded	
	Implement lecturer development in line with the National Framework.	Finalise and have Lecturer Development Framework gazetted.	March 2009	Lecturer Development Framework gazetted.	Gazetting was scheduled for August 2009. Public comment was invited and noted by 30 September 2009. Finalisation of the framework was deferred to mid-2010, pending the outcome of the lecturer employment and Conditions of Service issue.	SESD funding.	
		VEOP component of VEOP developed in liaison with HEIs.	September 2009	Curriculum for VEOP developed.	Consultation with HEIs regarding VEOP. Draft curriculum was submitted to the HEI consortia for development and implementation.	R500 000.00 (SESD funding)	
		Plan lecturer training that is responsive to lecturer development needs.	March 2010	Schedule of lecturer training available.	All training as contained in the 2009/10 Lecturer Training Programme completed.	R300 000.00 (Unfunded)	
	To ensure quality provision of FET qualifications by private FET colleges	Monitoring of private FET institutions for compliance with the legal framework.	Administering of monitoring instrument to private FET colleges.	April 2009 to March 2010	Report on the compliance of private FET colleges with the legal framework.	Information received from private FET colleges and is being analysed. Completed Monitoring Compliance Report was completed and sent to SM for approval.	
		Evaluate applications for amendment and conversion and issue amended certificates of registration.	Make determinations on the applications for registration and issue certificates of registration.	Ongoing	A number of determinations made on the applications for registration.	Some 791 determinations made on applications for the registration of private colleges. A total of 80 and 75 amendments and appeals were processed respectively.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Advocacy to ensure public awareness regarding the registration of private colleges.	Revise and publish the information booklet on the registration of private FET colleges and advertise the FET register in the print media.	April 2009 to March 2010	Copies of revised and published information booklet and an advertisement in the print media.	Revision of booklet is in progress. Activity has been deferred to the new financial year, due to budgetary constraints and the splitting of the two Departments.	
EXAMINATIONS						
To conduct credible assessment and quality practices in FET/GET schools and colleges	High-quality and error-free question papers set for the National Senior Certificate, Senior Certificate, FET colleges and ABET Level 4 examinations.	Develop guidelines for the setting of question papers and examination guidelines.	April 2009 to June 2009	Guidelines developed and distributed.	NSC: Examination guidelines for Mathematics and Physical Science developed and norms and standards for the handling of national question papers approved by HEDCOM. ABET: Learning Area Guidelines distributed to provinces. NC(V): Development of examination guide.	
		Train examiners and moderators.	August 2009 to September 2009	Examiners and moderators trained in the setting of quality question papers.	NC(V): Training and support of examiners provided during March. NSC: Ongoing training and support for examiners were implemented and focussed training was provided in February 2010. ABET: Review contract.	
	Pilot the concept of item development and banking.	April 2009 to March 2009	Items developed, reviewed and banked.	A proposal for the Item Banking Project was developed and is awaiting budget approval. Tight budgetary constraints might constitute a problem.	Budgetary constraints prevented embarking on this project. However, a concept document was developed and approved by IPEC.	
	Manage the setting, editing, translation and quality assurance of question papers.	Apr 2009 to March 2010	Error-free question papers finalised and ready for printing.	NSC: All 260 question papers required for the November 2010 and February/March 2011 examinations were set, externally moderated, translated and timeously distributed to PEDs for printing purposes.		
	PEDs supported and monitored in their preparation and implementation of the NSC and ABET Level 4 examinations.	Support and coordinate the examination processes and systems in PEDs.	April 2009 to March 2009	Detailed process guidelines and process maps.	NSC & SC: The IPEC Lekgotla was convened and process and policy matters were addressed and proposals submitted to HEDCOM and the CEM for endorsement. Tele-conferences with Heads of Examinations were convened to discuss the 2010 NSC supplementary examinations.	
		Monitor the state of readiness of PEDs to administer the 2009 public examinations.	May 2009 to March 2009	Monitoring reports.	NSC, NATED and NC(V): The supplementary examinations for February 2010 were monitored via daily examination reports, which assisted in ensuring that support and the necessary follow-up were provided where necessary.	
		Monitor all examination processes to ensure compliance with policy.	March 2009 to April 2009	Monitoring report.	Daily examination reports were received from provinces/ colleges for the March 2010 supplementary examinations for the NSC and for the trimester examinations for NC(V) and NATED. No serious irregularities were reported and credible examinations were administered.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Compile a final report on public examinations.	December 2009	Final report published.	A Technical Examination Report on the 2009 examinations for ABET, colleges and NSC was prepared, finalised, printed and released by both Ministers in January 2010. The reports on the 2010 supplementary examinations are in the process of being finalised.	
	Quality assurance systems and processes established and implemented for external examinations and site-based assessment for schools, colleges and ABET.	Develop a policy on moderation of SBA, CASS, ICASS and ISAT.	April 2009	The policy on moderation of SBA, ICASS and ISAT approved by HEDCOM.	NSC: Policy on moderation of SBA revised and presented to IPEC and CMC, in the light of the changes regarding the compilation of portfolios. NC(V): Continuation of consultations. Provinces consulted, but colleges are yet to be consulted.	
		Support PEDs and FET colleges in the establishment of provincial and college moderation systems for SBA.	April 2009 to September 2009	Effective moderation systems established in PEDs and colleges.	ABET: SBAs for 23 learning areas for 2010 examinations were released to PEDs.	
		Monitor and moderate SBA, CASS, ICASS and ISAT.	March 2009 to October 2009	Monitoring and moderation reports.	ABET and NC(V): No moderation process was engaged in due to financial constraints.	
		Train chief markers and conduct standardisation of marking meetings for public examinations.	June 2009 to November 2009	Credible marking conducted.	NSC: The marking of the supplementary examinations in the PEDs was monitored by the DoE. NC(V): Marking for Level 4 conducted at the National Marking Centre throughout the supplementary examinations and managed by the Marking Centre Manager. Level 2 and 3 managed and marked.	
		Improved quality of performance in schools, colleges and PALCs.	Develop and implement strategies and systems to support schools/colleges and ABET centres to improve their quality of performance.	February 2009 to October 2009	Guidelines for the National Strategy for Learner Attainment developed and implemented in schools/FET colleges and ABET.	NSLA monitoring and support responsibility transferred to Curriculum Unit.
		Monitor, support and report on the implementation of the NSLA in schools, colleges and Public Adult Learning Centres.	January 2009 to December 2009	Quarterly progress report submitted to HEDCOM and CEM.	No report on the planned activities. Provide comments in relation to the percentage achieved as per self-assessment score.	NSLA monitoring and support responsibility transferred to the Curriculum Unit in January 2009.
		Develop a database of underperforming schools/colleges and ABET centres.	January 2009 to October 2009	Credible database developed	No report on the planned activities, provide comments in relation to the percentage achieved as per self-assessment score.	NSLA monitoring and support responsibility transferred to Curriculum Unit in January 2009.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Credible historical records and data management system maintained.	Manage the historical examination records and archiving system.	January 2009 to March 2010	Credible examination records and archiving systems.		
		Improve service delivery in the issuing of certificates to the public.	January- 2009 to June 2009	Improved service to the public.	Senior Certificate: A total of 1 635 certificates were printed in this quarter. A total of 1 206 qualifications from various companies were verified. Some 130 letters of verification for foreign embassies were printed.	
		Improve the security of the certification process and certificates.	Ongoing	Credible certificates.	Security of certificates was maintained and improved where necessary.	
		Support and coordinate the development of Policy/Regulations and Guidelines.	January 2009 to September 2009	Policy guidelines on certification for schools, colleges and ABET developed and distributed.	Circulars that deal with specific matters of examinations were developed and distributed to PEDs.	
	Credible national integrated examination system developed and maintained.	Enhance and maintain the School Integrated Examination Computer System (IECS).	April 2009 to March 2010	School IECS functioning effectively.	IECS: The 11 key functionalities that are outstanding on the IECS were developed. Quality acceptance (QA) testing by the service provider, and testing of some of the functions by DoE were conducted.	
		Develop an Integrated Examination Computer System for FET colleges.	April 2009 to March 2010	FET College IECS functioning effectively.	No progress due to financial constraints. Development of the NSC module is still in progress.	No budget allocation. Financial constrains, concerning the Department as a whole, prevented the Chief Directorate from embarking on this project.
		Develop an Integrated Examination Computer System for ABET.	April 2009 to March 2010	Computer System for ABET developed.	No progress due to financial constraints. Development of the NSC Module is still in progress.	No budget allocation. Financial constrains concerning the Department as a whole, prevented the Chief Directorate from embarking on this project.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

BRANCH: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Credible examinations managed, conducted and administered for all FET college programmes.	Manage the registration of candidates/ centres, printing and distribution of quality question papers to all FET colleges.	Apr 2009 to March 2010	All examination centres receive question papers timeously.	NC(V): The following entries were received for the February 2010 supplementary examinations: NC(V) L2 to L4: 46 425 candidates; 212 question papers in 247 examination centres. These entries represent the following subject enrolments: L2: 80 572; L3: 32 192.	
		Monitor the conduct of FET college examinations.	Apr 2009 to March 2010	Examinations conducted in compliance with policy requirements.	No visits undertaken due to financial constraints, except to provide support in examination administration processes where irregularities were reported.	
		Manage the marking of FET college examinations.	April 2009 to March 2010	Credible marking and moderation of marking conducted.	Marking of 2010 supplementary examinations for the FET college examinations done within seven days after the writing of each examination. NC(V): Level 4 supplementary was marked at a centrally location.	
		Manage the processing of results, appeals, irregularities and certification processes.		Results successfully released.	Management of irregularities in November 2010 examinations continued, as well as the release of withheld results. The examination irregularities relating to the colleges' November 2009 examinations were finalised and the appropriate sanctions will be imposed.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

STATEMENT OF PRIORITIES

The Branch has achieved significant progress towards realising the Department's five broad priorities. These priorities have been translated into six key Branch strategic priorities, as outlined in the 2007/08 Operational Plans. These priorities are aimed at:

- i) supporting schools that experience high levels of crime and violence to be safe and caring schools;
- ii) increasing the participation and success rates of girl learners in gateway subjects in higher grades;
- iii) reviewing Adult Education and Training (AET) and implementing the mass literacy campaign;
- iv) facilitating the implementation of school sporting activities in schools;
- v) providing support and strengthening curricula-driven HIV and AIDS activities through peer education; and
- vi) ensuring the successful and increased implementation of the National School Nutrition Programme (NSNP).

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: EQUITY IN EDUCATION						
DIRECTORATE: GENDER EQUITY						
To ensure that gender-related barriers in the education system are reduced	The audit report on the prevalence and determinants of learner pregnancy in public schools is disseminated.	Continue to partner with educational stakeholder organisations in programmes to reduce teenage pregnancy.	March 2010	Report disseminated and findings incorporated into new programmes. Supported schools have support teams managing pregnancy in schools.	The report was presented to key government departments and the National Youth Development Agency. An expert was appointed to draw from work that the Directorate had done and compile a Strategy for Prevention and Management of Teenage Pregnancy, which was envisaged to be completed by April 2010.	The school support programme not implemented. This will be done after approval of the comprehensive Strategy for Prevention and Management of Teenage Pregnancy in public schools.
	Implementation of Sexual Harassment and Violence Guidelines in five secondary schools in each province with high levels of sexual harassment, and Guidelines distributed to all primary schools.	Print additional copies of the Guidelines and distribute them to primary schools.	May 2009	Guidelines distributed to primary schools.	The Guidelines were printed and distributed to all primary schools in the country during 2009, via the support of district focal points. Letters were sent to school principals, informing them to expect the packages. In addition, the Directorate developed learner-focused guidelines for addressing sexual abuse in schools. These will be printed and distributed in the next financial year.	The task was completed. District officials confirmed that all packages were received and delivered to the primary schools during the period under review.
		Provide support and guidance to provincial gender focal persons in targeted schools, so as to raise awareness of the Guidelines for the Prevention and Management of Sexual Violence and Harassment and provide support with learner pregnancy measures.	December 2009	<i>Generations</i> 1 to 6 packaged and distributed to provinces for targeted schools. Support teams set up for targeted schools.	The document, <i>Frequently Asked Questions on Sexual Harassment and Sexual Violence</i> , was distributed to schools. The design and layout of <i>Generations</i> into a booklet was completed and reprinting of the booklet has been commissioned. Training and support was provided to district officials.	The handbook development was due to be completed in April 2010. No schools have been identified for support initiatives as yet. However, it is envisaged that the district officials will identify schools for this activity, funded via provincial budgets.
	Conduct an advocacy campaign on SABC radio stations, focusing on preventing sexual violence and harassment in schools and raising awareness of the Department's policy and guidelines on these matters.	September 2009	SABC programmes successfully aired.	Several radio interviews and newspaper statements were given by invitation, addressing issues relating to gender equity. These included issues of teenage pregnancy and sexual abuse in public schools. In addition, the Directorate successfully coordinate the 2010 Torch of Peace Activities, using the campaign to encourage communities in turning schools into safe and caring centres for learning. In addition, a service provider was appointed to develop a handbook for learners, addressing sexual abuse in public schools.		

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Continue to monitor the gender-based violence taking place in the provinces and compile a data base of all individuals equipped to conduct training.	June 2009	Data base developed and report disseminated.	In the period under review, the Directorate continued to coordinate reports from the provinces on cases of sexual harassment, as and when they were reported to the office of the Deputy Director-General. The data base of the trained officials was developed and shared with the relevant stakeholders in 2009.	The task was completed.
To build an awareness and understanding of gender equity in the education system and to ensure that all educational institutions promote gender equality	A detailed data base of GEM/BEM clubs established and shared with provincial coordinators, and GEM/BEM newsletter established.	Strengthen the GEM/BEM clubs via support to provinces, distribution of the Guidelines, building the data base of GEM/BEM clubs, registering clubs and continuing to partner with the UYF in raising awareness about GEM and BEM.	March 2010	Data base of existing and active clubs up to date and distributed. Partnerships established to support GEM/BEM clubs. Newsletter developed.	The Directorate finalised the registration process in order to verify existence of clubs. During the period under review, several activities to support GEM/BEM were undertaken. These included a learner seminar on teenage pregnancy, support to provincial camps, support to provincial launches of new clubs and international visits for members of the movement.	The Report on Climate Change was completed. The Directorate was not able to develop a newsletter due to lack of capacity. UNICEF has since committed to appoint a specialist for the development of the newsletter, who is scheduled to start work in the 2010/11 financial year.
		Conduct a national GEM/BEM empowerment camp.	September 2009	Camp successfully conducted.	It was decided that no camp would be held for 2009, and funds and capacity were redirected to other projects during the period under review.	The activity will not be implemented during the financial year under review.
	Teacher support materials on gender equity matters developed and distributed to all schools.	Publish six editions of <i>Generations</i> , focusing on gender equity issues facing teachers, in particular managing gender issues in the classroom environment, teaching practices and pedagogy, the use of textbooks and curriculum issues.	October 2009	Six editions of <i>Generations</i> published.	Although the project was put on hold at the beginning of the financial year under review, to focus on other projects, the project was later resuscitated and the six-part <i>Generations</i> was redesigned and sent for printing within the financial year under review.	The redesign of the booklet was completed in time. However, printing delays were experienced, due to processes pertaining to the Government Printer.
To monitor and report on targets set for gender parity and equality at all levels of the system	A gender equity in education monitoring system designed and developed.	Compile a mapping report, providing for the current situation regarding gender equity in the education system. In collaboration with Branch P, develop indicators and a data collection system.	December 2009	Mapping report of the gender equity situation in South Africa completed. System of indicators and data collection finalised.	The Directorate plans to develop a monitoring and evaluation framework for gender equity in education. In preparation for this process, a formal request was sent to the Monitoring and Evaluation Unit for them to conduct a data-gathering exercise on gender equity in basic education. The Monitoring and Evaluation Directorate completed the collation of data on a range of gender equity and gender equality indicators. The data will be analysed in order to determine the status of gender equity in Basic Education, and thereby provide a guideline for a monitoring and evaluation framework.	Delays regarding the implementation of the project was due to a lack of capacity in the Directorate. This activity has been extended to the 2010/11 Workplan.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: EQUITY IN EDUCATION						
DIRECTORATE: RACE AND VALUES IN EDUCATION						
To ensure that all education institutions promote human rights and the dignity of all in their ethos, policies and practices	SGBs in ten schools in each province have policies in place on how to govern schools in relation to non-racism and human rights.	Liaise with the School Governance Directorate to incorporate constitutional values training into formal SGB training. Develop a curriculum to support this training.	March 2010	Curriculum of SGB training revised to include values-based curriculum and an awareness of the impact of constitutional values on school governance.	The Directorate provided feedback on human rights and constitutional values for the EMG Directorate's SGB training material. The Directorate developed the TORS for the development of SGB and RCL training manuals, which focus specifically on infusing issues of human rights, gender rights and constitutional values that are awaiting the BAC process. A resource file for the training was developed. Discussions are in progress with various stakeholders and possible partners that work with SGBs and RCLs, including the Bakubung Economic Development Unit and IEC's Outreach Programme on Civic Education.	Discussions are in progress with the Management and Governance Unit to ensure that the manuals are ready for the envisaged training sessions in the new financial year. Discussions will also be held with national governing bodies to ensure compliance with human rights policies and protocols of good governance.
	Provincial structures are in place in three provinces to support the implementation of the Strategy for Integration and Anti-discrimination.	Support establishment of provincial coordinating structures for the implementation of the Strategy for Integration and Anti-discrimination, and developing workplans for these structures.	September 2009	Provincial structures with workplans in place in three provinces to support the implementation of the Strategy for Integration and Anti-discrimination.	Thus far, provincial support visits to the Eastern Cape and Western Cape were completed. Thus far, Gauteng, the Free State and Western Cape have developed draft plans and structures to implement components of the strategy. Discussions with the University of Pretoria to establish a Centre for Diversity and Cohesion Studies are in the final stages. A draft research agenda was developed by the R&V Directorate and the M&E Directorate.	The collaboration with the University of Pretoria will give the R&V Directorate access to research expertise that will strengthen the M&E deliverables of the unit, and also assist provinces to develop evidence-based provincial plans. This will include surveys that will provide broad trends on issues relating to integration and also provide nuanced data on more focused issues with regard to discrimination and diversity.
	Monitoring of compliance with the values of the Constitution is included in DoE monitoring instruments, including EMIS and Whole School Evaluation.	Coordinate a Values in Advocacy Campaign in partnership with the SABC radio, the print media and the Values in Action Campaign to support Hopeville in partnership with Heartlines.	March 2010	Radio programmes aired, issues of the <i>Values Mate</i> published and Values in Action Campaign successfully completed.	Owing to lack of funds, <i>Value Mate</i> was not published. However, advocacy on human rights, responsibilities and values was successfully conducted during the provincial and national youth dialogues. The Directorate is in discussion with the M&E Directorate to develop indicators for human rights compliance in systemic evaluation instruments.	Integrating human rights and values macro-indicators into systemic evaluation is a lengthy process and cannot be achieved in merely a year. The systemic evaluation process will not be able to integrate these macro-indicators now, but will consider the next cycle of the evaluation.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To ensure that all teacher development programmes prepare teachers to teach in a manner that promotes anti-discrimination and the dignity of all	Exploring the Humanitarian Law (EHL) pilot module concluded in selected schools.	Co-ordinate the annual Nkosi Albert Luthuli Young Historians' Oral History Competition.	September 2009	A successful oral history competition is hosted.	The EHL pilot project was completed and the draft report developed. The Directorate is in discussion with the ICRC to explore the development of curriculum material for schools with regard to EHL. The Nkosi Albert Luthuli Young Historians' Oral History Competition included topics related to humanitarian issues and was successfully completed. A comprehensive report on the competition is available.	The Nkosi Albert Luthuli Young Historians' Oral History Competition was a standing programme in the provinces during 2010.
	Support materials on constitutional values, citizenship and human rights collated for schools and distributed to all schools.	Develop learning and teaching materials that support the strengthening of citizenship and civic education in schools, including in terms of the Bill of Responsibilities and the Pledge, and encourage eligible young people to register to vote in the 2009 national elections.	March 2010	More young people register to vote in the national elections. Learning and teaching support materials on citizenship and civic education developed. Exploring Humanitarian Law (EHL) module integrated in the Grade 9 Life Orientation Learning Area. The Bill and the Pledge are introduced in all schools.	The Bill of Responsibilities, the Teacher Guide and the poster which promotes human rights, constitutional values and responsible citizenship amongst the youth were developed and distributed to provinces during May 2010. Two provinces have commenced with the pilot project of the Teacher Guide in schools.	The Directorate makes several existing publications on human rights, constitutional values and civic education available to the provinces. However, the Directorate will not be printing new copies of these publications in the new year.
To promote social cohesion and a national identity by celebrating unity in diversity within a South African and broader continental identity	The Schools Pledge is introduced in all schools as part of the campaign to promote national identity and social cohesion.	Conduct a series of activities with learners and teachers to promote a culture of democratic participation, tolerance and respect.	March 2010	Nine provincial dialogues held with young people in partnership with the Nelson Mandela Foundation.	Two national youth dialogues for the inland and coastal provinces were held in September and October 2009. The dialogues were successful in engaging learners in critical dialogue that promoted democratic values, tolerance and respect.	Draft Guidelines were developed for provincial dialogues for 2010.
				The inaugural SADC Schools Moot Competition in partnership with the University of Pretoria is successfully coordinated.	Due to funding constraints, this activity could not take place. The Directorate is exploring the possibility of collaborating with the University of Pretoria and the Department of Justice in their Moot Court Competitions.	The University of Pretoria indicated that it would like to collaborate with the DBE in their 2010 Moot Court Competition. The Minister of Education will have to take a decision on the implementation of the school pledge.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Provincial plans in place to further the use of the <i>My Country</i> book in curriculum and enrichment programmes.	Monitor usage of the <i>My Country</i> book in selected schools in three provinces.	September 2009	Report available on <i>My Country</i> utilisation in three provinces.	Training was done in all nine provinces, in conjunction with Department of Arts and Culture. A report on the training is available for perusal. DAC and provincial departments use the materials in the training for the Flag in Every School Project.	Provinces and other stakeholders were encouraged to use the materials developed by the Directorate on <i>My Country South Africa</i> . The Directorate will no longer print copies of the materials for the provinces, given its reduced budget. However, the materials will be put on the DBE website and provinces will be encouraged to access them.
	Youth programmes (dialogues and camps) target five selected schools in all provinces.	Facilitate two youth camps focusing on moral regeneration, values and human rights, in partnership with Valued Citizens.	December 2009	Youths from 585 schools, facing high levels of crime, recruited to participate in moral regeneration activities in their communities.	The Directorate conducted youth dialogues instead of youth camps. There were no funds available to hold the camps.	Discussions are in progress with key stakeholders to promote the model and content of the youth dialogue.
		Provide support to the Restoration of Historic Schools Project.	March 2010	Professional support effectively rendered to the Historic Schools Project.	The Directorate participated in the strategic planning of the HSRP Project and supported a stakeholder workshop in Healdtown. Materials were also made available to the schools.	The Directorate continues to support this project and has also requested some of its partners to include schools in their provincial training workshops.
CHIEF DIRECTORATE: EQUITY IN EDUCATION						
DIRECTORATE: RURAL EDUCATION						
To ensure access and retention of learners in rural and farm schools	A monitoring report available on the development and implementation of the provincial plans for the rationalisation of small and non-viable schools.	Promote and support the implementation of the following guidelines in all provinces: 1. Finalising section 14 Agreements; 2. Closures and Mergers (S12A & 33).	November 2009	Provincial plans are available and monitoring report is completed.	Provincial progress reports were received at inter-provincial meetings. Comprehensive provincial rationalisation plans remain outstanding. The development of rationalisation plans in provinces is a complex task that involves different stakeholders and units in provinces to plan together. Provincial capacity amongst rural focal officials to achieve this is limited. The Rural Directorate wrote to provincial heads to support this process.	No provincial plans on rationalisation were received. However, provinces do report on the rationalisation of small and non-viable schools on a quarterly basis.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Hostel strategy developed and finalised.	Finalise the National Hostel Strategy in consultation with experts and provincial coordinators.	February 2010	A National Hostel Strategy is available.	A revised discussion document on school hostels was developed in consultation with provincial rural education focal officials. The Hostel Strategy has been delayed.	The Physical Planning Directorate is developing norms and standards for the physical (infrastructure) environment of school hostels, which will later incorporate sections of the discussion document on school hostels, dealing with the day-to-day management requirements of school hostels.
	The No-fee schools Monitoring Strategy implemented in 30 rural and farm schools.	Pilot the monitoring instrument in 30 schools with support of provincial coordinators.	November 2009	A pilot report is available.	The development of monitoring tools were reprioritised, as the activity will be incorporated into a comprehensive monitoring and evaluation framework during the new financial year.	Monitoring and evaluation will form part of the National Integrated Implementation Strategy for the advancement of quality education and the promotion of access to education at rural and farm schools.
To improve the quality of rural and farm schools	Report available on the implementation of the guidelines for teacher development in multi-grade teaching in the Eastern and Northern Cape.	Facilitate and monitor the training of 200 educators in MGT in the Eastern and Northern Cape.	March 2010	Some 200 teachers in the Eastern and Northern Cape are successfully trained in MGT and support mechanisms are in place.	Due to financial reasons and rationalisation processes in the Eastern and Northern Cape, the training of teachers and district officials in multi-grade teaching did not take place. However, the unit developed a discussion document on Multi-Grade Teaching (MGT), reflecting a departmental stance on MGT that will support the implementation of the training in future.	The unit relied on funding being available in the provinces for the training to take place. This did not materialise.
	Report on good practice initiatives in rural and farm schools available.	Collate report on good practice initiatives, in liaison with the province and rural education stakeholders. Develop two versions of the electronic newsletter.	December 2009	Report available and distributed. Two versions of the electronic newsletter distributed.	The first Rural Education Newsletter was printed and distributed during May 2009. A desktop literature study was conducted on good practice in rural and farm schools, selected from provincial reports, and the National Teacher Award nominations for 2009. This information was integrated into the second Rural Education Newsletter. Good practice initiatives are captured in newsletter format only. The newsletter has been finalised and is ready for publication.	The second newsletter was printed in April 2010. A decision was taken to capture good practice initiatives in newsletter format only.

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BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Opportunities for teaching and learning are broadened through the availability of e-education, science clubs and entrepreneurship clubs (EMS) in targeted schools in each province.	Coordinate and support the capacity-building programmes for 200 teachers in computer literacy in Eastern and Northern Cape. Introduce science clubs and entrepreneurship clubs at rural and farm schools.	March 2010	Some 200 teachers and 35 district officials are trained in ICT.	The Eastern Cape provided 100 teachers with capacity-building programmes in computer literacy. Due to financial constraints, the ICT training of teachers in the Northern Cape did not take place.	Training is scheduled for the new financial year. The Eastern and Northern Cape indicated that they would participate in the project. Funding were to be sourced from provincial budgets. The Northern Cape was unable to secure funding for the training of 100 teachers and 35 district officials.
CHIEF DIRECTORATE: HEALTH IN EDUCATION						
DIRECTORATE: HEALTH PROMOTION AND HIV AND AIDS						
To facilitate the mainstreaming of care and support for teaching and learning in public schools across all provinces	Develop national guidelines for care and support.	Develop a national conceptual framework for mainstreaming care and support for teaching and learning.	December 2009	A national conceptual framework on mainstreaming care and support for teaching and learning developed.	The following activities were undertaken towards the development of the conceptual framework and strategy for CSTL: (1) A situational analysis on CSTL was conducted to map out care and support programmes in the country. (2) A Policy Audit was also conducted to track policy and legislative underpinnings supporting the provision of care and support in the education sector. (3) The Regional Support Pack was adapted by a transversal representation of key units contributing to care and support. and provinces are considered as the front-runners in the care and support agenda. Based on these various documents, MIET Africa tabled the first draft of the above documents and the conceptual framework on 12 April 2010.	The project was extended by the funder to October 2010 without any increase in budget. However, post-October 2010, funding will have to be sought for the continuation of the programme.
		Develop a national monitoring and evaluation framework for mainstreaming care and support for teaching and learning.	March 2010	A national monitoring and evaluation framework for mainstreaming care and support for teaching and learning developed.	The national M&E framework has not yet been developed. The development of the national M&E framework is dependent on the completion of the SADC M&E framework. SADC tabled the first draft of the M&E framework for the regional programme at a workshop held from 23 to 25 March 2010.	Data for the development of the national M&E framework was collected during the situational analysis conducted during the third quarter.
	Implement the SADC Regional Programme on Care and Support for Teaching and Learning.	Implement and report on the SADC Regional Programme on Care and Support for Teaching and Learning.	February 2009 to March 2010.	SADC Regional Programme on Care and Support for Teaching and Learning implemented and reported upon.	The SADC Regional Programme is being implemented in South Africa. The following activities were conducted: The regional baseline study was conducted in South Africa and South Africa participated in the development of regional M&E tools. With respect to reporting, South Africa participated in the Regional Sharing Meetings and Regional Steering Committee. The Department submitted the required reports to the SADC. The Deputy Minister represented the Department at the launch of the CSTL Programme, held in the DRC during March 2010.	The regional programme needs to finalise the regional M&E framework, so that national M&E frameworks can be developed. In addition, the M&E workshop held during March 2010, recognised the need for the development of a regional conceptual framework for CSTL.

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BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To facilitate the early identification of health barriers to teaching and learning and alleviate their impact	Provide screening during Lethimpilo Campaigns.	Organise and participate in health promotion (Lethimpilo) Campaigns (i.e. screening of primary school learners for minor ailments) at least once a quarter.	Quarterly	Organised and participated in health promotion (Lethimpilo) Campaigns.	School Health Week was held from 1 to 5 March 2010, during which Grade 1 learners in Quintile 1 schools within the 18 priority health districts were screened. Seven provinces participated in the screening programme – with the exception of KwaZulu-Natal and the Western Cape. These provinces deferred implementation due to a measles outbreak. Grade 1 learners were screened for vision, immunisation status, height, weight, oral health and physical and locomotor functions. As anticipated, the health assessment areas and health team that conducted the screening differed from province to province, based on available resources. The Department held an observation event in Limpopo at the Leleni Primary School in the Mopani District on 3rd March 2010. The Department also conducted support and monitoring visits to the other provinces.	The second phase of School Health week is scheduled from 4 to 8 October 2010.
	The Sight-4-School Project piloted in one province.	Pilot the Sight-4-School Project (Eye Screening of Grade R and 1 learners) in the Western Cape in 250 primary schools.	April 2009	The Sight-4-School Project piloted in 250 primary schools in the Western Cape.	The Sight-4-School Project was suspended in light of the implementation of the School Health Screening Programme. Vision screening was included as part of the package of health assessments conducted during School Health Week in seven provinces.	A partnership will be pursued with SAOA and Spec Savers in the new financial year.
	An implementation plan to be in place to pilot the deworming programme.	Develop an implementation plan with DoH and MRC for the Deworming Outreach Programme.	September 2009	An implementation plan developed with DoH and MRC with regard to the Deworming Outreach Programme.	The development of an implementation plan for deworming was suspended due to the implementation of the School Health Screening Programme. Deworming was covered in two (GP, FS) of the seven provinces that participated in the School Health Screening Programme.	The extent to which deworming was undertaken will be assessed during the second phase of the School Health Week scheduled from 4 to 8 October 2010. A pilot deworming programme, in conjunction with the National School Nutrition Programme and other partners will be explored in the new financial year.
To promote healthy lifestyle choices amongst secondary school learners and provide strategic direction to provinces	<i>Health Mate</i> published once a quarter.	Publish <i>Health Mate</i> (i.e. healthy lifestyle promotional material for learners in secondary school) at least once a quarter.	Quarterly	<i>Health Mate</i> published once a quarter.	Three editions of <i>Health Mate</i> were published in the financial year under review. The fifth edition, which was released on 9 April 2010, focused on HIV and AIDS related-messaging from World AIDS Day Commemorations and the Soccer World Cup, and advocates setting "goals". They also called for participation in the measles and polio campaign that was rolled out in April and May 2010.	Publication of the sixth edition of <i>Health Mate</i> had to be deferred due to a review of the strategy for the development and publication channel for <i>Health Mate</i> . The Department does not have voted funds available in the next financial year to continue with the publication. External funding will have to be sought to continue the publication.

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BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Strengthen and support the implementation of these guidelines.	Support provinces in the roll-out of drug testing in schools.	March 2010	Provinces supported in the roll-out of drug testing in schools.	During the first and second quarter, provincial visits were undertaken to monitor the roll-out of drug testing. In the third quarter, a draft strategic plan was developed, as well as a plan for focused implementation of the strategy in the Northern Cape. In the fourth quarter, an agreement was reached with the Northern Cape to pilot the implementation of the strategy in the province.	Progress in the area of drug and substance abuse prevention and management was slow due to the ill health of the programme manager who subsequently resigned, as well as her lack of familiarity with the content area. As a result, key objectives for the financial year under review, of finalising the strategy and undertaking a review of the drug testing guidelines, were not achieved. These objectives will be undertaken during the 2010/11 financial year, pending resource availability.
		Launch Parent Guide on drug testing.	June 2009	Parent Guide launched and available at schools.	No progress achieved in the fourth quarter, due to the ill health of the programme manager and her subsequent resignation.	No progress achieved in the fourth quarter due to the ill health of the programme manager and her subsequent resignation.
	Review and amend drug guidelines.	Review and amend drug guidelines to include drug testing and random searches.	March 2010	Revised guidelines available.	An expert in the field of drug testing was identified to undertake the review of the drug testing guidelines.	Progress in the area of drug and substance abuse prevention and management was slow due to the ill health of the programme manager who subsequently resigned, as well as her lack of familiarity with the content area. As a result, key objectives for the financial year under review, of finalising the strategy and undertaking a review of the drug testing guidelines, were not achieved. These objectives will be undertaken during the 2010/11 financial year, pending resource availability.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To reduce the number of new HIV infections	A peer education pilot project implemented in four provinces – and scaled.	Scale up the implementation of the pilot Peer Education Programme.	December 2009	PEP implemented in four provinces, reaching 141 schools, 15 000 learners and 490 educators.	Through the financial support of USAID, LCD was appointed as the service provider to undertake Phase 2 of the pilot peer education programme. Key achievements for the financial year under review included a review of, and agreement on the workplan, consultation workshops held with four provinces to review the draft plan and to reach agreement on the project deliverables. In the fourth quarter, the consultation meeting with FS was held, LCD conducted interviews for the appointment of district-based staff members to support the implementation of the programme, and comprehensive feedback was provided by the Department on the M&E Plan and the evaluation tools.	The project is running on a tight time-line and will require close collaboration between LINK and the national and provincial departments to meet project milestones.
		Finalise the guidelines for Peer Education Care and Support Programmes.	March 2010	Guidelines finalised and approved.	The Department, via the financial support of USAID, undertook the development of national peer education guidelines to provide guidance to provinces, districts and schools on the development of new, and the evaluation of existing peer education programmes. The guidelines were developed by a consultant and reviewed at a national consultative workshop convened from 6 to 8 July 2009. This was followed by a process of internal and external reviews to further strengthen the guidelines. Following a collation of inputs, the guidelines will be printed and distributed with the financial support of USAID.	External review comments were collated and await a final review before documents are submitted to USAID for design and printing.
		Develop a M&E Framework for the Peer Education Programme.	March 2010	M&E Framework for the Peer Education Programme developed.	The development of the M&E Framework for peer education was deferred to the 2010/11 financial year, due to a lack of funds. The peer education guidelines address the principles of M&E. This process will be undertaken with the financial support of USAID.	The task will be undertaken during the 2010/11 financial year.
	World AIDS day commemorated.	Commemorate World AIDS Day.	December 2009	Commemoration held.	World AIDS Day Commemoration took place during the third quarter. Key activities included: <ol style="list-style-type: none"> (1) The Minister sent out letters to provincial MECs, encouraging schools to develop a year-long programme of activities. (2) The Minister's message was sent to Life Skills Coordinators and EMDG Coordinators to facilitate access by schools. (3) With the support of the Communication and Registry Units, the Minister's message was placed on all the main notice boards in the Department (Sol Plaatje House, Waterbron, Van der Stel Building). (4) The WAD theme and message was included in the salary advices of officials and educators. The message also appeared in the December to February salary advices. (5) A gallery that features learner artwork was developed during the commemoration of School AIDS Month in September 2009, as well as other relevant material, such as previous editions of <i>Health Mate</i>, was placed in the entrance hall of Sol Plaatje House. 	A follow-up is required with Life Skills coordinators to ensure that schools engage in a year-long programme of activities to commemorate WAD. This will be measured via quarterly reports and raised at inter-provincial meetings. The March/April edition of the <i>Health Mate</i> further reinforced this message.

