

Annual Report 2007/08

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education

Department:
Education
REPUBLIC OF SOUTH AFRICA

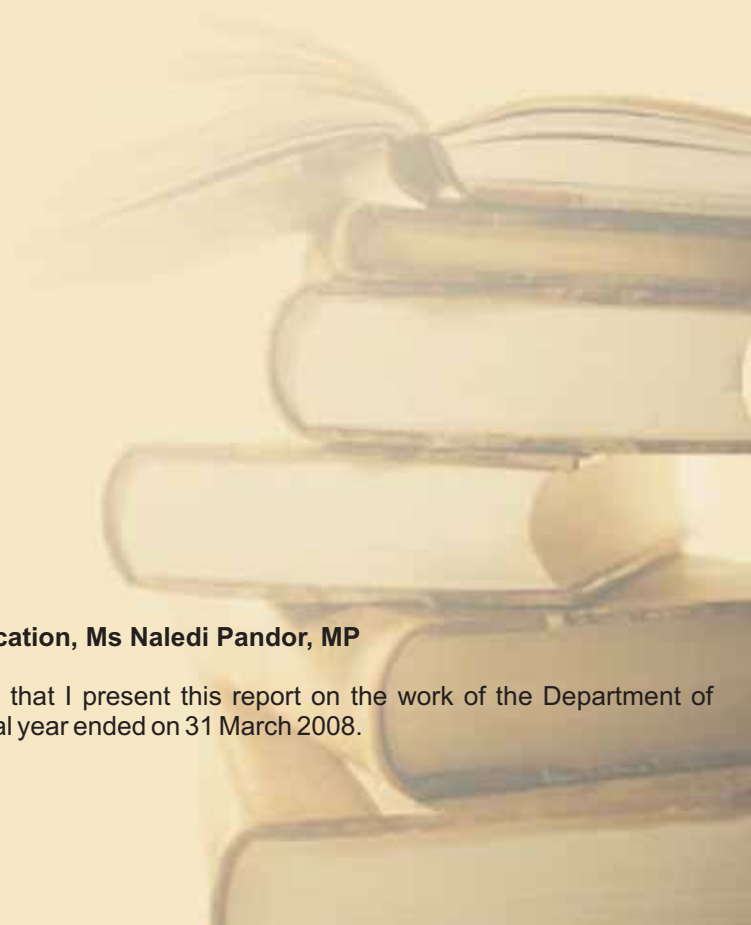


Annual Report 2007/08

To the Minister of Education, Ms Naledi Pandor, MP

It is with great pleasure that I present this report on the work of the Department of Education for the financial year ended on 31 March 2008.

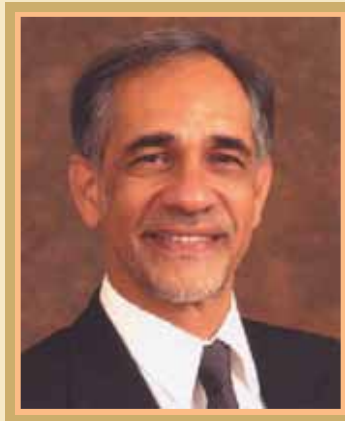
Duncan Hindle
Director-General
August 2008







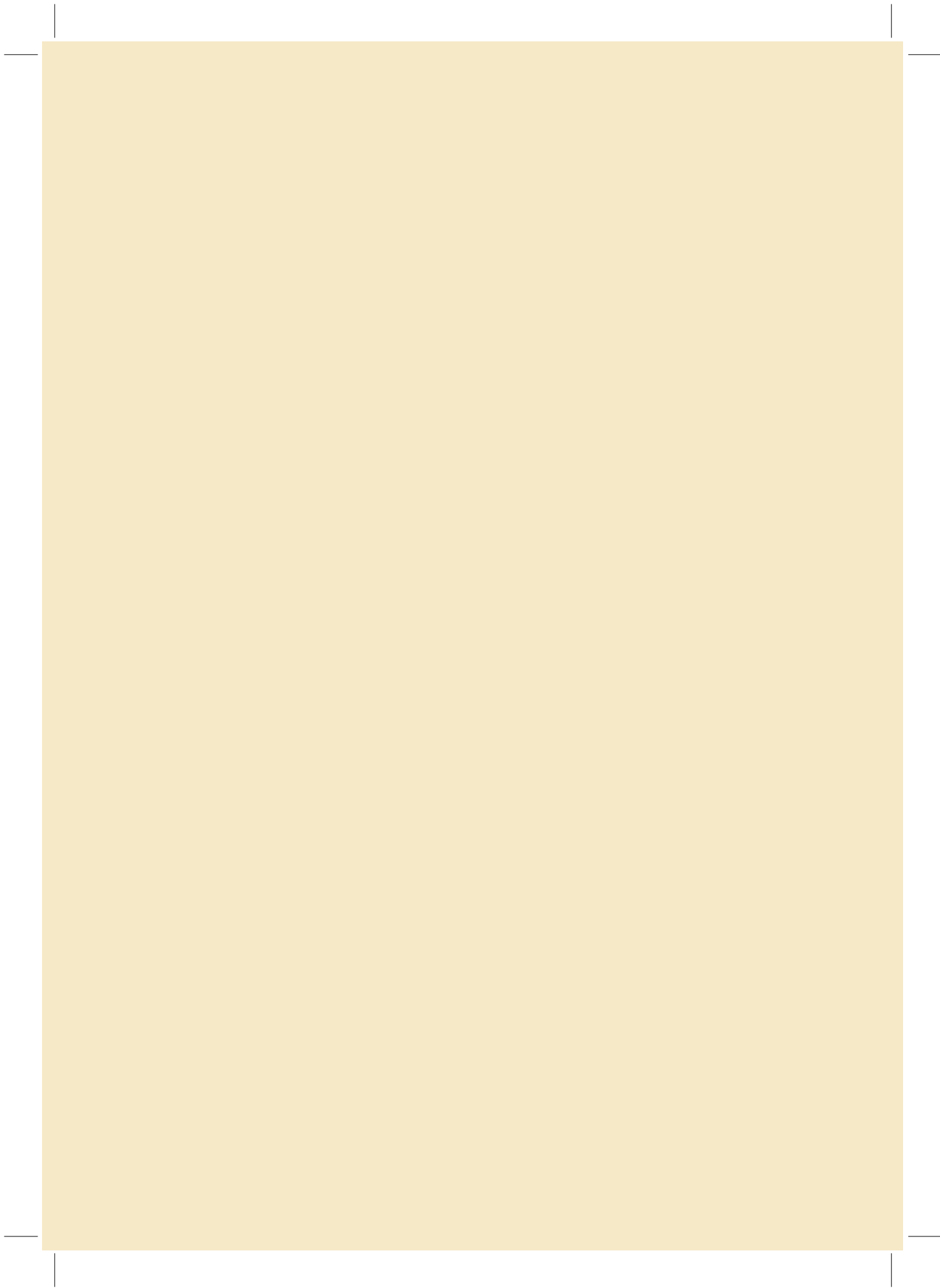
*Ms Naledi Pandor
Minister of Education
Department of Education*



*Mr Enver Surty, MP
Deputy Minister
Department of Education*



*Mr Duncan Hindle
Director-General
Department of Education*



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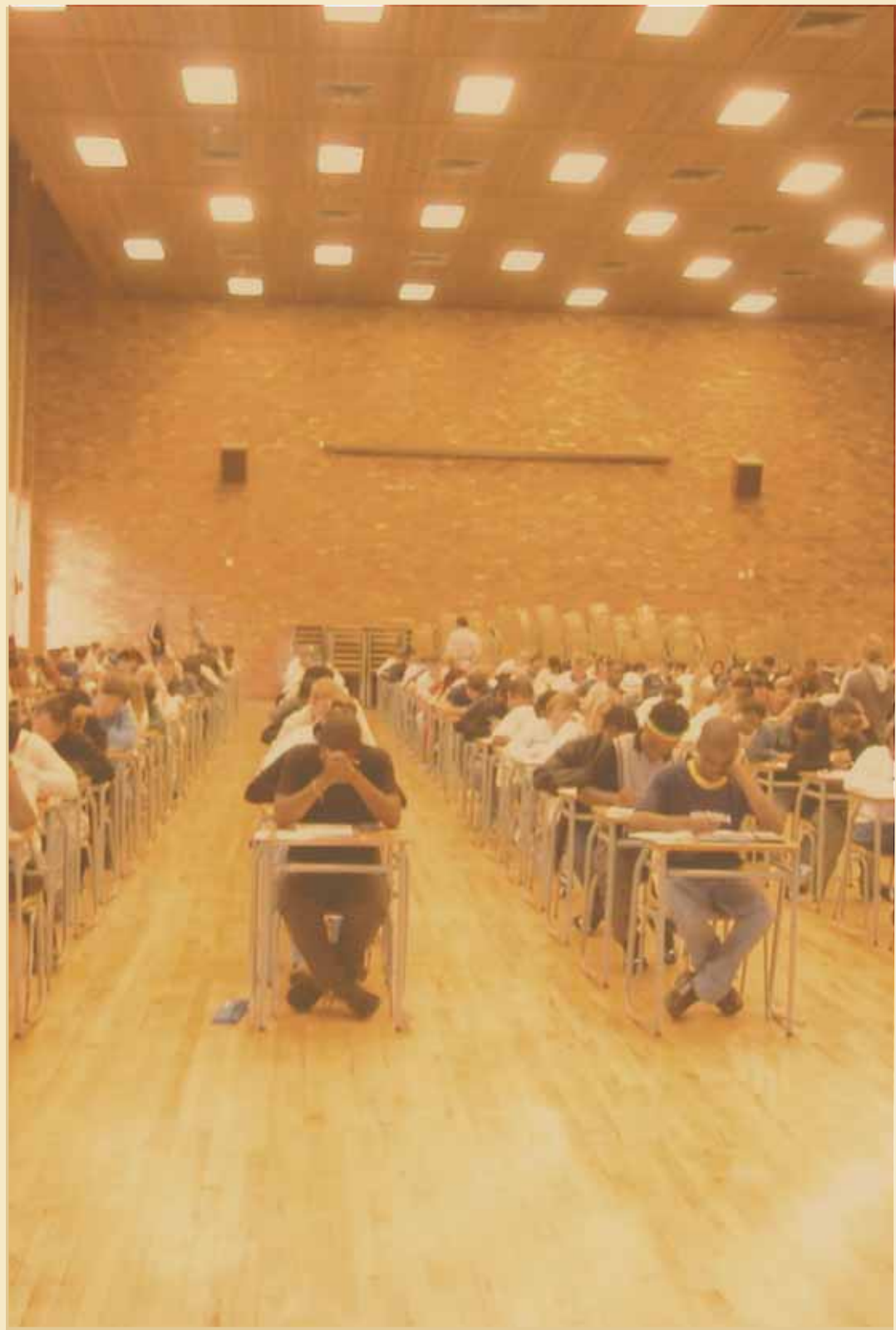
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PART 1



PART 1 : INTRODUCTION

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1.1 INTRODUCTION

by the DIRECTOR-GENERAL

This report provides the South African public with information regarding the work of the Department of Education during the past financial year, including highlights and achievements, as well as the continuing challenges and constraints which are faced. As such, it serves as an instrument of accountability, where we explain to the country how we have used the funds approved by Parliament under Vote 15. It is our hope that the report will demonstrate that the funds have been used wisely, have been properly managed, and have indeed contributed to the further education and development of the nation.

The Constitution protects the right to education at different levels, and serves as our primary mandate. We are also guided by international protocols on education, particularly the commitments made in terms of the Education for All Dakar declaration. Our legislation, policies and interventions have all been framed in terms of the principles established in the Constitution and international protocols.

The Department of Education strives to spearhead the progressive transformation of education in South Africa, and to make the system more modern, relevant and responsive to the demands of the 21st century. The task is daunting, and the challenges large, but they are not insurmountable. We need a sustained focus and commitment throughout the system towards the ideals and values of our nation, to ensure that the doors of learning remain open, or are opened where they have been closed, and to give advice towards learning opportunities. Our young are the future of our country, and we owe them our complete dedication in improving their life chances through ensuring the provision of quality education for all.

Much has been done to fulfill our goals of quality education for all, and the Department has benefited greatly from the advice and co-operation of our provincial colleagues in this. They have helped us to refine our policies and practices, and their commitment to implementing agreed programmes is greatly appreciated. Provinces face the enormous challenges of policy implementation, often under difficult

circumstances, and we must record our appreciation for their role.

The work described in this report has been made possible by the many dedicated officials of the Department, and with the co-operation of our social partners – especially teacher unions, governing body associations, and student organisations. We have also been supported by international development partners and agencies, and by the private sector in South Africa. All of this is much appreciated.

We have also benefited greatly from the political leadership and support of the Minister of Education, Naledi Pandor, MP, and the guidance and advice of our Deputy Minister, Enver Surty, MP. Our work would not have been possible without them, and I have pleasure in presenting to them this Annual Report of the Department of Education, and invite them to table it in Parliament, as required.



Mr Duncan Hindle
Director-General

1.2. MESSAGE FROM THE MINISTER

In the 2007/08 financial year the Department of Education concluded a comprehensive student enrolment and output planning process in Higher Education for the period up to 2010. The process was guided by the policy on student enrolment planning, with parameters that are intended to respond to national and institutional imperatives and priorities.

Significant investment has been made in improving the teaching, learning infrastructure as well as student accommodation and services and output efficiencies in engineering and health sciences.

The review of the implementation of the National Qualifications Framework was concluded in 2007, following a comprehensive process initiated in 2001. The new policy on NQF implementation retains the original objectives of the NQF but envisages changes in its organisational structures to improve the efficiency and efficacy of implementation.

Twelve scarce skills programmes have been introduced at Further Education and Training Colleges. Colleges enrolled students on the new National Certificate (Vocational) and met their enrolment targets for 2008 and bursaries worth R67 million were awarded to students.

500 Dinaledi Schools were supported to become Maths and Science focus schools. This included the distribution of Grade 12 textbooks for English, Physical Science, Maths and Maths Literacy to these schools.

The Department is focusing on promoting civic participation and responsibility amongst young people, evoking national pride and unity, as well as promoting social cohesion and nation-building. On the 12 February 2008 I published the National Schools Pledge in the Government Gazette for public comment. The Pledge aims to contribute to nation-building and is based on the values of our Constitution.

Our intervention in improving security through infrastructure rehabilitation and raising awareness through partnerships programmes aimed at learners and educators, like child friendly schools and schools as centres of care have been intensified.

On 28 February 2008, I officially launched the *Kha Ri Gude* Mass Literacy campaign that will run over the next five years.

Learners in schools from poor communities have access to the national school nutrition programme (NSNP) from the budgeted R1, 152 billion.

The National systemic assessments conducted at grades 3 and 6 have thrown light on the status regarding critical foundational skills of general literacy and numeracy, in our schools. Our response has been swift and focused: alongside relevant materials, we are providing reading tests in appropriate languages to be administered on all Foundation Phase learners for early identification and interventions to lay sound foundations for effective learning.

The Quality Improvement Programme (QIDS-UP), continues to give hope and dignity to educators and the right to quality education to the poorest communities. Through this programme, many of our poorest schools have been renovated and mud schools are being replaced through a schools building programme.

In 2007 there were approximately 5 million learners that did not pay school fees. In 2008 the figure is just above 5 million, which is slightly above the 2007 figures. This translates to more parents in poor communities being relieved from paying school fees which enables them to afford other household needs.

Success in education comes only through hard work, team work and commitment among public officials. I thank the many teachers, officials, support staff and

parents who continue to do their best for our children through their collaborative efforts and support in our endeavour to improve the system of education.

I also thank the Deputy Minister, Enver Surty, for his dedication and support, my advisors and the staff in the ministry for their support and commitment and Director-General, Duncan Hindle and his senior management team for their hard work in service.

I would like to commend this Annual Report for the financial year 2007/08 to Parliament and the people of South Africa.



Naledi Pandor, MP
Minister of Education

1.3 OVERVIEW OF PROGRESS

During the past year, Government once again reaffirmed its commitment to the education system. Building on the transformation successes of the past, and also recognizing the huge backlogs that exist in many parts for the system throughout the country, additional funds were allocated to address backlogs in the system. This report gives details on programme performance and the utilisation of the investment on the basis of our plans to improve the quality of services that we offer to the nation.

The Department continued to focus its attention on the areas that require improvement, especially areas that affect the majority of our population. The Department was reconfigured and restructured to appropriately respond to the challenges facing us. The new structure gave impetus to fine-tuning policy formulation and policy implementation, towards the achievement of quality education. We established a research unit to focus on cyclical policy review and to ensure evidence-based decision-making in the education sector. This unit has been useful in developing a reliable database to support policy formulation initiatives aimed at improving the provision of quality education and deepening the democratic transformation of the education sector.

The issue of safety and security in schools has generated a lot of interest from different sections of society and is one of our overriding concerns. A learning environment has to be safe and devoid of fear of all hazardous elements that might harm or impede education. We continued to work with provinces through the Council of Education Ministers (CEM) to fast-track the implementation of appropriate policies. We will collaboratively work with School Governing Bodies (SGBs), parents and communities to focus on the promotion of safe learning environments for our children, where human life has equal worth, and where every child has an opportunity to learn and succeed.

Expanding access to quality learning remained high on our agenda. We continued to increase provision of quality early childhood development programmes for all children through additional financial resource allocations. Community-based centres were assisted to create an environment that is conducive to early childhood education. Furthermore, the “no-fee” school policy that is currently being implemented has been expanded to ensure that more schools benefit from this policy.

The Department vigorously pursued and intensified its

fight against illiteracy by stepping up the Adult Basic Education and Training (ABET) programmes levels 1 to 4, and mobilising adults to participate in literacy projects. To this end, we established a literacy campaign for the next three years. A multi-faceted approach of resource-provisioning, human resource capacity building, and collaborative partnerships was developed to address the problem and remove this blight from our society.

At primary and secondary schools, we continued our expanded provision of infrastructure, facilities and learning resources. A concerted effort was made to improve the quality of schooling through a substantial increase in resources for classroom building and provision of water, electricity and sanitation in schools. More schools – albeit fewer than originally planned – were provided with libraries and science laboratories to improve reading, writing, and numeracy skills from Grade R to Grade 12, especially in townships and rural areas. These resources were provided to extend the joy of reading to the majority of South Africans and to expand access to information in schools. The Department will strengthen its collaboration with provincial education departments to ensure effective intervention at poorly performing schools to assist them in improving their performance.

We continued work at provincial level to focus on improving support to schools, educators and district offices. Additional financial allocations were made to employ more educators, teaching assistants and support staff in schools and district offices, and to improve the remuneration levels of educators. We reinforced processes of developing education officials and staff to be fully professional and to act as competent, dynamic and knowledgeable resources who could provide support and advisory services to schools and the national and provincial offices.

The General Education and Training (GET) phase received more attention in mathematics and science learning areas in order to increase enrolments and throughputs. The sector received more resources and relevant support to ensure that all schools offer quality teaching and learning in mathematics and science by suitably qualified teachers in an environment where there is a dire shortage of qualified mathematics and science teachers. Schools were nevertheless provided with adequate resources and facilities to enable them to successfully teach these subjects. A campaign to be implemented over the next three years has been

developed to focus on literacy and numeracy at the Foundation and Intermediate Phase.

Further Education and Training (FET) and Higher Education continued to enjoy strong support from the Department through merger and recapitalisation processes, which were aimed at addressing the acute skills shortage experienced in South Africa. Huge financial investments were injected into these sectors to expand skills and capacity so as to support economic growth and global competitiveness.

The merger processes in both the Further Education and Training (FET) colleges and the Higher Education sectors were completed. Attention was subsequently focused on the quality of offerings at these institutions, and institutional governance. The Department continued to support these institutions to ensure that they educate and train professionals to respond to the socio-economic needs of this country. This support will ensure that the sectors meet their objectives of increased enrolments, especially in the fields of science, engineering and technology.

Our efforts to promote healthy lifestyles were intensified throughout the education sector. Attention was given to the scourge of HIV/Aids, and steps to care for both the infected and affected.

We acknowledge the role of information and communication technology (ICT) in preparing our learners for the global market. We focused on shortages of graduates in this field and formulated steps to address these shortages. Our policy on e-education sets a target for our schools, and our goal is to equip every manager, teacher and learner in general and further education and training with knowledge and skills to use ICT confidently, creatively and responsibly by 2013. To this effect, a feasibility study to determine models of implementation for Infrastructure, Connectivity, Professional Development, Curriculum Integration, Research and Human Resource Systems was carried out, with recommendations that will enable system development over the next five years.

1.4. 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.

1.5 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) requires education to be transformed and democratized 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 formalize the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums 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 3 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 through 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 Education Laws Amendment Act 24 of 2005 so as to authorize 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), together provide 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. This legislation requires the FET institutions to develop institutional plans, while making provision for programme-based funding and a national curriculum for learning and teaching.
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 and is 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 informed 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 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 forms the scaffolding for a national learning system that integrates education and training at all levels. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 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 (NCS) (Grade R to Grade 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 through 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 and full participation of 5 year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programme, 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 a 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.
12. The General and Further Education and Training Quality Assurance Act, No. 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, as well as conducting the actual assessment.
13. The National Financial Aid Scheme Act, No. 56 of 1999, provides for the granting of loans and bursaries to eligible students at public higher education institutions, as well as the administration of such loans and bursaries.
14. The Further Education and Training Colleges Act, No. 16 of 2006, provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, in Further Education and Training, the registration of private further education and training colleges, and the promotion of quality in further education and training.

1.6. FIVE YEAR BROAD PRIORITIES

The Department performs its work taking into account five broad priorities set by the Minister. This report for the 2007/08 financial year has been compiled under the organizing framework of the five broad priorities. The broad priorities are:

- A Dealing with Poverty**
- B Skills Development**
- C Quality Improvement**
- D Health Education**
- E Institutional Development**

The following narrative presents a brief summary of the progress made by the Department during the course of the first, second and third quarter of the current financial year. The report also gives activities pertaining International Relations during the period under review. Detailed progress will also be found in the Branch executive summaries.

A Dealing with Poverty

The work of the Department to deal with poverty includes:

A1 Declaring “no fee” schools

The declaration of “no fee” schools is intended to reduce the burden of school fees on parents. So far all schools in quintiles 1, 2, and some of schools in quintile 3 have been declared “no fee” schools. In the 2007 school year, 40% of both primary and secondary schools were declared “no fee” schools. Preparations are underway to make arrangements for the 2009 school year. It is expected that planning for 2009 will be complete by the end of the financial year. Further work is being done with regard to schools in quintiles 4 and 5 to alleviate the financial pressures they experience as a result of granting fee exemptions to parents who qualify for such exemption.

A2 National School Nutrition Programme

A total budget of R1 152 billion has been allocated for the 2008 year for the NSNP. Approximately 6041 million learners in 17 899 schools – mainly from rural, farm and informal settlements – have access to the school nutrition programme. Most of the learners

benefiting are in Grades 1 – 4. Future plans are to include feeding Grade R and extend feeding to Grade 7 learners.

A3 Further Education and Training (FET) Bursary Scheme

The Department established the FET Colleges Bursary Scheme to assist learners, especially from poor communities, to access quality skills programmes in Further Education and Training Colleges. An amount of R67 million has been allocated for bursaries in FET colleges to be distributed to approximately 12 587 students in 50 FET Colleges. The National Students Financial Aid Scheme (NSFAS) is responsible for the administration of the bursaries.

A4 Rural Education

The Department has developed a draft concept document and an implementation plan to ensure the enhancement of the quality of education in rural areas. The plan focuses on seven areas:

- i) quality of teaching;
- ii) restructuring of rural schools;
- iii) curriculum delivery;
- iv) education provision;
- v) school governance and management;
- vi) community participation; and
- vii) poverty alleviation.

Further work is still in progress before the final framework is completed.

The department maintains working relations with the Nelson Mandela Institute for Education and Rural Development. There is also ongoing discussion with the Government of India regarding Rural Education

B Skills Development

B1 National Human Resource Development

The Department of Education working in collaboration with the Department of Labour is leading a Task Team to advise on the coordination of the NHRD. The Department aims to finalise the refocused NHRD Strategy for presentation at the January Cabinet Lekgotla in January 2008. The Task Team has approved the Terms of Reference for NHRD studies. The studies have been commissioned on the basis of three bid specifications:

- (a) To study and ascertain how best to plan, coordinate, integrate, manage, monitor, evaluate and report on the revised National Human Resource Development Strategy;
- (b) To identify planned and costed human resource development activities included in the ten national departments and nine provincial growth and development strategies (PGDSs) as reflected in their strategic plans; and
- (c) To revise the current NHRD Strategy 2001 into a second version for the period 2008-2012 with an implementation plan, implementation guide and a monitoring and evaluation strategy.

Work on the three studies is progressing well.

B2 Implementation of the National Framework on Teacher Education and Development

The Department is planning for the placement of approximately 700 graduates that will qualify under the Funza Lushaka Bursary by the end of the 2007 academic year. There are currently 4089 Funza Lushaka Bursary holders. The

Department has also held teacher recruitment publicity events at Higher Education Institutions.

A concept design document for CPTD has been developed and consulted on within the formal education structures. The Department is currently field testing of the Advance Certificate in School Leadership.

B3 Kha Ri Gude Mass Literacy Campaign Advocacy

On 23 August 2007, Cabinet approved the national plan for the implementation of the Kha Ri Gude Mass Literacy Campaign. Three members of the Ministerial Advisory Committee were seconded to the Department to assist with the preparation of materials, setting up all required infrastructure and establishing the secretariats as contemplated in the roll-out plan. A Chief Executive Officer for the campaign assumed duty before the end of the financial year 2007/08. The campaign was officially launched by the Minister of Education on 28 February 2008.

C Quality Improvement

C1 Development of School Infrastructure

The Department completed the development of the National Infrastructure Management System (NEIMS). The first phase of the NEIMS project which involved information gathering and setting up of a database was completed during the financial year. The Department also maintains an ongoing relationship with the Department of Water Affairs with the view to ensuring appropriate utilization of the R950 million allocation for the provision of water and sanitation to schools. New targets have been set for the eradication of sanitation and water backlogs in schools. Work on strengthening coordination among the Departments of Water Affairs, Public Works and Transport received attention.

The Schools Infrastructure Support Programme (EU-funded SISP) delivered high quality facilities in three provinces at 21 sites, and an additional 6 sites have been approved by the EU. Contracts are being finalized for implementation in the 2008/09 financial year.

Good progress in the development of an infrastructure policy and norms and standards framework was achieved.

C2 *Integrated Quality Management Systems in regard to teacher performance management*

The Department is strengthening the implementation of the IQMS that will assist in assessing the quality of and improve the skills of teaching personnel. The Minister approved the creation of 200 IQMS posts for moderators that would handle IQMS information in provincial departments of education. The Department appointed nine (9) project managers, one in each province, and a total of 84 moderators are distributed equitably among the provinces.

Major work was done with respect to the development of occupation specific dispensation (OSD) for educators, culminating in the OSD Agreement signed with all unions on 3 April 2008, for implementation retrospectively from 1 January 2008. The dispensation is intended to ensure the improvement of remuneration packages for educators and to retain competent educators within the learning environment.

The development of an Education Human Resources Management System is proceeding slowly owing to the reliance of the Department on the State Information Technology Agency (SITA).

C3 *Implementation of the National Curriculum Statement*

The Department continued working on strategies for the successful implementation of the curriculum through provision of resources that support learning and teaching, monitoring progress in reading, writing, and numeracy in the General Education phase, as well as the improvement of learning and teaching of gateway subjects, particularly Mathematics and Science in the FET band through Dinaledi schools. On 18 March 2008, the Minister launched the Foundations for Learning Campaign for improving Literacy and Numeracy in the GET band. The campaign focuses on improving literacy and numeracy from Grade 1 to Grade 6 in all schools. Schools have been provided with guidelines and

materials to manage learning in the classroom. The campaign will culminate with a national evaluation in 2011 to determine its impact.

The Department is continuing with initiatives to support curriculum implementation through the use of Information and Communication technology (ICT). The Thutong website has 24 759 resources and is being redesigned with the focus on curriculum and professional development, school administration and management. Phase 3 of the ICT Audit report has been completed. KPMG has completed a needs analysis for the feasibility study on the implementation of e-education.

The phasing in of Grade R is continuing. Currently there are approximately over 700 000 Grade R learners, 487 525 of these are in public and independent schools, the remaining learners would be in community based sites. Further planning is being undertaken to ensure access to all Grade R learners by 2010-2011. The Department is also planning for the provision of assistive devices to selected special school and service schools. Currently environmental access has been provided to 12 service schools.