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BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	An integrated DoE Plan on HIV and AIDS is developed.	Review DoE sector response to HIV and AIDS.	March 2010	Integrated departmental plan with regard to HIV and AIDS.	A contract was signed between HEARD and USAID in September 2009, for the development of the integrated departmental plan on HIV and AIDS. The plan would adopt a comprehensive approach towards HIV and AIDS, by focusing on prevention, early detection and treatment, care and support activities for learners, educators, officials and the wider school community. It would also strengthen the system to mainstream HIV and AIDS activities across the Department. In the fourth quarter, a programme officer was recruited and the first draft of the strategy has been developed and reviewed by the Department.	The delay in the award of the project, as well as internal capacity challenges in HEARD, delayed progress. It is critical that service providers are accountable to the Department in the first place (and not to the funder), so as to ensure accountability and synergy with other programmes. The quality of outputs by service providers would need to improve significantly to meet the Department's needs. There is need to have another look at the contracting and communication processes during the next financial year.
		Establish an intra-departmental forum on HIV to meet twice a year.	May 2009 & September 2009	Forum meeting minutes taken.	Four meetings of the departmental forum were convened. Important resolutions include informing provincial co-ordinators and unions about the HIV 911 link on the DoE website, the nomination of departmental representatives to serve on the SANAC PIC TTTs, a review of the World AIDS Day Commemoration Plan, and a presentation in the teenage pregnancy report and the draft implementation strategy. During its most recent meeting on 18 February 2010, the forum received presentations from the Human Sciences Research Council (HSRC) on the 2008 HIV Prevalence Study and its implications for education. Higher Education AIDS (HEAIDS) also provided a presentation on their approach towards HIV and AIDS.	Attendance by SMS members should be encouraged to ensure continuity and to fast-track decision-making.
		Host HIV consultative forum to refocus sector response to HIV and AIDS.	November 2009	Minutes of forum taken.	No progress achieved. HEARD produced the first draft of the strategy, based on which consultations would be held during the new financial year.	This task will be undertaken during the new financial year.
To mitigate the impact of HIV infection on learners, educators and school communities	Treatment, care and support initiatives are implemented.	Develop and make available a directory of HIV-related services (CDs, books, website links).	March 2010	Directory available to school communities.	As part of its treatment, care and strategic support objectives, the Department established a partnership with the HIVAN, University of KwaZulu-Natal, to provide access to a comprehensive directory of HIV and AIDS-related services in South Africa. As an initial step, a link was established between the DoE website and the HIV-911 website, so that the directories could be accessed electronically. As a second step, the second series of the directory is made available on CD to all schools and provincial, district and circuit offices. A preface by the Minister was included in the electronic version of the directory.	CDs of the directories were produced and will be distributed to all schools during the next financial year.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Support the implementation of care and support initiatives.	March 2010	Participation in care and support initiatives.	Care and support activities were undertaken as part of the Life Skills Programme. In addition, the HIV 911 directories were reproduced for all schools to enable access to facilities/NGOs that provide care and support.	
To strengthen partnerships and stakeholder relationships	Inter-sectoral participation strengthened.	Represent the Department on relevant forums.	March 2010	DoE represented and reports submitted.	HIV and AIDS: SANAC PIC, IDC, Prevention, Communication TTT, Sector Leaders Forum. Life Skills: Dance For Life, Water Research Commission; Health screening: Phelophepa, Small Projects Foundation.	Stronger partnerships need to be established with key stakeholders in the field.
CHIEF DIRECTORATE: HEALTH IN EDUCATION						
DIRECTORATE: NATIONAL SCHOOL NUTRITION PROGRAMME						
To contribute to enhance learning capacity through school nutrition	Some 17 899 public primary and 2 723 Quintile 1 secondary schools are supported with effective implementation.	Monitor the implementation and management of the National Schools Nutrition Programme in the provinces.	April 2009 to March 2010	Some 17 899 public primary and 2 723 Quintile 1 secondary schools are supported and quarterly reports submitted.	All provinces were visited in the second and third quarter, to monitor progress on the expansion to Quintile 1 secondary schools. Three PEDs (EC, MP & FS) were supported with regard under/over-expenditure. A total of 7 219 767 learners in 20 943 public primary and Quintile 1 secondary schools benefited from the programme. The quality of meals was improved in secondary schools, with the introduction of cooked menus. Menus for primary schools were reviewed with the aim of improving nutritional value and quality. Quarterly reports were submitted to the National Treasury within 45 days after the end of each quarter (17 August 2009, 16 November 2009, 15 February 2010 and the Annual Report on 14 May 2010) as prescribed in the Grant Framework.	The programme far exceeded its target with the successful expansion of the programme in Quintile 1 secondary schools. PEDs revised their menus and showed an improvement in planned menus for 2010, as per business plans.
		Conduct training workshops to strengthen the implementation of the programme in the EC, FS and NW.	May 2009	Fifteen capacity-building workshops are conducted for effective implementation of the programme in the EC, FS and NW provinces to support SGB, SMT and NSNP coordinators.	Although 15 workshops were targeted for the 2009/10 financial year, the Directorate far exceeded this target by conducting a total of 24 workshops during the period under review. Workshops on programme implementation and menu planning were conducted in the FS, KZN, MP, LP and NW for school managers, volunteer food handlers and SGBs.	All planned workshops were conducted. Target exceeded.
		Conduct information sessions for DoE officials, SMT and SGB members on the extension of the programme to secondary schools.	May 2009 to June 2009	Nine information sessions are conducted for DoE officials, SGB and SMT members and nominated educators in all the provinces, on the extension of the programme to secondary schools.	Two information sessions were held during the inter-provincial meetings with all nine DoE officials/NSNP Provincial Coordinators on the extension of the programme to Quintile 2 (Q2) secondary schools. All nine provinces cascaded the information to districts, schools and targeted SGBs, SMTs and educators via meetings, circulars and road shows, as stated in the Quintile 2 readiness report submitted during December 2009.	Provincial plans to extend feeding to Q2 secondary schools were submitted to update the national office on the state of readiness during two inter-provincial meetings. All provinces were ready to start in April 2010, except for the FS. Senior Management will be approached to support the FS in preparing for expansion to Q2 secondary schools.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		A baseline study on the nutritional status and educational outcomes of Quintile 1, 2 and 3 secondary school learners is conducted.	January 2010	Baseline study research report compiled.	The research was not conducted (i.e. no report), as the quoted price of the qualifying bidder (R7 million) far exceeded the allocated budget (R1 million). The Directorate decided to postpone the project and review the budget and allocate more funding for the project in the next financial year.	The Directorate followed a rigorous process in this regard: Developing the ToRs, bid evaluation and adjudication; advertising (ToR), selection, recommendation and negotiation with bidders to drop the price within limited time-lines, but to no avail. It was therefore postponed to the new financial year with an increased budget.
	Assess the operation and learner acceptability of the school breakfast.	Assess the operation and learner acceptability of the school breakfast initiated in the Gauteng Department of Education.	May 2009 to September 2009	An assessment report is compiled, approved and information shared with all provinces.	The breakfast survey was conducted in 40 schools in GP and the key findings include, <i>inter alia</i> , acceptability by learners and improved school attendance. A draft assessment report was developed for approval and is yet to be disseminated to provinces. Recommendations made in the draft report include a variety of flavours in the porridge and additional eating utensils.	The study was completed. The assessment report was not as yet shared with the provinces, as it is yet to be approved by Senior Management.
		Facilitate a stakeholder forum on a partnership with the private and/or NGO sector for a school breakfast pilot project in two provinces.	April 2009 to July 2009	A Memorandum of Agreement with at least one stakeholder for a school breakfast pilot project in two provinces.	NSNP reviewed the focus to facilitate a stakeholder forum that would support addressing all the envisaged activities to achieve this major output of providing nutritious meals in schools. A process plan was developed, invitations and a programme designed and stakeholders identified. The programme is currently profiling the stakeholders for approval by the DDG.	The activity was not achieved because the partners have to be profiled by identifying the possible support that they could render to the NSNP.
To promote and support the implementation of food production initiatives in schools	Provinces implement food production initiatives in partnership with other government departments, communities, NGOs and business sector in 18 districts.	Develop national implementation guidelines for food production in schools.	April 2009 to March 2010	Draft guidelines and training manuals are developed and used in schools.	A consultant (Agricultural Research Council) was appointed in June 2009. The following activities were undertaken towards the development of a Food Production Guideline/Manual: (a) Consultative meetings between the Department, consultants and donor to agree on the scope of work. (b) Situation analysis in 25 schools in eight provinces (EC, FS, GP, KZN, LP, MP, NW and WC) to review actual practices in schools, including discussions with community farmers linked to the schools was completed in December 2009. (c) Presentation of draft text without graphics. As reported on 31 March 2010, the consultants are working on the relevant graphics.	The project is funded by the Food and Agriculture Organisation (FAO) of the United Nations. Given that considerable time lapsed before the consultants were appointed, the output was partially achieved. A second phase of the project was approved with the time-frames reviewed. It is envisaged that the manuals will be finalised in September 2010.
	Some 7 500 food production projects are in place in schools.	Some 7 000 existing school gardens are sustained and 405 new school gardens are established.	April 2009 to March 2010	(a) Some 4 200 schools attend capacity-building workshops on food production.	According to the 2009/10 NSNP Annual Report 5 868 schools were established in GP, KZN and WC respectively. Information on the number of the gardens still need to be verified with a data base. Some 570 schools attended gardening workshops, which were conducted by the Department and its partners. The partners further provided equipment and prizes for school gardening competitions.	The lack of a data base made it difficult to determine the number of sustained and new food gardens. A follow-up on outstanding PEDs will be done.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
				(b) Some 648 schools are monitored to assess progress and provide on-site assistance.	Some 3 162 schools were visited by provincial staff members. During monitoring the EC, it was noted that in Graaff Reinet, Mthatha, King Williamstown, Uitenhage and Port Elizabeth the harvest from the school garden supported school nutrition.	Strong partnerships with other departments and private business supported food gardens.
To strengthen nutrition education in school communities	A national strategy to improve the role of parents and teachers in promoting good nutrition and healthy lifestyles amongst learners is implemented.	Conduct a baseline survey on the school community members' knowledge, attitudes and practices with regard to nutrition, as well as on other related issues.	May 2009 to March 2010	Report on baseline survey is submitted and interventions followed in 90 schools.	The report was not submitted, due to delays in obtaining a Clearance Certificate from the Ethics Committee and the appointment of service providers. Progress was, however, made regarding to the baseline study conducted in all nine provinces. A workshop on data collection was conducted from 1 to 5 February 2010. All PEDs returned questionnaires and data collected in ten schools per district (one district per province that was identified for the FAO/TCP Project, viz. Port Elizabeth, Xhariep, Gauteng North, Pinetown, Sekhukhune, Nkangala, Potchefstroom, Upington and West Coast) in February and March 2010. Questionnaires were translated and sent to the appointed service provider for capturing and analysis.	The Baseline Report by the consultants is expected in all provinces in the new financial year.
		Develop national implementation guidelines and training manuals on nutrition education for school communities.	September 2009	Draft guidelines and training manuals are developed and implemented in nine districts.	Draft manuals were developed and submitted for input. Training in the mediation of draft guidelines took place. Delegates from all nine districts (Port Elizabeth, Xhariep, Gauteng North, Pinetown, Sekhukhune, Nkangala, Potchefstroom, Upington and West Coast) attended the training in order to empower them for implementation. They had until 31 May to test the materials in schools in those districts and provide input for the finalisation of the manuals.	Implementation in the nine districts is yet to be completed in the new financial year. Testing of the draft materials constitutes the first leg of implementation.
		Conduct a survey on lunch boxes, tuck shops and school vendors.	June 2009 March 2010	A report on the survey is available.	A survey report is not available due to delays in appointing service providers and the long-winded process of approval of the survey by the Ethics Committee. A survey on lunch boxes, tuck-shops and school vendors was incorporated into the baseline survey on school community members' knowledge, attitudes and practice with regard to nutrition and other related issues, as above.	The project is funded by the Food and Agriculture Organisation (FAO) of the United Nations. The Baseline Report by the consultants is expected in the new financial year.
		Promote NSNP via a variety of advocacy campaigns and promotional material.	June 2009 March 2010	NSNP promotional material is developed and distributed.	Banners were developed and distributed to provinces in November 2009, as well as other promotional material, e.g. pamphlets, water bottles and packs with nutritional education messages. During the commemoration of National Nutrition Week in October 2009, learners were provided with all the materials to create awareness of healthy lifestyle.	There was a successful radio campaign during National Nutrition Week (9 to 14 October 2009) on the nine SABC regional radio stations, profiling the NSNP Programme.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
			October 2009	National and provincial NSNP awards are held in nine provinces.	A National NSNP Awards Ceremony was held at a CEM meeting on 15 April 2010, where the top three schools from three provinces (WC, GP and NC) were recognised for best practice and presented with cash prizes by the Minister. The provincial awards were not held due to a limited budget.	All nominated schools will be visited by national and provincial officials to be awarded their prizes (certificates and equipment). Each province submitted three names of their best schools and the national office appointed a service provider to develop a DVD profile that was used for adjudication. Mogobeng Primary – GP (position 1), Moholeng Primary – NC (position 2) and Maxonia NGK Primary – WC (position 3). The awards were not held due to budget cuts and winners were awarded with certificates and token cheques at the CEM meeting held on 15 April 2010. The equipment was delivered in May to all 27 schools. Best practice in implementing the NSNP in schools is recognised with the aim of encouraging other schools to do the same.
CHIEF DIRECTORATE: SOCIAL INCLUSION						
DIRECTORATE: SCHOOL SAFETY AND ENRICHMENT PROGRAMMES						
To support schools that experience high levels of crime and violence	A safe and caring teaching and learning environment is created in the 585 Safe and Caring Schools.	Distribute and support the implementation of School Safety Frameworks.	April 2009 to March 2010	The School Safety Policy Framework and the UNICEF Guidelines and Toolkit for Child-friendly Schools were workshopped with the nine ministerial schools and are available at all 585 Safe and Caring Schools.	The workshops were conducted in nine ministerial schools between January and March 2010. The UNICEF Guidelines and Toolkit for Child-friendly schools were not distributed to the 585 schools due to financial constraints.	Further assistance will be sought from Branch P to contribute their expertise with the finalisation of the document. The finalised poster will be resubmitted for approval.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Roll-out the Sport for Development Programme in additional Safe and Caring Schools in partnership with UNICEF.	April to October 2009	Implementation support as sustained to the nine ministerial pilot schools and the programme has been implemented in an additional 18 hub schools included in the Safe and Caring Schools Project.	The programme is running well and is sustained in nine ministerial schools. Implementation in 15 Hub schools was completed in January 2010. The remaining three schools will be part of the second quarter roll-out programme.	Roll-out of the Sport for Development Programme will commence at the beginning of the second quarter.
		Monitor and support the implementation of national school safety interventions at schools: - EHL - Youth camps - Hlayiseka - Classroom management - CCTV systems	April 2009 to March 2010	Report available on the impact of national interventions at the nine ministerial schools and other Safe and Caring Schools visited.	Implementation of the Monitoring Strategy, focusing on 45 schools (five schools per province) was completed. The report was shared with all provinces. Training on Positive Discipline and Classroom Management by Girls and Boys Town has been completed (12 March 2010). Invoice to the amount of R250 000 is awaited for the completion of the Training of the nine schools.	Monitoring of the implementation of the training on Positive Discipline and Classroom Management by Girls and Boys Town will start in April 2010. An outstanding payment of R250 000 will be expected after monitoring has been completed.
To facilitate the implementation of enrichment programmes at schools	School enrichment programmes are introduced in the Foundation Phase.	Finalise and distribute the School Sport and School Enrichment Policy Frameworks and accompanying implementation guidelines.	April 2009 to August 2009 April 2009 to December 2009	The School Sport Policy and the School Enrichment Programmes Policy Framework, as well as accompanying implementation guidelines are available to schools.	The draft School Sport policy is ready to be presented to HEDCOM and the CEM. The School Enrichment Programme Policy Framework has not been finalised.	The document will be forwarded through the correct channels for promulgation purposes.
		Develop strategy for talent identification and retention in school sport.	April 2009 to July 2009	Strategy is finalised and ready for piloting.	The strategy was put on hold and will be discussed after the adoption of the School Sport Policy, as it has certain implications.	The development of the document is dependant on the School Sport Policy.
		Support implementation of Physical Education in the Foundation Phase.	April 2009 to March 2010	Quintiles 1, 2 and 3 Foundation Phase teachers were trained and are implementing Physical Education.	Physical Education training for Quintile 1 Foundation Phase educators in five provinces was successfully completed and they are implementing Physical Education.	The remaining provinces are to receive Physical Education training according to the roll-out schedule, once sponsorship/funding has been secured.
		Undertake an advocacy campaign to encourage learner participation in school enrichment programmes.	April 2009 to March 2010	Learner participation in school sport and other enrichment programmes in the Foundation Phase has increased.	Mass participation programmes increased learner participation – Choral Music Competitions and Sport for the Foundation Phase were successfully held up to district level.	First draft being discussed internally.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	National and international enrichment programmes that promote mass participation and social cohesion are coordinated for the nine provinces.	Coordinate, manage and review school sport events in partnership with SRSA.	April 2009 to March 2010	The following school sport events were hosted: - Autumn Games - Winter Games - Spring Games - Summer Games - COSSASSA - Athletics - COSSASSA Ball Games.	The following school sporting events were held: (1) Autumn games were held in three venues; primary schools aquatics were held in Germiston and Secondary Schools aquatics in Durban from 26 to 27 March 2010. Athletics were hosted by Limpopo from 30 to 31 March 2010. (2) Winter games, which comprised, soccer, netball, volleyball and tennis were held in Durban from 12 to 15 July 2009. (3) Spring games were held in Bloemfontein from 26 to 28 September 2009. (4) COSSASSA Ball Games were held in Swaziland from 3 to 6 September 2009. (5) Summer games were postponed and later cancelled due to financial constraints.	
		Coordinate and manage national school enrichment events: - South African Schools Choral Eisteddfod (SASCE); and - Ngoma Indigenous Festival.	April 2009 to March 2010	The following national school enrichment programme events were hosted: - South African Schools Choral Eisteddfod (July 2009) - Ngoma Indigenous Festival (September 2009).	The South African Schools Choral Eisteddfod was successfully held at the Dome from 2 to 5 July 2009. The Ingoma Indigenous Festival could not be hosted as the unit was unable to source funding.	Preparation for adjudicators and conductors workshops are advanced.
CHIEF DIRECTORATE: SOCIAL INCLUSION						
DIRECTORATE: ADULT EDUCATION AND TRAINING						
To restructure Adult Education and Training in South Africa. To expand current provision of Adult and Education Training formal programmes	A restructured Adult Education and Training system is approved.	Organise a colloquium on the restructuring of Adult Education and Training.	April 2009	Report developed on the colloquium.	A ministerial colloquium was held on 5 March 2009. A report on the colloquium was drafted by the Directorate. Arising from the colloquium, further consultation took place with unions and stakeholders.	
		Consultation with AET stakeholders on the report of the Ministerial Committee.	April 2009	Consolidated report on comments and engagements with stakeholders.	Provincial consultations took place. All nine provinces, including provincial stakeholders, were consulted. Due to the elections, consultations were only concluded at the beginning of June 2009.	
		Develop a Green Paper on Adult Education and Training.	April 2009	Green paper developed.	The Ministerial Committee Report was used as the basis for the Green Paper. Consultation with stakeholders took place on the basis of the report. It therefore served as a Green Paper.	
		Develop a White Paper on Adult Education and Training.	December 2009	White Paper developed and approved.	The draft White Paper on Adult Learning was refined and submitted to the DG of DHET.	
		Develop an implementation plan.	February 2010	Implementation plan developed and approved.	A draft plan was developed, identifying the activities proposed by the draft White Paper. The finalisation of the draft plan will be guided by whether the process of the White Paper continues or not.	
		Develop a communication strategy.	February 2010	Strategy developed and approved.	A draft communication strategy was developed.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Strategy developed for strengthening and expanding curriculum delivery in Adult Education and Training.	An alternative qualification for adults at NQF 4 is finalised.	December 2009	Draft NQF 4 qualification approved for consultation purposes.	The working groups submitted draft documents on subject guidelines, except the Working Group on Languages. The review of the National Curriculum Statements had an impact on the progress of the development of the curriculum for the alternative matric qualification. The draft qualification was completed.	
		Refine placement tools on ABET Levels 1 to 4.	August 2009	Refined placement tools available.	The activity has not commenced yet.	
		Develop Interim Assessment Policy.	October 2009	Interim Assessment Policy developed and approved.	The interim Assessment Policy for the GETC: ABET was approved by the Minister of Higher Education and gazetted for public comment in February 2010. The closing date for comment was the end of March 2010.	
		Develop curriculum guidelines in four learning areas.	December 2009	Guidelines developed and approved.	Initial work was done. The finalisation of the Assessment Policy is critical for this activity.	
		Develop assessment guidelines, based on the Interim Policy.	December 2009	Guidelines developed and approved.	This activity is dependent on the development and approval of the Interim Assessment Policy.	
	Appropriate LTSMs developed for ABET Level 3.	Draft submission for the development of ABET Level 3 materials.	March 2010	LTSMs developed and distributed to provinces.	Educator guides were edited and laid out.	
To develop and maintain sound policies and systems in Adult Education and Training	Phased implementation of the norms and standards for the funding of ABET Programmes in PALCs and accredited ABET centres.	Do an audit of public adult learning centres.	March 2010	Audit Report.	The monitoring tool was completed.	
		Monitor and report on the implementation of Conditions of Service for ABET practitioners.	Revise and implement Conditions of Service for ABET practitioners.	March 2010	Approved Conditions of Service.	An ELRC workshop was held on the draft document. ELRC stakeholders were of the view that a draft resolution on the document had to be tabled for negotiations.
	A Monitoring and Evaluation Strategy developed for ensuring accurate data collection.	Draft Monitoring and Evaluation Strategy.	December 2009	M&E strategy approved.	The M&E document was finalised and a submission to the DG was done.	
		Develop a system for continuous monitoring of ABET provisioning.	December 2009	Number of learners reached.	Via the monitoring plan, 269 229 learners were reached in 2009. There were 19 384 educators providing ABET in 2 681 centres.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: SOCIAL INCLUSION						
DIRECTORATE: ADULT LITERACY (KHA RI GUDE MASS LITERACY CAMPAIGN)						
To expand provision of basic literacy for adults	Facilitate the delivery of basic literacy classes to 620 000 learners in selected districts around the country.	Enrol 620 000 learners for basic literacy classes.	May 2009 to March 2010	Facilitate the delivery of basic literacy classes to 620 000 learners across all nine provinces. This number includes 500 blind and 700 deaf learners. Register all learners on a central data base.	A total of 613 643 learners, including 444 blind and 671 deaf learners, are registered on the campaign's data base. All learners' biographical details are entered into the data base. The IDs of the registered learners are verified by Department of Home Affairs and SITA. Learners' attendance records and their marks attained are captured on the data base. Learners' assessment portfolios are warehoused for further research and perusal.	
	Enrol a sufficient number of volunteer educators (34 444), volunteer supervisors (3 444), and 175 volunteer coordinators. Short-term contracts are signed by volunteer staff members.	Employ 34 444 volunteer educators on short-term contracts.	June 2009 to December 2009	Contract 34 444 volunteer educators on short-term contracts and maintain records, as well as stipend records on the data base.	The campaign exceeded its original target of volunteers. Some 38 383 volunteer educators (including 101 blind educators, assisted by 102 sighted assistants), were employed on short-term contracts. All volunteers were trained and deployed and then monitored on a monthly basis. By the end of the financial year under review, R232.9 million was paid out in stipends to the volunteer educators.	
		Employ 3 444 volunteer supervisors on short-term contracts.	May 2009 to December 2009	Contract 3 444 volunteer supervisors and maintain records, as well as stipend payments on the data base.	A total of 3 723 volunteer supervisors were appointed on short-term contracts. They were trained to monitor and support the volunteer educators. By the end of the 2009/10 financial year, an amount of R46.6 million was paid to supervisors in the form of stipends.	
		Employ 175 volunteer coordinators on short-term contracts.	April 2009 to March 2010	Contract 175 volunteer coordinators and maintain their records on the data base.	A total of 199 volunteer coordinators (including blind and deaf coordinators) were appointed on short-term contracts. They were fully trained in a series of provincial training sessions. The campaign was able to monitor the performance of coordinators, both by way of the new introduced monitoring system and by way of systemic monitoring by analysing information on the data base (including attendance, drop-out rates, learners' marks, etc).	
		Conduct advocacy initiatives on the <i>Kha Ri Gude</i> Campaign.	May 2009 to December 2009	Increased awareness of the campaign is demonstrated. The campaign employs a communication strategy that is inexpensive but ensures visibility via the media and awareness amongst its target groups.	The high numbers of learners and volunteers across the majority of districts and municipal areas across the country, is evidence that information about the campaign reached its target audience. The campaign endeavoured to disseminate information to the illiterate, including the blind and the deaf. It impacted at community level, enabling the campaign to exceed its original volunteer target as a result of heightened awareness of the campaign. More than 400 positive newspaper articles appeared since the start of the campaign, a number of TV features, newspaper advertisements and a large number of radio broadcasts.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To provide appropriate Learning and Teaching Support Materials for basic literacy programmes	Sufficient learning and teaching support materials and learner assessment portfolios, in all official languages, provided to all learners and volunteer facilitators.	Learning and teaching support materials are provided to 620 000 learners and 34 444 volunteer educators, 3 444 volunteer supervisors and 175 volunteer coordinators.	May 2009 to June 2009	Learning and teaching support materials are updated, printed and distributed to 613 643 learners, volunteer educators, supervisors and volunteer coordinators. All classes for the blind receive teaching aids and all material is in Braille in their mother-tongue. Additional assistive devices and smaller classes are arranged for the deaf.	Learning and teaching support materials were updated and supplied to all learners, coordinators, supervisors and volunteer educators. After reviewing the materials, further modifications were made. Drastic cuts in printing costs were achieved while maintaining quality. A teacher training manual was produced to improve volunteers' teaching performance and understanding of the campaign processes. All volunteer educators received the necessary materials, stationery and administrative forms, such as registration forms and registers.	
				Distribution of materials to site level to be implemented. Efficient drop-off of additional information, news, top-up materials and circulars to coordinators. Efficient collection of all LAPS, registers and monthly reports from coordinators. PODs available to show distribution. Warehousing and stock reports available.	All materials necessary to be distributed reached sites within the first week of classes starting. All necessary documents requiring to be collected were collected, including 545 666 learner assessment portfolios, registers and reports from the field.	
				Operational monitoring of the implementation of the entire system is conducted to assure delivery of materials, quality of teaching, curriculum coverage and ongoing assessment of learners.	A monitoring system of one monitor per four coordinator-cascades was introduced to ensure high-quality delivery. Monitoring reports and systems were analysed for immediate addressing of problems. Supervisors were trained to monitor in terms of a "new" multifaceted monitoring instrument.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Learner assessment portfolios are provided to the entire cohort of learners.	October 2009 to February 2010	Learner assessment portfolios are administered at the sites, and completed by the learners. The portfolios are assessed by the educators, moderated by supervisors and coordinators, and returned to the <i>Kha Ri Gude</i> Unit for capturing and mark analysis.	Of the total number of learners enrolled (613 643) 545 666 or 89% of the learner assessment portfolios had been completed and returned to the campaign's warehouse by the end of March 2010. Of these, 44 000 were moderated by SAQA and a high rate of accuracy of marking was established. SAQA report will be available to affirm the release of the results. SAQA will upload the achievements of successful learners onto the NLRD. Blind learners' assessments (Braille) were moderated for uploading onto the NLRD.	
		Braille materials for blind learners are produced as a pilot project.	May 2009 to June 2009	Records of distribution to blind learners and PODs are available. Sample copies of Braille materials are available for perusal.	A high-capacity embosser – Braille material writer – was procured. All the LSM for teaching the blind are either printed or are print-ready. This is the first time that the country has a range of Braille material in all 11 official languages, aimed at illiterate adults. While the "larger" languages were printed by a specialist company, the "smaller" languages are printed in-house. Assistive devices for the blind were supplied by the campaign.	
To monitor and evaluate the delivery of basic literacy programmes	Facilitate the provision of sufficient implementation, monitoring, support and evaluation personnel for the campaign.	Some 3 444 volunteer supervisors and 34 444 volunteer educators were employed on short-term contracts.	May 2009 to December 2009	A data base of coordinators and supervisors in all targeted districts is available. Monitoring sheets are available. Records of pro rata stipend payments for work done are available.	As indicated above, data bases for volunteer coordinators, supervisors and educators were populated and are regularly updated. This enabled the campaign to conduct statistical analyses and quantitative management of these staff members.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

BRANCH: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES AND TARGETS	ACTIVITIES	TIME- FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Facilitate the provisioning of sufficient staff members to implement all aspects of the campaign, including the completion and assessment of Learners Assessment Portfolios.	October 2009 to March 2010	A data base of volunteer enrolments and payments are available. All class registers, verified by the respective supervisors and coordinators, are available and are linked to the payment system. Monthly coordinator and supervisor reports are available. The data base shows the optimal ratio of learners:educators. Data of learners who have completed portfolios is registered on data base and the statistics are analysed.	Volunteers were paid in accordance with outputs and performance. Some 89% of the completed learner assessment portfolios were returned, representing a high completion rate for the programme. The portfolios were assessed by the educators, monitored by the supervisors and verified by the coordinators. SAQA took charge of the final verification process.	
	National (including SAQA) and international agencies (especially UNESCO & Cool) are consulted to conduct all monitoring and evaluation requirements for the campaign.	SAQA's plan for moderation and verification is finalised. Consultations are conducted with UNESCO & other bodies with regard to external evaluations.	March 2009 to March 2010	External monitoring of learner assessments is conducted. International liaison concluded for external monitoring by UNESCO and UNICEF.	SAQA completed the moderation and verification of a representative sample of approximately 44 000 learner assessment portfolios.	
				External evaluations of the programme, conducted by UNICEF, to examine outreach, target groups reached, and the further impact of the campaign on children and schooling in the communities.	UNICEF conducted the mid-term review of the programme. The report was positive. Based on its assessment of the <i>Kha Ri Gude</i> materials, COL has requested permission to use these in other Commonwealth countries.	
To manage the external agency appointed to conduct the financial management and procurement functions for the campaign	Ensure optimal management of external agency appointed for HR, stock control, procurement and wage bill functions.	Ongoing and daily monitoring of deliverables by the managing agent is conducted by the <i>Kha Ri Gude</i> Unit and, where required, immediate remedies are sought.	March 2009 to March 2010	Well functioning systems.	Service provider successfully managed data management, the wage bill, procurement, stock control and HR.	

PROGRAMME 6: HIGHER EDUCATION

STATEMENT OF PRIORITIES

The Higher Education Branch continues to provide strategic direction for the development of an effective and sustainable higher education system, and to manage government's responsibilities regarding the regulation of the higher education system. The strategic objectives and associated plans are based on the Ministry's commitment to support the core work of higher education, i.e. teaching and learning, as well as research and community service, via quality improvement of the higher education system, as well as enhanced efficiency and effectiveness.

The strategic objectives of the Higher Education Branch are summarised as follows:

1. The provision of regulatory support to the higher education system. In addition to amending legislation as appropriate, particular attention is paid to reviewing the regulations and procedures for the registration of private higher education institutions.
2. Academic and research support to the higher education system. Emphasis is placed on the development of policies and criteria for research and teaching development grants, as stipulated in the funding framework for higher education.
3. The provision of institutional support to higher education institutions. This includes capacity-building, support to student leadership councils and institutional forums.
4. The internationalisation of higher education. The focus is on the development of a framework for the internationalisation of the higher education system, particularly in the context of the African Continent.
5. The strengthening of planning to support the production of quality graduates, required for the social and economic development of the country. The enrolment planning process is to be refined, particularly taking into account the availability of resources, as well as national human resources development priorities.
6. The achievement of institutional diversity in the South African higher education system. Continued technical, financial and policy support is provided to higher education institutions, as part of the restructuring process, which is underway. Support for the establishment of national institutes of higher education in Mpumalanga and the Northern Cape is to be accelerated.
7. Monitoring and evaluation of the higher education system (including equity, access, diversity and outputs). Particular emphasis is placed on the evaluation of the restructuring process, in order to assess the extent to which policy objectives have been met. Projects is also undertaken to strengthen systemic and institutional performance indicators.

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
THE PROVISION OF REGULATORY SUPPORT TO THE HIGHER EDUCATION SYSTEM						
To ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy	Submit amended draft regulations for the registration of private higher education institutions. Develop regulations consequential to the enactment of the NQF Bill. Develop regulations to strengthen financial oversight in higher education institutions, and review and amend institutional statutes as necessary.	Draft regulations published for comment and presented to the Minister for consideration and approval. Assess institutional statutes submitted for compliance with the Higher Education Act.	March 2010	Draft regulations and statutes approved by the Minister.	(1) A framework for analysing and providing criticism with regard to institutional statutes was developed. (2) Advice referring to the CPUT and CUT statutes was approved by their Councils. After the approval of the UJ, CPUT and UFS statutes, the Department drafted submissions for consideration by the Minister in order to gazette statutes of the afore-mentioned institutions. A process is underway to review and provide comment on the UCT, UNIZULU and UNIVEN Statutes. The feedback requested from legal services was attended to in the fourth quarter and a new chapter was added to the draft regulations. The reworked draft regulations were submitted to Legal Services as the final draft. The Directorate is currently awaiting further feedback from Legal Services on its final draft.	
Appropriate regulation of private higher education institutions	Continue to register private institutions and review the regulations for registration of private higher education institutions.	Consider applications for registration in terms of the Act and regulations for the registration of private HE institutions.	Ongoing	Applications considered and determinations for registration made in terms of the Act and regulations.	Six applications were received and evaluated. Of these, one was provisionally registered and two are awaiting the determination of the Registrar. Three certificates of registration were issued during the fourth quarter. The Directorate processes applications for registration as and when it receives them. This work is therefore ongoing in nature and the Directorate has processed all the applications that it received during the fourth quarter.	
	Continue to improve the integration of the administrative systems for the registration of private HE and FET institutions.	Systematically implement an integrated administrative system for the registration of private HE and FET institutions.	March 2010	Improved integrated administration of the registration of private HE and FET institutions.	This project was put on hold during 2009/10, given the new Department that was established, but is included in the DHET Strategic Plan for 2010/11.	
ACADEMIC AND RESEARCH SUPPORT TO THE HIGHER EDUCATION SYSTEM						
Develop and maintain appropriate policies to enhance the research output and academic performance of higher education institutions	Continue to provide support to research offices in the management of research outputs and information, with particular emphasis on research information management; and develop a new policy on the measurement of research outputs for the creative and performing arts.	Provide support to higher education institutions to improve the management of research information and the development of a policy for the measurement of research outputs for the creative and performing arts.	Evaluation of research outputs of HEIs: annual event. Revised target for development of new policy: March 2010.	Policy developed and approved by the Minister and the improved ability of institutions to manage research information.	Four issues of communiqués meant to assist institutions with their research outputs were sent to all institutions between April 2009 and February 2010. Overall, during the financial year under review, the institutions that were visited are the University of KwaZulu-Natal, the University of Johannesburg and the University of Limpopo. A national workshop for all institutional research offices was held in April 2009. The processing of institutional research outputs was well conducted, with communication taking place between the Directorate and affected individual institutions. The work of the Research Output Panel was well coordinated. A research outputs report on the 2009 research output cycle was compiled and signed by the Minister and then distributed to all institutions.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Provide an appropriate policy framework for programmes and qualifications in higher education	Prepare for the implementation of the new policies for utilisation of research development grants and teaching development grants in higher education.	Provide support to higher education institutions to prepare for the implementation of the new policies.	March 2010	The Department and higher education institutions are ready for the full implementation of the new policies.	Aspects of the Task Team's Report on Research Development Grants were carried through to the Ministerial Funding Statement for 2010/11. Meanwhile, a draft policy document, which will provide long-term formula for the allocation of research development grants is being developed. The Task Team recommended clustering of institutions and this requires background analyses of institutional performances as a basis for clustering. Such background analyses require time, hence the work is more extended than initially envisaged.	
	Continue the development of a new policy framework for funding the clinical training of health sciences professionals.	Allocate clinical training grants to universities and prepare for the implementation of a new policy.	Ongoing to March 2010	HE institutions, utilising the clinical health science grants as intended. New policy framework approved by the Minister.	All clinical training grants were approved, with the last grant being approved by the Minister on 25 February 2010.	
	Continuously refine and align institutional PQMs with the National Plan for Higher Education and approved enrolment plans and targets of all higher education institutions.	Continuously assess, review and approve the programme and qualifications mix (PQM) of HE institutions, as necessary.	Ongoing	PQM profiles of institutions are kept up-to-date.	The majority of the submissions of 102 programmes that were processed were resubmissions. Applications were processed and institutions informed about the outcome. Although this is an ongoing process, all submissions received were processed.	
	Develop and consult on a draft policy for a Credit Accumulation and Transfer (CAT) System, and a transcript supplement for higher education, as outlined in the Higher Education Qualifications Framework; and assist the CHE to take over the function of setting standards in higher education.	Draft policies published for comment and presented to the Minister for consideration and approval.	March 2010	Draft policies, approved by the Minister and the CHE, is operational as a Quality Council in terms of the NQF Act.	A total of 25 programmes were approved for submission to the CHE. Two institutions were visited based on request from the institutions.	

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
PROVIDE INSTITUTIONAL SUPPORT TO HIGHER EDUCATION INSTITUTIONS						
Support for enhancing effective student governance and leadership at HE institutions	Continue to provide support for student governance and leadership through guides, manuals and training workshops.	Provide support to national student organisations and institutions for improved student governance.	March 2010	Improved student governance at HE institutions.	(1) The Department attended and made a presentation at the induction of the TUT SRC. (2) The Department met and agreed with the IEC to co-host the 2010 Student Leadership Conference. The Department also met with SAUS, which had been a traditional partner in hosting the conference. SAUS agrees with the programme and the conference was earmarked to take place in May 2010. (3) The Department intervened and provided advice to the following institutions, particularly facing SRC election challenges: NMMU, MEDUNSA, UJ and UP on how the process for their elections would go forward. The review of SRC Constitutions is an ongoing process, which is guided by either the changes in the institutions' student governance policies or resolutions taken at the SAUS Annual Conference, which takes place annually in May. In providing advice on each SRC Constitution, the Student Governance framework is applied and the Department also often solicits expert advice from the IEC, which is a partner in running SRC Elections.	
	Support institutions in implementing the Framework for Student Leadership.	Provide support to national student organisations and institutions with a view to improved student leadership.	March 2010	Improved student leadership at HE institutions.	(1) In support of the registration process, a meeting was held between the Department and SAUS. (2) From early January until the end of March 2010, the Department engaged in a registration monitoring process for the higher education sector, to ensure fewer disruptions during registration. (3) The Department intervened in a number of institutions faced by registration strikes, viz. DUT, TUT and the WSU. The Young Women's Leadership Conference programme, in partnership with the UFS, was completed at the earmarked dates during May 2010. (4) The Department further agreed to continue with live broadcasts with the IEC and SABC Education, as part of a democracy development drive. A programme with dates for 2010 activities was finalised at a joint meeting with the IEC and SABC Education, held after the student leadership conference in May. The partnership with the IEC and SABC remains useful in improving student governance and development. The Directorate, in partnership with the IEC, plans to commission	
	Facilitate and support the process of developing a Higher Education Student Charter.	Provide support to student organisations and higher education institutions via SAUS and HESA respectively.	March 2010	Improved student relations and experiences.	The responsibility of the Directorate is to provide support and improve relations with the sector and other relevant stakeholders, like student organisations. Via these partnerships, the Department provides stakeholders the opportunity to know and understand the strategic objectives of the Department. It is of importance is to provide relevant information on, e.g. NSFAS, Funza Lushaka and FET Bursaries.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Support for institutional transformation	Consider and implement the accepted recommendations of the Report by the Ministerial Committee into Transformation in Higher Education.	Provide framework and support mechanisms to facilitate enhanced transformation in higher education.	Ongoing to March 2010	Ongoing transformation of higher education institutions.	As part of a move to improve student support services in higher education, the new umbrella body for student affairs practitioner associations led the way and organised for Deans of Students and senior student affairs practitioners to attend the conferences of sister organisations dealing with student affairs in the US, in order to benchmark best practice in this field. An agreement was reached between the Department and the association for a post-tour feedback meeting for 19 May 2010, in order to review the successes of the tour and see what practical interventions/programmes could be tailor-made to suit South African universities, in order to improve service offering for students attending local institutions. It is envisaged that this meeting would shed light on practical intervention and programmes that the Department would support in practically going forward.	
Support for improved governance in higher education	Provide targeted support to improve governance and accountability of institutional councils.	Provide support to councils to fulfil their fiduciary responsibilities.	Ongoing to March 2010	Improved functionality of councils at HE institutions.	A skills audit for all ministerial appointees to councils was completed. Ministerial appointments for the UCT and UKZN Councils were done. The process is underway to appoint ministerial representatives on the DUT, TUT, CPUT and UNIVEN Councils.	
	Develop and maintain a data base of persons suitable for appointment to councils of HE institutions.	Data base developed and populated with persons with the requisite skills, competencies and experience.	Ongoing to March 2010	Ministerial appointees to councils improve the functionality of councils.	By the end of March each year, universities are required to submit reports on the status of their councils, including existing vacancies. The responsibility of the Directorate is to provide the Minister with names to be considered for appointment.	
	Consider and implement the accepted recommendations of the Report on the Evaluation of the Efficacy of Institutional Forums.	Provide support to institutional forums to fulfil their fiduciary responsibilities.	Ongoing to March 2010	Improved functionality of councils at HE institutions.	As part of its task to start the process of implementing plans to improve IFs, as agreed in 2009, the reference group further agreed to request Dr Nico Cloete (who was part of an earlier IF review) to provide feedback/share experience on the work of the earlier IF review process, and also to assist the team in order to ensure that the implementation plan for revamping IFs is effective, in this regard a meeting of the reference group on the implementation process sat on 19 April 2010, after which actual implementation commenced.	
Support to higher education institutions to manage the impact of HIV and AIDS	Provide support to HE institutions in the implementation of their HIV and AIDS plans for an improved and effective national and institutional response to the management and combating of HIV and AIDS.	Provide support to HE institutions to implement their envisaged responses to the HIV/AIDS pandemic.	Ongoing to March 2010	Improved institutional response to the HIV/AIDS pandemic.	The work of HEAIDS Programme was well carried out during the financial year under review. All institutions were supported efficiently by the Programme Coordinating Unit, supported by the Department. The 21 funded institutions will be submitting reports on their support work in this regard. The long-awaited Sero-Prevalence Study Report was finalised and published. The end of Phase 2 of the Programme was marked by a successful national conference at the end of March 2010. Discussions with the National Treasury on the possibility of a Phase 3 took place during the year under review.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
INTERNATIONALISATION OF HIGHER EDUCATION						
Development of a framework for the internationalisation of the South African higher education system	Continue to develop and systematically implement a national framework on the internationalisation of HE, with the emphasis on IBSA and the African continent, while continuing to provide support to institutions on matters of international higher education exchanges.	Develop and consult on a proposed framework for the internationalisation of HE.	March 2010	Framework approved by the Minister.	A draft discussion document was compiled and discussed within the Directorate, the Chief Directorate and the Branch. The ensuing revised draft was also discussed with the Chief Directorate: International Relations. The existing document needs further discussion, involving the new branch management and further guidance will be required.	
Effective management of international higher education scholarships	Continue to enhance and disseminate information resources on international study opportunities.	Disseminate information to the public and HE institutions on international opportunities in HE studies and research.	Ongoing to March 2010	Information accessible to the public and to institutions.	All scholarship offers received were communicated to institutions. The Directorate was represented in the scholarships selection interviews for scholarships in China and Italy. The work on the Erasmus Mundus Scholarship Programme (Window for South Africa), was carried out as planned, with a call for proposals published in early December 2009. An agent was appointed by the European Union to assist with the marketing of the Erasmus Mundus Scholarship Programme and worked closely with the Directorate. A national workshop on the scholarship programme was convened in February 2010 and all but two institutions sent representatives.	
STRENGTHEN PLANNING TO SUPPORT THE PRODUCTION OF QUALITY GRADUATES NEEDED FOR THE SOCIAL AND ECONOMIC DEVELOPMENT OF THE COUNTRY						
Refinement of enrolment planning and funding policies and processes	Monitor and refine approved enrolment planning targets and provide assistance to higher education institutions to effectively implement student enrolment and output planning.	Assess the performance of the HE system and individual institutions against envisaged targets and initiate a process for determining new targets beyond 2010.	Ongoing to March 2010	Improved planning with regard to the Higher Education System by individual higher education institutions.	Institutional discussions did not take place due to data anomalies and a change of context towards the coherent post-school system. Improvement of the process is taking place through the development of a draft position paper on the role of HE within the post-school system. regarding the enrolment planning process is in progress. This process has been temporarily influenced through the new post school thinking.	
	Develop a planning framework for increased expansion of the post-secondary education system, including higher education, to meet the social and economic needs of South Africa.	Develop and consult on a proposed framework for the expansion of post-secondary education opportunities.	Ongoing to March 2010	Framework approved by the Minister.	This process was temporarily influenced by the new post-school thinking. This process is dependent on the process above.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Develop a planning framework for increased enrolment and production of graduates in scarce and critical skills in higher education.	Develop and consult on a proposed framework, with an initial focus on the health and engineering sciences, and teacher education.	Ongoing to March 2010	Framework approved by the Minister.	(1) The task team continued its work on health sciences enrolment planning. A draft policy document and new formula were completed and were submitted to task team on 30 April 2010. (2) Detailed infrastructure plans received from 22 universities were analysed and checked. The Minister has approved plans of 18 universities. The remainder is being attended to.	
	Allocate and monitor the use of approved earmarked funds for higher education institutions for output efficiency, infrastructure development and foundation programmes.	Monitor and report on the use of the earmarked funds and propose adjustments as and when necessary.	Ongoing to March 2010	Earmarked funds to HE institutions used effectively as intended.	All infrastructure progress reports were approved by the Minister. Via the assessment of progress reports, the Department ensures that funds are used efficiently, and all progress reports assessed.	
	Initiate a review of the current higher education funding framework, which was introduced for the first time in 2004/05.	Analyse the strengths and weaknesses of the framework as a mechanism for government steering the HE system. Consult on this assessment and on changes that should be made to the framework.	March 2010	A progress report on the assessment of the funding framework is submitted to the Minister.	The Minister accepted the recommendation that work had to commence on the review during April 2010. Work on the draft ToR for the Task Team began in April 2010.	
Improve the structure and efficacy of the National Student Financial Aid Scheme	Initiate a review of the structure and efficacy of the NSFAS.	Propose and consult on a new model and structure for the NSFAS.	March 2010	A revised model and structure for the NSFAS were approved by the Minister.	An Executive Summary was submitted to the Minister in January 2010. The Minister presented a Cabinet Memo in February 2010 and obtained Cabinet support for proceeding with the public participation process. The Minister released the Committee Report for public participation during March 2010, with a deadline for comment on 30 April 2010. Recommendations from the Minister will be presented to Cabinet during the 2010/11 financial year. The revised model and structure of NSFAS could not be implemented before the NSFAS Review has been completed. The recommendations on the Review will now guide the Department/Ministry on the way things need to change within NSFAS.	
TO ACHIEVE INSTITUTIONAL DIVERSITY IN THE SOUTH AFRICAN HIGHER EDUCATION SYSTEM						
Strengthen the National Institutes of Higher Education (NIHES)	Consolidate the establishment of the National Institutes for Higher Education in Mpumalanga and the Northern Cape and provide legal, policy and other mechanisms towards their strengthening.	Provide support to the National Institutes for HE in Mpumalanga and the Northern Cape.	Ongoing to March 2010	Operational and strategic functionality of National Institutes for HE is enhanced.	The Minister announced during his budget vote that Prof. De la Rey and Prof. Mbethu had been appointed to chair the respective task teams for the Northern Cape-NIHE and the Mpumalanga-NIHE, investigating the establishment of universities in these provinces. The ToR for the task teams will be completed to enable them to start work in the next quarter. The Strategic Plans of both NIHES were finalised.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Restructuring of the higher education system	Consolidate mergers and incorporations and continue to provide technical and financial support for the restructuring of higher education institutions.	Provide support to HE institutions to consolidate their mergers and incorporations.	Ongoing to March 2010	Institutional mergers and incorporations consolidated in line with the objectives of the mergers and incorporations.	During the course of the year under review, the Merger Unit provided <i>ad hoc</i> technical support to the universities that had previously merged. This support was related to projects that were finalised as a result of the merger. The Merger Unit ceased to exist at the end of March 2010.	
	Assess and document the restructuring process.	Provide a report on best practice and challenges in implementing the restructuring of higher education.	Ongoing to March 2010	Report approved by the Minister.	No consolidated report was produced, but challenges and best practices would be available in separate submissions related to the work of the Merger Unit.	
Establish the National Higher Education Information and Application Service	Establish the National Higher Education Information and Application Service.	Propose and consult on the modalities for the establishment of the National Information and Application Service.	March 2010	The framework and consultation on the appropriate model for the NHEIAS is complete.	A proposal for funding for this project was submitted. More detailed costing was requested for the project that will enable a decision. The proposal is linked to the NSFAS Review, which was completed during February 2010. The NSFAS Review Report recommended the establishment of NHEIAS.	
MONITORING AND EVALUATION OF PROVISION IN THE HIGHER EDUCATION SECTOR						
Strengthen the systemic performance indicators of the higher education system	The HE system and institutions are monitored and assessed against goals and performance measures set out in the National Plan for Higher Education.	Continuously assess and review the performance of the HE system and initiate a review of the targets and goals of the National Plan.	Ongoing to March 2010	Performance of the HE system appropriately monitored and improved.	This activity is closely linked to the process of monitoring enrolment targets and graduation rates, and the results were filtered into the work of different directorates.	
	Conduct cohort studies for subsequent years.	Continue to conduct cohort studies of academic performance of students in higher education.	Ongoing to March 2010	Student performance in HE monitored and assessed.	(1) The enhancement of the software for the generation of cohort reports directly from the HEMIS data base is still in progress. (2) The first draft analyses of the performance of first-time entering undergraduates at the end of their first-year of studies, is nearing completion, but will continue in 2010/11. The initial studies show that the drop-out rate in the University sector is high and that many students do not complete their qualifications in the minimum time. However, the final analyses, due to be completed during 2010/11, will provide greater clarity on the throughput rates at Universities.	

PROGRAMME 6: HIGHER EDUCATION

BRANCH: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAMES	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Improved Management Information System for Higher Education (HEMIS)	Continuously enhance HEMIS by implementing revisions to CESM categories and revised space norms.	Support institutions to implement revisions to HEMIS and maintain an accurate and reliable management information system for higher education.	Ongoing to March 2010	Improved HEMIS system for planning and monitoring of the HE system.	Funds allocated under the HEMIS project is not merely for the development of the software in areas as stated in columns B and C. Technical support is provided to institutions via a help desk, as well as maintaining the existing software. In April 2009, the Minister signed off the building and space inventory manual and the space and cost norms for buildings. These documents were distributed to all the universities that were required at the time to report in terms of the criteria in these manuals. Universities received updated versions of the Valpac Software – a validation package that enables them to clean their data prior to submitting their student, staff and space data to the Department. Programming changes were implemented by the appointed software contractors to enable the report generator within the software to produce the required statistical reports according to type of qualifications, race and gender, using the new CESM categories. This is critical for planning purposes so that the Department can identify enrolment figures.	
	Initiate further enhancement of HEMIS with the addition of financial data of higher education institutions.	Propose and consult on the appropriate enhancement of HEMIS.	March 2010	Improved HEMIS system for planning purpose and monitoring of the HE system.	No work had begun in 2009/10; planned for 2010/11. The Directorate responsible for the collection of the financial statements is amending the reporting criteria and therefore the incorporation of the financial statements into the HEMIS system cannot be done prior to this process, as the final reporting format will impact on the table designs required in the HEMIS Software.	



PART 3

Service Delivery Improvement Plan

REPORT ON THE ADMINISTRATION SERVICE DELIVERY IMPROVEMENT PLAN

SERVICE DUE TO BE PERFORMED	SERVICE BENEFICIARIES	ACTIVITY	ACHIEVEMENTS/OUTCOMES	COMMENTS
NATIONAL AND PROVINCIAL COORDINATION AND ADMINISTRATION				
Responding to enquiries that come through the Call Centre and provide information wherever and whenever required.	PEDs, parents, teachers, learners, other government departments and relevant stakeholders.	Manage a Customer Care Centre.	Some 26 913 calls were processed in the Customer Care Centre. The breakdown of the received calls is as follows: <ul style="list-style-type: none"> • Bursaries: 11 363 • National Recovery Plan: 2 259 • <i>Kha Ri Gude</i>: 1 622 • Occupational Specific Dispensation: 1 188 • Foreign Educators: 1 096 • Matric rewrites: 956 • Matric certificates: 1 020 • School Governance and Management: 4 056 • Other: (includes school calendar, NCS and inter-provincial transfers) 3 353 A total of 2 513 DoE website enquiries were also processed during the period under review. The breakdown of the website enquiries is as follows: <ul style="list-style-type: none"> • School Governance: 1 035 • Certificates: 1 380 • Labour relations issues: 1 035 • Other: 45 	None
		Attending to other enquiries from parents, PEDs, teachers, learners other government departments and other stakeholders.	Parliament, PEDs, parents, teachers, learners, other government departments and relevant stakeholders.	Provide answers to Parliamentary Questions on PEDs.
		Monitoring of the opening of schools, the National Recovery Plan and a survey on the delivery of LTSM.	Senior management visited provinces to monitor the opening of schools. The National Recovery Plan achieved the desired outcomes. The survey on delivery of LTSM indicated that the delivery of LTSM to schools was fair.	None
		Working relations with Childline South Africa.	A Memorandum of Agreement was signed in May 2007. The Department receives quarterly reports from Childline South Africa.	The statistics from Childline South Africa will guide strategies that have been developed to support schools.
		Ministerial intervention in provinces.	Two blocks of toilets with eight seats were built at the Umgababa Primary School in KwaZulu-Natal.	Child fell into the pit latrine. The South African Human Rights Commission reported the matter to the Minister.
			Some 25 computers were donated to Xolilizwe Senior Secondary School in the Eastern Cape.	Chairperson of the Education Portfolio Committee reported the need to the Minister. The school had 35 Grade 12 computer learners sharing 10 computers.
			Some 25 computers were donated to Richmond Primary School in KwaZulu-Natal.	The Minister congratulated the school on its centenary celebrations and donated computers to the school.

REPORT ON THE ADMINISTRATION SERVICE DELIVERY IMPROVEMENT PLAN

SERVICE DUE TO BE PERFORMED	SERVICE BENEFICIARIES	ACTIVITY	ACHIEVEMENTS/OUTCOMES	COMMENTS
Provision of school calendar.	PEDs, parents, teachers, learners, other government departments and relevant stakeholders.	The 2009 and 2010 school calendars.	The school calendar for 2009 was finalised and published on 16 December 2007.	None
			The HEDCOM Subcommittee for School Calendars held a workshop on 16 November 2007 to finalise the draft of the 2010 school calendar. The proposed 2010 school calendar was published on 2 March 2008 for public comment.	Comments were open until the end of April 2009.
NATIONAL AND PROVINCIAL COMMUNICATIONS				
Providing access to all information and documentation as and when required.	The general public, PEDs, departmental officials, parents, teachers, learners, other government departments, the media and relevant stakeholders.	Internet, e-bulletins, Thutong newsletters, e-mails, the DoE website, advertisements and the Information Resources Centre.	Leaflets, brochures, e-bulletins, Thutong newsletters, the intranet, e-mails, the website details, as well as advertisements provided.	
Attending to media responses.	The media.	Meetings with the media to inform them of departmental policies.	Information communicated via e-mails and faxes.	

REPORT ON THE EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions	Monitoring and Evaluation
GUIDING PRINCIPLE - ACCESS TO EDUCATION										
Provision of Early Childhood Development education	Learners: 0-4 years	NGOs	Creches	The percentage of 0-4 year old children that attend an educational institution	34 811 in 2007 and 39 625 in 2008	100%	To be determined	School Realities data 2008	Implementation of the Integrated Early Childhood Development Plan in collaboration with the Departments of Social Development and Health	
Provision of Grade R education Programmes	Learners: 5 years	Provincial Departments of Education	Public and Private Schools	The percentage of five year old children that attend an educational institution	487 525 in 2007 and 543 799 in 2008	All learners entering Grade 1 should have participated in an accredited reception year programme	2010	Statistics South Africa, General Household Survey July 2005. Statistical Release P0318	National School Nutrition Programme HIV and AIDS Prevention, Care and Support Extramural Activities	
Provision of Basic Education (Grade 1 - 9)	Learners: 6-15 years	Provincial Departments of Education	Public and Private Schools	The percentage of 6-15 year old children that attend schools	Gross Enrolment Ratio for Primary Schools was 103% in 2007 and 98% in 2008 (according to EMIS data)	100%	2014		National School Nutrition Programme HIV and AIDS Prevention, Care and Support Radio and TV Programmes (Takalane Sesame) Progressive introduction of 'no-fee' schools	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
Provision of Further Education and Training Programmes	Learners: 16-18 years	Provincial Departments of Education	Public and Private Schools	The percentage of 16-18 year olds that attend public and private schools	Gross Enrolment Ratio for Grade 8 - 12 was 91% in 2007 and 85% in 2008 (according to EMIS data)	To be determined	To be determined	EMIS data: Calculated from Department of Education databases for 2007 and 2008. Statistics South Africa 2007 and 2008 Mid year population estimates and Statistical Release P0302 (31 July 2008)	HIV and AIDS Prevention, Care and Support Matric Intervention Programmes Mathematics and Science through Dinaledi Schools	Departmental Programmes (WSE and SE) Departmental Programmes (WSE and SE)
	Learners: 16-18 years	Provincial Departments of Education	Public and Private Schools	The percentage of 16-18 year olds that attend any further educational and training (FET) institution	83.3% [in 2004 according to the General Household Survey(GHS)]	To be determined	To be determined	GHS: calculated from 2004 General Household Survey data supplied by Statistics South Africa		Departmental Programmes (WSE and SE) Departmental M&E Components Umalusi

REPORT ON THE EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions	Monitoring and Evaluation
Provision of Adult Basic Education Programmes	Adult Learners	Provincial Departments of Education	ABET Centres <i>Kha Ri Gude</i> Community Centers	Number of adults aged 20 years and older who are literate	75.7% (According to GHS in 2006). (A person is considered literate if he/she has completed Grade 7 or higher)	To reduce the illiteracy rate by 50% by 2015 in line with the EFA goals set in Dakar in 2000	2015	Statistics South Africa, Mid year Population Estimates and Statistical Release P0302 (31 July 2008)	Literacy Campaign and Programmes	Departmental M&E Components Umalusi
Provision of Higher Education	Learners: 18 and above	Higher Education Institutions	Public and Private Universities	Proportion of the population enrolled in higher education	1 568 per 100 000 of the population (in 2005) (includes undergraduates and postgraduates)	To be determined	To be determined	Calculated from HEMIS data for 2005 and Statistics South Africa 2005 Mid year population estimates	HIV and AIDS Prevention, Care and Support National Students Financial Aid Scheme	HEQC
GUIDING PRINCIPLE - QUALITY OF EDUCATION										
Quality of Education	All learners			The percentage of school teachers who have the required qualifications	94.4% (have a matric plus three years appropriate qualification in 2007)	100%	To be determined	Persal July 2005	National Framework for Teacher Education in South Africa	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	All learners			The average number of pupils per teacher in ordinary public schools	32.3 in 2007 and 31.4 in 2008 (for primary and secondary teachers)	40 primary school learners per teacher and 35 secondary school learners per teacher	To be determined		Revision of post provisioning norms taking into account NCS needs	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	Learners			The national average matric pass rate in the past year	The total number of learners writing Senior Certificate was 533 561. The pass rate was 62.5% (in 2008)	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Matric intervention programmes	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	Learners			The national average matric pass rate with endorsement in the past year	The total number of learners writing Senior Certificate was 533 561. The pass rate with endorsement was 20.19% (in 2008)	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Matric intervention programmes	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components

REPORT ON THE EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions	Monitoring and Evaluation
				The percentage of learners, who wrote matric, that passed Mathematics in the past year	The total number of learners writing National Senior Certificate in Mathematics was 298 821, and 30% (89 788) passed at 40% and above, of which 21% (63 000) passed at 50% and above in 2008	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Mathematics and Science through Dinaledi Schools Recruitment of Foreign Teachers in MST	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	Learners			The percentage of learners, who wrote matric, that passed Physical Science in the past year	The total number of learners writing Senior Certificate in Physical Science was 218 156, and 29% (62 530) achieved 40% and above in 2008	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Mathematics and Science through Dinaledi Schools Recruitment of Foreign Teachers in MST	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
GUIDING PRINCIPLE - EFFICIENCY OF THE EDUCATION SYSTEM										
Efficiency of the education system	The education system			Transition rate to Secondary Evaluation (The number of new entrants to the first grade of secondary education expressed as a percentage of the number of learners enrolled in the final grade of primary education in the previous year	958 009 learners enrolled in Grade 9 in 2007, and 1 076 527 enrolled in Grade 10 in 2008 (Percentage calculation limited by absence of accurate information on repetition and promotion data)	100%	To be determined	Calculated from Department of Education (EMIS) databases		Departmental Monitoring & Evaluation Components



PART 4
Oversight Report

OVERSIGHT REPORT

The statistics and information published in this part of the annual report are required in terms of Chapter 1, Part III J.3 of the Public Service Regulations, 2001 and have been prescribed by the Minister for the Public Service and Administration for all departments within the Public Service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Education:-

- is exercising the powers granted under Public Service and Public Finance legislation in a responsible manner,
- is achieving national transformation priorities established by the Cabinet, for example, affirmative action.

Annual reports are produced after the end of the financial year. This is aimed at strengthening the accountability of departments to key stakeholders.

1 Expenditure

Note: During 2009/10 a total of R40.240 million was spent on remuneration for examiners and moderators. This amount is excluded from the personnel expenditure tables as these officials are remunerated on a claim per task basis. The inclusion of this in the following tables would give a false reflection on the personnel numbers and cost in the tables.

The following figures are also not included in the personnel expenditure table:

Kha Ri Gude Literacy Campaign, R5.373 million, an expenditure for interns, R1.046 million and the Integrated Quality Management System (IQMS) project, R17.259 million.

Department's budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 1.1) and by salary bands (Table 1.2). In particular the tables provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the Department.

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TABLE 1.1 Personnel costs by programme, 1 April 2009 to 31 March 2010

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)
1	243 409	95 563	42 616	39.26	316
2	100 891	40 347	1 573	39.99	367
3	352 595	44 812	2 039	12.71	400
4	242 413	66 713	3 583	27.52	278
5	2 879 527	24 768	247	0.86	375
6	17 509 814	18 669	1 952	0.11	366
7	32 561	14 882	3	45.70	402
Total	21 361 210	305 754	52 013	1.43	333

TABLE 1.2 Personnel costs by salary bands, 1 April 2009 to 31 March 2010

Salary bands	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	5 217	1.70	86
Skilled (Levels 3-5)	23 352	7.64	111
Highly skilled production (Levels 6-8)	42 218	13.81	208
Highly skilled supervision (Levels 9-12)	166 978	54.61	469
Senior Management (Levels 13-16)	67 989	22.24	773
Total	305 754	100.00	333

The following tables provide a summary per programme (Table 1.3) and salary bands (Table 1.4), of expenditure incurred as a result of salaries, overtime, home owner's allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

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TABLE 1.3 Salaries, Overtime, Home Owner's Allowance and Medical Assistance by programme, 1 April 2009 to 31 March 2010

Programme	Salaries			Overtime		Home Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
1	95 563	71 621	74.95	1 195	1.25	1 639	1.72	3 393	3.55
2	40 347	26 888	66.64	4	0.01	587	1.45	1 536	3.81
3	44 812	33 391	74.51	145	0.32	726	1.62	1 427	3.18
4	66 713	49 941	74.86	800	1.20	1 422	2.13	2 433	3.65
5	24 768	22 241	89.80	6	0.02	411	1.66	731	2.95
6	18 669	14 017	75.08	1	0.01	275	1.47	385	2.06
7	14 882	11 341	76.21	10	0.07	205	1.38	516	3.47
Total	305 754	229 440	75.04	2 161	0.71	5 265	1.72	10 421	3.41

TABLE 1.4 Salaries, Overtime, Home Owner's Allowance and Medical Assistance by salary bands, 1 April 2009 to 31 March 2010

Salary bands	Salaries			Overtime		Home Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	5 217	4 565	87.50	527	10.10	235	4.50	277	5.31
Skilled (Levels 3-5)	23 352	16 115	69.01	630	2.70	988	4.23	1 974	8.45
Highly skilled production (Levels 6-8)	42 218	30 386	71.97	509	1.21	958	2.27	2 664	6.31
Highly skilled supervision (Levels 9-12)	166 978	119 082	71.32	495	0.30	2 027	1.21	4 367	2.62
Senior Management (Levels 13-16)	67 989	59 292	87.21	0	0.00	1 057	1.55	1 139	1.68
Total	305 754	229 440	75.04	2 161	0.71	5 265	1.72	10 421	3.41

2 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 (Table 2.1), salary band (Table 2.2) and critical occupations (Table 2.3). Departments have identified critical occupations that need to be monitored. Table 2.3 provides establishment and vacancy information for the key critical occupations of the Department.

The vacancy rate reflects the percentage of posts that are not filled.

OVERSIGHT REPORT

TABLE 2.1 Employment and vacancies by programme, 31 March 2010

Programme	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
1	362	302	16.57	11
2	121	110	9.09	101
3	141	112	20.56	1
4	290	240	17.24	0
5	96	66	31.25	11
6	87	51	41.37	2
7	40	37	7.50	0
Total	1137	918	19.26	126

Note: Due to a number of projects that the Department has implemented during the year, namely the *Kha Ri Gude* Literacy Campaign and the IQMS, posts have been approved additional to the staff establishment in which to appoint officials to perform the related tasks. Once the project is completed the posts are removed from the establishment.

TABLE 2.2 Employment and vacancies by salary bands, 31 March 2010

Salary band	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	79	61	22.78	0
Skilled (Levels 3-5)	244	210	13.93	1
Highly skilled production (Levels 6-8)	246	203	17.47	6
Highly skilled supervision (Levels 9-12)	463	356	23.11	111
Senior Management (Levels 13-16)	105	88	16.19	8
Total	1137	918	19.26	126

TABLE 2.3 Employment and vacancies by critical occupation, 31 March 2010

Critical occupations	Number of posts	Number of posts filled	Vacancy Rate %	Number of posts filled additional to the establishment
Educators	58	58	0.00	0
Total	58	58	0.00	0

The information in each case reflects the situation as at 31 March 2010. For an indication of changes in staffing patterns over the year under review, please refer to section 5 of this report.

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Note: The Department has revised the fixed staff establishment during 2009 with the creation of 42 new posts. During 2009/10 the Department was in a process of filling these posts. The main functions of the Department are policy formulation and implementation where different kinds of skills are necessary at different stages. The specialised nature of work in most of the areas of the Department necessitates the use of highly skilled people who are at some stages not readily available for permanent appointment and have to be appointed on contract for periods as may be required. The Department also seconds highly skilled professionals from tertiary institutions and other organisations to address specific needs that arise. These people are appointed against posts on the fixed staff establishment of the Department for short periods, for example three to six months. The above practice might create the impression of a higher than normal staff turnover which is in fact not the case.

3 Job Evaluation

The Public Service Regulations, 1999 introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (Table 3.1) summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

TABLE 3.1 Job Evaluation, 1 April 2009 to 31 March 2010

Salary band	Number of posts	Number of jobs evaluated	% of posts evaluated by salary bands	Posts upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	79	0	0,00	0	0,00	0	0,00
Skilled (Levels 3-5)	244	0	0,00	0	0,00	0	0,00
Highly skilled production (Levels 6-8)	246	0	0,00	0	0,00	0	0,00
Highly skilled supervision (Levels 9-12)	463	0	0,00	0	0,00	0	0,00
Senior Management Service Band A	72	0	0,00	0	0,00	0	0,00
Senior Management Service Band B	25	0	0,00	0	0,00	0	0,00
Senior Management Service Band C	7	0	0,00	0	0,00	0	0,00
Senior Management Service Band D	1	0	0,00	0	0,00	0	0,00
Total	1137	0	0,00	0	0,00	0	0,00

The following table provides a summary of the number of employees whose salary positions were upgraded due to their posts being upgraded.

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TABLE 3.2 Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2009 to 31 March 2010

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0

Employees with a disability	0
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The following table summarises the number of cases where remuneration levels exceeded the grade determined by job evaluation.

TABLE 3.3 Employees whose salary level exceeds the grade determined by job evaluation, 1 April 2009 to 31 March 2010 (in terms of PSR 1.V.C.3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
-	0	0	0	0
Total number of employees whose salaries exceeded the level determined by job evaluation in 2009/10				0
Percentage of total employment				0

Table 3.4 summarises the beneficiaries of the above in terms of race, gender, and disability.

TABLE 3.4 Profile of employees whose salary level exceeds the grade determined by job evaluation, 1 April 2009 to 31 March 2010 (in terms of PSR 1.V.C.3)

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0

Employees with a disability	0
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4 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band (Table 4.1) and by critical occupations (Table 4.2). (These "critical occupations" should be the same as those listed in Table 2.3)

TABLE 4.1 Annual turnover rates by salary band for the period 1 April 2009 to 31 March 2010

Salary band	Number of employees per band as on 1 April 2009	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Lower skilled (Levels 1-2)	43	88	75	174.41
Skilled (Levels 3-5)	198	40	26	13.13
Highly skilled production (Levels 6-8)	204	17	14	6.86
Highly skilled supervision (Levels 9-12)	355	57	32	9.01
Senior Management Service Band A	60	11	3	5.00
Senior Management Service Band B	22	4	1	4.54
Senior Management Service Band C	7	2	1	14.28
Senior Management Service Band D	1	0	0	0.00
Total	890	219	152	17.07

TABLE 4.2 Annual turnover rates by critical occupation for the period 1 April 2009 to 31 March 2010

Occupations	Number of employees per occupation as on 1 April 2009	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Educators	58	0	0	0.00
Total	58	0	0	0.00

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Table 4.3 identifies the major reasons why staff left the Department.