Monitoring of the implementation of Grade 8 and 9 NCS as well as Foundation Phase Assessment Guidelines has been finalized. National assessments at the Foundation Phase (Grade 3 levels) and the Grade 6 surveys, under the auspices of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), are continuing. Data collection has been completed in representative samples of more than 60 000 Grade 3 learners from 2400 primary schools and from 10 000 Grade 6 learners in 400 schools. Another important development is the introduction of the General Education Certificate to be issued at the end of Grade 9.

The Department continues to implement strategies for improving the quality of the learning and teaching environment in schools through a variety of measures and programmes including:

- Strengthening curriculum driven programmes for HIV and AIDS and peer education;
- Increasing the participation of girls in gateway subjects

- Measures for the prevention of learner pregnancy in schools;
- School safety programmes;
- Installation of surveillance equipment and provision of security;
- Promotion of social cohesion; and
- Facilitating the implementation of school sports.

D Health Education

Much work that the Department performed with respect to the promotion of health in education revolves around HIV and AIDS, and Drug and Substance Abuse in educational institutions. The Department provided assistance to communities by monitoring and ensuring that all learners in child-headed household have access to social grants, food parcels and other services. The Department also developed and included provisions in the Education Amendments Bill that will allow for drug testing among learners. It has also developed a Framework on Health and Wellness with an implementation and communications plan for all levels (ECD, GET, FET, ABET and HEIs).

E Institutional Development

E1 District Development

A concept document has been developed on the organization, roles and responsibilities of districts, as the first tier that provides effective service delivery to schools. Job descriptions and responsibilities of office-based district staff have been developed as part of the Occupational Specific Dispensation (OSD) and this is currently being negotiated in the ELRC. The Department is working on the verification, cleaning and capturing of data collected from the District Management Information System (DEMIS).

E2 FET Colleges

The Department is continuing with the FET recapitalization programme. It commissioned an efficiency study at 10 colleges to inform the implementation of the funding norms. The study was completed and findings used to inform the consolidation of the delivery of the National Certificate Vocational [NC(V)]. A draft proposal for indicators of system performance and

Further Education and Training Management Information System (FETMIS) specifications was completed.

The Department signed the collective agreement on the transfer of staff, and the process of transfer of staff to colleges is in its final stages. Colleges have achieved their enrolment targets for 2008 by enrolling 62 000 students.

E3 Higher Education Institutions

Much of the work within Higher Education revolves around supporting HEIs with setting up systems including:

- Improving the regulatory support, particularly with respect to the institutions' statutes; registration of private institutions and the framework for programmes and qualifications;
- Academic and research support particularly the development of policy for teaching development grants, as well as the enhancement of research output;
- Support to institutional structures, councils and other constituencies, management of HIV and AIDS.

INTERNATIONAL RELATIONS

The Department of Education participated in several meetings on the continent;

- SA/Gabon Senior Officials meeting held in Libreville from 25-26 October 2007;
- SA/Botswana JPCC held from 14-15 November 2007;
- SA/Nigeria BNC Senior Officials meeting held from 26-27 November 2007;
- High Level meeting between the AU and RECs on the implementation of the Plan of Action of the Second Decade of Education held in Tunisia from 6-7 November 2007; and
- The Department also signed the SOAG Amendment with the USA.

To implement bilateral cooperation programmes with countries of the North, as well as multilateral organisations such as EU, the UN and the Commonwealth, the Department participated in the following bilateral consultations:

- The SA-UN agencies Annual Consultations on 6 September 2007,

DEPUTY DIRECTORS-GENERAL DEPARTMENT OF EDUCATION



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Deputy Director-General:
Further Education and Training*



*Ms Gugu Ndebele
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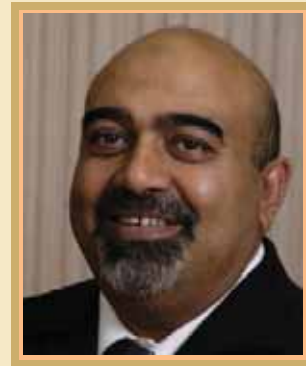
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Administration*

1.7. DEPARTMENT: HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 1: ADMINISTRATION

CHIEF DIRECTORATE: INTERNATIONAL RELATIONS

To strengthen South Africa's solidarity and leadership in education in Africa, via bilateral, multilateral and outreach initiatives, the following activities were embarked on:

- Participated in the Lesotho JPCC, Ghana Bilateral Commission, DRC BNC, Botswana JPCC, Nigeria Senior Officials Meeting and Gabon Senior Officials meeting.
- Participated in the SADC Integrated Committee of Ministers meeting, SADC Ministers of Education Conference, the High Level meeting between the AU and RECs on the implementation of the Plan of Action of the Second Decade of Education and the SADC Workshop on EMIS.
- Hosted the COMEDAF conference in August 2007.
- Hosted visits by officials from the Sudan, DRC, Ministries of Education.
- Visited Gabon, and also supported visit by learners to Mali.

To develop and maintain bilateral, and multilateral programmes, the Minister visited Syria and Oman, and hosted visits by Syria, Kenya, Zambia and the Deputy Minister of Libya.

GLOBAL PARTNERSHIPS

In ensuring that the Development of Co-operation Agreements are negotiated, signed and serviced, the Directorate facilitated the release of the preliminary report of the OECD's review of South Africa's education system. A preliminary report on the review is expected to be released sometime in April 2008, whilst the final report will come out in November 2008. Visited the Russian Federation for ongoing negotiations regarding mutual recognition of qualifications and scholarships offered in South Africa. The Memorandum of Understanding on Textbooks with the USA has been signed.

To implement bilateral cooperation programmes with countries of the North, as well as multilateral

organisations such as EU, the UN and the Commonwealth, the Directorate participated in the following bilateral consultations: SA-UN agencies Annual Consultations; SA-USA Agencies Annual Consultations; SA-EU Annual Consultations; SA-Nordic Annual Consultations; SA-Nordic Annual Consultations; and SA-Belgium Joint Commission.

The Directorate drafted Education input for the Protocol of the Commonwealth Heads of Government Meeting. DoE input was incorporated into the final communiqué of the Commonwealth Heads of Government Meeting held in Kampala, Uganda in November 2007. Coordinated the DoE's input to:

- A World Fit for Children Report which was presented to a Special Session of the UN General Assembly in December 2007, and
- The UNESCO Convention against Discrimination in Education.

To forge greater collaboration in education between South Africa and countries of the South, the Directorate requested the Indian Government to send two experts on rural education to advise on District Development. Plans to bring Indian experts on rural education and district development are ongoing.

The Directorate also participated in the SA-India JMC on 21-22 February 2008 and the following bilateral consultations were held:

- SA-Taiwan Dialogue Forum on 6 November 2007; and
- SA-China 3rd BNC on 24-25 September 2007 (in Beijing).

At a trilateral level, SA hosted the 2nd IBSA Summit on 15 to 17 October 2007.

UNESCO

To effectively integrate and co-ordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organizations, the Directorate facilitated SA's participation in various UNESCO programmes, i.e. Fellowships, Prizes, Participation Programmed and

International Education forums, e.g. CONFINTEA, ICE, ASPnet and national and regional forums to review EFA Global Monitoring Reports. The inauguration meeting of the Africa Regional Committee for Memory of the World Programme was also held in South Africa where the Africa Regional Committee was established and South Africa elected as chair.

Provincial workshops to promote the UNESCO Convention on Cultural Diversity are being held. The Ratification process of the 2001 UNESCO Convention on Safeguarding of Cultural Heritage has started and the instrument submitted to parliament, DFA and UNESCO.

Consultation meetings regarding the Vrede-Fort Dome Heritage Site listing have taken place. Consultative workshops on the Convention of Intangible Cultural Heritage were held.

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

The Branch was better able to deliver on its operational plan this year because all the posts of Chief Directors were filled during the year. However, there have still been a number of key vacancies in the Directors positions, though in the last quarter all posts were filled. The branch more than exceeded in achieving its objectives. The branch achieved about 90% performance on its planned activities in priority areas and performed at an additional 25% in terms of unplanned but priority emerging activities.

Quality

The most important developments on this front was the finalization of the comprehensive remuneration dispensation for educators. After nine months of intensive negotiations the Occupation Specific Dispensation (OSD) was negotiated and agreed to with the social partners in the Education Labour Relations Council. The OSD will have far-reaching implications for quality teaching in that it will ensure a sustainable, effective and efficient human resources for the schooling sector.

The enhancement of the integrated quality management system (teacher appraisal and development system) will ensure that teachers take responsibility for the

identification of their development needs, and the system takes responsibility for managing the process and ensuring that development takes place. The appointment of some 84 moderators working in schools and provinces will further strengthen this system.

The branch was also able to manage the development of a concept paper on the establishment of National Institute for Education Evaluation Development (NIEED). This Institute will exercise an independent oversight over the education system through evaluations of schools.

Access

A comprehensive investigation into learner retention was conducted, and culminated in the ministerial committee report. The recommendations of this investigation will lead to the development of policy for access and retention of learners in the school system.

Inputs and redress

In order to enhance quality and reduce poverty and unemployment, the outcomes of the National Education Infrastructure Management System (NEIMS) will see the development of policy, norms and standards for the provision of school infrastructure to ensure effective learning and teaching. The successful implementation of the "no fee" schools will make education more accessible to the poor, and relieve poor households from the burden of fees. This year saw some 5 million learners in some 14 000 "no fee" schools.

Monitoring and evaluation

A national education system monitoring and evaluation framework has been developed, a number of research studies concluded, and the development of Learner Unit Record Tracking System will enhance the monitoring and evaluation capability of the Department of the Education. The extension of Monitoring and Evaluation (M&E) to the area of legal and legislative services will strengthen provincial capability.

Skills development

The Minister made a declaration on the incentives scheme to compensate educators who take up challenging teaching posts. An intensive recruitment drive for teachers has begun with the development of a database of teachers seeking employment both locally and from abroad. Six hundred mathematics and science teachers have successfully been deployed and a recruitment agency has been appointed. The OSD will provide further opportunities for teacher development.

Substantial progress has been made in the establishment of National Human Resource Development (NHRD) secretariat, and studies into the structure and revision of the National HRD strategy. The NHRD process has been embedded into the government agenda and has a number of government departments are working closely to ensure the success of the NHRD strategy.

GENERAL ACTIVITIES (in support of quality, access, inputs, redress, monitoring and evaluation, eradication of poverty and skills development)

Physical Planning

Good work has been done in the use of the National Education Infrastructure Management Information System (NEIMS). The first phase of the NEIMS project, namely information gathering and setting up of the database, was completed this year. This enabled updates to Cabinet and the PCC on infrastructural progress in education and the mandate to look at innovative mechanisms to accelerate school infrastructure delivery. This phase also provides better information as the basis for monitoring and planning, and during the second half of the year substantial work has taken place and is ongoing with regard to quality assurance, ensuring appropriate access, developing reporting capabilities, and putting in place effective and accurate updating mechanisms.

The Schools Infrastructure Support Programme (EU-funded SISP) has delivered on high quality facilities in three provinces at 21 sites, and an additional 6 sites have been approved by the EU and contracts are being finalised.

A good working relationship has developed with the Department of Water Affairs and Forestry (DWAF), and new targets have been set for the eradication of sanitation and water backlogs in schools.

There has been progress in the development of an infrastructure policy and the norms and standards framework. The draft policy has been approved by CEM. Work on strengthening co-ordination among the various role players in delivery of services, especially DWAF, the Department of Public Works, and the Department of Transport has received attention.

The development of policy options for accelerating infrastructure delivery remains a challenge as it is dependent on the finalization of the infrastructure policy, and norms and standards.

Financial Planning

The biggest success in this area has been the implementation of the “no fee” school policy. Some 5 million learners attending some 14 000 schools have been beneficiaries of the “no fee” school policy. An early start has been made in the consultation process with provinces for the extension of “no fee” schools to 60% of learners in 2009. Amendments to the funding norms for independent schools have been drafted and released for public comment.

ABET and Grade R funding have been approved by the Minister of Finance, and published as final norms and standards for funding. Development of implementation plans, namely costing models and management plans, is at an advanced stage.

The funding framework for inclusive education is still in the process of being finalized. Approval is being awaited from the Minister of Finance on the FET funding norms and standards.

The monitoring of the implementation of “no fee” schools, and finalizing the basic minimum package costing methodology, have not been completed at the expected level due to its complexity and delays in the procurement process. Efforts are already underway to rectify this situation.

The Director for this function assumed duty in the middle of the fourth quarter.

Economic Analysis

The budget priority process for 2008/09 MTEF was very successful, and work has already started with the prioritization process for the 2009/10 MTEF and is at an advanced stage. The annual sector priorities process was coordinated successfully with sector bids receiving substantial support in the Medium Term Budget Policy Statements and in national and provincial baseline increases. The process of communication regarding baseline increases improved significantly with further follow-up in the Budget Standards exercise. Significant inputs were made into the structure of budget documentation in order to make possible better tracking of expenditure in key areas such as learner support material and maintenance.

Routine maintenance of the chart of accounts and annual performance plans have been undertaken.

The assessment of provincial Annual Performance Plans has been commissioned, however unsatisfactory work by the service provider has delayed the finalization

of the report. Due to the inability to attract competent personnel for the economic analyses function, the education investment review has also been delayed.

Research Coordination Monitoring and Evaluation

The Monitoring and Evaluation Framework for the education system was approved by HEDCOM in August 2007 as a working document. Relevant officials of Provincial Education Departments have been presented with the framework and engagement has taken place regarding a master list of indicators that underline the Framework.

Two major research reports have been approved by the Minister: first, the report by the Ministerial Committee on Learner Retention in the South African Schooling System, and second, a report on Learner Absenteeism in the South African Schooling System. A third research report, Home Education in South Africa, has been submitted to the DG for approval.

The macro indicator report has been reviewed by a panel of three international experts and further work is being undertaken on the report.

International reporting obligations have been responded to timeously. For the 2007/08 financial year, the following reports have been developed:

- 3rd Country Report on the UN Convention on the Rights of the Child;
- South Africa Report on the Convention Against Discrimination in Education; and
- Progress Report on Millennium Development Goals.

The Post-Graduate Research Internship Programme, which is funded by the Netherlands Embassy, is underway. To date, four research interns have been appointed. A further four research interns are in the process of being appointed.

A study to determine the impact of the Dinaledi Schools Project is being undertaken, together with the World Bank.

Due to a number of urgent and priority issues that came up in the year, the planned seminars could not take place.

Education Information Management Systems

(a) Acquisition and Processing of Education Information

The highlight for the 2007/08 financial year is that the

timeliness for submission of data from provinces has improved immensely because of a more proactive interaction between national and provincial departments. In particular, the number of days' delay for submission of the Annual School Survey for ordinary schools was reduced by 30%. It would seem that the Department of Education's pro-active approach through timely *aide memoirés* to provincial Heads of Departments is bearing fruit.

The education information integration process in the Department of Education has been speeded up because of the improved expertise of technical staff and management. Technical reporting and data verification techniques implemented by the Department of Education have added much benefit to provincial surveying processes.

Cooperation between EMIS and FET towards implementation of the e-survey process for Colleges has improved the data collection process in this sector.

(b) Data Dissemination

Two publications were produced during 2007/08 financial year. They are: *School Realities, 2007*, and *Education Statistics in South Africa, 2006*. Note the change of name of the latter publication. 10 000 and 40 000 copies respectively, of the two publications, have been distributed to the Ministry, departmental top management, schools, publishers, and all listed education stakeholders.

EMIS wishes to highlight its publications as its most important output adhering to the adage "Publish or Perish". It is considered that without publication and dissemination of information, any EMIS process will have little benefit to education stakeholders.

(c) Data Quality Audit

The Data Quality Audit conducted in the sample of 4% of Ordinary Schools; FET Colleges; ABET Centres, and SNE schools, is complete and the report is to be delivered to the Department on 4 April 2008. A similar audit was conducted during 2006, which concluded that schools were over-reporting learner enrolments. Hence the need for the national schools census to be implemented in 2009 as required by the Minister of Education.

Finalization of Education Information Standards has been a challenge to EMIS as the capacity was not adequate to complete this task. As a result, the CSIR was appointed to finalize education information

standards. The standards are expected to be completed during June 2008.

(d) Co-operation with Government Departments

The Inter-Governmental Protocol for partnership was signed between the Department of Education and Statistics South Africa (Stats SA) during October 2008. The Protocol is in pursuit of the National Statistics System (NSS) as stipulated in the Statistics Act, 1999. This initiative will facilitate the process of the declaration of education statistics as Official Government Statistics.

The Protocol will also facilitate Stats SA being able to conduct a major national school census during 2009. The process will involve co-operation of the four government departments, namely DoE, Stats SA, Department of Home Affairs (DHA), and Department of Social Development (DSD).

EMIS is working closely with DSD in the development of a National Integrated Social Profiling Information System (NISIS). The Department is also working closely with DHA in issuing identity documents (IDs) to Grade 12 learners, as well as issuing birth certificates to learners. The ID campaign is of vital importance to the DoE as identity numbers are the primary key of the Learner Unit Record Information and Tracking System (LURITS) project, and are essential for examination purposes.

A major challenge that has been partly addressed is the timely and accurate provision of information collection from the provinces. Efforts are being intensified to ensure a quicker turnaround time for finalization of data sets.

Education Management Systems

This is a new Directorate established to deal with the design of effective business processes and the development of information systems. This Directorate has gained tempo in regard to areas that were previously stalling.

The development of the User Requirements Specification document for the learner information and tracking system by SITA has not progressed as anticipated; blockages in regard to the performance of SITA are being cleared.

All the requirements for completing the pilot phase of the business intelligence project have been finalised, and the user training for EMIS staff on the pilot BI system has been completed. In more detail:

- (a) The development of the first phase of the

Learner Unit Record Tracking System has been completed and the production environment has been set up at SITA Centurion.

- (b) The South African Schools Administration Management System (SA-SAMS) has been expanded to schools, and it has been enhanced during the year to include an export for the snap survey, full compatibility with the NCS for Grade 12, an export to IECS for exam registrations, an IQMS module, and the LURITS link module.
- (c) The electronic survey tools used by the provinces for data capture have been significantly enhanced to include data verification controls and other technical reports.
- (d) FET colleges are now supplied with electronic survey capture tools for both the annual and snap survey. No manual data capture is required in the FET sector for the surveys.

Challenges with the level of service by SITA were experienced and these are being addressed through high level escalation with senior accounts managers at SITA.

National Human Resource Development Strategy

The review of the National Human Resource Development strategy, its co-ordination and integration, are finally underway.

The NHRD Conceptual Framework was developed and presented at the NHRD Task Team, Skills Focus Group, Economic Cluster, as well as to the Minister of Education, the Presidency, and at the July 2007 Cabinet Lekgotla.

Three respective studies and terms of reference, based on the gap analysis and the revised NHRD Strategy Conceptual Framework, were commissioned and were endorsed by the Skills Focus Group.

Two of the three studies have been completed and were endorsed by the Skills Focus Group on 5 March 2008. The final report on the third study is expected on 16 April 2008.

The three studies to revise the NHRD Strategy are:

- (a) To ascertain how best to plan, co-ordinate, integrate, manage, monitor, evaluate and report on the National Human Resource Development Strategy for South Africa at all three levels of government.

(b) To identify and analyse national (country) human resource development macro indicators and targets from government strategic plans and initiatives.

(c) To revise the existing National Human Resource Development (NHRD) Strategy, 2001, into a second version.

The co-ordination in revising the NHRD Strategy is progressing very well after the establishment of a NHRD Task Team, which reports to the Skills Focus Group of the Economic, Investment and Employment DG's Cluster.

The services of external critical readers were secured to provide feedback in revising the NHRD Strategy, and a forum was established for critical engagement and dialogue regarding the three respective studies.

The NHRD secretariat has a close working relationship with the JIPSA process as well as the Presidency.

Education Human Resource Planning

The norms for support staff at schools were finalized and are currently being implemented in provinces. These norms will ensure equitable distribution of support staff in schools particularly favouring poor schools, which previously had little or no support staff.

The norms for district staffing have been developed in conjunction with the District Development section as part of a larger task to develop capacity in education districts conducted.

Information on educator staff, teachers in training, and learners, has been collected and profiles have been drafted.

The status of temporary educators has been investigated and recommendations have been made to reduce the extent of temporary educators in the system.

This activity was not completed, as some of the planned tasks such as the revision of the post-provisioning norms for educators remain incomplete. In addition, it has been difficult to recruit an appropriate manager. However a new Director assumed duty in the fourth quarter.

Educator Performance Management

The establishment of an IQMS function in the DoE was successfully achieved in the third quarter. The report on the "Review of the Implementation of IQMS" was completed and submitted to the Minister, with recommendations and an implementation plan. A

Programme 3: General Education and Training

Early Childhood Development

Approximately 487 525 learners are in Public and Independent schools, while the Community Survey 2007 indicates that a total of 569 970 5 year-olds (58,4%) and 954 585 6 year-olds (91%) are in educational institutions. This indicates that the system is being effective in expanding access to Early Childhood Development. More work will be done to ascertain if the expansion is happening where it is most needed – in areas which are serving the poorest communities. Progress in the establishment of model Grade R sites, as well as in the effective training of Grade R practitioners, has however been less than satisfactory and will constitute a major focus of the coming year.

Implementation of the Curriculum in the GET Band

A major focus was on providing training and support for effective teaching in the various learning areas, with particular emphasis on teaching literacy and numeracy as well as on effective classroom practices. Training was provided to curriculum specialists from all education districts. Learning Area Forums comprising specialists in various learning areas were also constituted, and the first meeting held on 19-20 March. Another area given special attention was teaching Arts & Culture at GET level, and again district officials were provided with comprehensive training to enable them to support schools.

Implementation of Inclusive Education

Construction work has started on 6 Full-Service Schools that will serve as models for phasing in Inclusive Education. A tender for the provision of Material Resources and other assistive devices has been awarded, and procurement and distribution will start in April 2008. Preparations for the rollout of the Screening, Identification, Assessment and Support Strategy (SIAS) have started in earnest. Guidelines for Special Schools were developed and finalized and are in the process of being printed for distribution to provinces.

Implementation of the National Framework on Teacher Education and development

The implementation strategy for the *Funza Lushaka* bursary programme for 2008 has been developed and discussed with all 23 Higher Education Institutions (HEIs). An estimated 5013 bursaries have been allocated to the 23 HEIs since April 2007. A total of 421 qualified

Funza Lushaka bursars have been placed in Provincial permanent teaching posts.

The development of the concept design document for Continuing Professional Teacher Development (CPTD) is at an advanced stage, and the ICT system analysis work has begun. An implementation plan for the CPTD system and for providing PD activities is being developed, and a pilot study has been approved for implementation by September 2008.

A number of HEIs have been appointed to offer an Advanced Certificate in Education (ACE) in Mathematics, Science and Technology to 2000 senior phase teachers in all provinces through 10 HEI partnerships.

A process to collect information and create a profile of under-qualified and unqualified teachers from provincial information systems is almost complete. Provincial officials in the units dealing with Human Resource Development, Teacher Development, EMIS and PERSAL in 8 provinces have been interviewed. Still outstanding are interviews for Gauteng Province. Interviews were also conducted in the HEIs that provide the National Professional Diploma in Education (NPDE) in the provinces. An analysis of information collected will provide a national picture of upgrading needs of teachers for the development of the 5-year plan.

Examinations of the final year NPDE teachers are written during December and early January 2008. Graduations at different institutions will begin from April 2008.

District Development

A revised draft policy was presented to the HEDCOM Workshop of 17-18 March 2008 for discussion and approval. Further work on norms for districts needs to be undertaken to ensure favourable cost factors, which will improve district capacity. When completed, the draft policy framework will be presented to CEM, providing a big picture of how districts should be organized with common objectives and steps to be taken to reach them. 45% of the District Education Management and Information System (DEMIS) data has been collected from districts in nine provinces using the revised DEMIS instrument. The data is being ongoingly captured and updated. A report has been generated and this information has supported the shaping of the policy process.

School Management and Governance

The implementation of the field-test of the Advanced Certificate in Education: School Leadership (ACE: SL) programme is progressing well in 16 HEIs. Gauteng has now established a Provincial Operational Team for the delivery of the ACE: School Leadership programme. The other projects of School Management and Governance (SMG) are on track, with the final draft of the first phase of the evaluation of the Women In and Into Management (WIIM) evaluation report, coupled with a DVD supplementing the evaluation, of both male and female officials in the department for WIIM.

Quality Promotion and Assurance: National Assessments

Information on learner performance in literacy and numeracy, to establish a baseline for monitoring performance was collected from more than 80 000 learners in approximately 3 000 primary schools. This includes assessments carried out in primary schools sampled for Foundation Phase systemic evaluation, those that participated in SACMEQ III Project, and schools in QIDS-UP districts, to collect baseline information. This information has been packaged into reports and profiles in a manner which provides districts and schools with evidence-based baselines and enables them to set measurable targets for improvement.

Unavoidable delays in procurement put constraints on budget flows, which resulted in relatively unsatisfactory levels of expenditure. Plans are in place to improve this situation in the next financial year.

A School Self-evaluation guide to help schools evaluate themselves was developed. This Guide provides schools with suggestions on how to use information collected through self-evaluation to develop and implement School Improvement Plans. It incorporates guidance for schools on how to manage the requirements of the Education Laws Amendment Act as well as the Foundations for Learning Campaign.

Foundations for Learning

The Foundations for Learning Campaign was gazetted on 14 March and launched by the Minister on 18 March in Cape Town. A Director has been appointed to lead the programme, a National Steering Committee established, and lines of communication with schools and provinces established. The Campaign focuses on providing clear directives to schools and teachers on teaching literacy and numeracy in the early grades, as well as close monitoring of learner performance.

Programme 4: Further Education and Training

HIGHLIGHTS

Policy Documents approved during the period under review

- The draft policy document, *The conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- Amendments to the promotion requirements for the National Senior Certificate as stipulated in the schools' policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- Amendments to the programme and promotion requirements for the Endorsed National Senior Certificate.
- The policy and regulation changes that emanated from the decision to implement a combined supplementary and end-of-year Senior Certificate examination in May/June 2008, and one main examination in May/June from 2009 until 2011.
- Amendments to certification requirements of the *National Certificate (Vocational): A qualification at Levels 2-4 on the National Qualifications Framework (NQF)*.
- The policy document, *National policy on the conduct, administration and management of the assessment of the National Certificates (Vocational)*.
- Sport and Exercise Science as an additional subject to be listed in the National Curriculum Statement Grades 10-12.

Schools

- The National Curriculum Statement (NCS) was implemented in Grade 10 in 2006 and Grade 11 in 2007.
- Subject Assessment Guidelines were developed and published for all 29 subjects of NCS.
- The Department of Education trained subject advisors and teachers in all subjects of the National Curriculum Statement.
- The expansion of the Maths, Science and Technology (MSTE) Strategy to 500 Dinaledi schools.
- Grade 10, 11 and 12 national textbook catalogues finalised and published.
- The Grade 12 national literature catalogue is being finalised.
- National Recovery Plan published and

implemented.

- The redesigned Thutong Portal was launched on 31 March 2008.
- Phase one of the feasibility study on the implementation of e-Education was completed.
- Grade 12 textbooks for English, Physical Science, Mathematics and Mathematics Literacy were supplied to all Dinaledi Schools. In addition 100 000 of these books were procured by the Department of Education to assist those provinces that had shortages of textbooks.

Colleges

- The second phase grant of R595 000 for recapitalisation of 50 Further Education and Training (FET) Colleges disbursed and used for workshops, equipment and HRD.
- Introduction of 12 priority skills programmes for South Africa.
- Preparation for introduction of Level 3 at FET Colleges in 2008.
- Level 2 and Level 3 textbook catalogues were published.
- Level 3 and 4 curriculum documents finalised and published.
- Colleges enrolled 62 000 students on National Certificates (Vocational) and have met their enrolment targets for 2008.
- 12 378 bursaries worth R67 million awarded.
- Regulations, Forms and Guides for private providers gazetted.
- National Register of Private FET providers was published.
- 731 applications were received from private providers.

Examinations

- Six examinations in FET College sector were successfully administered.
- Question papers for 12 national subjects of Senior Certificate were set.
- The Senior Certificate and ABET Examinations were successfully administered.
- Grade 10, 11 exemplars and question papers were set for all 28 subjects for the National Senior Certificate (NSC).
- 38 question papers for the May/June 2008 examinations were finalised and sent to provinces.
- Grade 12 exemplar question papers for the 2008 examinations were distributed to provinces.