TABLE 4.3 Reasons why staff are leaving the Department

Termination Type	Number	% of total
Death	2	1.32
Resignation	30	19.74
Transfers to other Public Service Departments	1	0.66
Expiry of contract	112	73.68
Employee initiated severance packages	3	1.97
Discharge due to ill health	0	0.00
Dismissal – misconduct	0	0.00
Retirement	4	2.63
Total	152	100.00
Total number of employees who left as a % of the total employment		16.56

TABLE 4.4 Promotions by critical occupation

Occupations	Employees as on 1 April 2009	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progressions as a % of employees by occupation
Educators	0	0	0	0	0
Total	0	0	0	0	0

TABLE 4.5 Promotions by salary band

Salary band	Employees as on 1 April 2009	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	43	0	0.00	38	88.37
Skilled (Levels 3-5)	198	3	1.51	162	81.81
Highly skilled production (Levels 6-8)	204	3	1.47	172	84.31
Highly skilled supervision (Levels 9-12)	355	19	5.35	285	80.28
Senior Management (Levels 13-16)	90	5	5.55	69	76.66
Total	890	30	3.37	726	81.57

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5 Employment Equity

The tables in this section are based on the formats prescribed by the Employment Equity Act, 55 of 1998.

TABLE 5.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2010

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	28	8	6	9	20	3	6	8	88
Educators and Middle Managers	139	7	8	26	108	6	16	46	356
Officers and Senior Clerks, Machine Operators	70	2	0	7	200	5	3	53	340
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security)	66	1	0	0	67	0	0	0	134
Total	303	18	14	42	395	14	25	107	918
Employees with disabilities	6	0	0	3	3	0	0	4	16

TABLE 5.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2010

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	1	0	2	1	0	1	5
Senior Management	28	8	5	9	18	2	6	7	83
Educators and Middle Managers	139	7	8	26	108	6	16	46	356
Skilled and academically qualified workers	43	2	0	6	100	5	3	44	203
Semi-skilled and discretionary decision making	62	1	0	1	137	0	0	9	210
Unskilled and defined decision making	31	0	0	0	30	0	0	0	61
Total	303	18	14	42	395	14	25	107	918

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TABLE 5.3 Recruitment for the period 1 April 2009 to 31 March 2010

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	2	2	1	1	2	0	2	0	10
Educators and Middle Managers	22	1	1	3	11	0	3	5	46
Skilled and academically qualified workers	9	0	0	0	7	0	0	1	17
Semi-skilled and discretionary decision making	10	0	0	0	18	0	0	0	28
Unskilled and defined decision making	2	0	0	0	1	0	0	0	3
Total	45	3	2	4	39	0	5	6	104
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.4 Promotions for the period 1 April 2009 to 31 March 2010

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	2	1	0	1	1	0	0	0	5
Educators and Middle Managers	9	1	0	2	4	0	1	2	19
Skilled and academically qualified workers	3	0	0	0	0	0	0	0	3
Semi-skilled and discretionary decision making	3	0	0	0	0	0	0	0	3
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	17	2	0	3	5	0	1	2	30
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.5 Terminations for the period 1 April 2009 to 31 March 2010

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	1	0	0	0	0	1
Senior Management	2	1	0	0	0	0	0	1	4
Educators and Middle Managers	8	1	0	3	10	0	1	9	32
Skilled and academically qualified workers	5	0	0	1	6	2	0	0	14
Semi-skilled and discretionary decision making	10	1	0	0	14	0	0	1	26
Unskilled and defined decision making	38	0	0	0	37	0	0	0	75
Total	63	3	0	5	67	2	1	11	152
Employees with disabilities	0	0	0	0	0	0	0	0	0

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TABLE 5.6 Disciplinary action for the period 1 April 2009 to 31 March 2010

Type of disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	2	0	0	0	0	0	0	0	2

TABLE 5.7 Skills development for the period 1 April 2009 to 31 March 2010

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	2	1	0	0	1	0	0	0	4
Educators and Middle Managers	53	2	3	7	55	0	6	5	131
Officers and Clerks	13	1	0	1	53	0	0	3	71
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	12	0	0	0	7	0	0	0	19
Total	80	4	3	8	116	0	6	8	225
Employees with disabilities	0	0	0	0	0	0	0	0	0

6 Signing of Performance Agreements by SMS Members

The following tables indicate the numbers and percentages of SMS members who signed performance agreements as on 31 July 2009 (Table 6.1), reasons for not having concluded performance agreements (Table 6.2) and disciplinary steps taken against SMS members for not having concluded performance agreements (Table 6.3).

TABLE 6.1 Signing of performance agreements by SMS members as on 31 July 2009

SMS Level	Total number of funded SMS posts per level	Total number of SMS members per level	Total number of signed performance agreements per level	Signed performance agreements as % of total number of SMS members per level
Director-General Salary level 16	1	1	1	100,00
Deputy Director-General Salary level 15	7	6	6	100,00
Chief Director Salary level 14	25	21	21	100,00
Director Salary level 13	69	60	57	95,00
Total	102	88	85	97,00

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TABLE 6.2 Reasons for not having concluded performance agreements for all SMS members as on 31 July 2009

1. Three Senior Management System Members job descriptions were changed and redefining their responsibilities was not finalised as at 31 July 2009

TABLE 6.3 Disciplinary steps taken against SMS members for not having concluded performance agreements as on 31 July 2009

1. None

7 Filling of SMS posts

The following tables indicate the number of SMS posts filled and vacant as on 31 March 2010 (Table 7.1), as on 30 September 2009 (Table 7.2), advertising and filling of SMS posts as on 31 March 2010 (Table 7.3), reasons for not having filled vacant posts (Table 7.4) and disciplinary steps taken for not complying .

TABLE 7.1 SMS posts information as on 31 March 2010

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	7	4	57.14	3	42.86
Chief Director Level 14	25	22	88.00	3	12.00
Director Level 13	69	61	88.40	8	11.60
Total	102	88	86.27	14	13.73

TABLE 7.2 SMS posts information as on 30 September 2009

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	8	7	87.50	1	12.50
Chief Director Level 14	25	22	88.00	3	12.00
Director Level 13	69	60	86.95	9	13.04
Total	103	90	87.37	13	12.62

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TABLE 7.3 Advertising and filling of SMS posts as on 31 March 2010

SMS Level	Advertising	Filling of posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months after becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General Level 16	0	0	0
Deputy Director-General Level 15	0	0	0
Chief Director Level 14	3	2	0
Director Level 13	6	6	0
Total	9	8	0

TABLE 7.4 Reasons for not having complied with the filling of funded vacant SMS posts – advertised within 6 months and filled within 12 months after becoming vacant

Reasons for vacancies not being advertised within 6 months:

1. Candidates were short-listed and interviewed but were not found to be suitable for the particular posts. The posts were readvertised.

Reasons for vacancies not being filled within 12 months:

1. None

TABLE 7.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months

1. None

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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, and disability (Table 8.1), salary bands (Table 8.2) and critical occupations (Table 8.3).

TABLE 8.1 Performance rewards by race, gender, and disability, 1 April 2009 to 31 March 2010

Race	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	105	303	34.65	2 481	24
Female	132	395	33.41	2 322	18
Indian					
Male	10	14	71.42	595	60
Female	13	25	52.00	428	33
Coloured					
Male	9	18	50.00	375	42
Female	6	14	42.85	209	35
White					
Male	21	42	50.00	918	44
Female	75	107	70.09	2 063	28
Total	371	918	40.41	9 391	25

TABLE 8.2 Performance rewards by salary bands for personnel below Senior Management Service, 1 April 2009 to 31 March 2010

Salary bands	Total personnel expenditure for level (R'000)	Beneficiary profile			Cost		
		Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	5 217	9	61	14.75	46	5	0.88
Skilled (Levels 3-5)	23 352	70	210	33.33	470	7	2.01
Highly skilled production (Levels 6-8)	42 218	96	203	47.29	1 347	14	3.19
Highly skilled supervision (Levels 9-12)	138 846	124	298	41.61	3 721	30	2.67
Total	209 633	299	772	38.73	5 584	19	2.66

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TABLE 8.3 Performance rewards by critical occupations, 1 April 2009 to 31 March 2010

Critical occupations	Total personnel expenditure for level (R'000)	Beneficiary profile			Cost		
		Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Educators (Level 10)	4 648	7	13	53.84	120	17	2.58
Educators (Level 12)	23 484	20	45	44.44	928	46	3.95
Total	28 132	27	58	46.55	1 048	39	3.72

TABLE 8.4 Performance related rewards (cash bonus), by salary band, for Senior Management Service

Salary Band	Total personnel expenditure for level (R'000)	Beneficiary profile			Cost		
		Number of beneficiaries	Number of employees	% of total within band	Total cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Band A	42 233	27	61	44.26	1 462	54	3.46
Band B	18 470	17	22	77.27	1 205	71	6.52
Band C	5 882	1	4	25.00	92	92	1.56
Band D	1 404	0	1	0.00	0	0	0.00
Total	67 989	45	88	51.13	2 759	61	4.05

9 Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

TABLE 9.1 Foreign workers, 1 April 2009 to 31 March 2010, by salary band

Salary Band	1 April 2009		31 March 2010		Change	
	Number	% of total	Number	% of total	Number	% change
Total	0	0	0	0	0	0

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TABLE 9.2 Foreign worker, 1 April 2009 to 31 March 2010, by major occupation

Major Occupation	1 April 2009		31 March 2010		Change	
	Number	% of total	Number	% of total	Number	% change
Educators	0	0.00	0	0.00	0	0.00
Total	0	0.00	0	0.00	0	0.00

10 Leave utilisation for the period 1 January 2009 to 31 December 2009

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave (Table 10.1) and disability leave (Table 10.2). In both cases, the estimated cost of the leave is also provided.

TABLE 10.1 Sick leave, 1 January 2009 to 31 December 2009

Salary band	Total days	% days with medical certification	Number of employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	288	73,95	50	81.96	6	47	213
Skilled (Levels 3-5)	1 107	70,64	170	80.95	7	282	782
Highly skilled production (Levels 6-8)	1 184	73,90	172	84.72	7	573	875
Highly skilled supervision (Levels 9-12)	1 887	81,34	298	83.24	6	2 472	1 535
Senior Management (Levels 13-16)	269	66,91	55	62.50	5	687	180
Total	4 735	75,71	745	81.15	6	4 061	3 585

TABLE 10.2 Disability leave (temporary and permanent), 1 January 2009 to 31 December 2009

Salary Band	Total days taken	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certificate
Lower skilled (Levels 1-2)	23	100,00	1	1.63	23	5	23
Skilled (Levels 3-5)	46	100,00	5	2.38	9	12	46
Highly skilled production (Levels 6-8)	22	100,00	3	1.47	7	10	22
Highly skilled supervision (Levels 9-12)	272	100,00	11	3.07	25	358	272
Senior Management (Levels 13-16)	59	100,00	2	2.27	30	142	59
Total	422	100,00	22	2.39	19	527	422

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Table 10.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

TABLE 10.3 Annual leave, 1 January 2009 to 31 December 2009

Salary bands	Total days taken	Average per employee	Number of Employees who took leave
Lower skilled (Levels 1-2)	1 300	14	95
Skilled (Levels 3-5)	1 917	8	243
Highly skilled production (Levels 6-8)	4 995	22	229
Highly skilled supervision (Levels 9-12)	9 427	20	462
Senior Management (Levels 13-16)	2 397	22	111
Total	20 036	18	1 140

TABLE 10.4 Capped leave, 1 January 2009 to 31 December 2009

Salary bands	Total days of capped leave taken	Average number of days taken per employee	Number of employees who took capped leave
Lower skilled (Levels 1-2)	0	0	0
Skilled (Levels 3-5)	47	4	12
Highly skilled production (Levels 6-8)	85	8	11
Highly skilled supervision (Levels 9-12)	225	9	25
Senior Management (Levels 13-16)	199	28	7
Total	556	10	55

TABLE 10.5 Leave payouts for the period 1 April 2009 to 31 March 2010

The following table summarises payments made to employees as a result of leave that was not taken.

Reason	Total amount (R'000)	Number of employees	Average payment per employee
Leave payout due to non-utilisation of leave	0	1	0
Current leave payout on termination of service	337	27	12 481
Capped leave payout on termination of service	29	6	4 833
Total	366	34	10 765

11 HIV and AIDS & Health Promotion Programmes

TABLE 11.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
None	Education awareness and prevention programmes
	Distribution of universal precautions
	First aid kits installed on all floors of the building and 26 officials were trained on the usage thereof
	Condom distribution

TABLE 11.2 Details of Health Promotion and HIV and AIDS Programmes (tick the applicable boxes and provide the required information)

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, Social Responsibility and Labour Relations
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well being of 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 Directorate: Training, Social Responsibility and Labour Relations
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	Yes		To assist employees with task related and personal problems.
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each Branch is represented in the committee.
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment Policy
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and Aids Policy HIV and Aids Workplace programme Condom distributions
7. Does the Department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have achieved.	Yes		Through information sharing and pre-test counseling. Results are few, as people will not be tested voluntarily without encouragement.
8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		Training in First Aid Programmes Distribution of condoms Protective gloves distribution Awareness campaign Information session Distribution of booklets and pamphlets on HIV and Aids

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12 Labour Relations

The following collective agreements were entered into with trade unions within the department.

TABLE 12.1 Collective agreements, 1 April 2009 to 31 March 2010

Subject matter	Date
None	-

The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

TABLE 12.2 Misconduct and disciplinary hearings finalised, 1 April 2009 to 31 March 2010

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	2	33.33
Written warning	1	16.66
Final written warning	1	16.67
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	16.67
Not guilty	1	16.67
Case withdrawn	0	0.00
Total	6	100.00

TABLE 12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2009 to 31 March 2010

Type of misconduct	Number	% of total
Mismanagement of funds	0	0.00
Negligently cause loss of state property	0	0.00
Total	0	0.00

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TABLE 12.4 Grievances lodged for the period 1 April 2009 to 31 March 2010

	Number	% of total
Number of grievances resolved	4	80.00
Number of grievances not resolved	1	20.00
Total number of grievances lodged	5	100.00

TABLE 12.5 Disputes lodged with Councils for the period 1 April 2009 to 31 March 2010

	Number	% of total
Number of disputes upheld	1	4.76
Number of disputes dismissed	19	90.48
Number of disputes outstanding	1	4.76
Total number of disputes lodged	21	100.00

TABLE 12.6 Strike actions for the period 1 April 2009 to 31 March 2010

Total number of person working days lost	0
Total cost (R'000) of working days lost	0
Amount (R'000) recovered as a result of no work no pay	0

TABLE 12.7 Precautionary suspensions for the period 1 April 2009 to 31 March 2010

Number of people suspended	2
Number of people whose suspension exceeded 30 days	1
Average number of days suspended	68
Cost (R'000) of suspensions	63

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13 Skills development

This section highlights the efforts of the Department with regard to skills development.

TABLE 13.1 Training needs identified 1 April 2009 to 31 March 2010

Occupational categories	Gender	Number of employees as at 1 April 2009	Training needs identified at start of reporting period			
			Number of employees identified for training	Skills Programmes and other short courses	Other forms of training	Total number of courses
Senior Managers	Female	32	20	Strategic Planning; Finance Management; Diversity and Change Management; Report and Business Writing Skills		4
	Male	58	21			
Educators and Middle Managers	Female	170	170	AMDP; Project Management; Finance for Non- Financial Managers; Policy Development , Monitoring and Evaluation ; Monitoring and Evaluation Training; STATA; Facility Management; Financial Management; Health and Safety course; Public Finance Management; Moderators and Assessor Training; MS Project; Diversity and Change Management; Report and Business Writing Skills	Basic Computer skills: MS Office 2003 (Word, Excel, Power point)	15
	Male	185	185			
Officers, Clerks and Machine Operators	Female	297	274	Project Management; Finance for Non- Financial Managers; Policy Development , Monitoring and Evaluation ; Monitoring and Evaluation Training; STATA; Facility Management; Financial Management; Health and Safety course; Public Finance Management;	Basic computer skills: MS Office 2003 (Word, Excel, Power point)	10
	Male	105	105			
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	21	21	Fire fighting and evacuation training, First Aid Course, Record Management Course	Basic computer skills: MS Office 2003 (Word, Excel, Power point)	4
	Male	22	22			
Sub Total	Female	520	485			
	Male	370	333			
Total		890	818			33

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TABLE 13.2 Training provided 1 April 2009 to 31 March 2010

Occupational categories	Gender	Number of employees as at 1 April 2009	Training provided within the reporting period			Total
			Number of employees identified for training	Skills Programmes and other short courses	Other forms of training	
Senior Managers	Female	32	1	Report and Business Writing Skills		1
	Male	58	3			
Educators and Middle Managers	Female	170	61	AMDP; Project Management; Finance for Non- Financial Managers; Policy Development , Monitoring and Evaluation ; Monitoring and Evaluation Training; STATA; Facility Management; Financial Management; Health and Safety course	Basic computer skills: MS Office 2003 (Word, Excel, Power point)	10
	Male	185	63			
Officers, Clerks and Machine Operators	Female	297	43	Report and Business Writing Skills; Finance for Non- Financial Managers; STATA; Record Management; Fleet and Transport Management; Financial Management; Health and Safety course	Basic computer skills: MS Office 2003 (Word, Excel, Power point)	9
	Male	105	14			
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	21	0	Health and Safety course	Basic computer skills: MS Office 2003 (Word, Excel, Power point)	2
	Male	22	4			
Sub total	Female	520	105			
	Male	370	84			
Total		890	189			22

14 Injury on duty

The following table provides basic information on injuries on duty.

TABLE 14.1 Injury on duty, 1 April 2009 to 31 March 2010

Nature of injury on duty	Number	% of total
Required basic medical attention only	5	100.00
Temporary Total Disablement	0	0.00
Permanent Disablement	0	0.00
Fatal	0	0.00
Total	5	100.00

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15 Employee initiated severance packages

The Minister for the Public Service and Administration (MPSA) has with effect from 1 January 2006 in terms of section 3(3)(c) of the Public Service Act, 1994, as amended, issued a determination on the introduction of an employee initiated severance package (EISP) for employees. The procedure relevant to the granting of an EISP to an employee entails that the comments of the MPSA must first be obtained before departments make a final decision in this regard. The following table provides information in respect of EISP granted during the period 1 April 2009 to 31 March 2010.

TABLE 15.1 Granting of employee initiated severance packages, 1 April 2009 to 31 March 2010

Salary Band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by Department
Lower skilled (Levels 1-2)	0	0	0	0
Skilled (Levels 3-5)	0	0	0	0
Highly skilled production (Levels 6-8)	0	0	0	0
Highly skilled supervision (Levels 9-12)	0	0	0	0
Senior Management (Levels 13-16)	3	3	3	3
Total	3	3	3	3

*16 Utilisation of Consultants***TABLE 16.1 Report on consultant appointments using appropriated funds for the period 1 April 2009 to 31 March 2010**

Note: In cases where companies were granted the tender, the number of consultants working on the tasks is unknown and is indicated as N/A in the following tables.

Project title	Total number of consultants that worked on the project	Duration: Work days	Contract value In Rand (R,000)
Appointment of a service provider for the development of assessment item banks for Grades 7 to 9 in General Education and Training	Not indicated - Project Manager - Proof Reader - Editors - Quality Assurers	30	3 000
Appointment of a service provider to develop a Monitoring and Evaluation Strategy and Implementation plan	2	60	551
Appointment of a service provider to audit 200 Technical Schools in the nine provinces	5	493	3 200

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Project title	Total number of consultants that worked on the project	Duration: Work days	Contract value In Rand (R,000)
Appointment of a service provider to assist the Department of Education in the duplication and packaging of Integrated Quality Management System (IQMS) audio visual training materials to all public schools in the country	N/A	46	619
Appointment of a service provider to quality assure and validate Annual National Assessment for Grades 3 and 6	5	165	800
Appointment of a service provider to train staff members at nine public schools (identified by the Minister) with high levels of crime and violence on positive discipline and classroom management	N/A	5	500
Appointment of a Safety Agent for the new building	1	30 months	45
Enhancement of the DoE Business Intelligence platform to include HR Data	N/A	316	3 700

TABLE 16.2 Report on consultant appointments using Donor funds

Project title	Total number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand (R,000)
None			

TABLE 16.3 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs)

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
None			



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**REPORT OF THE ACCOUNTING OFFICER
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Report by the Accounting Officer to the Executive Authority and Parliament of the Republic of South Africa.

1. General review of the state of financial affairs

The original allocation for the Department that was included in the Estimates of National Expenditure 2009 increased by 12.88% from R18 857.546 million in 2008/09 to R21 287.171 million in 2009/10. This includes R15 297.196 million for higher education institutions (HEIs) and R2 144.668 million for the National Student Financial Aid Scheme (NSFAS) (81.94% of the Department's total budget in 2009/10 compared to 80.20% in 2008/09). The Department's allocation increased in the Adjusted Budget for 2009/10 by an amount of R561.686 million, amounting to a total of R21 848.857 million. The increase was made up as follows:

	R'000
Roll-overs	21 059
Unforeseeable/unavoidable expenditure:	
• Higher salary increases	8 477
• New Ministry of Higher Education and Training	8 000
• Workbooks for literacy and numeracy	524 150
Total	561 686

The total expenditure for the 2008/09 financial year increased by 8.38% from R19 709.070 million in 2008/09 to R21 361.210 million in 2009/10, which represents a spending rate of 97.8% (99.8% in 2008/09). When unspent earmarked amounts are excluded, including the allocation late in the financial year of R524 million for workbooks, a spending rate of 99.97% was achieved. The expenditure was made up as follows, in R'000:

	2008/09	2009/10	Increase/ (Decrease)
Compensation of employees	286 820	341 513	54 693
Departmental operations	344 015	329 721	(14 294)
Departmental earmarked funds	572 144	552 544	(19 600)
Subsidies to higher education institutions	13 797 403	15 297 180	1 499 777
National Student Financial Aid Scheme	1 702 375	2 144 668	442 293
Subsidies to public entities in education	84 818	98 735	13 917
Conditional grants to provinces for:			
• Disaster Management	22 002	-	(22 002)
• HIV and Aids	165 003	180 875	15 872
• Further Education and Training College Sector Recapitalisation	795 170	-	(795 170)
• National School Nutrition Programme	1 927 109	2 394 528	467 419
Other transfers	12 211	21 446	9 235
Total expenditure	19 709 070	21 361 210	1 652 140

The surplus on the Vote for the financial year amounts to R487.647 million (R40.300 million in 2008/09) and was made up as follows, in R'000:

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	2008/09	2009/10
Compensation of employees	1 266	776
Departmental operations	15 583	5 930
Departmental earmarked funds	10 797	480 758
Subsidies to higher education institutions	6 010	16
HIV and Aids conditional grant	6 123	-
Other transfers	521	167
Total savings	40 300	487 647

It may be noted that without the earmarked funds for workbooks, which were only allocated in November 2009, the surplus would have been less than R10 million against a budget of over R20 000 million.

Important policy decisions and strategic issues

As part of the National Macro Organisation of the State (NMOS) process, the Department of Education was split into two: the Department of Basic Education and the Department of Higher Education and Training. This has meant an extremely complex financial accounting process during the course of the financial year, which was managed as best as possible, notwithstanding many procedural and regulatory gaps. Within this context, the finances of the Department were managed by the Accounting Officer, in consultation with the appointed Directors-General for the newly established Departments, while the activities of these Departments came under the authority of the new Directors General. The administrative situation was further complicated during the financial year by the move of the Department of Basic Education to a new building, which had originally been commissioned for the Department of Education.

These new Departments became independently operational as from 1 April 2010, although many of the policy decisions and practices of the old Department of Education will continue in the two new Departments, at least in the short term.

Since the 2009/10 report, amendments to the National Norms and Standards for School Funding were published for public comment. These amendments seek to address issues around the funding of special schools; criteria for recognition of a voluntary association representing governing bodies of public schools for funding purposes; funding to recognised governing body associations to provide training to members of governing bodies; funding for governing bodies towards membership fees of a recognised governing body association; and compensation for fee exemptions in fee-paying schools accommodating poor learners. A number of other policy related matters regarding the Funding Norms, such as a possible review of the quintile system, will receive attention by the Department of Basic Education.

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The National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment as well as the National Minimum Norms and Standards for School Infrastructure received concurrence from the Minister of Finance in December 2009. The Policy will be published and the Norms and Standards will be turned into regulations as per Section 5A of the South African Schools Act. Work also started on the Accelerated Schools Infrastructure Delivery Initiative with the intention to accelerate the delivery of school infrastructure, more specifically aimed at the improvement of existing school infrastructure within the 2010-2014 Strategic Plan period and beyond.

The effective management of education services in partnership with provincial education departments as a concurrent function will receive closer attention by the Department of Basic Education through interventions such as a basic education sector plan.

One of the challenges facing education is the improvement of the quality of teaching and learning in schools, particularly the improvement in learner achievement. Consequently, an improvement in the quality and credibility of teacher assessments is key, as it would inform areas where teachers require development. The provision of relevant teacher development programmes will improve teacher competence and learner performance and the revision of the Integrated Quality Management System (IQMS) is a very important policy decision in achieving this objective. The planning and management of demand, supply, utilisation and development of teachers throughout the system remain a key challenge to be addressed.

During the reporting period a number of negotiations commenced, which need to be concluded. These include the establishment of an Education Management Service (EMS) for Principals and Deputy Principals, the re-design of the IQMS performance management system, and a new category of employment designated as a Specialist Educator. The finalisation and implementation of these measures would ensure the enhancement of quality teaching and learning. In addition, the continued recruitment of foreign educators will ensure that existing vacancies can be filled by qualified and experienced educators.

A policy which establishes norms and standards for the recording, monitoring and management of learner attendance in schools has been developed and published for comment, and its implementation in schools is planned for January 2011.

The Department has reviewed its current policy on Home Education and has produced a Discussion Document that proposes new Regulations on Home Education. The draft Regulations on Home Education will be subjected to stakeholder consultation before finalisation.

A number of policy areas were subject to research and critical analysis during the reporting period. Some of these matters are:

- Educators' Leave: The research points to the need for reconsideration of existing policy on educator leave for training purposes during school hours.
- Language of learning and teaching: The study points to a need for greater clarity on terminology as well as a review of the Language in Education Policy.
- School funding norms: A comprehensive study to monitor and evaluate the implementation of the school funding norms in about 525 schools was completed and will be further investigated in the basic education sector.

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With the conclusion of the recapitalisation programme of the 50 Further Education and Training (FET) Colleges during 2008/09, the NC(V) Level IV vocational programmes were introduced in 2009. During that year two strategic policy documents were published for the FET College Sector, namely the *"Draft National Policy Framework for Lecturer Qualifications and Development in FET colleges"* and the *"Minimum admission requirements into Certificate, Diploma and Degree studies requiring a National Certificate (Vocational) Level 4 qualification"*.

In the field of University education, planning of the higher education system needs to be conducted within a single and coordinated post-school system. The planning for the establishment of universities in Mpumalanga and the Northern Cape commenced and will be taken forward by the Department of Higher Education and Training.

The improvement of graduate as well as post-graduate outputs and the decline in student retention rates are causes for concern. Stronger support may also need to be provided to higher education institutions to prepare for the full implementation of the new policies. This will be accompanied by improvements on the existing Policy and Procedures for Measurement of the Research Output of Public Higher Education Institutions.

The Department has set up a Working Group to advise on the recognition of Creative and Performing Arts, Patents and Artifacts for subsidy purposes. This will be taken forward by the Department of Higher Education and Training, and consultation will take place with the sector before a report is compiled for the Minister.

Matters that need further attention are improved governance in universities and developments in terms of accountability frameworks; improved management and administration of registration processes in universities; improved student governance and leadership in institutions; and the publication of the Student Rights and Responsibility Charter.

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

During 2009 the Minister declared 60% of learners to be in no-fee schools in 2010, amounting to approximately 8 million learners attending approximately 19 900 schools as from the 2010 academic year. The no-fee threshold amount paid to schools in 2010 is R784 per learner for non-personnel, non-capital expenditure. The national per learner target amount for schools in Quintile 1 is R855 and in Quintile 2 is R784.

The first set of National Norms and Standards for Funding FET colleges published during 2009 was implemented on 1 April 2010. These funding norms provide for the uniform distribution of funds to FET colleges. State funding contributes to 80% of funding towards offering FET programmes, and students are expected to contribute the remaining 20% either through fee paying or bursaries for those who display potential and are needy or cannot afford the fees. These bursaries are made available through the National Student Financial Aid Scheme (NSFAS).

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The National Norms and Standards for Funding Adult Learning Education are gradually implemented with the intention of achieving full implementation by January 2011. These funding norms provide a funding model that allows transfers of allocated funds to Public Adult Learning Centres. The norms cover the total cost of adult learning and adult learners, who benefit from free education. Of major importance is the continuous capacitation of Centre Managers and governing bodies to enable effective and efficient management of allocated funds as these also include payment of personnel.

The Technical System Design of Phase II of NEIMS was completed and the development phase commenced in January 2010. The Education Human Resource Management Information System project that was conducted during 2009 will ensure that information is reliable and can assist in the planning and management of demand, supply and utilisation of teachers. The information will be utilised throughout the sector at all levels. In addition, a profile on teachers was developed to provide an overview of the situation in the country. As part of the attraction and retention strategy, the laptop initiative for teachers and incentives for posts in rural or hard-to-reach schools were introduced. Further additions to the Occupation Specific Dispensation for teachers were made and implemented. An annual Human Resource (HR) report was produced, which gave an indication of all HR activities related to teachers. The newly proposed post-provisioning norms were tested across all provinces to determine the possible impact the new model would have in achieving reduced class sizes, the correct utilisation of teachers and improved curriculum delivery. Further testing needs to be done with regard to the changes in the curriculum before the final outcome can be determined. The teaching profession also benefitted through the signing of ELRC Collective Agreement 4 of 2009 (OSD) regarding the recognition of experience for continuous service.

External IQMS moderators were scheduled to visit 7 500 schools during the 2009/10 financial year. As at the end of March 2010, a total of 7 816 first time visits and 1 350 follow up visits were conducted, bringing the total at the end of March to 9 166 schools. Audio-visual training material on IQMS were developed and distributed to all the schools in the country. Monthly reports have been sent to provinces for their intervention as well as quarterly individual school reports. Regular reports were also submitted to the Heads of Education Departments Committee (HEDCOM) and the Council of Education Ministers (CEM) on the school visits and the findings.

Successful meetings of the National Skills Development Task Team were held with provinces on the implementation of skills development programmes. This resulted in improved compliance with the Skills Development Act and ensured that all provinces are now submitting Workplace Skills Plans (WSP) as well as Annual Training Reports (ATR) to the ETDP SETA. In addition, the reports were analysed and discussed at HEDCOM and CEM.

The process of establishing the National Education Evaluation and Development Unit (NEEDU) progressed well. An acting chief executive officer (CEO) has been appointed, together with a deputy director for research. These appointed individuals will further drive the NEEDU establishment process in the new financial year under the supervision of the Department of Basic Education.

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The implementation of the national Learner Unit Record Information and Tracking System (LURITS) and the SA-SAMS school administration system continued in 2009. These systems are rolled out to all schools in an incremental manner. The tracking system collects the learner data for all learners from Grade 1 to 12 in ordinary and special schools in the country (11 million records annually) into a central database. Due to financial constraints at both national and provincial level, the final implementation date for the tracking system was extended from March 2010 to 31 October 2010. During 2009 a total of 10 636 schools transacted with the tracking system and 4 814 390 learners were registered.

The Business Intelligence (BI) reporting system was developed and includes data from EMIS, NEIMS, HRMIS and LURITS. The BI system is ready to be rolled out to managers in the Department of Basic Education. Numerous electronic survey capture tools were developed for data capture purposes, and information standards for education were developed.

The Department held a successful stakeholder meeting in November 2009 wherein it presented its Country Report on the Goals of Education for All (EFA). Panellists and participants responded actively to the report, which outlined progress made by Government towards the achievement of the EFA goals. These reports were included in the Global Monitoring Report and also tabled at the High Level Group meeting in EFA held in Addis Ababa.

In 2009, there was a 77% (620 223) national enrolment coverage for Grade R learners at public and independent primary schools, with a further 200 000 learners in classes at community sites. The minimum teacher qualification for Grade R has been set at matric plus 3 years. Learner and teacher support material was developed and distributed to all schools at the beginning of 2010.

The Human Resource Development Strategy for South Africa (HRDSA 2010-2030) was approved by Government on 18 March 2009, including the migration of the Joint Initiative on Priority Skills Acquisition (JIPSA) into the HRDSA. Implementation was suspended to afford the newly elected Government the opportunity to engage and familiarise itself with the strategy. Consequently, a decision was taken that the strategy needs to consider the new electoral mandate, the impact of the global economic downturn and the new Medium Term Strategic Framework. The strategy has been aligned accordingly and is in the process of being consulted with the Human Resource Development Council (HRDC) of South Africa before it will be submitted for approval.

The Human Resource Development Council was launched on 30 March 2010, comprising all social partners, research agencies and relevant experts. The Council is chaired by the Deputy President, and the HRD Support Unit will be managed by the Minister of Higher Education and Training. The establishment of the Council will advance development by facilitating conditions that promote optimal participation of all stakeholders in the planning, stewardship and monitoring and evaluation of HRD activities in the country. However, the HRDC does not have any legislative framework and does not fall within the legislative mandate of the Department or the Presidency. The Department will therefore locate the HRDC in the relevant legislation to ensure that the HRDC becomes a viable and legal entity. An Implementation Plan and Monitoring and Evaluation Strategy have been finalised.

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School Governing Body elections took place during June 2009 to October 2009 wherein over 260 000 members were elected to serve in School Governing Bodies in public schools across the country until 2012.

The initial Advanced Certificate in School Leadership programme was completed at the end of 2009 after a four-year field test. 1 667 school principals and aspiring principals enrolled for the two-year practice based programme aimed at improving leadership and management skills of school managers. 1 253 (81%) graduated, and 389 candidates are still enrolled for the programme. The field test and external evaluation aimed at determining the suitability and the sustainability of the Advanced Certificate in Education (ACE) programme. Following a report, the provincial Heads of Education, meeting as HEDCOM, approved the extension of the programme beyond this phase and agreed that provinces would select new candidates to register for the extended ACE programme.

Bursary support was provided to 1 603 Mathematics, Science and Technology students to register for their second year of Advanced Certificate study at 13 universities. So far, 167 (62%) of 269 teachers who registered at UCT, UWC and VUT have graduated.

The 10th National Teaching Awards provincial ceremonies and national gala event were successfully held. 89 teachers received awards in 8 categories from President Zuma.

The Department produced and administered the first cycle of annual national assessments (ANA) in Literacy and Numeracy for Grades 1-6 learners in public schools. The assessments are part of the Foundations for Learning Campaign (FFL) and are intended to monitor progress in laying solid foundations for learning at the primary level of schooling between 2008 and 2011. The set target of the FFL is that by 2011 no learner should attain an aggregate score of less than 50% in these standardised assessments.

The first phase of reporting the ANA results was confined to Grades 3 and 6 and involved 663 001 learners from 7 000 schools spread across eight of the nine provinces. Both the ANA and systemic evaluation results show that, overall, our primary school learners are functioning at unsatisfactory levels and that the strategic initiatives of the FFL Campaign need to be strengthened.

In order to support and improve the quality of education in schools (Grades 10 to 12) and FET colleges, the Department provided key support in the development of Grade 12 assessment tasks for all 16 subjects with a practical component for 2010. These were translated into Afrikaans and sent to provinces for distribution to schools. Additional copies of preliminary examination question papers were sought from provinces and were uploaded onto the Thutong website. 8 000 Teacher Guides for Grade 12 Life Orientation were printed and distributed to schools. The National catalogue was upgraded to include textbooks screened in Life Sciences, technical subjects and Arts. The report on Subject Advisor training was completed and the report finalised. NCS policy documents on the amendments of regulations were gazetted, and the audit of Technical High Schools by KPMG was completed.

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Financial Statements were received from 47 FET colleges, of which 11 were reporting deficits. Proposals have been made to relevant bodies on the governance models for the FET colleges within a national competence framework, and Funding Norms workshops were conducted in October 2009 with the CEOs of the FET colleges. Feedback and comments on the preliminary drafts of College Strategic and Operational Plans have been forwarded to colleges and provinces for amendment. 15 FET colleges were monitored and supported in the implementation of the Student Support Services Framework. Comments were received on the Lecturer Development Framework, although implementation of the Framework will be placed on hold until mid-2010 when the "employer" is legally determined.