2. ACHIEVEMENTS

2.1 Enhanced participation and performance in Grades 10, 11 and 12 especially in Mathematics, Science and Technology at FET Level

A Grade 12 learner enrolment survey was conducted in Dinaledi Schools in order to plan for LTSM resources for 2008. Based on this, textbooks for Mathematics and Physical Science were purchased and distributed to Dinaledi Schools to assist with textbook shortages. A second order for additional Grade 12 textbooks for Mathematics, Mathematics Literacy, Physical Science and English was placed and delivered to 500 Dinaledi schools. Mathematics and Math Literacy Exemplar papers for Grade 10–12 were distributed to all learners. In addition 1900 scientific calculators were purchased and distributed to selected Dinaledi schools. 2400 teachers were trained in mathematics and science content. 114 Dinaledi schools were monitored and the monitoring report completed. A team of external monitors has been appointed and trained and will visit 200 Dinaledi Schools in 2008. A framework for Adopt-A-School has been developed and distributed to private donors for possible support. To date, 14 private companies have adopted 276 Dinaledi schools. An agreement was signed with the South African Mathematics Foundation to enrol 68 000 learners to participate in Mathematics Olympiads in 2008.

2.2 Improved quality of learning and teaching in schools through Curriculum transformation

All NCS documents that support teaching and assessment were updated, distributed to schools and uploaded on the DoE and Thutong website. The screening of Grade 10, 11 and 12 textbooks was completed and national catalogues distributed to schools and communicated to publishers. Subject advisors were trained for ICT, Technology, Mathematics and Mathematical Literacy. A bid was presented to National Treasury for procurement of textbooks for all Grade 10 learners in each of the 7 subjects, in preparation for 2009. 100 000 textbooks were procured for provinces that indicated shortages. *Study Mate/Studiepêl*, a weekly newspaper supplement, is being

published in 2008 to support Grade 11 and 12 learners.

2.3 Health and Education (Life Orientation)

A Teacher Guide and Learner Book for Life Orientation for Grade 11 were printed and delivered to schools in March 2008. The North West University was engaged to train Life Orientation Subject Advisors in Physical Education.

2.4 Support for curriculum implementation through the use of ICTs

The Thutong website has been re-designed to be more user-friendly and was re-launched on 31 March 2008. Registration on the Thutong portal has increased to 310 296 users. There are 22 658 educational resources on the site. Subject specialists at the Department of Education are now managing content development on the Thutong portal and have undergone training in this area. KPMG has completed the first draft of the Options Analysis of the feasibility study on the implementation of e-Education. The due diligence document was submitted to the DoE. Tshwane University of Technology has developed the first phase of the subject advisor training. Discussions between Department of Communication and the DoE have taken place with regard to ICT connectivity at 500 Dinaledi schools.

2.5 National Recovery Plan

In response to loss of teaching time during the industrial action in June 2007, a National Recovery Plan was developed. The plan included advocacy, special tuition and provision of learning materials. Study Guides were purchased for Mathematics for Grades 10, 11 and 12. Textbooks were purchased for English, Afrikaans and Mathematics (Grades 4-6 and Grades 8-9). *Study Mate/Studiepêl*, a weekly newspaper supplement, was published for Grades 1–7 and 8–12. The publication has been continued to support Grades 11 and 12 in 2008. The increased number of passes in the 2007 Senior Certificate Examinations can be attributed, in part to the success of the National Recovery Plan.

2.6 Increased learner participation, retention and throughput rates at FET Colleges

Youth and Democracy Campaigns covering all provinces were completed. A desk-top audit of Student Support Services at FET colleges has been finalised. Best practice on Student Support Services was presented at the DoE/SACPO conference. A framework for student support services has been developed. 8 colleges have been identified to pilot Student Support Services. In the third quarter, college personnel were trained on the implementation of the 2008 bursary scheme. Pamphlets informing students of the bursaries were printed and distributed. Advertisements for the 2008 college bursaries were issued in the print media. The *FET Colleges and Opportunities* booklet and *FET Colleges Institutions of First Choice* book were printed and distributed.

2.7 Support for FET Colleges to offer vocational programmes

A State of Readiness report was produced and presented to the Minister in December 2007. Enrolment targets were developed and communicated to provinces and colleges. College expenditure increased to 100% at the end of the financial year. The operational and provincial business plans have been assessed and approved. The support of the Treasury Support Unit was secured to assist provinces with their financial planning. The tender for the connectivity project in KZN was finalised. The collective agreement on the transfer of staff was concluded and the process of transfer of staff to colleges is in its final stages. Colleges have achieved their enrolment targets for 2008 by enrolling 62 000 students. 13 colleges which experienced slow progress were visited and reports indicate that there has been a significant improvement since previous visits.

2.8 Improved qualifications and programmes offered in FET Colleges

Levels 3 and 4 programme documents have been finalised and posted onto the DoE website and on the Thutong portal. The screening process for all level 3 textbooks and additional Level 2 textbooks was completed and catalogues finalised. The Framework for NQF level 5 qualification was completed and

curriculum writers appointed for the writing process. 1505 Level 3 lecturers were trained. The Safety in Society programme and 2 new subjects were implemented at FET colleges at the beginning of 2008. DoE and ISETT Seta provided training to FET College lecturers.

2.9 Development of an integrated planning and funding system that supports the delivery of national goals

The findings of the efficiency study report were communicated to the provinces. Information on the funding norms was distributed to the provinces. A Financial Task Team has been formed to assess the impact of the norms on colleges and to advise where additional funds may be required to bridge the shift from N to NC(V). Bids were received for MIS software. Provinces have been informed of the budgetary implications of the NC(V) for 2008.

2.10 Regulated private institutions that offer full qualifications in FET Band

New regulations were published in the Government Gazette. The National Register of Private FET Colleges was published on the DoE website. The Forms and Guides have been published in separate Gazettes. Radio interviews were conducted with two regional SABC radio stations and five community radio stations to promote the registration of private providers.

2.11 Credible assessment and quality practices in high schools and colleges

The Senior Certificate, ABET, General Studies, Natural Studies and Level 2 NC(V) examinations were successfully conducted in 2007. The question papers for the supplementary examination in May/June 2008 have been finalised and are ready for release to the provinces. Examiners for the new NSC were trained. Grade 12 exemplars were developed, distributed to provinces and uploaded onto the DoE website. Grade 12 question papers for November 2008 are in the process of being set. A consolidated report on the progress of NSLA was developed and presented to the Minister. 102 under-performing schools were visited in 2007. Exemplar papers for Levels 2 and 3 were set and distributed to provinces.

3. CHALLENGES

- The industrial action of June 2007 seriously affected plans for schools. For example, all subject advisor training was affected and had to be postponed. The training of 2400 Dinaledi teachers had to be postponed.
- There is a shortage of textbooks at high schools and laboratory facilities remain in a derelict state.
- Quality of delivery on the NC(V) programmes which started in January 2007.
- There is no budget available to extend the campaign for the FET College bursaries.
- SITA has serious capacity constraints, which affected the qualitative and quantitative audit of ICT in schools and colleges.
- While the FETMIS data specifications have been developed and are in use as the basis for the Annual Survey 2007 and Snap Survey 2008, the standardization of the collection procedures into a single system is not possible at this stage. This is because the connectivity of the FET Colleges is not yet fully in place. Further, different systems of Management Information Systems (MIS) in use by colleges makes it difficult to do a single collection procedure. In the interim the procedure of a hand-operated electronic data collection process has been implemented and the data sent by courier/mail to the provinces and the DoE.
- The storage systems of the single data warehouse are not yet in place in the DoE, including software for this purpose. The data warehouse initiative is underway but will not be ready before 2009.

Programme 5: Social and School Enrichment

The Branch set itself six broad priorities in line with the five Departmental strategic priorities as outlined in the 2007/08 Operational Plans. The priorities are focused on:

- 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 grade;
- iii) reviewing Adult Education and Training (AET) and implementing the mass literacy

- iv) campaign;
- v) facilitating the implementation of School Sports in schools;
- vi) providing support to and strengthening curricula driven HIV and AIDS activities through peer education; and
- vii) ensuring successful and increased implementation of the National School Nutrition Programme (NSNP).

1. Supporting schools that experience high levels of crime and violence to be safe and caring schools

Youth Camps for the 585 Safe and Caring Schools

The Youth Camps initiated in September 2007 and hosted in partnership with the organization, Valued Citizens, continued in the March 2008 school holidays. The camps focused on teaching and learning of positive values for teachers and learners respectively. Youth camps will continue during school holidays across the next financial period to accommodate all 585 schools with high incidences of violence.

Ministerial Project for Safe Schools

The Ministerial Project for Safe and Caring Schools was officially launched at Mountview Secondary School in Cape Town on 2 February 2008. The event was sponsored by UNICEF and was also attended by SuperSport, who donated soccer balls to the project as part of their *Let's Play* campaign.

CCTV systems have been installed and are functional at three of nine ministerial schools – Mountview Secondary School (Western Cape), Thautogauta (Free State), and SC Kearns (Northern Cape) – prioritised for the receipt of physical infrastructure to support the combating of crime and violence on school property. Additional Royal Netherlands funding has been made available to allow a second phase of installation to take place at three of the remaining six schools early in the new financial year, as well as training of officials from nine high priority schools. A submission has been prepared to request additional funding for the remaining six schools. The development of informative posters has been prioritised.

National audit on crime and violence in schools

The draft report of the national audit on crime and violence in 585 schools presenting high levels of crime and violence, undertaken in partnership with the Centre for Justice and Crime Prevention (CJCP) and UNICEF,

was presented to CEM during the fourth quarter. The implications extracted from the report will be shared with provincial coordinators at the next quarterly meeting, along with recommendations and lessons learnt from the report on school-based violence released by the Human Rights Commission in March 2008.

Hlayiseka Early Warning System

The Centre for Justice and Crime Prevention has continued with the roll-out of Hlayiseka training in nine provinces during this quarter. It is envisaged that all 585 schools will have received training by end-May 2008. The Department supported the implementation of these workshops by printing and distributing 500 copies of each of 4 training booklets to provinces.

2. Increasing participation and success rate of girl learners in gateway subjects in higher grade

The Social and School Enrichment Branch's role in supporting different units in increasing participation and success rates of girl learners in gateway subjects in higher grade, in particular, and in improving the conditions and quality of education in general, has been heightened in this quarter through a number of activities in the Gender Equity Unit.

Career Guidance Programme

During the fourth quarter, the Gender Equity Unit, in partnership with the Youth Development Directorate of FET Branch, negotiated an agreement with Umsobomvu Youth Fund on a Department of Education-National Youth Service project to be implemented as a pilot in Dinaledi Schools from commencement of the third school term of 2008. This project, aimed at improving access and retention of learners, with a particular focus on girls, is aimed at providing roving career counselling services to learners at Dinaledi schools through a cohort of trained youth service counsellors. The next phase of planning will involve finalisation of the project implementation plan and budget, the development of the training programme and implementation of the first phase of the programme leading to the appointment of counsellors in the second quarter of the financial year.

Opening our Eyes Training

A Master Trainers workshop, based on the *Opening our Eyes* training manual on Gender-based Violence, was held in Gauteng in early February 2008. Six provinces participated in the workshop, as two provinces had

already received individual training on the manual, and one province opted not to participate. Ten participants per province were offered training spots on the course. A report on the training programme has been received and will be incorporated into an evaluative programme of ongoing work on gender-based violence with provincial Gender Focal Persons. In addition, the Gender Equity Directorate will monitor the provincial commitments to follow-up training flowing from the *Opening our Eyes* course.

Gender Equity Plan

A draft document entitled "Towards the development of a National Gender Equity Plan" was developed in November 2007 and discussed at Senior Management and at the Branch strategic planning meeting. In February 2008 it was discussed at an Inter-branch meeting. Further work will be done on the document in the first quarter of the 2008/09 financial year under the leadership of the new Gender Equity Director.

Measures for the Prevention and Management of Learner Pregnancy

An Implementation Plan has been developed to support the message of the pregnancy Measures document in schools. The focus of the Plan is in four major areas: Supporting teachers and curriculum implementation, supporting school management and leadership, peer education initiatives and public advocacy initiatives.

The main programmes of the Implementation Plan will be rolled out in the new financial year. However, some communication initiatives have begun. The Measures were presented at a meeting of the South African Principals' Association and a National Consultative Meeting of the School Governing Bodies in March 2008, as part of the partnership building and awareness-raising process around the Measures and addressing schoolgirl pregnancy issues.

Guidelines on the Prevention and Management of Sexual Violence and Harassment

The Guidelines document was finalised with comments and advice from Gender Activists and from the legal services section in February 2008. It was also sent to the Minister and Deputy Minister for their advice and support. It was then approved by CEM at its meeting of 25 February 2008. The document was presented and discussed at the same meetings mentioned above in relation to the Measures, and an implementation plan was developed to support the Guidelines in public

schools during 2008. This plan will include public advocacy as well as management and leadership training. The document is currently in the layout and printing phase.

3. Reviewing Adult Education and Training (AET) and implementing the mass literacy campaign

Review of the ABET system

The introduction of the *Kha Ri Gude* Mass Literacy Campaign has added impetus to the need to review the ABET system. It has become necessary to re-think the ABET system in anticipation of an estimated 50 percent of the 4.7 million illiterate adults in South Africa becoming literate through the *Kha Ri Gude* Mass Literacy Campaign. Furthermore, it has become necessary to ensure that programme offerings in AET respond to the priority skills needs of adult learners and are aligned to broader government objectives in programmes such as JIPSA, ASGISA, EPWP, NSDS II and CDW.

Key Directorate operational activities around the review of the ABET Act, the review of curriculum and qualifications, as well as the review of PALCs have been refocused as part of the Committee's brief.

The Ministerial Committee was set up in August 2007. It started functioning in October 2007 to deal with the purpose of an Adult Education and Training system in South Africa. The Committee identified areas for more work and allocated tasks and areas of responsibility to members. The following areas were identified: Institutional landscape, Qualifications and Curriculum, Educators in a New AET system, Funding and Financing, International reports and trends, and Framing a new AET governance system.

The Committee is currently analysing policy environment; scanning and analyzing existing census data; doing a literature review of relevant ABET documents; identifying areas for further analysis; developing problem statements; and developing a report framework. A report was submitted to the Minister indicating progress, as well as a request for an extension. The Minister noted the report and extended the work of the Committee to 30 May 2008. In order to speed up the process for development of the Green Paper, an editor and a technical expert were employed to assist with the work of the Committee.

In addition, the Ministerial Committee has engaged with

the *Kha Ri Gude* Mass Literacy Campaign as well as developments in Further Education and Training sector and the Skills Development arena.