Improving the quality of education information

The Data Quality Audit of some of the worst transgressing schools in the country, as well as of national, provincial and district Education Management Information Systems (EMIS) processes was concluded. The audit has a significant impact on the improvement of national education information. There is a general improvement of timeliness in the collection of education information. The National Education Information Policy is currently being revised to include EMIS Officers at district and school level.

Education Information Standards

The following standards were gazetted for comment during March 2010:

- Dictionary of education concepts and terms (SC006)
- Data Quality Standard for Surveys (SC008)
- Standard for Data Coding (SC009)
- Standard for Data Verification (SC011).

Public comments were received on all standards and are being processed. South Africa participated actively in the formulation of EMIS Norms and Standards for the Southern African Development Community (SADC) Region. These norms were approved by SADC Ministers of Education in their meeting in Kinshasa in March 2010.

Publication and dissemination of education information

Two publications were produced during the 2009/10 financial year, namely the *School Realities 2009* and *Education Statistics in South Africa 2008*. 10 000 and 25 000 copies respectively have been distributed to various stakeholders. Education information was disseminated to the public, researchers and other stakeholders via EMIS on a daily basis.

Legal and legislative matters

The Department dealt with a number of legal challenges (court cases and letters of demand). Many of these challenges were resolved at the initial stage (letter of demand), which means that court cases were averted. The majority of the legal challenges were resolved this way and a very small number went to court.

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Some of the cases that were dealt with during this period are:

- *Kyle Springate and Others vs. Minister of Education and Others*

The case was about the issue of declaring South African Sign Language (SASL) a subject for the purposes of the NSC. The Department defended the matter. The applicants withdrew the relief claimed in Part A of the case and postponed the relief claimed in Part B indefinitely.

- *Hoërskool Ermelo and Others vs. The Head of Education in Mpumalanga and Others*

This matter concerns the decision of the Head of Department (HoD) of Education in Mpumalanga to withdraw *Hoërskool Ermelo's* (the school's) function of determining the language policy of the terms of section 6 of SASA. The case was heard in the Constitutional Court on 20 August 2009. Judgement in the matter was reserved.

- *CTI Colleges vs. Minister of Education and Others*

This matter relates to the registration of Private Higher Education Institutions and the offering of Higher Education Programmes that are not registered at the National Qualifications Framework (NQF). The case was heard in the Pretoria High Court in September 2009 and the judgement ordered cost against the Minister.

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

National Certificate (Vocational)

2009 was the third year of implementation of the National Certificate (Vocational) qualification, which was offered for the first time at Level 4 of the qualification. Apart from the development of new NC(V) programmes and subjects, much of the Department's efforts were directed at quality improvement in the implementation of existing NC(V) programmes. Part of this quality improvement drive involved the development of Integrated Summative Assessment Tasks (ISATs).

During 2009/10, a headcount enrolment of 102 667 students on the NC(V) programme was achieved, 644 lecturers were trained in various NC(V) programmes and subjects, 101 textbooks were screened, three new programmes and two additional new subjects were developed for implementation in 2011. The focus on improving curriculum implementation in colleges yielded substantially better results for NC(V) students in the November 2009 examination. The emphasis on quality improvement in teaching and learning will remain the key focus in the ensuing year in pursuit of the same objective.

In the 2009/10 financial year, FET colleges spent the full bursary allocation of R312 million. A total of 58 367 students were awarded bursaries and provided with access to vocational education at FET colleges across the country. The Student Support Services Framework (SSS) aimed at mainstreaming student support interventions (including entry support, academic support and exit support) was implemented at FET colleges. The implementation of the SSS Framework contributed to the improvement in the 2009 examination pass rates of the Fundamental Subjects.

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With regard to institutional support, the Department developed and implemented Strategic Planning templates for the 2009 Medium Term Expenditure Framework (MTEF) to assist colleges and provinces to determine their implementation requirements. The Department also assisted provinces and colleges to determine their readiness to implement NC(V) Levels 2, 3 and 4 for 2010 by utilising Annual Operational Planning.

As part of the establishment of a Further Education and Training Management Information System (FETMIS), the Department piloted the new Business Management System at three colleges. This will be used to establish the data and reporting standards for the FET college system. By the end of the year, eight colleges had completed the transition to full connectivity.

With regard to the regulation of private colleges to ensure quality provision, a comprehensive Monitoring and Evaluation Report was produced. The report forms the basis for conducting research into private FET colleges and provides information on compliance and performance by private FET colleges. Five information-sharing sessions were held across provinces with all the registered private FET colleges to share the impact of the NQF Act on the registration process and to share the envisaged amendments to the FET Colleges Act and the coming into effect of the NQF Act.

Dinaledi Schools

During the period under review, 255 Dinaledi Schools were visited and monitored. Support was provided where required, including the training of 398 Mathematics and 370 Physical Science teachers. 233 schools were surveyed for the availability of Information and Communication Technology (ICT) infrastructure and a report was finalised. A framework document for the introduction of Mathematics Paper III in Dinaledi Schools has been finalised.

E Education

The transactional advisor submitted the final report of the Feasibility Study for the introduction of ICTs in education for approval. The report has been consolidated for 7 of the 9 provinces while the others are still in progress. XON is currently doing an audit of all schools that received computers from USAASA under various licensing agreements.

Thutong Portal

Learning spaces on the Departmental "Thutong" portal are constantly updated. No-cost time extension was granted to complete the migration to the DNN platform until 31 December 2009. The Thutong Educational Portal has 4 177 registered users (mostly practicing teachers) and 13 860 resources, excluding those of MINDSET. The Concept Document and Implementation Plan for the screening of education software is being revised.

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Conduct credible assessment at schools, FET colleges and ABET centres

Examinations for Adult Basic Education and Training (ABET), the National Senior Certificate (NSC), and the FET colleges (NCV) were conducted successfully, although there were delays in the release of results. Examination papers for the main examination and the supplementary examinations for the NSC were internally and externally moderated by Umalusi. In regard to the Integrated Examination Computer System, all the functionalities for the end-of-the year processes were redeveloped, retested and implemented to ensure that no delays would occur in 2010.

Marking and moderation for the NC(V) Level 4 examinations were centralised in KwaZulu-Natal. Level 2 and 3 papers were marked internally in 50 FET colleges and centrally moderated. All provinces and 25 FET colleges were monitored during the 2009 November examination and marking.

Technical Examination reports for ABET, colleges and NSC were prepared and printed in December 2009.

Social and school enrichment

The Department released a research report *Teenage Pregnancy in South Africa*, with a specific focus on school-going learners. The purpose of the study was to document, review and critically analyse literature on teenage pregnancy with a focus on school-going adolescents. Further to this, the Department conducted consultations with key stakeholders towards developing a comprehensive strategy for prevention and management of teenage pregnancies in South Africa.

A teacher's guide entitled *Building humanity and accountability in schools* was developed to support teachers in their endeavours to inculcate a culture of responsibility and accountability among young people as future active citizens in South Africa. The guide will be implemented in schools during the 2010 academic year.

Two successful national Youth Dialogues for the coastal and inland provinces were held in October 2009. Intergenerational dialogues were used as the vehicle to examine rights, responsibilities and values. The annual Nkosi Albert Luthuli Young Historians Competition for teachers and learners took place at the University of the Free State in September 2009. The National Competition was successful and involved a diverse group of learners, educators and adjudicators who contributed to the overall quality of the competition. Copies of the learners' and teachers' portfolios have been submitted to the South African History Archives and will be electronically available both nationally and internationally.

A Rural Education Newsletter has been published. The newsletter foregrounds good practice in rural and farm schools. Guidelines for the Closure and Merger of Rural and Farm schools have been developed. The Guidelines provide guidance on the merger and closure process, the role of the provincial coordinating and the district implementation teams as well as language, religion and cultural considerations. The Council of Education Ministers (CEM) established a cluster on rural development, infrastructure and budgetary aspects at the CEM meeting of 27 June 2009. The Cluster has been tasked to develop an integrated national implementation strategy for the advancement of quality education and promotion of access to education at rural and farm schools.

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The Department, in partnership with the HIV-911 NGO, developed 27 000 CDs which contain a comprehensive directory of HIV and AIDS-related services in South Africa. Three editions of the *HealthMate* newsletter (Editions 3, 4 and 5) were published during the financial year. The Department, in partnership with the Department of Health, convened School Health Week from 1st to 5th March 2010, during which health screening was rolled out to Grade 1 learners. Curriculum material for the Life Skills programme was also adapted and printed in large font and Braille for partially sighted and blind learners respectively.

The implementation of interventions under the Ministerial Project to Create Safe, Caring and Child-Friendly Schools continued with the training of principals, school governing body (SGB) members, teachers and support staff of the nine Ministerial Schools on Positive Discipline and Classroom Management. Girls and Boys Town South Africa did the training, which commenced in February 2010 and was completed on 12 March 2010. Girls and Boys Town is currently monitoring and rendering further support to schools on the implementation of the programme.

The national SA Schools Choral Eisteddfod (SASCE) was held in July 2009 with more than 8 000 learners from all 9 provinces participating. Autumn, winter and spring games aimed at increasing participation in sport by learners were successfully hosted and monitored. The first phase of the *My 2010 School Adventure* took place during 2009. The national event on the 2010 World Cup participation pillar was hosted at Marks Park in Johannesburg and the Education pillar on 19 June 2009.

In 2009, the *Kha Ri Gude* mass literacy campaign enabled 613 643 learners to attend literacy classes. The programme has reached approximately 1 million of the targeted 4.7 million learners since implementation began two years ago. In 2009, the campaign created approximately 40 000 short-term jobs. A combined total of approximately 1 700 blind and deaf learners were reached through employing about 101 Braille and 200 deaf educators.

Higher Education

The setting up of a Steering Committee to plan for a *Stakeholder Summit on Higher Education Transformation* commenced in early January 2010. The summit is scheduled to take place on 22 and 23 April 2010 and will be managed by the Department of Higher Education and Training.

The European Union's Erasmus Mundus Scholarship programme (Window for South Africa) published a Call for Proposals in December 2009. The project is worth €5 million over a period of five years and is a mobility scheme for South African Masters and Doctoral students, academics and staff to spend part of their study, research or work time at a European university. Interested South African universities have to form consortia together with their European counterparts and compete for one of the three projects which will be funded at €1.6 million each. The closing date for submission of project proposals is 30 April 2010.

The Minister of Higher Education and Training met with all University Council Chairpersons to share the priorities of the Ministry, to discuss the outcomes of the executive management salaries review process, as well as the outcome of the report on *Racism, Transformation and Social Cohesion in Higher Education*.

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The Students' Rights and Responsibility Charter was adopted through the South African Union of Students (SAUS) and all student political organisations.

The Student Funding Summit finalised the student sector input to the National Student Financial Aid Scheme (NSFAS) review process in August 2009.

A committee to review the operations, structure and policies of the NSFAS was appointed and the recommendations of the committee were released for public comment. This process will be managed further by the Department of Higher Education and Training.

An Institutional Forum (IF) Review report was released in September 2009. The third phase of the electoral democracy project in partnership with the IEC was implemented with an increased number of Student Representative Councils participating in the project. A Reference Group was established in September 2009 to advise on the implementation of the IF review report recommendations.

Spending trends

The under-expenditure of R487.647 million (R40.300 million in 2008/09) on the Department's programmes, measured against the allocations after virement, is as follows, in R'000:

	2008/09		2009/10	
	Under-expenditure	Percentage	Under-expenditure	Percentage
1. Administration	2 374	1.19%	1 403	0.57%
2. System Planning and Monitoring	1 779	1.63%	4 450	4.22%
3. General Education	25 204	7.66%	477 327	57.51%
4. Further Education and Training	1 792	0.16%	1 595	0.65%
5. Social and School Enrichment	1 380	0.06%	2 415	0.08%
6. Higher Education	7 143	0.05%	146	0.00%
7. Auxiliary and Associated Services	628	2.17%	311	0.95%
Total	40 300	0.20%	487 647	2.23%

The under-expenditure did not impact negatively on the Department's programmes and service delivery. Factors which contributed to under-expenditure included goods delivered but not paid for, the inability to appoint a suitable contractor for the Workbooks project, for which funds were only allocated in the Adjusted Estimates for 2009/10, as well as cost containment measures put in place to ensure that the Department did not overspend on its budget.

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Actions taken to manage a recurrence of the above are the ongoing monitoring of expenditure on a monthly basis whereby responsibility managers are requested to provide progress reports on projects. The Minister is also informed of the spending levels in terms of the Public Finance Management Act. The spending of the Department is also monitored and discussed at least once a month at Senior Management meetings. Reprioritisation of activities within the objectives of the Department is also considered when necessary.

For more information on under-expenditure or savings, please refer to the Notes to the Appropriation Statement.

Virement

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

Shifted from	Shifted to	Amount
2: System Planning and Monitoring	1: Administration	7 523
3: General Education	1: Administration	2 164
3: General Education	4: Further Education and Training	18 556
5: Social and School Enrichment	4: Further Education and Training	3 726
5: Social and School Enrichment	6: Higher Education	1 168
5: Social and School Enrichment	7: Auxiliary and Associated Services	845

The Department effected deliberate savings on various projects to accommodate the projected over-expenditure on unforeseen and unavoidable expenditure in respect of the remuneration of examiners and moderators of the Grade 12 examination, learners who did not pass the 2007 matric examination (Matric Second Chance Programme) and projects supporting the National Curriculum Statement. Treasury approvals with reference number SS9/4/4/4/13, dated 2 March 2010, were obtained to increase compensation of employees for the remuneration of examiners and moderators and to shift funds from earmarked allocations to defray expenditure for unforeseen and unavoidable expenditure on Programme 4: Further Education and Training, and to increase the transfer payment to the United Nations Educational, Scientific and Cultural Organisation. Funds were also shifted between programmes within compensation of employees to accommodate possible over-expenditure on compensation of employees on some of the programmes.

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

Soccer World Cup Clothing and Tickets

None

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2. Services rendered by the Department

2.1 Services rendered

The Department was responsible, mainly, for the formulation of national education policy and for monitoring and evaluating the implementation of policy. However, services were rendered on a national basis in respect of FET College examinations and certificates and the registration of private higher education institutions. The total revenue collected in this regard for the year under review amounts to R112 516.

2.2 Tariff policy

National Technical Examinations

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

	Tariff in R
Entrance fee for examinations	
a) National Senior Certificate (Umalusi fees – VAT included)	35.00
b) Higher than Senior Certificate	70.00
Application for remarking of examination scripts	
a) For all standards and grades	81.00
Application for certificates	
a) For a duplicate certificate that was issued to replace a previous certificate	70.00
b) Reissuing of statement symbols	35.00
c) Changes or amendments to certificates (not issued by Umalusi)	35.00
d) Transfer of examination entry	25.00
e) Exemption for, or recognition of, subjects passed with other examining bodies	50.00
f) Postage	
• Africa	117.00
• Overseas (Diplomatic Bag)	140.00
• Overseas via Post Office	200.00
g) Application for additional time and/or assistance	51.00
h) Late entry or amendments penalty	21.00
i) Syllabuses (only applicable to examining bodies that supplied syllabuses to other examining bodies)	1.00
j) Rechecks	14.50

Private Higher Education Institutions

The tariffs for the services rendered in respect of the Registrar of Private Higher Education Institutions were as follows:

	Tariff in R
a) Application for registration	500.00
b) Amendments	500.00
c) Conversions	500.00

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2.3 Free services

None

2.4 Inventories

The inventories on hand at year-end amounted to R0 (R344 430 in 2008/09). Due to the closure of the Department all inventories on hand were issued before 31 March 2010.

3. Capacity constraints

Of the 1 137 posts on the approved staff establishment, 918 posts were filled, leaving 219 vacancies. In 2009/10, 219 appointments were made. However, the high number of vacancies inevitably had a negative impact on human capacity and therefore also on implementation. The Department experienced a relatively high staff turnover rate.

Due to a lack of required capacity to carry out the task of determining a basic minimum package for schooling, the Department planned to outsource the task. An appropriate service provider could, however, not be appointed. This impacted on the delivery of a nationally costed basic minimum package which would be considered when determining the adequate funding level for schools.

Although cost containment measures prevented some planned activities to be implemented at the full scale as planned, more effective and innovative ways in performing tasks were initiated. For example, meetings were as far as possible held at Departmental venues to prevent unnecessary venue cost. Furthermore, meetings (especially with provincial education departments) were only arranged if critically important, and written communication and reports were collected as alternatives.

Report writing was identified as one of the key capacity constraints in the Department. Hence, a capacity building programme on report-writing as well as training on quantitative software programme (STATA) were implemented. The latter will assist staff to analyse large-scale data more easily.

The inability of the Department to recruit suitable qualified personnel in certain designated areas has resulted in a situation where the Department had to constantly deploy personnel from other areas to those specific places. The Department has also resorted to head hunting with a view to attracting the requisite skills in designated areas. This problem has been compounded by an inability to get rid of under-performing staff due to the complexity of the required procedures.

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The Examinations Chief Directorate has increased its support to provinces and has taken over the examinations, which from 2008 became a national and not a provincial function. The scale of the implementation of the NC(V) examinations and other additional examination-related tasks has hugely increased at the unit, without any additional staff or funds.

4. Utilisation of donor funds

The Department received new donations totalling R4.038 million in cash from foreign donors in the 2009/10 financial year. Expenditure of R54.131 million was incurred against funds held in the Reconstruction and Development Programme (RDP) Fund. The balance of the funds available to the Department in the RDP Fund, as at 31 March 2010, is R54.604 million.

Donor funds were used mainly as follows:

- The Schools Infrastructure Support Programme funded by the *European Union (EU)* to the amount of R4.361 million for the year was mainly used for the final payment of the project. The Higher Education HIV and AIDS (HEAIDS) Programme, Phase 2, was funded by the European Union for R160 million over a period of five years. Phase 2 ended on 31 March 2010. Its end was marked by a successful hosting of a national conference on 28 to 30 March 2010 at Sandton, Johannesburg. The closure period which will include the compilation of a report and financial auditing will end on 30 September 2010. The programme has utilised almost all the funds allocated to it.
- *The Royal Netherlands Embassy*, in partnership with Media in Education Trust Africa (MiETA), is supporting the Department for the national implementation of the Care and Support for Teaching and Learning Programme. The focus for 2009/10 was the convening of an inter-provincial forum, completion of a national situational analysis and policy audit, development of the implementation tools and guidelines and a conceptual framework.
- *Donor funds from the Taiwanese* were used for the distribution of the NCS documents and NCS Advocacy and Communication and teacher development for curriculum implementation.
- *Donor funds from the Irish Government* were used for teacher training of Mathematics and Physical Science teachers in Dinedledi schools as well as resources for the training. The resources were used at the training, and teachers took them back to their schools for utilisation. During 2009/10 an amount of R1.859 million was spent on this project.
- *Donor funds from Finland* were used for the Implementation of Inclusive Education in South Africa. The conversion of the first ten ordinary schools into full-service/inclusive schools was completed. Guidelines for full-service/inclusive schools were developed to guide provinces in the expansion of inclusive education in all districts and schools. 30 schools (nine full-service and 21 special schools) were equipped with assistive technology and specialised equipment to address the needs of learners with mobility impairments, intellectual disability, communication disorders, visual impairment and hearing loss. Teachers, principals and district officials were trained to procure, manage and maintain assistive technology as a key component of enhancing curriculum delivery to learners who experience barriers to learning. A revised version of the Guidelines for Inclusive Teaching and Learning was developed and will serve to inform the National Curriculum Implementation Review which is currently underway. Advocacy materials such as DVDs of best practice in inclusive education were also developed and distributed to provinces and schools.

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- *Donor funds from the Norwegians* were used for projects such as access, retention and success, multilingualism, capacity building and SADC institutional collaboration at different higher education institutions. During 2009/10, an amount of R27 391 569 was transferred from the Norwegians to the CEPD for the South African Norway Tertiary Education Development Programme (SANTED). Expenditure as at 31 March 2010 amounted to R20 170 356. During 2009/10, good progress was made with most of the projects that were initiated with the different Universities, including a few in the SADC countries.
- *Donor funds from Carnegie* were used for the Carnegie-SA Undergraduate Women's Scholarship Programme. The aim of the Carnegie-South Africa Undergraduate Women's Scholarship Programme is to contribute to an increase in the participation, success and graduation rates of women students in higher education, by providing full-cost scholarships to 150 female students. There is a particular focus on studies in the scarce skills fields and areas where females are under represented. The majority of students have completed their studies and are employed in the fields of healthcare, education, science, engineering, banking and investment and the petro-chemical industry. The Scholarship Programme is in the process of profiling its students and compiling a list of accomplishments that have been achieved by the graduates. The Scholarship Office further plans to organise a national reunion of all its current and former students later in 2010.
- *USAID supported the Department* to develop national peer education guidelines and convene a national consultative workshop on the guidelines, to develop the Departmental integrated strategy on HIV and AIDS, and to implement Phase II of the pilot peer education programme in four provinces to test an implementation model for peer education.

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5. **Public entities**

There were six public entities that reported to the Minister of Education, namely:

5.1 Council on Higher Education (CHE)

The CHE is an independent statutory body established by the Higher Education Act, 1997. In terms of the Higher Education Amendment Act, 2008 and in terms of the National Qualifications Framework Act, 2008, the CHE functions as the Quality Council for higher education and is responsible for the implementation of the Higher Education Qualifications Framework with effect from the 2010/11 financial year. It advises the Minister of Higher Education and Training on all higher education matters, develops and implements a system of quality assurance for all higher education institutions, monitors the state of the higher education system in relation to the goals of national policies and international trends, contributes towards the development of higher education and takes responsibility for the generation and setting of standards for all higher education qualifications. An amount of R32.661 million was transferred to the CHE in 2009/10.

In 2009/10 the CHE carried out a number of projects, including the following:

- A project, META Analysis, on the analysis of findings across all audits conducted until end 2008, was completed.
- Three quality assurance forums were held during the year with 229 delegates attending, and two training workshops for potential auditors were presented with 62 delegates attending.

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- Two Institutional Audit Committee meetings were held where the ten improvement plans, which were internally analysed, were discussed, and 11 institutions were visited to discuss their improvement plans.
- The pilot of the South African Survey of Student Success at seven universities was completed. This project contributes to the understanding of student success and to issues of social cohesion on campuses.
- The CHE hosted a colloquium on improving undergraduate success during March 2009 and a consultative conference during October 2009. It was attended by vice-chancellors from the public and private institutions as well as representatives of other sector bodies. The conference discussed key issues in higher education around four themes of access and success, diversity in higher education, knowledge, and the contribution of higher education to development.
- The CHE issued the following publications during 2009:
 - Postgraduate Studies in South Africa: A Statistical Profile (a brochure).
 - Higher Education Monitor: Postgraduate studies in South Africa – a statistical profile.
 - Access and Throughput in South African Higher Education: Three Case Studies.
 - Higher Education Monitor number 8: The State of Higher Education in South Africa.
 - Higher Education Monitor number 10: Teaching and Learning Beyond Formal Access. Assessment through the looking glass.
 - Report on the National Review of Academic and Professional Programmes in Education.
 - Kagisano number 6: Community Engagement in South African Higher Education.
 - Kagisano number 7: Universities of Technology, Deepening the Debate.

5.2 Education Labour Relations Council (ELRC)

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

In 2009/10 the ELRC achieved the following:

- 229 disputes were referred to the Council. Of these, nine were settled at a conciliation hearing, five were settled at arbitration, 22 were withdrawn, 29 awards were achieved from arbitration, nine were dismissed, four are still pending condonation and 108 are still in process.

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- During the period under review, the Council conducted workshops on the following:
 - The role and responsibilities of structure;
 - Pre-Bargaining which culminated in a Prioritisation of Outstanding matters and those from ELRC Collective Agreement 2 and 4 of 2009;
 - The follow-up on Post-Provisioning Norms (PPN); and
 - Basic Negotiation Skills Training for national negotiators.
- The Vote weights collective agreement for the establishment of the vote entitlement of parties in the Council has been signed.

5.3 National Student Financial Aid Scheme (NSFAS)

The NSFAS was established in terms of the National Student Financial Aid Scheme Act, 1999. It is responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database, undertaking research for the better utilisation of financial resources, and advising the Minister on matters relating to student financial aid. An amount of R2 144.668 million was transferred to the NSFAS in 2009/10. Other revenue comprises donor funds, money repayable on study loans, and interest on investments.

During 2009/10:

- NSFAS encouraged institutions to make use of the upfront payment facility of up to 30% of their allocation to assist students from impoverished backgrounds with the payment of the first instalment of their tuition fees and their registration fees.
- The number of students who received NSFAS financial assistance increased from 153 000 students in the previous year to 191 372 students. Included in this number are the FET college bursary recipients.
- A review of the Scheme's staff remuneration was conducted and some of the recommendations of this review will be applied during the 2010/11 financial year.
- Communication initiatives increased significantly. A substantial radio campaign was initiated, and it coincided with the introduction of a Short Code Number for incoming SMSs, allowing the target audience to raise questions with NSFAS in a very affordable manner. A survey among new students registering for the 2010 academic year suggests that the additional communication projects are starting to bear fruit since far more students indicated an existing knowledge of NSFAS student funding than in the previous year.

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5.4 South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators Act, 2000. Its core function is registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from Government, but relies for its revenue on employees' registration fees and interest on investments. However, an amount of R1.5 million was transferred to SACE in 2009/10 for the Continuing Professional Teacher Development System.

During 2009/10:

- SACE registered a total number of 8 098 new educators.
- A total of 490 reports of misconduct were received of which a total of 339 cases were finalised.
- SACE continued with the Professional Development Programme (PDP) and IQMS standards.

5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, 1995. The NQF Act, which was implemented from June 2009, stipulates that the SAQA Board that was in place at the time of the promulgation of the new legislation will remain intact until such time as the Minister of Higher Education and Training makes an announcement regarding the appointment of a new Board. This will ensure continuity and proper handover.

The NQF Act positions SAQA as the oversight body of the NQF and the custodian of its values. As such, SAQA will coordinate the work of the Quality Councils and other NQF partners. The functions of SAQA in terms of the NQF Act are to advise the Ministers of Education and Labour on NQF matters, oversee the implementation of the NQF, and develop the content of level descriptions. SAQA is also mandated to develop policies and criteria for the development and registration of qualifications, for assessment, recognition of prior learning and credit accumulation and transfer, and for recognising a professional body and registering a professional designation. In addition, SAQA is responsible to maintain a National Learners' Records Database (NLRD) to ensure that South African qualifications are of an acceptable quality, to provide an evaluation and advisory service with respect to foreign qualifications, to conduct commission research into NQF related matters, and to collaborate with international counterparts. The Department transferred an amount of R39,080 million to SAQA during 2009/10. Other revenue comprises additional income raised through the Joint Implementation Plan (JIP), the rental of office space in SAQA House, interest income, as well as fees charged for certain NLRD services and the evaluation of foreign qualifications.

During 2009/10, SAQA:

- Commenced with the implementation of the NQF Act, including the development of policy as set out in the Act, in partnership with the Department and the Quality Councils managing transition to the advantage of learners.
- Continued to utilise the partnership-approach to build research capacity with a view to enabling informed decision making and leading policy, legislative and conceptual debates, especially in the field of work and learning. This was done through partnerships with universities and other research institutions.

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- Entered into an agreement with the Department of Public Service and Administration to become the only service provider to conduct verifications of qualifications for the Public Service.
- Conducted international benchmarking in pursuit of enhancing the intellectual products and service delivery in respect of the evaluation of foreign qualifications, and subsequently redesigned the structure of the directorate that renders this service.
- Continued to communicate its initiatives with a view to building positive perceptions about SAQA and its achievements, not only nationally, but also internationally.
- Provided NLRD information to key partners and policy makers and cooperated with a number of bodies, including Statistics South Africa, regarding information management.

5.6 Umalusi

Umalusi is a council established in terms of the General and Further Education and Training Quality Assurance Act, 2001. It is responsible for: ensuring continuous quality improvements in the delivery and outcomes of the general and further education and training sectors of the national education and training system by monitoring the suitability and adequacy of standards and qualifications; accrediting private providers and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and promoting quality among providers of education, training and assessment. During the 2009/10 financial year, an amount of R16.494 million was transferred to Umalusi. Other revenue comprises fees charged for services (accreditation, certification and verification fees), and interest on investments.

During 2009/10:

- Umalusi quality assured the assessment and approved the results of the following examinations:
 - The National Senior Certificate
 - The Senior Certificate, being phased out by 2011
 - The National Certificate Vocational Levels 2 and 3
 - Technical Certificate N3, being phased out by 2011
 - The General Education and Training Certificate for adults
- A revised General and Further Education and Training Qualifications Sub-Framework was submitted to the Minister for Higher Education and Training for declaration as policy. Furthermore, a supporting policy framework for the accreditation of private providers and assessment bodies was also submitted for regulation.

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- A number of research projects were undertaken and reported on, the most notable being an extension of the Maintaining Standards project that looked at the standards of curricula and examination products across a further six subjects in the Senior Certificate and the new national senior certificate. These subject reports fed into the standardisation process of the National Senior Certificate in 2009. Of further interest may be the evaluation of the GET Foundation Phase curriculum, which was also completed in this financial year, as well as an international benchmark/equivalence exercise around the NSC shared with HESA.
- Providers across all sectors were provisionally accredited and monitored through the submission of annual self-evaluation reports and improvement plans. This included the evaluation of reports for independent schools, private FET colleges, and private Adult Education and Training (AET) providers. More than 400 site visits were again conducted across all three sectors. A total of 234 sites at 47 private FET colleges were referred to the Department of Education for registration.
- The assessment system of the National Certificate Vocational was monitored against the recommendations of the evaluation in 2008. The report was submitted to the Department of Education in April 2010.

6. Other organisations to whom transfer payments have been made

6.1 Higher education institutions (HEIs)

Funds were transferred in order to support the institutions and enable them to perform their core functions (i.e. lecturing and research) efficiently and effectively. This is linked to the broader policy goals and objectives outlined in the National Plan for Higher Education, which is underpinned by the need to ensure sustainability, affordability and responsiveness of the higher education system, and to enable it to contribute to the social and economic development of South Africa. A total amount of R15 297.180 million was transferred to HEIs.

6.2 Sector Education and Training Authority (SETA)

In terms of the Skills Development Act, 1998, and the Skills Development Levies Act, 1999, an amount of R194 567 was transferred to the Education, Training and Development Practices Sector Education and Training Authority.

6.3 Other transfers

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

An amount of R18 413 was transferred to ADEA as subscription fees.

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

An amount of R11.034 million was transferred to UNESCO as South Africa's annual membership fee.

• **Commonwealth of Learning**

An amount of R1.818 million was transferred to the Commonwealth of Learning.

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- **India-Brazil-South Africa**

The India-Brazil-South Africa Trilateral Commission Dialogue Forum was established in 2003 among these three developing countries in order to work towards a common vision for enhanced South-South cooperation. An amount of R365 380 was transferred via the University of KwaZulu-Natal for this Commission.

- **Childline South Africa**

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

- **Human Sciences Research Council**

An amount of R1.350 million was transferred to the Human Sciences Research Council for the participation in Trends in International Mathematics and Science Study.

6.4 Conditional grants to provincial education departments

Two conditional grants, the HIV and Aids Life Skills Programme, and the National School Nutrition Programme (NSNP) were allocated to the Department during the period under review. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2009, were met.

The total allocation per conditional grant for 2009/10, in R'000, is as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% spent on allocation
HIV and Aids	180 875	180 875	168 857	93.4
NSNP	2 394 528	2 394 528	2 518 695	105.2
Total	2 571 929	2 571 929	2 687 552	104.5

6.4.1 HIV and Aids

The main objective of HIV and Aids Life Skills Conditional Grant is to coordinate and support the structured integration of the life skills and HIV and Aids programme across all learning areas in the school curriculum. In addition, the programme seeks to provide access to an appropriate and effective integrated system of prevention, care and support for learners, educators and support staff infected with and affected by HIV and Aids.

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Achievements during the 2009/10 financial year:

- Advocacy: 115 363 school communities were reached in terms of awareness campaigns.
- Peer education: 20 619 learners were reached through peer education programmes involving 4 088 primary and secondary schools.
- Training and development: 19 306 educators were trained to integrate the life skills programme across the curriculum.
- Care and support: 16 600 educators and support staff were trained in care and support.
- Learning and Teaching Support Materials (LTSM): 353 000 sets of LTSM were distributed to schools.

Challenges facing the achievement of outputs during the 2009/10 financial year:

- Late approval of tender specifications to conduct training during the financial year, especially in the first and second terms, resulted in training commencing in August/September 2009.
- In some provinces a moratorium was placed on training activities to resolve accruals from the previous financial year.

6.4.2 National School Nutrition Programme (NSNP)

The main objective of this conditional grant is to contribute to enhanced learning capacity through school feeding. The National School Nutrition Programme continued with its mandate during the financial year to provide daily nutritious meals to the 60% poorest public ordinary primary schools and the 20% poorest public ordinary secondary schools. During the financial year, 7 219 767 learners in 20 943 schools benefitted from the programme.

Achievements during the 2009/10 financial year:

- The programme was successfully extended to Quintile (Q) 1 secondary schools in April 2009 in all the provinces.
- In preparation of the extension to Q2 secondary schools in April 2010, R83.147 million was transferred to provinces to ensure that schools are adequately equipped to provide meals to learners. This has provided equipment such as gas stoves, cups, plates, and cooking and eating utensils, which made a major difference in serving learners with dignity.
- Improvement in quality meals has been a major priority for the Department with 24 workshops conducted on menu planning, meal preparation, food safety and hygiene targeting provincial coordinators, food handlers and NSNP monitors in 6 provinces (North-West, Mpumalanga, Limpopo, Free State, KwaZulu-Natal and Northern Cape). A recipe book entitled 'Mnandi 4 sure' was developed and printed in collaboration with Massmart Holdings, a product of good partnerships with the business sector. It will be distributed to schools for further improvement of meals.
- The NSNP has provided work opportunities to 37 844 Volunteer Food Handlers who prepare and serve meals and in return receive a stipend of R500 per month.
- In recognition of best practices, the Department awarded 27 NSNP Best Schools with certificates and equipment. The top three Best Schools were awarded with cash prizes by the Minister of Basic Education. A DVD on all 27 schools has been developed and will be distributed to all Provinces. A publication viz. "The Best of the NSNP", showcasing best practice in schools, has been printed and will be distributed to schools to encourage others to improve implementation.

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- A National Nutrition Week was successfully celebrated in two schools in Limpopo, (Maokeng Primary School and Ulando Primary School) under the theme "Healthy Eating for Children" to increase learners' knowledge of health and nutrition.
- Partnerships with the Food and Agriculture Organisation (FAO) has resulted in a Baseline Study on school-communities' knowledge, attitudes and perceptions. The study was conducted in all nine provinces.
- The Department has successfully appointed eleven officials on a contract basis to increase the human resource capacity towards added responsibility with the expansion of the programme.

6.4.3 Compliance with the Division of Revenue Act

In terms of section 10(5) of the DoRA, 2009, the duties of the transferring national officer include submitting monthly reports to National Treasury, in the format determined by National Treasury, not later than 20 days after the end of each month. This obligation was adhered to. In terms of section 12(2) of the DoRA, 2009, the duties of the receiving officer include submitting monthly reports to the relevant provincial treasury and to the transferring national officer on amounts received, funds withheld, and the actual expenditure of the province. Not all provinces reported by the 15th of each month of the financial year. However, all information was collected on a monthly basis before the Department reported to National Treasury on the 20th. Some provinces could not submit quarterly reports as prescribed. In most cases the Department was left with no option but to submit the quarterly reports to National Treasury and the National Council of Provinces without inputs from some provinces as this would lead to non-compliance.