The following draft documents have been developed by the Committee:

1. Qualifications and curriculum – a contribution to problem statement for Adult Education Green paper;
2. Problem statement around the current funding of ABET;
3. Governance and management in Adult Education and Training;
4. Adult Educator Qualifications, Provision and Conditions of Service; and
5. An analysis of the broad policy and legislative environment.

Norms and Standards

The Norms and Standards document provides a framework for a phased implementation of the Norms. Funding is used as a lever for a radical reconstruction of the ABET system. An ABET technical committee was set up to develop Norms and Standards for Funding Adult Learning Centres, which were gazetted as funding policy on 14 December 2007. As part of the preparation for the implementation of the Norms and Standards for Funding Adult Learning centres, a number of documents were developed:

1. A draft implementation plan was developed and engaged with at the HEDCOM sub-committee on Finance;
2. A draft provincial state of readiness questionnaire was developed;
3. A draft certification checklist was also developed;
4. Draft regulations for funding private adult learning centres was developed; and
5. A draft advocacy strategy for Norms and Standards was developed.

Conditions of Service

The Conditions of Service draft document was developed and tabled at HEDCOM towards the end of the 2006/07 financial year. HEDCOM made a decision that the conditions of service must be dealt with as part of the restructuring of the ABET system. However, the absence of conditions of service continues to pose a challenge in the implementation of the current ABET system.

In the light of the HEDCOM decision, Directorate activities around this matter were re-directed to be part of

the work of the Ministerial Committee.

Intervention programme

In recognising that the outcomes of the Ministerial Committee process could take longer to implement, as well as the need to maintain a properly functioning system, interim strategies were adopted. The aim of the intervention is to strengthen delivery of the curriculum and assessment system, to provide more guidance for educators, and to have a proper understanding of the capacity and compliance of public centres. The following interventions have been recognised and are being implemented:

- refine the draft assessment policy;
- develop action plan for the roll-out of the Norms and Standards for Funding Adult Learning Centres;
- administrative manual for the payment of ABET educators;
- develop learning programmes in all ABET levels;
- develop educator guides;
- strengthen site based assessment – support visits; and
- audit of adult learning centres.

Challenges

The implementation of the National Curriculum Statements for both GET and FET bands, and the resulting implications for adult learners aspiring for the senior certificate, pose major challenges for the Directorate. Part of the work in the new financial year will focus on this area.

The introduction of a GEC for schools and the potential lack of articulation with the current ABET GETC will require further engagement. The implications of introducing a GEC in Schools that is not an exit certificate versus the ABET GETC that is likely to continue to be an exit certificate, require engagement with Branch G in the new financial year.

Achievements

The setting up and functioning of the Ministerial Committee is an achievement as it will provide conceptual clarity and policy direction for the Adult Education and Training sector. Such a focused attention and approach to assessing and analysing the ABET sector has been long overdue.

The gazetting of Norms and Standards for Funding Adult Learning Centres as a funding policy will assist the AET

sector in stabilizing funding allocations by provinces. More importantly, the thrust of the funding policy around the need for performance by institutions will contribute to strengthening delivery.

Kha Ri Gude Mass Literacy Campaign

The *Kha Ri Gude* Implementation plan was approved by Cabinet in August 2007. A Campaign Preparatory team was then established to implement the start up activities for the campaign. During this period, the development of materials in all official languages took place. Materials Development and printing and distribution is taking place to ensure that materials will be available for all learners who will start classes on 14 April 2008.

100 Master Trainers have been trained and they have commenced training 2000 Supervisors and 20 000 Volunteer Facilitators at sites around the country. Learner recruitment has also started and reports indicate that close to 100 000 learners have already been put into a database ready for the start of classes on 14 April 2008.

A campaign CEO has been appointed, and a company has been appointed to take on some of the key Project, Human Resource, Finance and Procurement Management activities.

The *Kha Ri Gude* Campaign was officially launched by the Minister of Education on 28 February 2008.

4. Facilitating the implementation of School Sports in schools

Framework for school enrichment programmes

The draft School Sport Policy Framework was re-conceptualised, as the previous version resembled the constitution of an organisation instead of a statement of intent. The final draft (as approved in principle by NACOC at a meeting convened on 7 March 2008) was submitted to Senior Management for discussion. The standard consultation process will proceed once approval is given to do so. An implementation plan and guideline still needs to be developed. The draft School Enrichment Programmes Framework also had to be revisited as it also lacked the statement of intent expected in such a document. A framework has been conceptualised for the document which now needs to be rewritten.

National and international school enrichment programmes

The Aquatics (1-2 March 2008) and Athletics (LSEN: 15-16 March 2008; Primary and Secondary Schools: 27-29 March 2008) championships took place during March 2008 under very challenging conditions. The Department of Sport and Recreation withdrew funding for these events and circulated a memorandum indicating the cancellation, scaling down and/or postponing of national events for the fourth quarter of the 2007/08 financial period. Swimming SA funded the aquatics events, and provincial departments hosted the athletics events due to the withdrawal of funding by the Department of Sport and Recreation. In the end, SRSA provided only limited funding for the Secondary Schools' Athletics events.

Meeting of the National Steering Committee for the South African Schools' Choral Eisteddfod took place on 13 February 2008. At this meeting the participation rules and schedule for the 2008 event were finalised.

Guidelines for the National Languages Festival which include participation rules, timelines and a programme have been developed and were submitted to the DDG during March 2008 for consideration and approval.

A private company by the name of Papa (Mealie Maize Meal) situated in Klerksdorp has tentatively offered to fund the advocacy costs related to both the National Language and Indigenous Games Festivals for a 3-year period. These costs include certificates, t-shirts, posters, banners, bags, medals and trophies. Once a formal response has been submitted to the Department, an MOU will be signed with the company.

5. Providing support and strengthening curricula driven HIV and AIDS activities through peer education

The Health in Education and Staffing Services Chief Directorates, in collaboration with Department of Health and Roche, organised and participated in Health Wise Day, which was intended to sensitize officials to be aware of their own health status, and to lead healthy lifestyles.

On 1 December 2007, the DoE in collaboration with the Department of Health commemorated World AIDS (WAD) day in Limpopo. The theme for WAD 2007 was "Keep the Promise - *Zithande*". By commemorating WAD, communities are challenged to hold hands and unite in the fight against HIV and AIDS. The Lethimpilo

campaigns organised by the DoE in collaboration with other Departments formed a build up to WAD. At the campaigns, learners and communities affected and infected by HIV and AIDS are assisted. Learners in child-headed households receive social grants, food parcels, uniforms, etc. Voluntary Counselling and Testing services are provided.

Drug and Substance Use and Abuse

Parliament has approved the Education Law Amendment Bill (ELAB) 2007. Guidelines on drug testing procedures were revised to be in line with the Bill. Revised copies will be distributed to schools once the Act has been promulgated. In collaboration with the Legal unit in the Department, concept Regulations were drafted and these Regulations will be subjected to a consultation process and published in a Government Gazette. The aim is still to get the Regulations promulgated by June 2008.

Drug testing devices are in the process of being procured. They will be distributed to school communities and during social mobilisation campaigns/events.

The Department participated in the *Ke Moja* activities and the launch on 8 December 2008 in Cape Town. On 20-30 March, the Department participated in a *Ke Moja* - Hip Hop Launch held in Cape Town. A draft monitoring tool on Drug and Substance abuse was developed.

Health and Wellness Framework

The Draft Framework on Health and Wellness, with implementation and communication plans for all levels (ECD, GET, FET, ABET, HEIs), is being finalised. The framework aims at addressing health-barriers that impede learning and teaching. The 2008/09 School Health Calendar and Posters on drugs and substance abuse have been distributed to all schools, except to the Eastern Cape.

School Health

To date, Lethimpilo campaigns have been conducted in four provinces and the following targets were reached:

- 121 schools in Mpumalanga – 28-29 November 2007;
- 150 schools in the Free State – 28-29 September 2007;
- 76 schools in the North West – 9-10 November 2007; and
- 64 schools in Limpopo – 28-29 November 2007.

The above campaigns have been highly successful in assisting learners and communities in dire need of different government services. Learners in all the above schools were screened for minor ailments, and those with serious conditions were referred for further assistance. Detailed reports of Lethimpilo Campaigns conducted in all four provinces have been prepared and submitted to the Minister.

6. Ensuring the successful and increased implementation of the National School Nutrition Programme (NSNP)

The National School Nutrition Programme is based on three strategic objectives, which include: contributing to enhanced active learning capacity through school feeding; promoting and supporting the implementation of food production initiatives in schools in order to improve household food security; and, strengthening nutrition education for school-communities.

School Feeding

- Approximately 6041 million learners in 17 899 schools from mainly rural, farm and informal settlement areas have access to the school nutrition programme.
- The total expenditure as at 18 February 2008 on the budget allocation of R6 million for the administration of the programme at national level is at R5 272 million (84.90%).
- With the total provincial budget allocated at R1152 billion, the third tranche of the Conditional Grant which totals R288 232 million, was transferred to provinces.
- Reports received from Financial Services indicate the following expenditure patterns per province as at 18 February 2008:

PROVINCE	PERCENTAGE SPENT
Eastern Cape	74.49%
Free State	100.79%
Gauteng	78.22%
Kwazulu-Natal	81.71%
Limpopo	78.27%
Mpumalanga	79.31%
Northern Cape	103.16%
North West	94.67%
Western Cape	79.67%

In comparison, provincial expenditure has improved from 70,08% (third quarter expenditure) to 81.41% (as at 18 February 2008). However, Free State has over-spent as a result of 2006/07 commitments that were paid in May 2007. The reasons for under-expenditure are as follows:

- Eastern Cape received roll-over funds of R63,7 million for the payment of invoices that were committed at the end of 2006/07 financial year;
- Western Cape has outstanding claims for the month of January 2008 to the amount of R1 986 876;
- Gauteng, Limpopo and Mpumalanga are under-spending because of unpaid invoices for services delivered;
- An inter-provincial meeting was held on 27-28 March 2008 to discuss 2008/09 business plans on inflation adjusted and minimum feeding requirements. KPMG also presented a final draft evaluation report as well as Physical Planning Directorate to discuss the policy framework on infrastructure of Nutrition Centres at schools. A request for inputs on the design for nutrition centres was sought which must be submitted at the end of March 2008;
- The Eastern Cape was visited and supported in reviewing the 2008/09 business plan;
- Monitoring of 15 schools in Mpumalanga and Limpopo was conducted;
- A meeting was held with Assistant Directors of Sustainable Food Production on 25-26 February 2008 during which draft guidelines on sustainable food production as well as a review of 2007/08 work plans were discussed;
- The Department of Education successfully intervened through meetings with the community and school management to ensure that feeding resumes without delay. A report has been provided to Department of Education;
- 8 Schools were visited in January 2008 in collaboration LPGSASA (Liquified Petroleum Gas Safety Association) and Department of Labour to ensure compliance with gas safety and proper installation of gas stoves. A report on findings has been submitted by LPGSASA; and
- A draft proposal on NSNP Awards has been developed for approval by Senior Management.

Sustainable Food Production

- 11 gardening skills workshops were held.
- A 10-day vegetable production workshop was held for NSNP monitors in Vhembe and Mopani provided by Matzivhandela FET College.
- 30 schools were visited to monitor food production progress. Two of these schools in Limpopo are introducing chicken rearing in their food production programme. Three have adopted other schools to support them with

- training.
- Schools are receiving fruit trees from Department of Water Affairs and Forestry (DWAF) as part of "plant million trees" campaign.
- Northern Cape held awards for school garden competitions.
- The Department of Agriculture-International Relations has not responded on the FAO agreement. There is no progress in this project.

Nutrition Education

- The LTSM for Nutrition Education has been printed and is ready for delivery and distribution to provinces.
- The interviews for the Deputy Director: Nutrition Education have been arranged for 7 April 2008.

Programme Impact

- The NSNP successfully ensures that poor children have access to education and their participation in learning is enhanced.
- Local unemployed women are provided with opportunities for remunerative work when participating in the NSNP, thereby generating income for their families.
- More members of school communities are provided with gardening skills. New food gardens are established at schools. There is an increasing number of government departments, State Owned Institutions, business sector and school-communities that support the programme with material and financial resources. This creates opportunities for improved livelihoods in communities.
- Healthy lifestyles are promoted through Nutrition Education and this provides alternatives and healthy choices for learners, parents, educators and larger communities. These capacity building workshops need to be promoted in school communities.

Plans for next quarter 2008/09

- Approval of DoE and provincial business plans.
- Inter-provincial meeting in June 2008.
- Conduct Food Safety and Hygiene workshops in provinces.
- Monitoring and oversight visits in provinces with priority given to the implementation of the programme in the Free State, Eastern Cape, and Limpopo.
- Compile a database of quintile 1, 2 and 3 schools and learners.

- Should the NSNP Minister's Awards be approved, the following will be implemented:
 - o Communicate with provinces on implementation/process plan
 - o Adjudication Panel is determined and confirmed with members
 - o Implement first leg of nominations at school and district level
 - o Conduct interviews for nominees
- Collaborate with FUEL Trust, a non-profit organization to compile a province by province system description or situation analysis.
- Capacity building workshops on Sustainable Food Production.
- Develop a booklet on NSNP best practice.

7. Other critical programmes of the Branch

The Branch further reports on some key achievements to date as related to the Department's key priorities.

In line with the Department's priorities, the Social and School Enrichment Branch has successfully implemented programmes and projects that deal with poverty and enhance quality in public schools.

Rural Education Developments

A draft plan for Rural Education was developed based in part on the 82 recommendations extracted from the Ministerial Committee on Rural Education as well as the Nelson Mandela Foundation's Emerging Voices (A report on education in South African rural communities). A draft plan identifies the following focus areas:

- a) to improve quality of teaching and learning in rural and farm schools,
- b) to facilitate the restructuring of rural and farm schools,
- c) to develop curriculum programmes adapted to learning needs in rural and farm schools,
- d) to ensure sufficient education provision,
- e) to assure effective school governance and management in rural and farm schools,
- f) to ensure community participation, and
- g) to promote poverty alleviation through rural and farm schools

The plan was discussed at inter-branch and inter-provincial meeting/s as part of the consultation process, and amendments were incorporated to the plan. The draft plan was further tabled at Senior Management and further subjected to inter-branch discussions. The Minister made further recommendations on the draft plan.

The consultation process is still in progress and a meeting with the Nelson Mandela Institute for Education and Rural Development is planned. Collaboration with experts from India is also envisaged on sharing policy development around rural education and poverty alleviation. A scope of work for the Indian experts was developed and was forwarded to International Relations Chief Directorate for processing. It is likely that the Rural Education Plan will be finalised in the next quarter.

Collaborations

Draft Guidelines for the Merger and Closure of Schools as well as Guidelines to conclude Section 14 agreements have been developed in collaboration with provincial rural education coordinators, and are currently with the legal services unit, who will ensure compliance with relevant legislation.

Truth and Reconciliation Commission

A learning and teaching support materials development process on the Truth and Reconciliation Commission has been initiated in partnership with the Institute of Justice and Reconciliation. A set of first draft materials has been finalised.

Social Cohesion: Flags in Every School and National Symbols

National flags and flagpoles were installed in 2000 schools in all nine provinces. The Department of Arts and Culture will issue a tender for the installation of an additional 5000 schools shortly. Furthermore, several provinces have conducted district based training sessions to encourage teachers to use the book *My Country South Africa* in their classrooms. A second draft of the book which includes the new symbol of Parliament has been finalised.

The Bill of Responsibilities for young people was developed in partnership with the National Religious Leaders' Forum and finalised during January 2008. It was released by the Minister in Parliament on 12 February 2008. It is hoped that the Bill will assist learners to appreciate that the freedoms and rights they enjoy today, place certain responsibilities on them. The Race and Values Directorate has been able to print posters of the Bill which could be sent to schools. However, further activities in relation to the Bill will depend on funding obtained.

The unit also finalised a draft National Schools Pledge that was released for public comment by the Minister on 12 February 2008. The Minister has extended the

deadline for public comment on the Pledge to 15 May 2008 following substantial public debate on the matter. So far, over 600 submissions have been received. The Directorate is analysing submissions received and will provide the Minister with an overall analysis of the type of comments received and a suggested way forward once the extended deadline closes in May.

Values

In partnership with Heartlines, the values storybook for the Foundation Phase, *Stories that Talk*, has been translated into all eleven official languages and is ready for printing. Life Orientation materials have been developed and a guidebook for Life Orientation educators, *Values for Life*, has been finalised. Training workshops for life orientation curriculum advisers were held in all provinces.

Racial Integration Strategy

Eleven Racial Integration Workshops were held in five provinces, namely Gauteng, the Northern Cape, the Free State, the North West and KwaZulu-Natal. These workshops form the basis of a broader strategy in the Department of Education to deal with all forms of discrimination within an overarching human rights framework. Provinces and districts are being encouraged to form appropriate intervention teams to deal with issues of discrimination in their jurisdiction.

Strengthening the delivery of Life Orientation in Grades R-12

Exploration into a model for the delivery of Physical Education has been initiated. A meeting was held with Ms Lourens (SRSA: Education and Training) to discuss the accessing of accredited programmes and materials in existence for the training of teachers to teach this part of the Life Orientation curriculum. There is consideration to adopt or adapt the same programmes and materials to support the training of teachers as coaches to deliver the School Sport programme at a school.

8. Conclusion

In conclusion, the Branch is proud to report that most of the activities it set out to achieve in the 2007/08 financial year have been completed as planned. Some activities were either reprioritised or moved and included in the 2008/09 Operational Plans to reprioritise and reallocate funds to the Recovery Plan.

Programme 6: Higher Education

1. To provide regulatory support for the higher education system.

Ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy

Discussions held with UFS regarding their proposed amendments to their statutes. TUT statute was finalised and sent through for gazetting. Statutes for NMMU were submitted to the Minister for approval. The statutes have been approved and gazetted. Discussions with UFS, VUT and CUT are still ongoing

Much progress has been made with the drafting of the National Qualifications Framework Bill. It is expected that the Bill will be ready for noting and discussion at the Council of Education Ministers in February 2008.

Review and publish revised regulations of private higher education institutions

The review and publication of the revised regulations of private higher education institutions has been delayed due to priority being given to the evaluation of applications for registration.

Assess registered Private Higher Education Institutions for compliance with Regulations

23 applications received in the first quarter were screened and finalised for Regulation 33. A further 12 applications for registration were received, screened and evaluated in the second quarter. Of these, seven have been finalised.

Provide an appropriate policy framework for programmes and qualifications in higher education

The first cycle of approvals of the Programme Qualification (PQM) of higher education institutions was completed and institutions have been informed whether their programmes have been approved and can be submitted for accreditation. The second cycle of approvals is still in progress, and institutions will be informed whether their programmes have been approved and can be submitted for accreditation.

2. To provide academic and research support to the higher education system

Develop and maintain appropriate policies to enhance the academic performance of higher education institutions

The Review Committee which oversees the work of working groups has been established. The Review committee held its first meeting and determined operational methods, deliverables and time frames during the first quarter.

Working Groups were established and have initiated the necessary work to inform the recommendations on the review. The Department is currently preparing for the third meeting of the Review Committee in which an allocation model for the ad hoc allocations will be determined

Develop and maintain appropriate policies for enhancing the research output of higher education institutions

Institutional visits were conducted during April and May, to enhance and give guidance to research offices on how to conduct their research output. Annual evaluations scheduled for August 2007 were performed. Evaluation of research outputs for 2006 has been completed, and a draft report has been submitted to the Minister and the Vice Chancellors of Higher Education Institutions.

Reports on institutional visits for 2007 and on the workshop for Research Offices have been compiled and communicated to institutions.

A Task Team to draft policy and procedures for research development grants was appointed, and convened its first meeting in June when a work plan was adopted. The Task Team is currently drafting its report which will be finalized by end-March 2008.

Priority has been given to the development of policy for research development grants. Information on recognition of artifacts and creative arts by institutions is being gathered. However further work on this project has been deferred to commence in January 2008.

Policy on the Higher Education Qualifications Framework (HEQF) has been approved and signed by the Minister. The policy was published in the Government Gazette No. 928 in October 2007. A working group that will oversee the implementation of transitional arrangements of the HEQF has been formed. A schedule of frequently asked questions was compiled, together with SAQA and CHE, and posted on the websites of the DoE and these two organizations.

3. To provide institutional support to higher education institutions

Support councils in executing their fiduciary responsibilities

Training manuals for Councils on their responsibilities have been distributed to all institutions. A workshop was held for the Vaal University of Technology Council. Requests for the appointment of council members for the Universities of Cape Town and Witwatersrand and the CUT have been submitted to the Minister.

The development of database of current and potential council members has commenced. The names of potential candidates have been submitted to the Minister for approval. Letters have been written to potential candidates informing them of their nomination and inclusion in the database.

The revised framework for monitoring finances of Higher Education Institutions was approved and gazetted in August 2007. All reports from 23 HE institutions have been received and have been analysed for Ministerial reporting

Support higher education constituencies (student and staff) to enhance effective student governance and leadership in higher education institutions

The framework to guide the development of SRC constitutions has been finalised and was presented at the student affairs conference attended by all Deans of students. Leadership training has been conducted for the DUT, VUT and WSU SRCs.

The tender to evaluate the functionality of the institutional forums was approved and gazetted, and a service provider subsequently appointed. The first pilot interviews were conducted during October 2007. A draft report has been submitted to the Department of Education for approval.

Support higher education institutions in managing the impact of HIV and Aids

A service provider to assist with the efficient implementation of the Higher Education HIV and Aids programme (HEAIDS), as managed on behalf of the Department of Education, by Higher Education South Africa (HESA) has been appointed. The first pilot of interviews with institutions was undertaken during October 2007. The work of the programme, and many challenges on its implementation have been dealt with. All the funds have been committed and direct institutional grants have been processed successfully.

4. To promote internationalisation of higher education

Develop a framework for internationalisation of the South African higher education system, particularly in the context of Africa and NEPAD

Project on development of a policy framework for internationalisation of higher education on the African Continent was postponed to the third quarter, as priority was given to the review of the research development policy. A background document has since been produced and is currently being refined.

Ensure effective management of international opportunities for higher education study

A template for a comprehensive and updated, user-friendly information database system on international opportunities for higher education study has been developed and is currently being refined.

5. To strengthen planning, so as to support production of quality graduates, required for the social and economic development of the country

Provide an appropriate policy framework for student enrolment and outputs for the higher education system

Reports on student enrolment planning and output targets have been received by institutions, and are currently being assessed. Funds are currently being disbursed based on these assessments of institutions' infrastructure and development plans. Approximately R250 million has already been disbursed for the 2007/08 financial year.

Develop a national student application system for higher education

There has been no progress with respect to the establishment the National Higher Education Information and Application Service (NHEIAS). The reason for this is that priority was given to the conclusion of the student enrolment planning and infrastructure development project.

6. Support Diversity in Higher Education

Establish National Institutes of Higher Education (NIHEs)

Draft rules for the NIHE in Northern Cape were already discussed with the Minister and the Chair of the Board in the first quarter. There are currently ongoing discussions with the boards of the National Institutes regarding their business plans and budgets. The strategic plan for the NIHE in Mpumalanga is currently under review.

Consider applications for registration of Private Higher Education Institutions and monitor registered institutions

The screening and evaluations of applications for registration of Private Higher Education Institutions is an ongoing process.

be generated by the software.

The ceiling amount for this contract is R845 743.20.

7. To monitor and evaluate the higher education system (including equity, access, diversity and outputs)

Strengthen systemic performance indicators of the higher education system

The terms of reference for the review of systemic performance indicators in the National Plan for Higher Education have been developed and approved. The project entails the application of performance indicators to the system and is expected to be complete by March 2008.

Improve Management Information System for Higher Education (HEMIS)

The terms of reference for monitoring performance of the system with reference to graduation and retention rates cohort studies of 2000 and 2001 have been approved.

Terms of reference for the development of a framework for institutional performance indicators have been developed and approved, and development of the framework was initiated.

A document on the New Classification on Subject Matter was developed and circulated for comment. Database changes were completed. Comments were received from HESA. The joint HESA/DoE task team has met to discuss required amendments. Temporary staff have been appointed and have begun drafting the final document. A report on the changes will however be required only in 2009.

R400 000 is not just for CESM document and changes, but for HEMIS maintenance. The Department has received quotes for revision of old SAPE student, staff and programme classification manuals, and assessment is in progress.

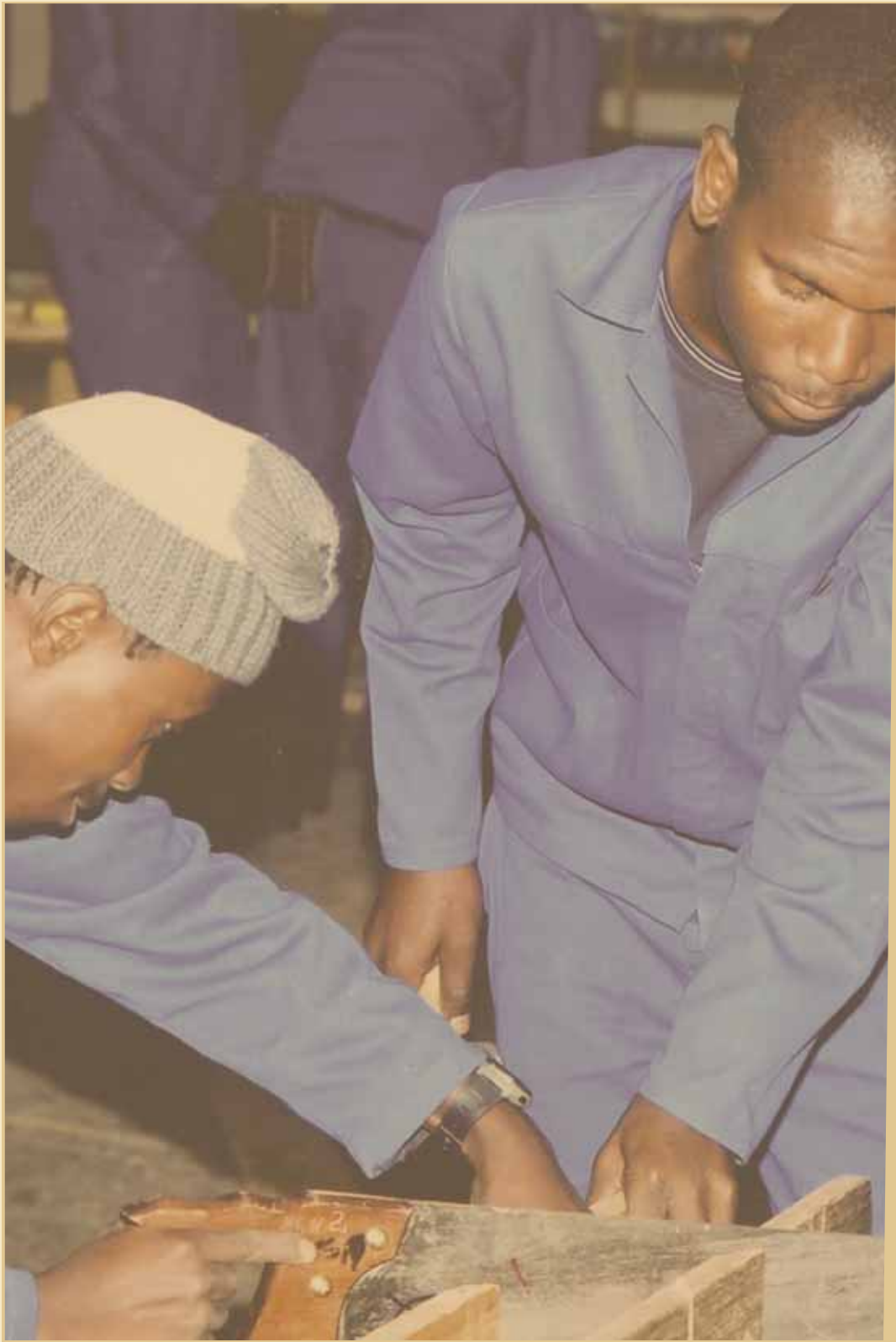
A document on the Building Facilities Inventory and Classification manuals and Space and Cost Norms was developed and circulated to all institutions for comment in July 2007. Comments have been received from HESA and manuals are being finalised in terms of the comments received. A space module test phase for Valpac software has been completed, and database changes are still in progress. Contractors are in the process of developing the required statistical reports to







PART 2





PROGRAMME PERFORMANCE

- 2.1 Administration
- 2.2 System Planning and Monitoring
- 2.3 General Education and Training
- 2.4 Further Education and Training
- 2.5 Social and School Enrichment
- 2.6 Higher Education

Programme 1: ADMINISTRATION

STATEMENT OF PRIORITIES

Administration provides administrative support for the overall management of the corporate functions performed for the Department, such as:

- Budget process and financial services;
- Corporate services including supply chain management, security and asset management, and information technology;
- Human Resource Management and Development.