The fourth transfers to Limpopo, Northern Cape and North West in respect of the HIV and Aids conditional grant were delayed due to under-expenditure and the late submission of proof of commitments of funds for the remainder of the 2009/10 financial year. However, after their submission of proof of commitments their transfers were made.

6.4.4 Late approval of business plans

Provincial workshops to support the development of business plans were conducted in the nine provinces. Final business plans were developed and compliance certificates submitted to National Treasury for the HIV and Aids Life Skills Programme, and the NSNP conditional grants.

However, the first transfer to the Northern Cape in respect of the HIV and Aids conditional grant and to the Free State and KwaZulu-Natal of the NSNP conditional grant was delayed with 30 days due to the late submission of the business plans. This impacted on the start of activities in the province for the 2009/10 financial year.

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6.4.5 Performance evaluation of conditional grants

In terms of Section 10(6) of the Division of Revenue Act 2 of 2008, the transferring national officer must evaluate the performance of programmes funded or partially funded by the allocation and submit such evaluation to the National Treasury within four months after the end of the financial year. The Department conducted an annual performance evaluation of the three conditional grants, namely the National School Nutrition Programme (NSNP), HIV and Aids Life Skills Education Programme as well as FET College Recapitalisation Programme conditional grants in accordance with the process outlined in Practice Note 12, issued by National Treasury for this purpose. The evaluation process was completed in all nine provinces. Schools as well as FET colleges were evaluated in line with the Evaluation Plan that was submitted to National Treasury, and the Evaluation Reports were submitted to National Treasury, while copies of the Evaluation Reports were submitted to the National Council of Provinces and the Portfolio Committee on Education.

7. Public private partnerships (PPP)

The Department of Education entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. The agreement makes provision for the construction of the building and for a service period of 25 years thereafter. During the construction phase, National Treasury gave approval for two variations of the PPP agreement in order to make provision for the enlargement of the building and for the additional furniture and equipment required by the enlargement. This was necessitated by the growth of the Department during such period. The construction of the building was completed as scheduled in February 2010. Due to the splitting of the Department of Education into the Departments of Basic Education and of Higher Education and Training, the building was not big enough to accommodate both departments and it was decided that only the Department of Basic Education would take over the PPP contract and occupy the building. The Department of Basic Education has since relocated to the new building and has already made unitary payments for the months of February and March 2010. In view of the fact that part of the building was custom-designed for the examination section of the Department of Education, the entire section of both departments is currently being accommodated in the new building. Separation of facilities in order to enable the examination sections of both departments to function independently in the same building is currently being investigated.

8. Corporate governance arrangements

8.1 The risk assessment and fraud prevention plan of the Department

A risk assessment was done during the financial year and the Internal Audit Unit assisted management with the annual review of the Risk Assessment Document. A Fraud Prevention Plan is in place as required by the Treasury Regulations.

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8.2 Internal Audit Unit

The Internal Audit Unit is operational with skilled personnel and functions effectively, as required by the Public Finance Management Act (PFMA). An audit plan was developed from the Risk Assessment conducted in the Department and was approved by the Audit Committee. During the year under review, internal audit engagements were performed according to the audit plan. Where appropriate, the Department implemented the recommendations made in the Internal Audit reports. Internal Audit quarterly reports were compiled and submitted to the Audit Committee.

The Internal Audit Unit has a Forensic Audit component for the purpose of investigating alleged fraud and corruption in the Department.

8.3 The Audit Committee

The Audit Committee is in place and functions effectively, as required by the Treasury Regulations and the PFMA. The Committee meets four times a year.

8.4 Management processes for minimising conflict of interest

All senior managers in the Department are compelled to declare their financial interests to the Minister on an annual basis. Furthermore, all employees in the Department are compelled to request permission from the Director-General before they do any work that generates additional remuneration outside the Department. All senior managers also signed performance agreements.

8.5 Implementation of a code of conduct

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

Employees who violated the codes of conduct were disciplined in terms of the Disciplinary Code and Procedures for the Public Service or the Disciplinary Code and Procedures for Educators as set out in the regulations under the Education Laws Amendment Act.

8.6 Safety, health and environmental issues facing the Department

The policy on health and safety in the workplace is in the process of being reviewed. The policy aims to create a positive work environment for all staff in the Department.

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8.7 Other governance structures

• **Bid Adjudication Committee (BAC)**

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

• **Information Technology Committee (ITC)**

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

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

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

9. Discontinued activities/activities to be discontinued

None.

10. New/proposed activities

None. The Department closed on 31 March 2010 as part of the restructuring process of Government.

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11. Asset management

11.1 Progress with regard to capturing assets in a register

All the old and newly acquired assets are captured on the asset register, indicating the financial value.

11.2 Indication of the extent of compliance with the minimum requirements

The asset register complies with the minimum requirements.

11.3 Indication of the extent of compliance with the Asset Management Reforms milestones

All assets were recorded in the asset register and a policy was developed on the reconciliation of assets between the asset register and the basic accounting system.

11.4 Indication of problems experienced with the Asset Management Reform

The recording of assets in the asset register takes place according to component accounting, while the recording of the payments for assets on the financial systems are treated as a unit. This results in reconciliation discrepancies amongst minor and major assets. A policy on the reconciliation between the asset register and the basic accounting system was therefore developed.

12. Events after the reporting date

None. This vote has been transferred to the votes for Basic Education as well as Higher Education and Training with effect from 1 April 2010.

13. Performance information

The Department was responsible mainly for the development of policy on educational matters and monitoring and evaluating policy implementation. The verification of the Department's performance in this regard is not a complex process and could be performed by the Office of the Auditor-General and the Audit Committee.

14. Standing Committee on Public Accounts (SCOPA) resolutions

None.

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15. Prior modifications to audit reports

None.

16. Exemptions and deviations received from the National Treasury

None.

17. Other

None.

18. Approval

The Annual Financial Statements set out on pages 209 to 267 have been approved by the Accounting Officer.



Mr D Hindle

Director-General

Date: 28 May 2010

REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2010.

1. AUDIT COMMITTEE MEMBERS AND ATTENDANCE:

The Audit Committee consists of the members listed below and meets at least four times a year as per its approved terms of reference. During the current year five meetings were held.

Name of Member	Number of meetings attended
Mr S Sithole (Chairperson)	5
Mr C Ledwaba	5
Ms C Mpati	1
Mr F Froneman	5
Dr C Madiba	4

2. AUDIT COMMITTEE RESPONSIBILITY

The Audit Committee reports that it has carried out its responsibilities in terms of section 38(1)(a) of the PFMA and Treasury Regulation 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter, and discharged the responsibilities as contained therein.

3. THE EFFECTIVENESS OF INTERNAL CONTROL

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

From the various reports of the internal auditors, the Audit Report on the Annual Financial Statements and management report of the Auditor-General, it was noted that no significant or material non compliance with prescribed policies and procedures have been reported. Accordingly, we can report that the systems of internal control for the period under review were effective and efficient.

4. THE QUALITY OF THE MANAGEMENT AND QUARTERLY REPORTS SUBMITTED IN TERMS OF THE PUBLIC FINANCE MANAGEMENT ACT AND THE DIVISION OF REVENUE ACT

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

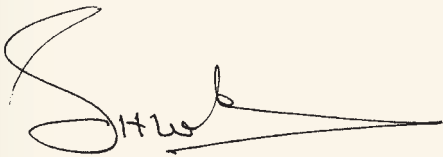
REPORT OF THE AUDIT COMMITTEE

5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has

- reviewed and discussed the audited annual financial statements to be included in the annual report with the Auditor-General and the Acting Chief Financial Officer;
- reviewed the Auditor-General's management letter and management's response thereto.

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



Chairperson of the Audit Committee

Date: 30 July 2010

**REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF VOTE NO. 13:
DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2010**

REPORT ON THE FINANCIAL STATEMENTS

Introduction

I have audited the accompanying financial statements of the Department of Education, which comprise the appropriation statement, the statement of financial position as at 31 March 2010, and the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory information, as set out on pages 209 to 267.

Accounting Officer's responsibility for the financial statements

The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting determined by National Treasury, as set out in accounting policy note 1.1 to the financial statements and in the manner required by the Public Finance Management Act of South Africa, 1999 (Act No.1 of 1999) (PFMA) and Division of Revenue Act of South Africa, 2009 (Act No. 12 of 2009) (DoRA). This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor-General's responsibility

As required by section 188 of the Constitution of South Africa and section 4 of the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA), my responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with International Standards on Auditing and *General Notice 1570 of 2009* issued in *Government Gazette 32758 of 27 November 2009*. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Education for the year ended 31 March 2010, and its financial performance and its cash flows for the year then ended in accordance with the modified cash basis of accounting determined by National Treasury, as set out in accounting policy note 1.1 to the financial statements and in the manner required by the Public Finance Management Act of South Africa and Division of Revenue Act of South Africa.

Emphasis of matter

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

Basis of accounting

The department's policy is to prepare financial statements on the modified cash basis of accounting determined by the National Treasury, described in accounting policy note 1.1 to the financial statements.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

In terms of the PAA of South Africa and *General notice 1570 of 2009*, issued in *Government Gazette No. 32758 of 27 November 2009* I include below my findings on the report on predetermined objectives, compliance with the PFMA and DoRA and financial management (internal control).

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Findings

Predetermined objectives

Non-compliance with regulatory and reporting requirements

Inadequate quarterly reporting on performance information

For some programmes in the quarterly reports referred to below, the Department of Education did not track progress against outputs, indicators and targets as per the approved strategic plan and therefore did not facilitate effective performance monitoring and evaluation, as required by Treasury Regulation 5.3.1 with regards to those programmes:

- the first quarterly report with regards to General Education & Training and Higher Education programmes
- the second quarterly report with regards to Higher Education programme

Compliance with laws and regulations

No matters to report

Internal control

i considered internal control relevant to my audit of the financial statements and the report on predetermined objectives and compliance with the PFMA and DoRA, but not for the purposes of expressing an opinion on the effectiveness of internal control. The matters reported below are limited to the deficiencies identified during the audit.

- **Leadership**

Actions are not taken based on prior year external audit findings, to address risks relating to the achievement of complete and accurate performance reporting.

Other reports

- **Donor funding**

As requested by the Department of Education, a donor funding engagement was conducted during the year under review concerning South Africa – Norway Tertiary Education Development Programme. The report covered the period 1 April 2008 to 31 March 2009.

Auditor-General

Pretoria

29 July 2010



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
for the year ended 31 March 2010

	APPROPRIATION PER PROGRAMME								
	2009/10							2008/09	
	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
1. Administration									
Current payments	224 829	-	(1 615)	223 214	222 065	1 149	99.5	197 042	194 692
Transfers and subsidies	4 375	-	132	4 507	4 504	3	99.9	656	653
Payments for capital assets	5 921	-	11 170	17 091	16 840	251	98.5	2 171	2 150
2. System Planning and Monitoring									
Current payments	109 551	-	(7 540)	102 011	98 170	3 841	96.2	78 714	77 007
Transfers and subsidies	-	-	17	17	13	4	76.5	22 112	22 112
Payments for capital assets	3 313	-	-	3 313	2 708	605	81.7	8 170	8 098
3. General Education									
Current payments	666 860	-	(22 190)	644 670	167 546	477 124	26.0	156 259	137 200
Transfers and subsidies	183 485	-	1 470	184 955	184 851	104	99.9	171 233	165 110
Payments for capital assets	297	-	-	297	198	99	66.7	1 587	1 565
4. Further Education and Training									
Current payments	164 911	-	18 069	182 980	181 397	1 583	99.1	252 757	251 021
Transfers and subsidies	55 657	-	5	55 662	55 661	1	100.0	849 200	849 200
Payments for capital assets	1 158	-	4 208	5 366	5 355	11	99.8	999	943
5. Social and School Enrichment									
Current payments	492 413	-	(5 748)	486 665	484 730	1 935	99.6	492 668	491 305
Transfers and subsidies	2 394 528	-	9	2 394 537	2 394 536	1	100.0	1 927 117	1 927 117
Payments for capital assets	740	-	-	740	261	479	35.3	1 604	1 587
6. Higher Education									
Current payments	25 031	-	1 083	26 114	25 998	116	99.6	20 999	19 922
Transfers and subsidies	17 483 525	-	18	17 483 543	17 483 526	17	100.0	15 536 996	15 530 986
Payments for capital assets	236	-	67	303	290	13	95.7	164	108
7. Auxiliary and Associated Services									
Current payments	19 008	-	(636)	18 372	18 144	228	98.8	17 335	17 232
Transfers and subsidies	12 913	-	1 481	14 394	14 341	53	99.6	11 431	10 914
Payments for capital assets	106	-	-	106	76	30	71.7	156	148
Total	21 848 857	-	-	21 848 857	21 361 210	487 647	97.8	19 749 370	19 709 070
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts				7 425				8 196	
Aid assistance				65 847				114 487	
Actual amounts per Statement of Financial Performance (Total Revenue)				21 922 129				19 872 053	
Add: Aid assistance					54 131				126 860
Actual amounts per Statement of Financial Performance (Total Expenditure)					21 415 341				19 835 930

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
for the year ended 31 March 2010

	APPROPRIATION PER ECONOMIC CLASSIFICATION								
	2009/10							2008/09	
	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
Current payments									
Compensation of employees	367 038	-	3 214	370 252	369 461	791	99.8	312 296	310 991
Goods and services	1 335 565	-	(21 791)	1 313 774	828 282	485 492	63.0	903 478	877 204
Financial transactions in assets and liabilities	-	-	-	-	307	(307)	-	-	184
Transfers and subsidies									
Provinces and municipalities	2 575 403	-	-	2 575 403	2 575 403	-	100.0	2 915 407	2 909 284
Departmental agencies and accounts	2 243 598	-	1 368	2 244 966	2 245 071	(105)	100.0	1 787 340	1 787 441
Universities and technikons	15 297 196	-	-	15 297 196	15 297 180	16	100.0	13 803 413	13 797 403
Foreign governments and international organisations	11 912	-	1 477	13 389	13 236	153	98.9	11 455	10 938
Non-profit institutions	50	-	-	50	50	-	100.0	50	50
Households	6 324	-	287	6 611	6 492	119	98.2	1 080	976
Payments for capital assets									
Machinery and equipment	11 444	-	9 437	20 881	20 090	791	96.2	13 089	12 868
Software and other intangible assets	327	-	6 008	6 335	5 638	697	89.0	1 762	1 731
Total	21 848 857	-	-	21 848 857	21 361 210	487 647	97.8	19 749 370	19 709 070

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 1 - Administration
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
1.1 Minister: Basic Education									
Current payments	1 715	-	26	1 741	1 741	-	100.0	1 582	1 581
1.2 Minister: Higher Education and Training									
Current payments	1 529	-	7	1 536	1 537	(1)	100.1	-	-
1.3 Deputy Minister									
Current payments	1 289	-	11	1 300	1 300	-	100.0	1 038	1 037
1.4 Management									
Current payments	58 878	-	11 543	70 421	69 758	663	99.1	58 542	57 747
Transfers and subsidies	4 154	-	129	4 283	4 281	2	100.0	261	260
Payments for capital assets	4 427	-	201	4 628	4 575	53	98.9	1 193	1 183
1.5 Corporate Services									
Current payments	137 712	-	(13 202)	124 510	124 024	486	99.6	114 820	114 301
Transfers and subsidies	221	-	3	224	223	1	99.6	395	393
Payments for capital assets	1 494	-	10 969	12 463	12 265	198	98.4	978	967
1.6 Property Management									
Current payments	23 706	-	-	23 706	23 705	1	100.0	21 060	20 026
Total	235 125	-	9 687	244 812	243 409	1 403	99.4	199 869	197 495

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	91 543	-	4 339	95 882	95 563	319	99.7	76 405	76 300
Goods and services	133 286	-	(5 954)	127 332	126 494	838	99.3	120 637	118 389
Financial transactions in assets and liabilities	-	-	-	-	8	(8)	-	-	3
Transfers and subsidies									
Departmental agencies and accounts	195	-	-	195	210	(15)	107.7	147	159
Non-profit institutions	50	-	-	50	50	-	100.0	-	-
Households	4 130	-	132	4 262	4 244	18	99.6	509	494
Payments for capital assets									
Machinery and equipment	5 892	-	10 117	16 009	16 265	(256)	101.6	2 151	2 128
Software and other intangible assets	29	-	1 053	1 082	575	507	53.1	20	22
Total	235 125	-	9 687	244 812	243 409	1 403	99.4	199 869	197 495

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 2 - System Planning and Monitoring
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
2.1 Education Human Resources Management									
Current payments	48 980	-	(6 390)	42 590	39 648	2 942	93.1	25 664	25 486
Transfers and subsidies	-	-	10	10	10	-	100.0	-	-
Payments for capital assets	269	-	-	269	81	188	30.1	162	136
2.2 Information Monitoring and Evaluation									
Current payments	38 653	-	(23)	38 630	37 975	655	98.3	35 599	34 739
Transfers and subsidies	-	-	7	7	3	4	42.9	1	56
Payments for capital assets	2 936	-	(14)	2 922	2 511	411	85.9	7 882	7 848
2.3 Financial and Physical Planning and Analysis									
Current payments	13 935	-	(1 442)	12 493	12 312	181	98.6	11 133	10 681
Transfers and subsidies	-	-	-	-	-	-	-	22 002	22 002
Payments for capital assets	47	-	5	52	48	4	92.3	46	37
2.4 Legal and Legislative Services									
Current payments	7 983	-	315	8 298	8 235	63	99.2	6 318	6 101
Transfers and subsidies	-	-	-	-	-	-	-	109	54
Payments for capital assets	61	-	9	70	68	2	97.1	80	77
Total	112 864	-	(7 523)	105 341	100 891	4 450	95.8	108 996	107 217

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	60 753	-	(2 364)	58 389	58 256	133	99.8	40 722	40 655
Goods and services	48 798	-	(5 176)	43 622	39 911	3 711	91.5	37 992	36 352
Financial transactions in assets and liabilities	-	-	-	-	3	(3)	-	-	-
Transfers and subsidies									
Provinces and municipalities	-	-	-	-	-	-	-	22 002	22 002
Departmental agencies and accounts	-	-	-	-	6	(6)	-	-	56
Households	-	-	17	17	7	10	41.2	110	54
Payments for capital assets									
Machinery and equipment	3 065	-	21	3 086	2 668	418	86.5	7 128	7 065
Software and other intangible assets	248	-	(21)	227	40	187	17.6	1 042	1 033
Total	112 864	-	(7 523)	105 341	100 891	4 450	95.8	108 996	107 217

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 3 - General Education
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
3.1 General Education and Training Curriculum and Assessment									
Current payments	586 917	-	(23 411)	563 506	86 925	476 581	15.4	46 777	38 998
Transfers and subsidies	181 845	-	108	181 953	181 852	101	99.9	171 222	165 099
Payments for capital assets	31	-	-	31	27	4	87.1	518	509
3.2 Institutional Development									
Current payments	15 064	-	(4 842)	10 222	10 163	59	99.4	14 474	14 239
Payments for capital assets	143	-	(11)	132	45	87	34.1	69	65
3.3 Teacher Education									
Current payments	32 950	-	11 347	44 297	44 257	40	99.9	60 253	59 971
Transfers and subsidies	1 602	-	14	1 616	1 615	1	99.9	1	1
Payments for capital assets	70	-	-	70	67	3	95.7	339	338
3.4 Quality Promotion and Assurance									
Current payments	31 929	-	(5 284)	26 645	26 201	444	98.3	34 755	23 992
Transfers and subsidies	38	-	1 348	1 386	1 384	2	99.9	10	10
Payments for capital assets	53	-	11	64	59	5	92.2	661	653
Total	850 642	-	(20 720)	829 922	352 595	477 327	42.5	329 079	303 875

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	44 962	-	83	45 045	44 997	48	99.9	37 358	36 718
Goods and services	621 898	-	(22 273)	599 625	122 439	477 186	20.4	118 901	100 450
Financial transactions in assets and liabilities	-	-	-	-	110	(110)	-	-	32
Transfers and subsidies									
Provinces and municipalities	180 875	-	-	180 875	180 875	-	100.0	171 126	165 003
Departmental agencies and accounts	1 500	-	1 350	2 850	2 918	(68)	102.4	-	17
Foreign governments and international organisations	100	-	-	100	-	100	-	76	76
Households	1 010	-	120	1 130	1 058	72	93.6	31	14
Payments for capital assets									
Machinery and equipment	297	-	-	297	198	99	66.7	963	945
Software and other intangible assets	-	-	-	-	-	-	-	624	620
Total	850 642	-	(20 720)	829 922	352 595	477 327	42.5	329 079	303 875

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 4 - Further Education and Training
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
4.1 Education Measurement, Assessment and Public Examinations									
Current payments	115 082	-	25 202	140 284	140 191	93	99.9	196 173	196 161
Transfers and subsidies	12	-	5	17	17	-	100.0	165	166
Payments for capital assets	689	-	4 438	5 127	5 125	2	100.0	495	474
4.2 Further Education and Training Schools									
Current payments	36 421	-	(6 774)	29 647	28 187	1 460	95.1	39 921	39 335
Transfers and subsidies	55 645	-	-	55 645	55 644	1	100.0	53 865	53 864
Payments for capital assets	332	-	(259)	73	68	5	93.2	413	385
4.3 Further Education and Training College Programmes, Qualifications and Institutional Support									
Current payments	13 408	-	(359)	13 049	13 019	30	99.8	16 663	15 525
Transfers and subsidies	-	-	-	-	-	-	-	795 170	795 170
Payments for capital assets	137	-	29	166	162	4	97.6	91	84
Total	221 726	-	22 282	244 008	242 413	1 595	99.3	1 102 956	1 101 164

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	104 285	-	2 775	107 060	106 953	107	99.9	105 880	105 788
Goods and services	60 626	-	15 294	75 920	74 313	1 607	97.9	146 877	145 209
Financial transactions in assets and liabilities	-	-	-	-	131	(131)	-	-	24
Transfers and subsidies									
Provinces and municipalities	-	-	-	-	-	-	-	795 170	795 170
Departmental agencies and accounts	55 574	-	-	55 574	55 579	(5)	100.0	53 610	53 616
Households	83	-	5	88	82	6	93.2	420	414
Payments for capital assets									
Machinery and equipment	1 118	-	(768)	350	339	11	96.9	947	911
Software and other intangible assets	40	-	4 976	5 016	5 016	-	100.0	52	32
Total	221 726	-	22 282	244 008	242 413	1 595	99.3	1 102 956	1 101 164

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 5 - Social and School Enrichment
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
5.1 Social Inclusion in Education									
Current payments	459 166	-	1 818	460 984	460 914	70	100.0	466 444	466 356
Transfers and subsidies	-	-	2	2	1	1	50.0	1	1
Payments for capital assets	467	-	-	467	21	446	4.5	1 450	1 437
5.2 Health in Education									
Current payments	20 823	-	(5 490)	15 333	13 507	1 826	88.1	13 163	12 737
Transfers and subsidies	2 394 528	-	6	2 394 534	2 394 534	-	100.0	1 927 111	1 927 111
Payments for capital assets	202	-	-	202	195	7	96.5	46	46
5.3 Equity in Education									
Current payments	12 424	-	(2 076)	10 348	10 309	39	99.6	13 061	12 212
Transfers and subsidies	-	-	1	1	1	-	100.0	5	5
Payments for capital assets	71	-	-	71	45	26	63.4	108	104
Total	2 887 681	-	(5 739)	2 881 942	2 879 527	2 415	99.9	2 421 389	2 420 009

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	32 715	-	(2 535)	30 180	30 141	39	99.9	25 038	24 813
Goods and services	459 698	-	(3 213)	456 485	454 537	1 948	99.6	467 630	466 416
Financial transactions in assets and liabilities	-	-	-	-	52	(52)	-	-	76
Transfers and subsidies									
Provinces and municipalities	2 394 528	-	-	2 394 528	2 394 528	-	100.0	1 927 109	1 927 109
Departmental agencies and accounts	-	-	-	-	8	(8)	-	-	8
Households	-	-	9	9	-	9	-	8	-
Payments for capital assets									
Machinery and equipment	730	-	-	730	254	476	34.8	1 580	1 563
Software and other intangible assets	10	-	-	10	7	3	70.0	24	24
Total	2 887 681	-	(5 739)	2 881 942	2 879 527	2 415	99.9	2 421 389	2 420 009

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 6 - Higher Education
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
6.1 Higher Education Planning and Management									
Current payments	12 680	-	1 452	14 132	14 060	72	99.5	10 099	9 421
Transfers and subsidies	2 186 329	-	6	2 186 335	2 186 334	1	100.0	1 733 583	1 733 583
Payments for capital assets	97	-	156	253	248	5	98.0	126	71
6.2 Higher Education Policy and Development									
Current payments	12 351	-	(369)	11 982	11 938	44	99.6	10 900	10 501
Transfers and subsidies	-	-	12	12	12	-	100.0	-	-
Payments for capital assets	139	-	(89)	50	42	8	84.0	38	37
6.3 Higher Education Subsidies									
Transfers and subsidies	15 297 196	-	-	15 297 196	15 297 180	16	100.0	13 803 413	13 797 403
Total	17 508 792	-	1 168	17 509 960	17 509 814	146	100.0	15 558 159	15 551 016

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	17 671	-	1 098	18 769	18 669	100	99.5	14 320	14 175
Goods and services	7 360	-	(15)	7 345	7 326	19	99.7	6 679	5 742
Financial transactions in assets and liabilities	-	-	-	-	3	(3)	-	-	5
Transfers and subsidies									
Departmental agencies and accounts	2 186 329	-	18	2 186 347	2 186 346	1	100.0	1 733 583	1 733 583
Universities and technikons	15 297 196	-	-	15 297 196	15 297 180	16	100.0	13 803 413	13 797 403
Payments for capital assets									
Machinery and equipment	236	-	67	303	290	13	95.7	164	108
Total	17 508 792	-	1 168	17 509 960	17 509 814	146	100.0	15 558 159	15 551 016

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 7 - Auxiliary and Associated Services
for the year ended 31 March 2010

Detail per sub-programme	2009/10							2008/09	
	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
7.1 International Relations and UNESCO									
Current payments	10 076	-	(292)	9 784	9 624	160	98.4	9 321	9 268
Transfers and subsidies	12 913	-	1 481	14 394	14 341	53	99.6	11 381	10 864
Payments for capital assets	61	-	-	61	54	7	88.5	58	51
7.2 Financial Support Services									
Current payments	8 932	-	(344)	8 588	8 520	68	99.2	8 014	7 964
Transfers and subsidies	-	-	-	-	-	-	-	50	50
Payments for capital assets	45	-	-	45	22	23	48.9	98	97
Total	32 027	-	845	32 872	32 561	311	99.1	28 922	28 294

Economic classification	2009/10							2008/09	
	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
Current payments									
Compensation of employees	15 109	-	(182)	14 927	14 882	45	99.7	12 573	12 542
Goods and services	3 899	-	(454)	3 445	3 262	183	94.7	4 762	4 646
Financial transactions in assets and liabilities	-	-	-	-	-	-	-	-	44
Transfers and subsidies									
Departmental agencies and accounts	-	-	-	-	4	(4)	-	-	2
Foreign governments and international organisations	11 812	-	1 477	13 289	13 236	53	99.6	11 379	10 862
Non-profit institutions	-	-	-	-	-	-	-	50	50
Households	1 101	-	4	1 105	1 101	4	99.6	2	-
Payments for capital assets									
Machinery and equipment	106	-	-	106	76	30	71.7	156	148
Total	32 027	-	845	32 872	32 561	311	99.1	28 922	28 294

**DEPARTMENT OF EDUCATION
VOTE 13**

**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010**

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

Detail of these transactions can be viewed in note 7 (Transfers and subsidies) and Annexure 1 (A-E) 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 financial transactions in assets and liabilities

Detail of these transactions per programme can be viewed in note 6 (Financial transactions in assets and liabilities) to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per Programme

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

1: Administration	244 812	243 409	1 403	0.6
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There were no material variances on this programme.

2: System Planning and Monitoring	105 341	100 891	4 450	4.2
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The under-expenditure is due mainly to the following:

- All the claims for moderator and project managers had not yet been received for the Integrated Quality Management System project.
- Under-spending in respect of the National Education Evaluation and Development Unit project was due to delays in the filling of posts.

3: General Education	829 922	352 595	477 327	57.5
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The under-expenditure is due mainly to the following:

- The inability to appoint a suitable service provider for the workbooks project that supported literacy and numeracy.
- A saving was realised on the Systemic Evaluation project due to a decision that was taken that the printing of Annual National Assessments tests should be done by schools and not centrally.

4: Further Education and Training	244 008	242 413	1 595	0.7
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There were no material variances on this programme.

5: Social and School Enrichment	2 881 942	2 879 527	2 415	0.1
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There were no material variances on this programme.

**DEPARTMENT OF EDUCATION
VOTE 13**

**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010**

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
6: Higher Education	17 509 960	17 509 814	146	0.0
There were no material variances on this programme.				
7: Auxiliary and Associated Services	32 872	32 561	311	0.9
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	%
Current payments				
Compensation of employees	370 252	369 461	791	0.2
Goods and services	1 313 774	828 282	485 492	37.0
Financial transactions in assets and liabilities	-	307	(307)	0.0
Transfers and subsidies				
Provinces and municipalities	2 575 403	2 575 403	-	0.0
Departmental agencies and accounts	2 244 966	2 245 071	(105)	0.0
Universities and technikons	15 297 196	15 297 180	16	0.0
Foreign governments and international organisations	13 389	13 236	153	1.1
Non-profit institutions	50	50	-	0.0
Households	6 611	6 492	119	1.8
Payments for capital assets				
Machinery and equipment	20 881	20 090	791	3.8
Software and other intangible assets	6 335	5 638	697	11.0

**DEPARTMENT OF EDUCATION
VOTE 13**

**STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2010**

	<i>Note</i>	2009/10 R'000	2008/09 R'000
REVENUE			
Annual appropriation	1	21 848 857	19 749 370
Departmental revenue	2	7 425	8 196
Aid assistance	3	65 847	114 487
TOTAL REVENUE		21 922 129	19 872 053
EXPENDITURE			
Current expenditure			
Compensation of employees	4	369 461	310 991
Goods and services	5	828 282	877 204
Financial transactions in assets and liabilities	6	307	184
Aid assistance	3	43 828	110 848
Total current expenditure		1 241 878	1 299 227
Transfers and subsidies			
Transfers and subsidies	7	20 137 432	18 506 092
Aid assistance	3	577	6 417
Total transfers and subsidies		20 138 009	18 512 509
Expenditure for capital assets			
Tangible capital assets	8	29 808	22 463
Software and other intangible assets	8	5 646	1 731
Total expenditure for capital assets		35 454	24 194
TOTAL EXPENDITURE		21 415 341	19 835 930
SURPLUS FOR THE YEAR		506 788	36 123
Reconciliation of Net Surplus for the year			
Voted Funds		487 647	40 300
Departmental revenue	14	7 425	8 196
Aid assistance	3	11 716	(12 373)
SURPLUS FOR THE YEAR		506 788	36 123

**DEPARTMENT OF EDUCATION
VOTE 13**

**STATEMENT OF FINANCIAL POSITION
as at 31 March 2010**

	<i>Note</i>	2009/10 R'000	2008/09 R'000
ASSETS			
Current Assets		496 801	153 798
Cash and cash equivalents	9	373 875	18
Prepayments and advances	10	1 178	1 043
Receivables	11	119 977	134 888
Loans	12	1 766	1 597
Aid assistance receivable	3	5	16 252
Non-Current Assets		30 383	32 149
Loans	12	30 383	32 149
TOTAL ASSETS		527 184	185 947
LIABILITIES			
Current Liabilities		495 021	152 200
Voted funds to be surrendered to the Revenue Fund	13	487 647	40 300
Departmental revenue to be surrendered to the Revenue Fund	14	306	704
Bank overdraft	15	-	101 978
Payables	16	5 743	3 362
Aid assistance unutilised	3	1 325	5 856
TOTAL LIABILITIES		495 021	152 200
NET ASSETS		32 163	33 747
Represented by:			
Capitalisation reserve		32 149	33 746
Recoverable revenue		14	1
TOTAL		32 163	33 747

DEPARTMENT OF EDUCATION
VOTE 13

STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2010

	<i>Note</i>	2009/10 R'000	2008/09 R'000
Capitalisation Reserves			
Opening balance		33 746	35 191
Transfers:			
Movement in Operational Funds		(1 597)	(1 445)
Closing balance		<u>32 149</u>	<u>33 746</u>
Recoverable Revenue			
Opening balance		1	64
Transfers:		13	(63)
Debts recovered (included in departmental receipts)		(17)	(87)
Debts raised		30	24
Closing balance		<u>14</u>	<u>1</u>
TOTAL		<u>32 163</u>	<u>33 747</u>

**DEPARTMENT OF EDUCATION
VOTE 13**

**CASH FLOW STATEMENT
for the year ended 31 March 2010**

	<i>Note</i>	2009/10 R'000	2008/09 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		21 922 121	19 872 053
Annual appropriated funds received	1.1	21 848 857	19 749 370
Departmental revenue received	2	7 417	8 196
Aid assistance received	3	65 847	114 487
Net (increase)/decrease in working capital		17 157	1 538
Surrendered to Revenue Fund		(48 123)	(153 394)
Current payments		(1 241 878)	(1 299 227)
Transfers and subsidies paid		(20 138 009)	(18 512 509)
Net cash flow available from operating activities	17	511 268	(91 539)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	8	(35 454)	(24 194)
Proceeds from sale of capital assets	2.3	8	-
(Increase)/decrease in loans		1 597	1 445
Net cash flows from investing activities		(33 849)	(22 749)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(1 584)	(1 508)
Net cash flows from financing activities		(1 584)	(1 508)
Net increase/(decrease) in cash and cash equivalents		475 835	(115 796)
Cash and cash equivalents at beginning of period		(101 960)	13 836
Cash and cash equivalents at end of period	18	373 875	(101 960)

**DEPARTMENT OF EDUCATION
VOTE 13**

**ACCOUNTING POLICIES
for the year ended 31 March 2010**

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 12 of 2009.

1. Presentation of the Financial Statements

1.1 Basis of preparation

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

1.2 Presentation currency

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

1.3 Rounding

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

1.4 Comparative figures

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.

1.5 Comparative figures - Appropriation Statement

A comparison between actual amounts and final appropriation per major classification of expenditure is included in the Appropriation Statement.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations.

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

Total appropriated funds are presented in the Statement of Financial Performance.

Unexpended appropriated funds are surrendered to the National Revenue Fund. Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position.

2.2 Departmental revenue

All departmental revenue is recognised in the Statement of Financial Performance when received and is subsequently paid into the National Revenue Fund, unless stated otherwise.

Any amounts owing to the National Revenue Fund are recognised as a payable in the Statement of Financial Position.

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

2.2.1 Tax revenue

Tax revenue consists of all compulsory unrequited amounts collected by the department in accordance with laws and or regulations (excluding fines, penalties and forfeits).

Tax receipts are recognised in the Statement of Financial Performance when received.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

2.2.2 Sales of goods and services other than capital assets

The proceeds received from the sale of goods and/or the provision of services is recognised in the Statement of Financial Performance when the cash is received.

2.2.3 Fines, penalties and forfeits

Fines, penalties and forfeits are compulsory unrequited amounts which were imposed by a court or quasi-judicial body and collected by the Department. Revenue arising from fines, penalties and forfeits is recognised in the Statement of Financial Performance when the cash is received.

2.2.4 Interest, dividends and rent on land

Interest, dividends and rent on land is recognised in the Statement of Financial Performance when the cash is received.

2.2.5 Sale of capital assets

The proceeds received on sale of capital assets are recognised in the Statement of Financial Performance when the cash is received.

2.2.6 Financial transactions in assets and liabilities

Repayments of loans and advances previously extended to employees and public corporations for policy purposes are recognised as revenue in the Statement of Financial Performance on receipt of the funds.

Cheques issued in previous accounting periods that expire before being banked are recognised as revenue in the Statement of Financial Performance when the cheque becomes stale. When the cheque is reissued the payment is made from Revenue.

2.2.7 Transfers received (including gifts, donations and sponsorships)

All cash gifts, donations and sponsorships are paid into the National Revenue Fund and recorded as revenue in the Statement of Financial Performance when received. Amounts receivable at the reporting date are disclosed in the disclosure notes to the Financial Statements.

All in-kind gifts, donations and sponsorships are disclosed at fair value in the annexure to the Financial Statements.

2.3 Aid assistance

Local and foreign aid assistance is recognised in the books of the Department when notification of the assistance is received from the National Treasury and recorded as revenue when funds are withdrawn from the RDP account or when the Department directly receives the cash from the donor(s).

**DEPARTMENT OF EDUCATION
VOTE 13**

**ACCOUNTING POLICIES
for the year ended 31 March 2010**

All in-kind local and foreign aid assistance are disclosed at fair value in the annexures to the Financial Statements.

The cash payments made during the year relating to local and foreign aid assistance projects are recognised as expenditure in the Statement of Financial Performance. The value of the assistance expensed prior to the receipt of the funds is recognised as a receivable in the Statement of Financial Position.

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

3. Expenditure

3.1 Compensation of employees

3.1.1 Short-term employee benefits

The costs of short-term employee benefits are expensed in the Statement of Financial Performance when financial authorisation for payment is effected on the system.

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the Financial Statements. These amounts are not recognised in the Statements of Financial Performance and Position.

3.1.2 Post retirement benefits

Employer contributions (i.e. social contributions) are expensed in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

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

Social contributions (such as medical benefits) made by the Department for certain of its ex-employees are classified as transfers to households in the Statement of Financial Performance.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

3.1.3 Termination benefits

Termination benefits such as severance packages are recognised as an expense in the Statement of Financial Performance as a transfer (to households) when the final authorisation for payment is effected on the system.

3.1.4 Other long-term employee benefits

Other long-term employee benefits (such as capped leave) are recognised as an expense in the Statement of Financial Performance as a transfer (to households) when the final authorisation for payment is effected on the system.

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the Financial Statements. These amounts are not recognised in the Statements of Financial Performance or Position.

3.2 Goods and services

Payments made for goods and/or services are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. The expense is classified as capital if the goods and services were acquired for a capital project or if the total purchase price of an asset exceeds the capitalisation threshold (currently R5 000). All other expenditure are classified as current.

3.3 Financial transactions in assets and liabilities

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

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

3.4 Transfers and subsidies

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

3.5 Unauthorised expenditure

When confirmed, unauthorised expenditure is recognised as an asset in the Statement of Financial Position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written-off as irrecoverable in the Statement of Financial Performance.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

Unauthorised expenditure approved with funding is derecognised in the Statement of Financial Position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the Statement of Financial Performance on the date of approval.

3.6 Fruitless and wasteful expenditure

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

3.7 Irregular expenditure

Irregular expenditure is recognised as expenditure in the Statement of Financial Performance. If the expenditure is not condoned by the relevant authority it is treated as an asset until it is recovered or written off as irrecoverable.

3.8 Expenditure for capital assets

Payments made for capital assets are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

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4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the Statement of Financial Position at cost.

Bank overdrafts are shown separately on the face of the Statement of Financial Position.

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

DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

4.2 Prepayments and advances

Amounts prepaid or advanced are recognised in the Statement of Financial Position when the payments are made and when the goods and services have not been received by year end.

Pre-payments and advances outstanding at year-end are carried in the Statement of Financial Position at cost.

4.3 Receivables

Receivables included in the Statement of Financial Position arise from cash payments made that are recoverable from another party or from the sale of goods/rendering of services.

Receivables outstanding at year-end are carried in the Statement of Financial Position at cost plus any accrued interest. Amounts that are potentials irrecoverable are included in the disclosure notes.

4.4 Loans

Loans are recognised in the Statement of Financial Position when cash is paid to the beneficiary. Loans that are outstanding at year-end are carried in the Statement of Financial Position at cost plus accrued interest.

Amounts that are potentially irrecoverable are included in the disclosure notes.

4.5 Inventory

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

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

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

4.6 Capital assets

4.6.1 Movable assets

Initial recognition

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

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

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset" and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

4.6.2 Immovable assets

Initial recognition

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

Subsequent recognition

Work-in-progress of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset". On completion, the total cost of the project is included in the asset register of the Department that legally owns the asset or the national department of public works.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

5. Liabilities

5.1 Voted funds to be surrendered to the Revenue Fund

Unexpended appropriated funds are surrendered to the National Revenue Fund. Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position.

5.2 Departmental revenue to be surrendered to the Revenue Fund

Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position at cost.

5.3 Bank overdraft

The bank overdraft is carried in the Statement of Financial Position at cost.

5.4 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are carried at cost in the Statement of Financial Position.

5.5 Contingent liabilities

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

5.6 Commitments

Commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

5.7 Accruals

Accruals are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

5.8 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the Financial Statements. These amounts are not recognised in the Statement of Financial Performance or the Statement of Financial Position.

DEPARTMENT OF EDUCATION
VOTE 13

ACCOUNTING POLICIES
for the year ended 31 March 2010

5.9 Lease commitments

Finance lease

Finance leases are not recognised as assets and liabilities in the Statement of Financial Position. Finance lease payments are recognised as an expense in the Statement of Financial Performance and are apportioned between the capital and interest portions. The finance lease liability is disclosed in the disclosure notes to the Financial Statements.

Operating lease

Operating lease payments are recognised as an expense in the Statement of Financial Performance. The operating lease commitments are disclosed in the disclosure notes to the Financial Statements.

5.10 Provisions

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

6. Receivables for departmental revenue

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

7. Net Assets

7.1 Capitalisation reserve

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

7.2 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 Revenue Fund when recovered or are transferred to the Statement of Financial Performance when written-off.

**DEPARTMENT OF EDUCATION
VOTE 13**

**ACCOUNTING POLICIES
for the year ended 31 March 2010**

8. Key management personnel

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

9. Public private partnerships

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

**DEPARTMENT OF EDUCATION
VOTE 13**

**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

1. Annual appropriation

1.1 Annual appropriation

Programmes	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Appropriation Received 2008/09 R'000
1: Administration	244 812	244 812	-	199 869
2: System Planning and Monitoring	105 341	105 341	-	108 996
3: General Education	829 922	829 922	-	329 079
4: Further Education and Training	244 008	244 008	-	1 102 956
5: Social and School Enrichment	2 881 942	2 881 942	-	2 421 389
6: Higher Education	17 509 960	17 509 960	-	15 558 159
7: Auxiliary and Associated Services	32 872	32 872	-	28 922
Total	21 848 857	21 848 857	-	19 749 370

2. Departmental revenue

	<i>Note</i>	2009/10 R'000	2008/09 R'000
Sales of goods and services other than capital assets	2.1	1 721	1 442
Interest, dividends and rent on land	2.2	3 750	4 416
Sales of capital assets	2.3	8	-
Financial transactions in assets and liabilities	2.4	1 931	2 288
Transfer received	2.5	15	50
Total revenue collected		<u>7 425</u>	<u>8 196</u>
Departmental revenue collected		<u>7 425</u>	<u>8 196</u>

2.1 Sales of goods and services other than capital assets

	<i>Note</i>	2009/10 R'000	2008/09 R'000
Sales of goods and services produced by the department	2	1 686	1 371
Administrative fees		1 528	1 246
Other sales		158	125
Sales of scrap, waste and other used current goods		35	71
Total		<u>1 721</u>	<u>1 442</u>

2.2 Interest, dividends and rent on land

	<i>Note</i>	2009/10 R'000	2008/09 R'000
Interest	2	3 750	4 416
Total		<u>3 750</u>	<u>4 416</u>

2.3 Sales of capital assets

	<i>Note</i>	2009/10 R'000	2008/09 R'000
Tangible assets		8	-
Machinery and equipment	27.2	8	-
Total		<u>8</u>	<u>-</u>

DEPARTMENT OF EDUCATION
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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

	<i>Note</i>	2009/10 R'000	2008/09 R'000
2.4 Financial transactions in assets and liabilities	2		
Stale cheques written back		10	50
Other receipts including recoverable revenue		1 921	2 238
Total		1 931	2 288
2.5 Transfers received	2		
International organisations		15	50
Total		15	50
3. Aid Assistance			
3.1 Aid assistance received in cash from RDP			
Foreign			
Opening Balance		(10 396)	1 977
Revenue	<i>Annex 1G</i>	65 847	114 487
Expenditure	<i>Annex 1G</i>	(54 131)	(126 860)
Current		(43 828)	(110 848)
Capital		(9 726)	(9 595)
Transfers		(577)	(6 417)
Closing Balance		1 320	(10 396)
3.2 Total assistance			
Opening Balance		(10 396)	1 977
Revenue		65 847	114 487
Expenditure		(54 131)	(126 860)
Current		(43 828)	(110 848)
Capital		(9 726)	(9 595)
Transfers		(577)	(6 417)
Closing Balance	<i>Annex 1G</i>	1 320	(10 396)
Analysis of balance			
Aid assistance receivable		(5)	(16 252)
RDP	<i>Annex 1G</i>	(5)	(16 252)
Aid assistance unutilised		1 325	5 856
RDP	<i>Annex 1G</i>	1 325	5 856
Closing balance		1 320	(10 396)

**DEPARTMENT OF EDUCATION
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

	<i>Note</i>	2009/10	2008/09
		R'000	R'000
4. Compensation of employees			
4.1 Salaries and wages			
Basic salary		218 500	176 883
Performance award		9 391	5 926
Service based		275	175
Compensative/circumstantial		46 671	52 506
Periodic payments		2 799	2 183
Other non-pensionable allowances		54 401	42 687
Total		332 037	280 360
4.2 Social contributions			
Employer contributions			
Pension		26 970	21 868
Medical		10 420	8 730
Bargaining council		30	29
Official unions and associations		4	4
Total		37 424	30 631
Total compensation of employees		369 461	310 991
Average number of employees		1 045	971

**DEPARTMENT OF EDUCATION
VOTE 13**

**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

	<i>Note</i>	2009/10 R'000	2008/09 R'000
5. Goods and services			
Administrative fees		1 056	1 528
Advertising		6 996	27 009
Assets less than R5 000	5.1	1 634	3 130
Bursaries (employees)		335	218
Catering		3 527	4 235
Communication		7 102	6 860
Computer services	5.2	50 040	38 996
Consultants, contractors and agency/outsourced services	5.3	99 726	115 177
Entertainment		54	412
Audit cost – external	5.4	4 829	3 860
Government motor transport		991	1 733
Inventory	5.5	93 936	128 256
Operating leases		13 559	7 301
Owned and leasehold property expenditure	5.6	20 478	23 571
Transport provided as part of the departmental activities		-	36
Travel and subsistence	5.7	81 039	83 720
Venues and facilities		6 501	12 842
Training and staff development		32 191	54 902
Other operating expenditure	5.8	404 288	363 418
Total		828 282	877 204
5.1 Assets less than R5 000	5		
Tangible assets		1 622	3 130
Machinery and equipment		1 622	3 130
Intangible assets		12	-
Total		1 634	3 130
5.2 Computer services	5		
SITA computer services		48 970	35 144
External computer service providers		1 070	3 852
Total		50 040	38 996

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	<i>Note</i>	2009/10	2008/09
		R'000	R'000
5.3 Consultants, contractors and agency/outsourced services	5		
Business and advisory services		10 696	4 916
Infrastructure and planning		39 834	40 171
Legal costs		1 483	526
Contractors		3 589	1 811
Agency and support/outsourced services		44 124	67 753
Total		99 726	115 177
5.4 Audit cost – external	5		
Regularity audits		3 727	3 092
Performance audits		-	2
Other audits		1 102	766
Total		4 829	3 860
5.5 Inventory	5		
Learning and teaching support material		1 673	22 851
Other consumable materials		941	1 099
Maintenance material		212	93
Stationery and printing		91 110	104 212
Medical supplies		-	1
Total		93 936	128 256
5.6 Owned and leasehold property expenditure	5		
Municipal services		1 961	1 896
Property management fees		-	18 597
Property maintenance and repairs		17 584	2 606
Other		933	472
Total		20 478	23 571
5.7 Travel and subsistence	5		
Local		73 134	75 868
Foreign		7 905	7 852
Total		81 039	83 720
5.8 Other operating expenditure	5		
Resettlement costs		2 376	4 022
Other		401 912	359 396
Total		404 288	363 418

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	<i>Note</i>	2009/10 R'000	2008/09 R'000
6. Financial transactions in assets and liabilities			
Debts written off	6.1	307	184
Total		307	184
6.1 Debts written off	6		
Nature of debts written off			
Rennies		15	-
Lekgotla Africa		14	-
Supersonic/Sure Travel		144	49
Connex		28	12
Salary overpayment		98	74
UNESCO National Commission		-	44
Other		8	5
Total		307	184
7. Transfers and subsidies			
Provinces and municipalities	29	2 575 403	2 909 284
Departmental agencies and accounts	<i>Annex 1A</i>	2 245 071	1 787 441
Universities and technikons	<i>Annex 1B</i>	15 297 180	13 797 403
Foreign governments and international organisations	<i>Annex 1C</i>	13 236	10 938
Non-profit institutions	<i>Annex 1D</i>	50	50
Households	<i>Annex 1E</i>	6 492	976
Total		20 137 432	18 506 092
8. Expenditure for capital assets			
Tangible assets		29 808	22 463
Machinery and equipment	27	29 808	22 463
Software and other intangible assets		5 646	1 731
Computer software	28	5 646	1 731
Total		35 454	24 194

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8.1 Analysis of funds utilised to acquire capital assets - 2009/10

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	20 090	9 718	29 808
Machinery and equipment	20 090	9 718	29 808
Software and other intangible assets	5 638	8	5 646
Computer software	5 638	8	5 646
Total	25 728	9 726	35 454

8.2 Analysis of funds utilised to acquire capital assets - 2008/09

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	12 868	9 595	22 463
Machinery and equipment	12 868	9 595	22 463
Software and other intangible assets	1 731	-	1 731
Computer software	1 731	-	1 731
Total	14 599	9 595	24 194

<i>Note</i>	2009/10	2008/09
	R'000	R'000

9. Cash and cash equivalents

Consolidated Paymaster General Account	373 875	-
Cash on hand	-	18
Total	373 875	18

10. Prepayments and advances

Staff advances	1	-
Travel and subsistence	93	114
Prepayments	1 084	929
Total	1 178	1 043

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	Note	2009/10			2008/09
		Less than one year R'000	One to three years R'000	Older than three years R'000	Total R'000
11. Receivables					
Claims recoverable	11.1 Annex 3	1 224	105	117 185	133 493
Recoverable expenditure	11.2	220	452	4	865
Staff debt	11.3	315	71	32	145
Other debtors	11.4	2	311	56	385
Total		1 761	939	117 277	134 888

	Note	2009/10 R'000	2008/09 R'000
11.1 Claims recoverable	11		
National departments		347	726
Provincial departments		117 147	117 132
Public entities		713	15 608
Private enterprises		307	27
Total		118 514	133 493
11.2 Recoverable expenditure (disallowance accounts)	11		
Dishonoured cheques		7	5
Miscellaneous		669	860
Total		676	865
11.3 Staff debt	11		
Motor accidents		337	131
Bursaries		4	-
Other		77	14
Total		418	145
11.4 Other debtors	11		
Cheque fraud		6	6
Out of service debt		84	100
Other debtors		279	279
Total		369	385

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	<i>Note</i>	2009/10 R'000	2008/09 R'000
12. Loans			
Universities and technikons		32 149	33 746
Total		32 149	33 746
Analysis of balance			
Opening balance		33 746	35 191
Repayments		(1 597)	(1 445)
Closing balance		32 149	33 746
Cape Peninsula University of Technology		4 365	4 675
Durban Institute of Technology		7 879	8 208
Nelson Mandela Metropolitan University		457	545
Tshwane University of Technology		8 323	8 746
Vaal University of Technology		3 083	3 236
University of Johannesburg		5 293	5 550
University of Stellenbosch		983	1 189
		30 383	32 149
Current portion of loans		1 766	1 597
13. Voted funds to be surrendered to the Revenue Fund			
Opening balance		40 300	145 426
Transfer from Statement of Financial Performance		487 647	40 300
Paid during the year		(40 300)	(145 426)
Closing balance		487 647	40 300
14. Departmental revenue to be surrendered to the Revenue Fund			
Opening balance		704	476
Transfer from Statement of Financial Performance		7 425	8 196
Paid during the year		(7 823)	(7 968)
Closing balance		306	704
15. Bank overdraft			
Consolidated Paymaster General Account		-	101 978
Total		-	101 978

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	<i>Note</i>	2009/10 R'000	2008/09 R'000
16. Payables - current			
Advances received	16.1	4 740	-
Clearing accounts	16.2	2	2 444
Other payables	16.3	1 001	918
Total		5 743	3 362
16.1 Advances received	16		
KwaZulu-Natal Department of Education		4 740	-
Total		4 740	-
16.2 Clearing accounts	16		
Tax RSA		-	2 399
Other		2	45
Total		2	2 444
16.3 Other payables	16		
UNESCO National Commission		972	894
Other		29	24
Total		1 001	918
17. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		506 788	36 123
Add back non cash/cash movements not deemed operating activities		4 480	(127 662)
(Increase)/decrease in receivables – current		14 911	(7 713)
(Increase)/decrease in prepayments and advances		(135)	9 287
(Increase)/decrease in other current assets		-	(10 667)
Increase/(decrease) in payables – current		2 381	(36)
Proceeds from sale of capital assets		(8)	-
Expenditure on capital assets		35 454	24 194
Surrenders to Revenue Fund		(48 123)	(153 394)
Other non-cash items		-	10 667
Net cash flow generated by operating activities		511 268	(91 539)
18. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		373 875	(101 978)
Cash on hand		-	18
Total		373 875	(101 960)

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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	<i>Note</i>	2009/10 R'000	2008/09 R'000
19. Contingent liabilities			
Liable to	Nature		
Motor vehicle guarantees	Employees	372	194
Housing loan guarantees	Employees	689	752
Other guarantees		70 891	125 570
Claims against the department		3 400	3 400
Total		75 352	129 916
20. Commitments			
Current expenditure			
Approved and contracted		18 547	7 036
Approved but not yet contracted		27	20 765
		18 574	27 801
Capital expenditure (including transfers)			
Approved and contracted		3 103	-
Approved but not yet contracted		12	1 124
		3 115	1 124
Total Commitments		21 689	28 925
21. Accruals			
Listed by economic classification			
	30 days	30+ days	Total
	R'000	R'000	R'000
Goods and services	2 307	3 980	6 287
Transfers and subsidies	-	-	-
Machinery and equipment	158	-	158
Total	2 465	3 980	6 445
		<i>Note</i>	2009/10
			R'000
Listed by programme level			2008/09
			R'000
Programme 1: Administration			4 194
Programme 2: System Planning and Monitoring			957
Programme 3: General Education			996
Programme 4: Further Education and Training			6 656
Programme 5: Social and School Enrichment			452
Programme 6: Higher Education			2 045
Programme 7: Auxiliary and Associated Services			243
Total			15 543

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	<i>Note</i>	2009/10	2008/09
		R'000	R'000
22. Employee benefits			
Leave entitlement		3 026	4 991
Service bonus (Thirteenth cheque)		8 625	7 377
Capped leave commitments		22 792	21 288
Other		692	453
Total		35 135	34 109

23. Lease commitments

23.1 Operating leases expenditure

2009/10	Land	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000	R'000
Not later than 1 year	-	15 678	2 336	18 014
Later than 1 year and not later than 5 years	-	29 614	2 407	32 021
Total lease commitments	-	45 292	4 743	50 035

2008/09	Land	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000	R'000
Not later than 1 year	-	18 131	2 154	20 285
Later than 1 year and not later than 5 years	-	-	365	365
Total lease commitments	-	18 131	2 519	20 650

	<i>Note</i>	2009/10	2008/09
		R'000	R'000
24. Key management personnel			
Political office bearers (detail below)			
Officials:	<i>No. of Individuals</i>		
Level 15 to 16	5	5 034	2 740
Level 14	13	11 536	8 496
Family members of key management personnel	25	20 389	16 576
	-	-	28
Total		36 959	27 840

Minister: 2008/09: R1.654 million; 2009/10: R3.143 million.

Deputy Minister: 2008/09: R1.086 million; 2009/10: R1.891 million.

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	<i>Note</i>	2009/10	2008/09
		R'000	R'000
25. Public Private Partnership			
The PPP agreement for the financing, construction, operation and maintenance of office accommodation was signed on 20 April 2007 and construction commenced during the 2007/08 financial year.			
Contract fee paid		39 890	40 000
Fixed component		4 890	-
Indexed component		35 000	40 000
Analysis of indexed component		35 000	40 000
Goods and Services (excluding lease payments)		35 000	40 000

Due to the restructuring of Government and consequently the establishment of the Department of Basic Education and the Department of Higher Education and Training a process was followed to determine which Department should occupy the new office building that was meant for the Department of Education according to the PPP contract. Through this process the contract was transferred to the Department of Basic Education which commenced occupying the new office building as from February 2010. The unitary fee is payable for a 25 year period and will be annually adjusted in terms of the CPI-X. At the end of the 25 year contract period the entire property, including the building and its furniture and equipment will be transferred to the Department of Basic Education. Provision is made in the PPP agreement for the termination and renewal of the agreement if so required.

26. Provisions			
Potential irrecoverable debts			
Claims recoverable		116 962	117 047
Total		116 962	117 047

27. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	44 656	1 266	29 808	16 843	58 887
Transport assets	2 597	-	2 815	845	4 567
Computer equipment	31 602	102	6 904	5 735	32 873
Furniture and office equipment	8 733	10	842	22	9 563
Other machinery and equipment	1 724	1 154	19 247	10 241	11 884
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	44 656	1 266	29 808	16 843	58 887

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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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27.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
MACHINERY AND EQUIPMENT	20 090	9 718	-	-	29 808
Transport assets	2 815	-	-	-	2 815
Computer equipment	6 148	756	-	-	6 904
Furniture and office equipment	842	-	-	-	842
Other machinery and equipment	10 285	8 962	-	-	19 247
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	20 090	9 718	-	-	29 808

27.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
MACHINERY AND EQUIPMENT	8	16 835	16 843	8
Transport assets	-	845	845	-
Computer equipment	-	5 735	5 735	-
Furniture and office equipment	8	14	22	8
Other machinery and equipment	-	10 241	10 241	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	8	16 835	16 843	8

27.3 Movement for 2008/09

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
MACHINERY AND EQUIPMENT	34 298	22 456	12 098	44 656
Transport assets	2 854	574	831	2 597
Computer equipment	20 740	12 937	2 075	31 602
Furniture and office equipment	8 749	4 854	4 870	8 733
Other machinery and equipment	1 955	4 091	4 322	1 724
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	34 298	22 456	12 098	44 656

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27.4 Minor assets

MINOR ASSETS OF THE DEPARTMENT AS AT 31 MARCH 2010

	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Minor Assets	287	-	9 467	-	9 754
TOTAL	287	-	9 467	-	9 754

	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	12 840	-	12 840
Number of minor assets at cost	143	-	4 532	-	4 675
TOTAL NUMBER OF MINOR ASSETS	143	-	17 372	-	17 515

MINOR ASSETS OF THE DEPARTMENT AS AT 31 MARCH 2009

	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Minor Assets	242	-	6 901	-	7 143
TOTAL	242	-	6 901	-	7 143

	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of minor assets	131	-	17 527	-	17 658
TOTAL	131	-	17 527	-	17 658

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28. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	2 440	7	5 646	-	8 093
TOTAL INTANGIBLE CAPITAL ASSETS	2 440	7	5 646	-	8 093

28.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

	Cash	Non-cash	(Development work-in-progress current costs)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	5 638	8	-	-	5 646
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	5 638	8	-	-	5 646

28.2 Movement for 2008/09

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	716	1 724	-	2 440
TOTAL	716	1 724	-	2 440

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29. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE/GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2008/09
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	% of available funds spent by department	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
Education Disaster Management Grant											
KwaZulu-Natal	-	-	-	-	-	-	-	-	-	-	16 696
Mpumalanga	-	-	-	-	-	-	-	-	-	-	5 306
Further Education and Training College Sector Recapitalisation Grant											
Eastern Cape	-	-	-	-	-	-	-	-	-	-	115 671
Free State	-	-	-	-	-	-	-	-	-	-	52 200
Gauteng	-	-	-	-	-	-	-	-	-	-	167 156
KwaZulu-Natal	-	-	-	-	-	-	-	-	-	-	162 974
Limpopo	-	-	-	-	-	-	-	-	-	-	111 646
Mpumalanga	-	-	-	-	-	-	-	-	-	-	39 104
Northern Cape	-	-	-	-	-	-	-	-	-	-	7 620
North West	-	-	-	-	-	-	-	-	-	-	61 494
Western Cape	-	-	-	-	-	-	-	-	-	-	77 305
HIV and Aids (Life Skills Education) Grant											
Eastern Cape	30 168	-	-	30 168	30 168	-	-	30 168	27 578	91.4	28 542
Free State	10 341	-	-	10 341	10 341	-	-	10 341	10 166	98.3	9 800
Gauteng	25 253	-	-	25 253	25 253	-	-	25 253	22 754	90.1	23 886
KwaZulu-Natal	39 765	-	-	39 765	39 765	-	-	39 765	41 687	104.8	39 910
Limpopo	25 882	3 474	-	29 356	29 356	-	-	29 356	26 506	90.3	24 495
Mpumalanga	14 626	-	-	14 626	14 626	-	-	14 626	13 191	90.2	14 769
Northern Cape	3 828	-	-	3 828	3 828	-	-	3 828	3 680	96.1	3 648
North West	12 912	-	-	12 912	12 912	-	-	12 912	10 412	80.6	12 229
Western Cape	14 626	-	-	14 626	14 626	-	-	14 626	12 883	88.1	13 847
National School Nutrition Programme Grant											
Eastern Cape	486 695	-	-	486 695	486 695	-	-	486 695	498 199	102.4	413 658
Free State	122 306	-	-	122 306	122 306	-	-	122 306	133 626	109.3	100 425
Gauteng	251 590	-	-	251 590	251 590	-	-	251 590	251 590	100.0	209 510
KwaZulu-Natal	555 917	-	-	555 917	555 917	-	-	555 917	602 876	108.4	458 233
Limpopo	419 185	-	-	419 185	419 185	-	-	419 185	468 988	111.9	307 856

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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

29. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES (continue)

NAME OF PROVINCE/GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2008/09
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	% of available funds spent by department	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
Mpumalanga	229 534	-	-	229 534	229 534	-	-	229 534	231 259	100.8	166 290
Northern Cape	55 690	-	-	55 690	55 690	-	-	55 690	55 690	100.0	59 019
North West	161 063	-	-	161 063	161 063	-	-	161 063	158 716	98.5	125 557
Western Cape	112 548	-	-	112 548	112 548	-	-	112 548	117 751	104.6	86 561
Total	2 571 929	3 474	-	2 575 403	2 575 403	-	-	2 575 403	2 687 552		2 915 407

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2009/10 financial year.

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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
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**ANNEXURE 1A
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2008/09
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Council on Higher Education	41 661	-	-	41 661	41 661	100.0	31 208
National Student Financial Aid Scheme	2 144 668	-	-	2 144 668	2 144 668	100.0	1 702 375
South African Council for Educators	1 500	-	-	1 500	1 500	100.0	-
South African Qualifications Authority	39 080	-	-	39 080	39 080	100.0	37 566
Umalusi	16 494	-	-	16 494	16 494	100.0	16 044
SETA	195	-	-	195	195	100.0	147
Human Sciences Research Council (HSRC)	-	-	1 350	1 350	1 350	100.0	-
Claims against the State	-	-	18	18	123	683.3	-
Total	2 243 598	-	1 368	2 244 966	2 245 071		1 787 340

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for the year ended 31 March 2010**

**ANNEXURE 1B
STATEMENT OF TRANSFERS TO UNIVERSITIES AND TECHNIKONS**

UNIVERSITY/TECHNIKON	TRANSFER ALLOCATION				TRANSFER			2008/09
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
Cape Peninsula University of Technology	615 987	-	476	616 463	616 463	-	100.0	640 810
Central University of Technology, Free State	249 219	-	373	249 592	249 591	1	100.0	274 820
Durban Institute of Technology	514 961	-	589	515 550	515 549	1	100.0	457 688
Mangosuthu University of Technology	194 871	-	4 236	199 107	199 107	-	100.0	170 057
Nelson Mandela Metropolitan University	506 411	-	(1 060)	505 351	505 350	1	100.0	542 489
North West University	750 519	-	50 356	800 875	800 875	-	100.0	690 298
Rhodes University	251 910	-	139	252 049	252 048	1	100.0	200 977
Tshwane University of Technology	1 114 955	-	32 836	1 147 791	1 147 790	1	100.0	1 005 231
University of Cape Town	864 526	-	257	864 783	864 783	-	100.0	715 216
University of Fort Hare	223 811	-	26 522	250 333	250 332	1	100.0	232 476
University of Free State	648 885	-	23 326	672 211	672 211	-	100.0	569 406
University of Johannesburg	1 084 560	-	1 446	1 086 006	1 086 005	1	100.0	922 185
University of KwaZulu-Natal	1 096 613	-	614	1 097 227	1 097 226	1	100.0	980 872
University of Limpopo	592 739	-	302	593 041	593 040	1	100.0	640 716
University of Pretoria	1 338 007	-	48 858	1 386 865	1 386 864	1	100.0	1 163 097
University of South Africa	1 367 256	-	1 423	1 368 679	1 368 679	-	100.0	1 212 883
University of Stellenbosch	754 529	-	43 586	798 115	798 114	1	100.0	683 051
University of Venda	317 771	-	406	318 177	318 176	1	100.0	287 338
University of Western Cape	514 347	-	4 605	518 952	518 951	1	100.0	432 725
University of Witwatersrand	958 492	-	(590)	957 902	957 901	1	100.0	824 200
University of Zululand	282 398	-	455	282 853	282 852	1	100.0	257 800
Vaal University of Technology	360 883	-	719	361 602	361 601	1	100.0	319 781
Walter Sisulu University of Technology and Science	633 237	-	(179 565)	453 672	453 672	-	100.0	579 297
Higher Education Institutions: Other Grants	60 309	-	(60 309)	-	-	-	0.0	-
Total	15 297 196	-	-	15 297 196	15 297 180	16		13 803 413

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 1C
STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS**

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2008/09
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Association for the Development of Education in Africa (ADEA)	25	-	-	25	19	76.0	20
Commonwealth of Learning	1 819	-	-	1 819	1 818	99.9	1 866
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	-	-	76
India-Brazil-South Africa	410	-	-	410	365	89.0	390
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	9 558	-	1 477	11 035	11 034	100.0	9 103
Total	11 912	-	1 477	13 389	13 236		11 455

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 1D
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

	TRANSFER ALLOCATION				EXPENDITURE		2008/09
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
NON-PROFIT INSTITUTIONS							
Transfers							
Childline South Africa	50	-	-	50	50	100.0	50
Total	50	-	-	50	50		50

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

ANNEXURE 1E
STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2008/09
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Employee Social Benefits	6 324	-	287	6 611	6 492	98.2	586
Total	6 324	-	287	6 611	6 492		586

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 1F
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED**

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2009/10	2008/09
		R'000	R'000
Received in cash			
IICBA (International Institute for Capacity Building in Africa)	Mr R Ndaba's flight costs	15	-
African Union Commission	Cover accommodation, travel, meals and transport expenses	-	13
African Union Commission	Cover accommodation, travel, meals and transport expenses	-	13
World Congress/International Congress	Cover travel expenses	-	13
Commonwealth of Learning	Cover accommodation, travel, meals and transport expenses	-	11
Subtotal		15	50
Received in kind			
UNICEF	Cover accommodation and transport	181	-
UNESCO	Remuneration	40	-
Vodacom Foundation	Mobile Library	3 750	-
German Embassy	German books to schools	142	-
Subtotal		4 113	-
Total		4 128	50

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 1G
STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
Received in cash					
Received in cash in the PMG Account					
European Union	School Infrastructure	5 012	(651)	4 361	-
European Union	HEAIDS	-	25 184	25 184	-
USAID	Building Capacity in Education - Sudan	-	577	577	-
Netherlands	Sectoral Budget Support Programme	(15 991)	15 991	-	-
Sweden	Special Needs Education - Inclusive Education	31	(31)	-	-
Finland	Special Needs Education - Inclusive Education	812	22 188	22 145	855
Irish	Dinaledi Schools Project	-	2 329	1 859	470
Norwegian	Oslo Celebration Research Grant	(239)	239	-	-
Taiwanese	National Curriculum Statement	(21)	21	5	(5)
Subtotal		(10 396)	65 847	54 131	1 320
Received in cash in the RDP Fund					
European Union	School Infrastructure	6 446	-	4 361	2 085
European Union	HEAIDS	74 199	-	25 184	49 015
USAID	Grade 6: Systemic Evaluation	1	-	-	1
USAID	Building Capacity in Education - Sudan	-	577	577	-
French	Grade 6: Systemic Evaluation	2	-	-	2
Netherlands	Sectoral Budget Support Programme	1 287	-	-	1 287
DfID	Mergers of Higher Education Institutions	1	-	-	1
Sweden	Special Needs Education - Inclusive Education	31	-	-	31
Finland	Special Needs Education - Inclusive Education	23 878	-	22 145	1 733
Belgium	Whole School Development	45	(16)	-	29
Norwegian	Oslo Celebration Research Grant	10	-	-	10
Irish	Dinaledi Schools Project	-	3 461	1 859	1 602
Taiwanese	NCS Advocacy, Communication and Distribution	162	-	5	157
Subtotal		106 062	4 022	54 131	55 953

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

ANNEXURE 1G (CONTINUE)
STATEMENT OF AID ASSISTANCE RECEIVED

	2009/10 R'000	2008/09 R'000
Reconciliation of the PMG account		
Opening balance		
Transferred from the RDP Fund	(10 396)	1 977
Paid during the year	65 847	114 487
Closing balance	(54 131)	(126 860)
	1 320	(10 396)
Foreign aid assistance unutilised		
DfID	-	1
EU	-	5 012
Sweden	-	33
Finland	855	810
Irish	470	-
	1 325	5 856
Foreign aid assistance receivable/recoverable from the RDP Fund		
Netherlands	-	(15 992)
Norwegian	-	(239)
Taiwanese	(5)	(21)
	(5)	(16 252)
Analysis of balance		
Amounts repayable to the RDP Fund (Unutilised)	1 325	5 856
Amounts receivable from the RDP Fund	(5)	(16 252)
Closing balance	1 320	(10 396)
FOREIGN AID ASSISTANCE (incl RDP FUNDS) ROLLED-OVER - INCOME STATEMENT/CASH GENERATED	(11 716)	12 373

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 1G (CONTINUE)
STATEMENT OF AID ASSISTANCE RECEIVED**

		2009/10
		R'000
Received in kind		
Carnegie	South African Undergraduate Women's Scholarship Programme	853
Norwegian	South African Norway Tertiary Education Development (SANTED) Programme	20 170
UNICEF	Early Childhood Development	213 360
UNICEF	Friendly School	719 368
UNICEF	Adolescent Development	83 872
USAID	Work Force Developments - FET	1 099
USAID	Peer Education	540
Total		1 039 262

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

ANNEXURE 1H

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2009/10	2008/09
	R'000	R'000
Made in kind		
International Delegations	-	5
Participants on the Ministerial Panel	-	28
Volunteer Coordinator: Act of grace payment for loss suffered while performing campaign duties for <i>Kha Ri Gude</i>	20	-
Minister: Farewell gift	4	-
Chief Financial Officer: Farewell gift	4	-
Ministerial Imbizo New Castle	21	-
Total	49	33

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2010 – LOCAL**

GUARANTOR INSTITUTION	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2009	Guarantees draw downs during the year	Guaranteed repayments/cancelled/reduced/released during the year	Revaluations	Closing balance 31 March 2010	Guaranteed interest for year ended 31 March 2010	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Motor vehicles									
Employees	Motor Finance Scheme	1 036	194	-	178	-	372	-	-
	Subtotal	1 036	194	-	178	-	372	-	-
Housing									
Employees	Housing Loans	689	752	-	63	-	689	-	-
	Subtotal	689	752	-	63	-	689	-	-
Other									
Cape Peninsula University of Technology	Tertiary Institutions	27 244	6 945	-	3 845	-	3 100	547	-
Central University of Technology, Free State	Tertiary Institutions	14 498	3 354	-	1 794	-	1 560	427	-
Durban Institute of Technology	Tertiary Institutions	4 354	820	-	677	-	143	12	-
Nelson Mandela Metropolitan University	Tertiary Institutions	18 145	5 367	-	2 213	-	3 154	92	-
North West University	Tertiary Institutions	22 540	5 798	-	2 247	-	3 551	73	-
Rhodes University	Tertiary Institutions	7 000	980	-	477	-	503	4	-
Tshwane University of Technology	Tertiary Institutions	25 154	9 798	-	1 941	-	7 857	97	-
University of Cape Town	Tertiary Institutions	14 590	3 527	-	1 594	-	1 933	-	-
University of Free State	Tertiary Institutions	21 630	4 449	-	868	-	3 581	442	-
University of Johannesburg	Tertiary Institutions	42 071	16 288	-	3 071	-	13 217	125	-
University of KwaZulu-Natal	Tertiary Institutions	22 023	5 456	-	1 233	-	4 223	909	-
University of Limpopo	Tertiary Institutions	-	6 000	-	6 000	-	-	-	-
University of Pretoria	Tertiary Institutions	2 000	580	-	231	-	349	14	-

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

ANNEXURE 2A (CONTINUE)
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2010 – LOCAL

GUARANTOR INSTITUTION	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2009	Guarantees draw downs during the year	Guaranteed repayments/cancelled/reduced/released during the year	Revaluations	Closing balance 31 March 2010	Guaranteed interest for year ended 31 March 2010	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
University of South Africa	Tertiary Institutions	21 644	3 331	-	1 682	-	1 649	53	-
University of Stellenbosch	Tertiary Institutions	25 197	5 530	-	2 347	-	3 183	59	-
University of Venda	Tertiary Institutions	54 752	5 940	-	2 674	-	3 266	81	-
University of Witwatersrand	Tertiary Institutions	32 554	11 173	-	2 921	-	8 252	304	-
University of Zululand	Tertiary Institutions	-	7 000	-	7 000	-	-	-	-
Vaal University of Technology	Tertiary Institutions	4 586	9 207	-	4 621	-	4 586	195	-
Walter Sisulu University for Technology and Science, Eastern Cape	Tertiary Institutions	30 742	8 847	-	5 624	-	3 223	127	-
	Subtotal	390 724	120 390	-	53 060	-	67 330	3 561	-
	Total	392 449	121 336	-	53 301	-	68 391	3 561	-

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 2B
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2010**

NATURE OF LIABILITY	Opening Balance 1 April 2009	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2010
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Alleged claims against the Minister	3 400	-	-	-	3 400
Motor Car Accidents	-	69	69	-	-
Travel Agencies for no shows paid	-	21	21	-	-
Damaged Car	-	33	33	-	-
Total	3 400	123	123	-	3 400

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 3
CLAIMS RECOVERABLE**


GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2010	31/03/2009	31/03/2010	31/03/2009	31/03/2010	31/03/2009
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
Department of Arts and Culture	-	-	-	1	-	1
Department of Correctional Services	-	-	-	23	-	23
Department of Foreign Affairs	-	-	-	1	-	1
Department of Health	-	-	-	15	-	15
Department of Housing	-	-	-	34	-	34
Department of Justice	-	-	15	283	15	283
Department of Labour	-	-	-	29	-	29
Department of Social Development	-	-	-	18	-	18
Department of Water Affairs	-	-	-	9	-	9
Eastern Cape Department of Education	-	-	65 615	65 640	65 615	65 640
Gauteng Department of Education	-	-	51 347	51 407	51 347	51 407
Gauteng Department of Health	-	-	5	29	5	29
GG Transport	-	-	2	2	2	2
North West Provincial Administration	-	-	23	1	23	1
Statistics South Africa	-	-	-	52	-	52
North West Department of Education	-	-	-	32	-	32
Department of Health and Social Development	-	-	6	-	6	-
Government Printers	-	-	2	-	2	-
Mpumalanga Department of Education	-	-	13	-	13	-
National Treasury Pensions	-	-	222	261	222	261
Department of Rural Development and Land Reform	-	-	24	-	24	-
Department of Science and Development	-	-	75	-	75	-
Limpopo Department of Education	-	-	1	18	1	18
Western Cape Department of Education	-	-	144	3	144	3
	-	-	117 494	117 858	117 494	117 858
Other Government Entities						
South African Revenue Services (VAT)	-	-	663	15 558	663	15 558
Sita	-	-	50	50	50	50
	-	-	713	15 608	713	15 608
Total	-	-	118 207	133 466	118 207	133 466

**DEPARTMENT OF EDUCATION
VOTE 13**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010**

**ANNEXURE 4
INVENTORY**

	<i>Note</i>	Quantity	2009/10 R'000
Inventory			
Opening balance		42 896	345
Add/(Less): Adjustments to prior year balances		-	-
Add: Additions/Purchases – Cash		409 241	17 414
Add: Additions – Non-cash		701	2
(Less): Disposals		(17 481)	(166)
(Less): Issues		(435 332)	(17 959)
Add/(Less): Adjustments		(13)	364
Closing balance		<u>12</u>	<u>-</u>



PART 6
Statutory Bodies &
Organisational Structure

STATUTORY BODIES

COUNCIL OF EDUCATION MINISTERS (CEM)

Chairperson:	Mrs A Motshekga, MP, Minister of Basic Education
Secretariat:	Directorate: Strategic Coordination and Secretarial Support, Department of Education
Contact Persons:	Dr WM Makgalancheche Ms Nandipha Koyana
Tel:	(012) 312 5193
Fax:	(012) 323 0146
E-mail:	koyana.n@doe.gov.za

Sol Plaatje House 123 Schoeman Street Pretoria 0002	Private Bag X 895 Pretoria 0001
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HEADS OF EDUCATION DEPARTMENTS COMMITTEE (HEDCOM)

Chairperson:	Mr B Soobrayan, Director-General, DBE
Directorate:	Strategic Coordination and Secretarial Support
Contact Persons:	Dr WM Makgalancheche Mr JJ Mabasa
Tel:	(012) 312 5503
Fax:	(012) 323 0146
E-mail:	mabasa.j@doe.gov.za

Sol Plaatje House 123 Schoeman Street Pretoria 0002	Private Bag X 895 Pretoria 0001
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STATUTORY BODIES

COUNCIL OF HIGHER EDUCATION (CHE)

Chairperson: Dr CN Manganyi
Interim Chief Executive Officer: Prof R Stumpf

Tel: (012) 392 9115
Fax: (012) 392 9122
E-mail: singh.m@che.org.za

Didacta Building	PO Box 13354
211 Skinner Street	The Tramshed
Pretoria	Pretoria
0002	0126

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

Chairperson: Dr S Walters
Executive Officer: Mr SBS Isaacs

Tel: (012) 431 5002
Fax: (012) 431 5115/5039
E-mail: samuel.isaacs@doe.gov.za

1067 Hatfield Forum West	Postnet Suite 248
Arcadia Street	Private Bag X 6
Hatfield	Waterkloof
0083	0145

COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING (UMALUSI)

Chairperson: Prof J Volmink
Chief Executive Officer: Dr M Rakometsi

Tel: (012) 349 1510
Fax: (012) 349 1511
E-mail: info@umalusi.org.za

37 General Van Ryneveld Street	Postnet Suite 102
Persequor Techno Park	Private Bag X 1
Pretoria	Queenswood
0002	0121

STATUTORY BODIES

NATIONAL BOARD FOR FURTHER EDUCATION AND TRAINING (NBFET)

Chairperson: Mr D George
Secretariat: Mr K Pole

Tel: (012) 312 5041
Fax: (012) 321 3349
E-mail: pole.k@doe.gov.za
Website: www.education.gov.za

Sol Plaatje House
123 Schoeman Street
Pretoria
0002

Private Bag X 895
Pretoria
0001

NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

Chairperson: Prof P Fitzgerald
Chief Executive Officer: Mr A Seymore

Tel: (021) 763 3200
Fax: (021) 797 8131
E-mail: info@nsfas.org.za
Website: www.nsfas.org.za

18-20 Court Road
Wynberg
7800

Private Bag X 1
Plumstead
7801

SOUTH AFRICAN COUNCIL FOR EDUCATION (SACE)

Chairperson: Mr G Abrahams
Chief Executive Officer: Mr R Brijraj

Tel: (012) 663 9517/8/9
Fax: (012) 663 9238
E-mail: info@sace.org.za
Website: www.sace.org.za

261 West Street
Centurion
0042

Private Bag X 127
Centurion
0046

STATUTORY BODIES

EDUCATION LABOUR RELATIONS COUNCIL (ELRC)

Chairperson: Ms S Sithole
Chief Executive Officer: Mr M Govender

Tel: (012) 663 0432
Fax: (012) 663 9604/0438
E-mail: gen.sec@elrc.co.za

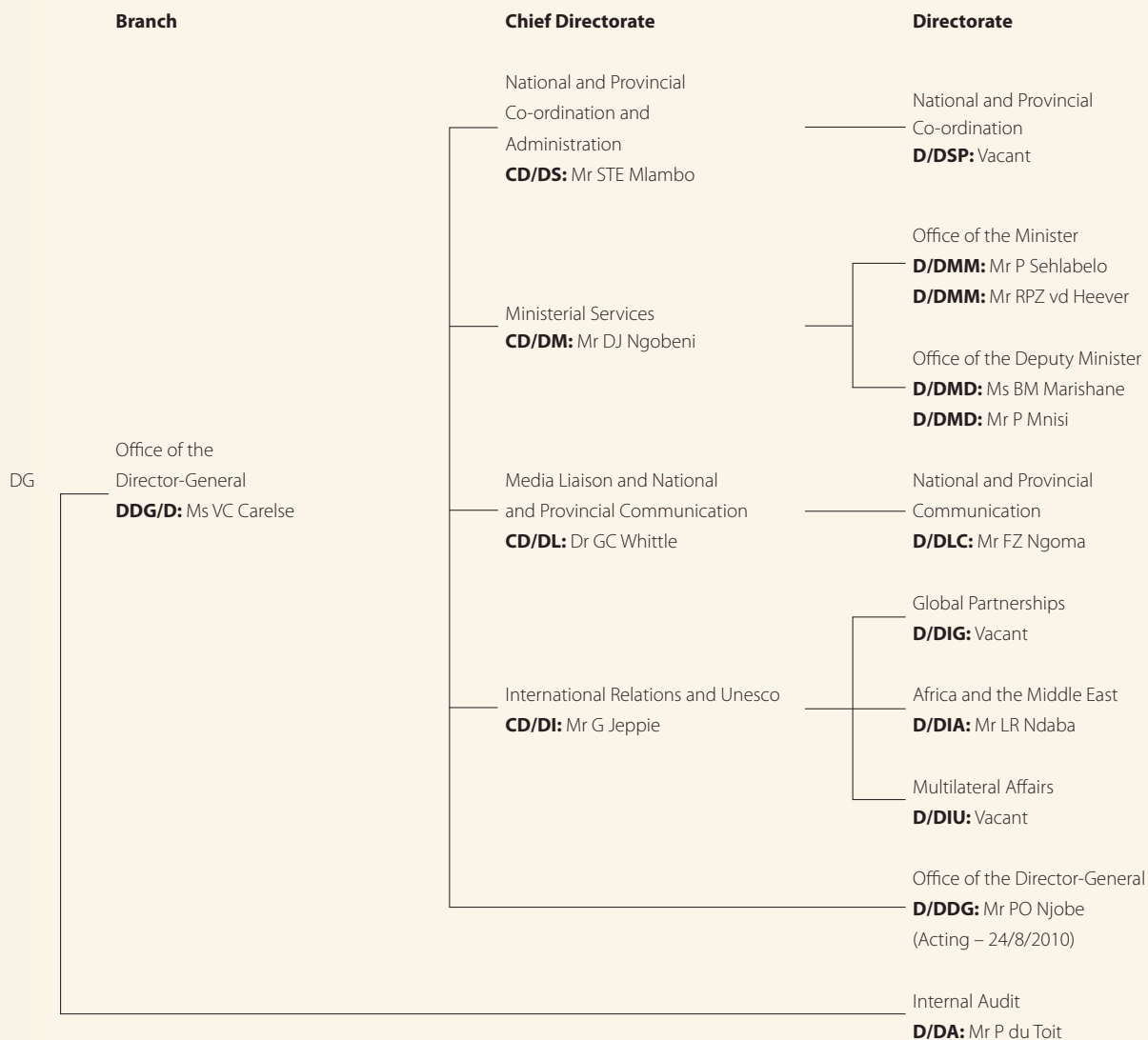
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Private Bag X 126
Centurion
0046

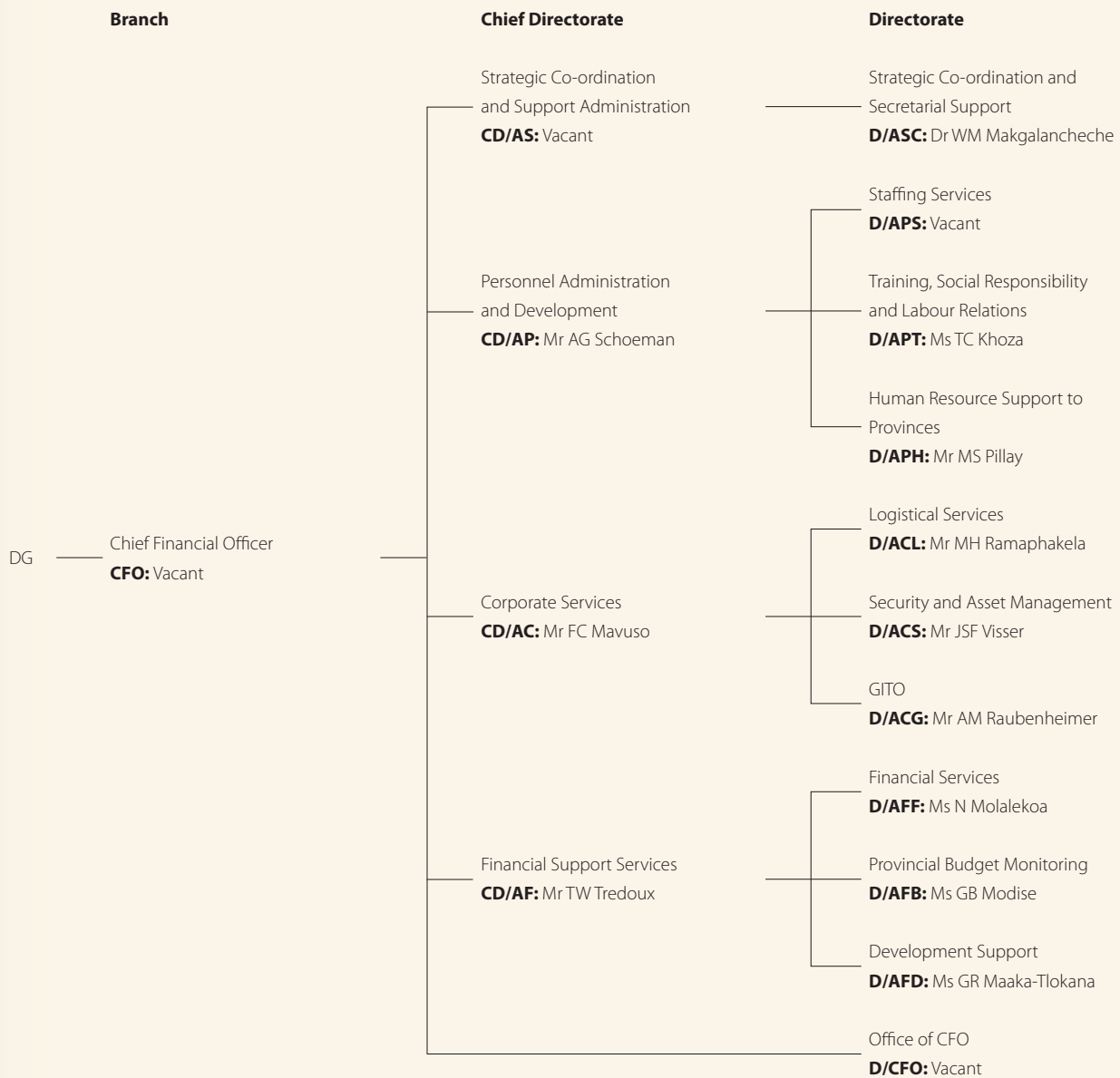
ORGANISATIONAL STRUCTURE

DIRECTOR-GENERAL

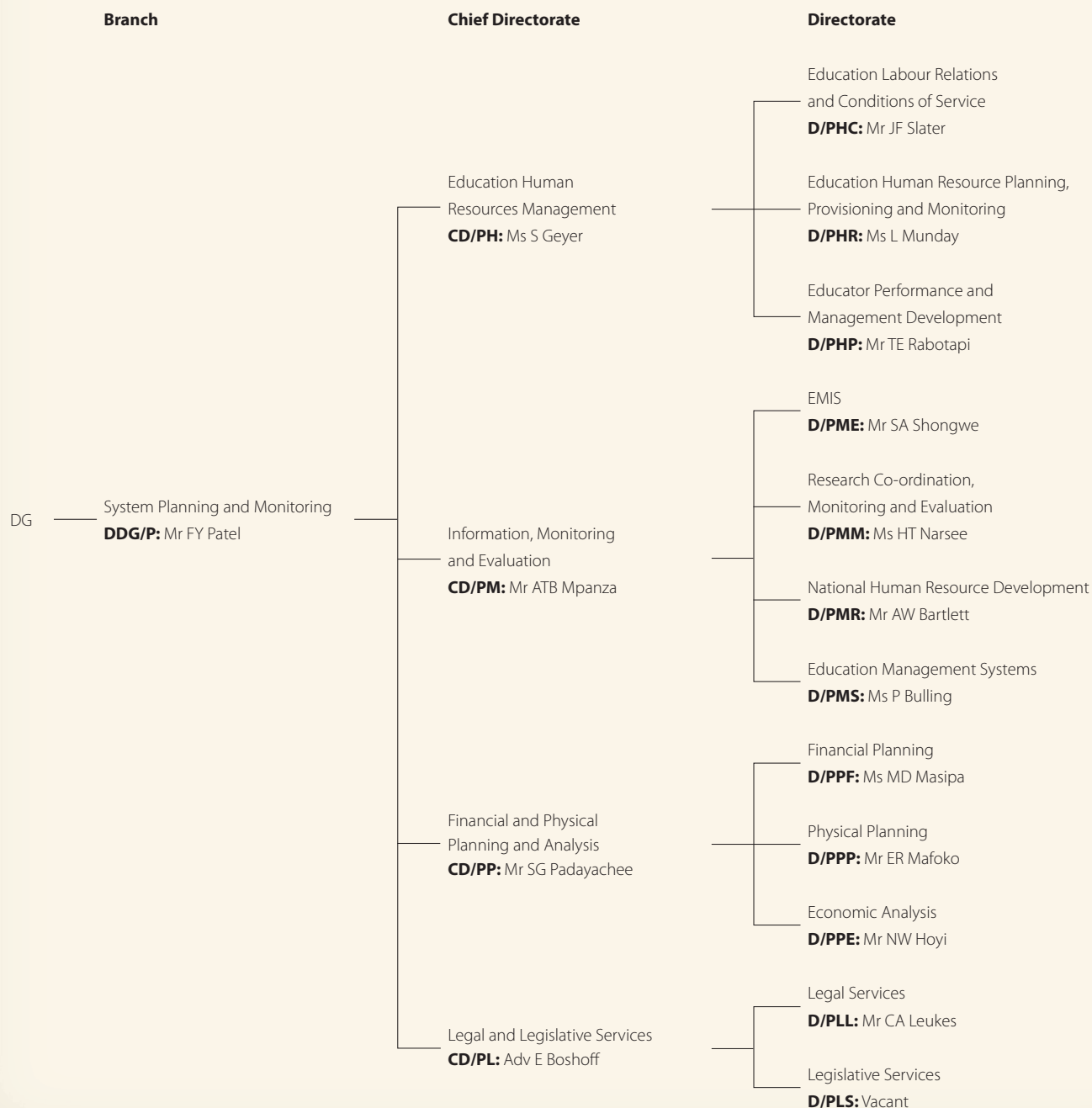
DG: Mr D Hindle



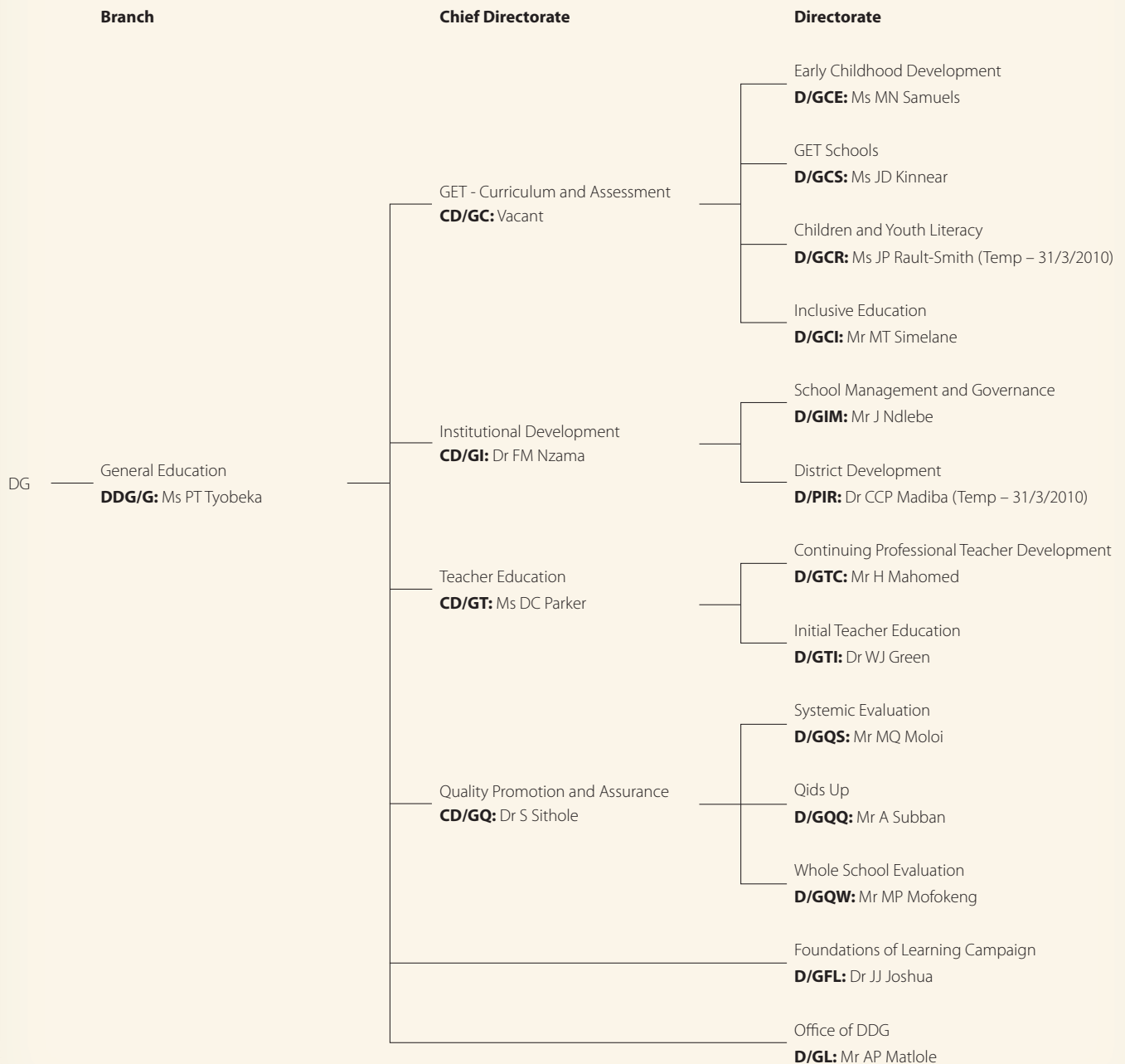
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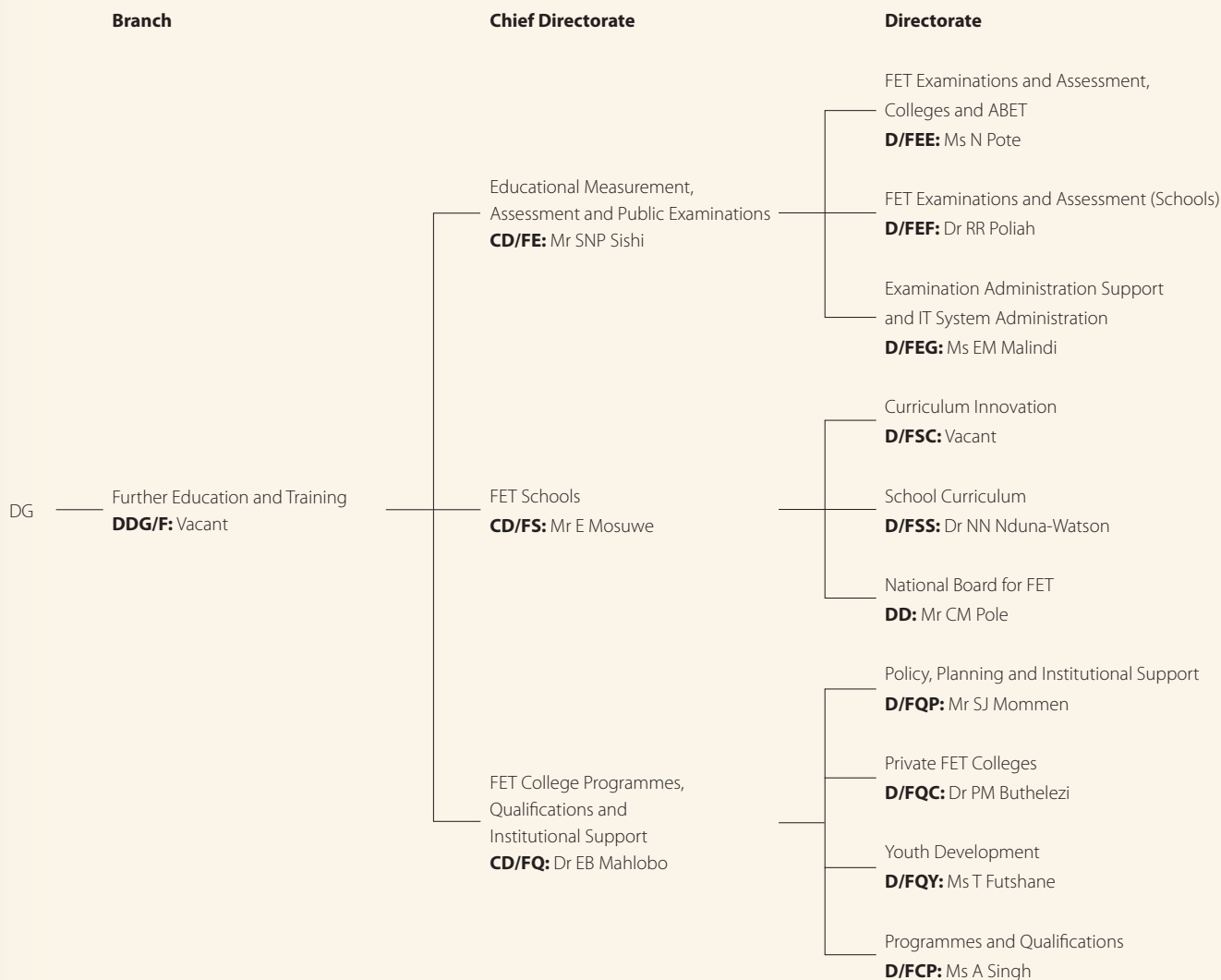
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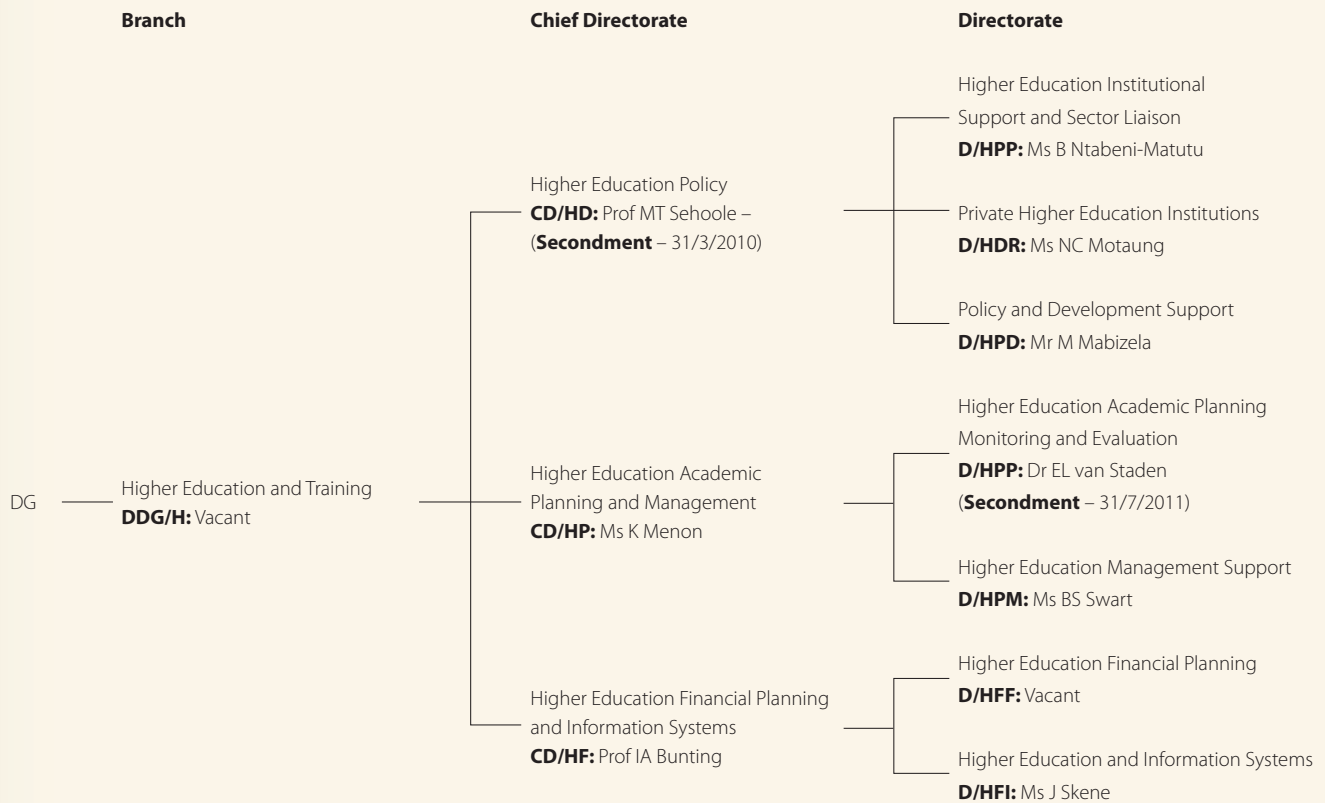
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ORGANISATIONAL STRUCTURE

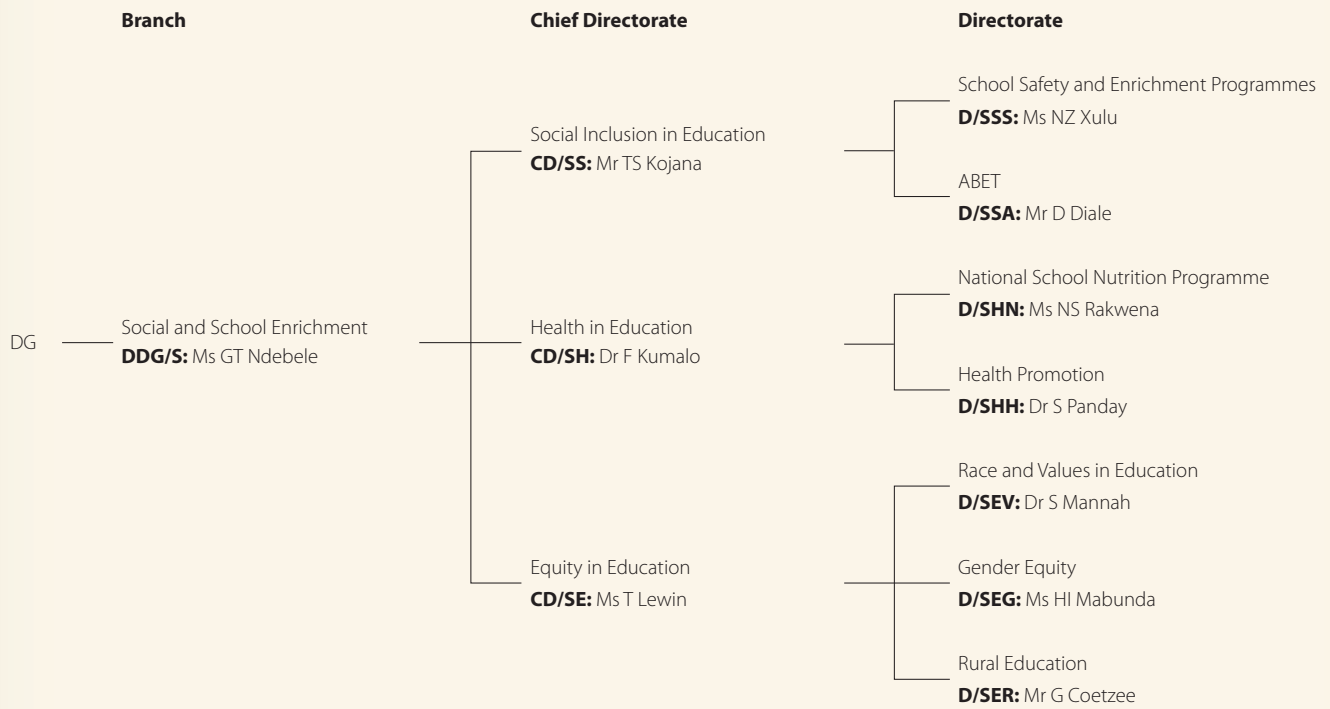


ORGANISATIONAL STRUCTURE



Merger Unit: Chief Director: Prof MM Sibara – 31/12/2009
Additional: Chief Director: Mr TA Coombe
 Director: Ms R Munusamy
 Director: MR JP Cedras


ORGANISATIONAL STRUCTURE



Kha Ri Gude Literacy Project:

- CEO: Ms V McKay
- Chief Director: Mr MC Matthews
- Director: Ms MMC du Toit
- Director: Mr GDS Ntombela
- Director: Mr ES Sekgobela
- Director: Mr V Jacobs

Additional:



Department of Higher Education and Training

123 Schoeman Street, Pretoria, 0001

Private Bag X174, Pretoria, 0001 • Tel: (012) 312 5911 • Fax: (012) 321 6770

Private Bag X9192, Cape Town, 8000 • Tel: (021) 486 7000 • Fax: (021) 461 4761

Department of Basic Education

222 Struben Street, Pretoria, 0001

Private Bag X895, Pretoria, 0001, South Africa • Tel (012) 357 3000 • Fax (012) 323 0601

Private Bag X9039, Cape Town, 8000, South Africa • Tel (021) 486 7000 • Fax (021) 461 8110

www.education.gov.za

Hotline: 0800 202 933

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