Also located in this Branch are the following functions:

- Support for identified projects to enhance administration in provincial education departments, implementing a monitoring system and a support system to strengthen the performance of provincial education departments in administrative matters;
- Internal Audit;
- Strategic Management and Support functions together with the Office of the Director-General, including Strategic Planning.

PROGRAMME 1: ADMINISTRATION
CHIEF DIRECTORATE: INTERNATIONAL RELATIONS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
CHIEF DIRECTORATE: INTERNATIONAL RELATIONS						
To strengthen South Africa's solidarity and leadership in education in Africa, via bilateral, multilateral and outreach initiatives	Joint Bilateral Commissions are serviced.	Attend and participate in the BNC, JPCC, JCC meetings in Sudan, Nigeria, Angola, Rwanda, the DRC, Botswana, Lesotho, Swaziland, Mozambique, Algeria, Egypt, Saudi Arabia.	April 2007 to March 2008	Status reports provided at JCC meetings. Reports of the JCC meetings provided to DoE. Signed Agreements on educational co-operation.	Participated in the SA/Gabon Senior Officials meeting held in Libreville from 25-26 October 2007; the SA/Botswana JPCC held from 14-15 November 2007 and the SA/Nigeria BNC Senior Officials meeting held from 26-27 November 2007.	
	Participate in the 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 2007 to March 2008	Status reports provided to multilateral organisations and DFA. Reports of multilateral meetings provided to DoE.	Participated in the high level meeting between the AU and RECs on the implementation of the Plan of Action of the Second Decade of Education held in Tunisia from 6-7 November 2007. Arranged a SADC Essay Award Ceremony for national winners in Cape Town.	
	Facilitate the implementation of the Action Plans of the AU Second Decade of Education.	Hold co-ordination and facilitation meetings with the officials from the Branches. Assist with the necessary support to ensure implementation.	April 2007 to March 2008	Reports of the first year of the roll out plans provided to AU and DoE.	The AU is in the process of finalising the reporting formats and templates which will inform the reports to be provided by member states.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Host the African Union Conference of Ministers of Education of Africa (COMEDAF) meeting.	Ensure the necessary administrative and logistical processes are in place for the conference.	By September 2007	Report of the Conference provided.	The COMEDAF conference was successfully hosted in August 2007.	The Minister was elected chair of COMEDAF Bureau of Ministers. There are still outstanding invoices to be paid.
	Visit and host priority countries to develop the framework for the implementation of the outreach initiatives.	Facilitate and ensure that the logistical and administrative processes are in place for the following countries - Sudan, the DRC, Rwanda, Guinea (Conakry), Gabon, Mali, Swaziland and Lesotho.	April 2007 to March 2008	Reports of the Technical Team visits provided. Framework has been developed and approved.	Hosted visits by officials from the Sudan (27-29 June 2007) and DRC (11-13 February 2008) Ministers of Education. Visited Gabon (25-26 October 2007), and a visit by learners to Mali (6-17 April 2007) was supported. Assisted the Director General for Higher Education from Southern Sudan who visited South Africa in December 2007 with the submission of application forms for Sudanese students to the Universities of Wits, Johannesburg, Pretoria and Tshwane University of technology.	
To develop and maintain bilateral, and multilateral	Visit and host countries to develop, maintain bilateral and multilateral programmes.	Visit and host countries in Africa and Middle East.	April 2007 to March 2008	Reports on progress provided to DoE, DFA, IRPS Cluster.	Minister visited Syria (14-17 April 2007) and Oman (3-5 March 2008). Hosted visits by Syria (12-15 February 2008), Kenya (11-15 June 2007), Zambia (21-23 May 2007) and the Deputy Minister of Libya (21-24 October 2007).	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
GLOBAL PARTNERSHIPS						
Develop and maintain bilateral, multilateral and outreach programmes	Development Co-operation Agreements are negotiated, signed and serviced.	Implement bilateral cooperation programmes with countries of the north, as well as multilateral organisations such as the EU, the UN and the Commonwealth.	April 2007 to March 2008	Progress reports tabled at Annual Consultation meetings.	Signed the SOAG Amendment with the USA (28 September 2007). Hosted the OECD team to conduct a systems review of the SA education system (29 October to 9 November 2007). Participated in the SA-UN agencies Annual Consultations (6 September 2007), SA-USA.	
	To forge greater collaboration in education between South Africa and countries of the South	Development Co-operation Agreements are serviced.	April 2007 to March 2008	Progress reports are tabled at Commission meetings.	Plan to bring Indian experts to South Africa in March/April 2008 to advise on District Development was drafted and approved. We have requested the Indian Government to send two experts for rural education. Negotiations with various embassies for recruitment.	
	Joint Bilateral Commissions are serviced.	Participate in Joint Bilateral Commissions or Forums with China, Brazil, India, Cuba, Indonesia, Malaysia and the small Island States.	April 2007 to March 2008	Status reports are tabled at Commission meetings.	Minister attended 3rd SA-China BNC on 24-25 September 2007. The Directorate also participated in the SA-India JMC 21-22 February 2008 and the following bilateral consultations were held: SA-Taiwan Dialogue Forum on 6 November 2007; and SA-China 3rd BNC.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Trilateral Commissions are serviced.	Participate in the India-Brazil-South Africa Trilateral Dialogue Forum meetings.	April 2007 to March 2008	Progress is reported on at the Dialogue Forum.	DoE hosted the IBSA Academic Seminar on 15-16 Oct 2007. DoE and HESA to participate in the 3 IBSA Academic Workshops organised by Brazil (scheduled for 13-16 August 2008).	
UNESCO						
To effectively integrate and co-ordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organisation	Monitor and report on the progress of integration and co-ordination of UNESCO programmes, declarations and conventions at government and civil society level.	Provide an overview of the Commission's activities for 2001 to 2005, conduct a review of the UNESCO-NEPAD activities, in line with national department priorities, and report on the 33rd UNESCO General Conference.	April 2007 to December 2007	Audit report has been finalised, the integration status report has been produced, and the conference report has been tabled.	The overview of activities UNESCO-NEPAD and report on the 33rd UNESCO General Conference held in October/November 2006 has been completed and will be presented to the National Commission.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		<p>Education sector: Follow-up on ratified conventions. Monitor the implementation of EFA and MDGs. Ensure that there is UNESCO support on the 2nd Decade of Education for Sustainable Development. Integrate the UNDAF and Social Cluster priorities.</p>	<p>April 2007 to March 2008</p>	<p>Progress reports tabled at Annual Consultation meetings.</p>	<p>Facilitated SA's participation in the 34th UNESCO General Conference to be held in October/ November 2008 through Education Sector meetings for delegates to discuss and agree on South Africa's position on various Education-related Draft Resolutions.</p>	
		<p>Culture Sector: Follow-up on four Culture conventions for ratification. Partner in hosting the Memory of the World International Advisory Committee Meeting. Implement Cultural Diversity Convention. Participate in African Liberation Heritage project.</p>	<p>April 2007 to March 2008</p>	<p>Progress reports tabled at Annual Consultation meetings.</p>	<p>Facilitated SA's participation in the 34th UNESCO General Conference to be held in October/ November 2008 through Culture Sector meetings for delegates to discuss and agree on South Africa's position on various Culture-related Draft Resolutions to be adopted.</p>	
		<p>Science Sector: Help establish the Social and Human Sciences sector. Participate in MOST program activities. Support Science priorities and COMEST. Follow-up on Science conventions.</p>	<p>April 2007 to March 2008</p>	<p>Progress reports tabled at Annual Consultation meetings.</p>	<p>The Social and Human Sciences Sector is in the process of being established and the NATCOM facilitated the hosting of a Regional Workshop on Women in Post Conflict Countries in Pretoria. This sector held its first meeting of the 2008/09 biennium in February 2008.</p>	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		<p>Communication Sector: Implement UNDAF initiatives in support of UN country team and DOC and GCIS. Follow-up on UNESCO conventions and decisions from the WSIS.</p>	<p>April 2007 to March 2008</p>	<p>Progress reports tabled at Annual Consultation meetings.</p>	<p>Facilitated SA's participation in the 34th UNESCO General Conference to be held in October/ November 2008 through Communication and Information (CI) Sector meetings for delegates to discuss and agree on South Africa's position.</p>	
		<p>UNESCO Chairs: Consolidate reports and value added by UNESCO chairs in SA. Involve UNESCO chairs in the activities of the commission.</p>	<p>June 2007</p>	<p>Report to the core competency departments.</p>	<p>The annual reports received from the Chairs in April 2007 were submitted to UNESCO Headquarters. Consolidated reports and value added by UNESCO chairs in SA is still to be done and is being pursued by the Commission.</p>	
		<p>Prepare South Africa's departments DoE, DAC, DST, DOC, GCIS, DEAT and DFA for the 34th UNESCO General Conference.</p>	<p>September/Oct 2007</p>	<p>Core competency departments to select delegations to the General Conference.</p>	<p>This task has been completed. Pre-conference briefing meeting held on 23 August 2007.</p>	
		<p>Host the ISCI conference in LIMPOPO. Implement ISCI Strategy in Limpopo/Kwa-Zulu Natal and Eastern Cape.</p>	<p>March 2007-08</p>	<p>Report on the implementation process.</p>	<p>Host the ISCI conference in LIMPOPO (2-5 April 07). Facilitated ISCI train-the-trainer planning workshop as part of implementation of post-conference strategy. Facilitated piloting of projects as part of the closing down of this phase of the ISCI project.</p>	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		UNESCO Youth Desk: Establish a Youth desk to participate in the UNESCO General Conference and cross-cutting activities.	September/Oct 2007	Quarterly Report on progress at each meeting.	i. Youth Desk not established. ii. Nominee from National Youth Commission did not attend Youth Forum held at UNESCO Paris.	
		Draft a report on the 33rd UNESCO General Conference.	June 2007	Report to be presented to the delegation going to the 34th General Conference.	This task has been completed. Report on Education Commission for General Conference presented at pre-34 GC meeting 23 August 2007.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STATEMENT OF PRIORITIES

The specific functions of the Branch are to analyse, evaluate and monitor the medium to long-range costing, financing and resourcing of education in South Africa, and to produce reports, models, plans and policies required for national leadership in this regard. Furthermore, the Branch ensures 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 to provide legal and legislative support, and accurate, reliable and relevant information for decision-making. Finally, it develops 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

Over the next period, the following will be the Branch's main programmatic and policy interventions:

- Developing 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.
- Analysing 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 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.
- Developing and monitoring an evaluation framework for reporting on service delivery in education, including responses to global initiatives, such as Education for All Programme and Millennium Development Goals.
- Developing and maintaining funding norms and standards for all sub-systems in the education system.

While the Strategic Plans outlines the five year objectives of the branch, the following key priorities will be attended to in the 2007/08 financial year.

Human resources are the most important resource in ensuring the provision of quality education. In this financial year, the management and development of human resources will receive added attention, in collaboration with Branch G in regards to teacher education in support of provincial education departments, through improving the effectiveness of the teacher performance system, as part of the integrated quality management system, through working with provincial education departments to ensure that all schools develop effective plans and schedules and undertake meaningful assessments and teacher development plans. District managers will also be provided with the tools to conduct stringent moderation of the school based assessments. The Department of Education will also appoint part-time moderators to evaluate the implementation and outcomes of 2007 assessment processes. Towards the end of the year, a framework for a national education and evaluation unit will have been developed. These measures would impact on the improvement in learning and teaching and ultimately the provision of quality education.

The recruitment of teacher personnel is currently is not systematised and a strategy is required to ensure that every learner has a qualified educator in the relevant subject area. To this end, the supply of new teachers in training will be increased through the provision of full cost bursaries to aspirant educators. The supply and demand at school level will be dealt with through the development of a recruitment strategy and system.

An assessment of the effective utilization of teachers at schools will be undertaken and plans developed as to how schools match teachers supply to curriculum demands. Schools will need to report on the quality of applicants for posts, and where no suitable applicants are available, channels will be opened for them to recruit educators from outside the country.

In regard to focused provision, every school will required to offer Mathematics and the teacher requirements and provisioning thereof will be determined.

The post allocation system will be revamped in order to assist schools in reducing class size and the scheduling of educators to curriculum needs. Teacher allocations will be matched to availability of classrooms.

Schools will also be required to fill vacant posts within specific time frames as allowed in the Educators Employment Act. If they are unable to comply, the Provincial Education Department will have to fill the post on their behalf.

A profile of teacher utilization by subject and

qualifications will be produced by the end of the year.

The Human Resource Management Information will have been mapped out and this system will ultimately lead to an operational database system to manage all non-salary related aspects of education human resource management.

Physical resources for quality education, especially school infrastructure such as provision of water, sanitation, suitable classrooms and essential specialist rooms such as libraries and laboratories will receive urgent attention.

The National Education Infrastructure Management System, which has just been completed, will be operationalised so that the state of infrastructure at every school is documented, tracked and linked to an upgrading plan.

A comprehensive investment plan will be developed based on agreed norms and standards such as maximum class sizes, space use, number and types of facilities so as to rid the system of accumulated backlogs and years of neglect.

New and innovative ways of speeding up delivery will be explored. While the impact of these initiatives will not directly lead to improvement in quality outcomes, they are the basic minimum and decent thing that can be done, given the squalid conditions that persist in many schools, especially those serving the poorest and remotest communities.

Managing funding resources through funding policy will receive continued attention in this financial year.

While the "no fee" schools policy has been a remarkable achievement, these schools cannot and must not be left to become a "lower class" of school. The "no fee" schools policy will be monitored through an empirical assessment of a sample of schools to determine whether the "no fee" status has had the desired effect. The adequacy of the allocation made to them as well as the cash allocation to schools will be reviewed. These schools cannot be made dependent on the system to deal with their needs and they need to be given the scope to use state funds for educational purposes.

The extent of fee exemptions granted and the utilization of fees in fee paying schools will be investigated and the need for exemptions will be assessed.

A sub-sector of schooling that has been neglected in terms of proper and equitable funding is that of special schools. These schools require a fair and equitable policy on funding in terms of infrastructure, personnel,

goods and services and management and support services. To this end, a funding policy will be released later this year to effectively deal with this sector. It is hoped that meaningful partnerships could be developed with NGOs related to the special need.

The management of the education system is made complex by the concurrence of functions between government at national and provincial level. Quality information is essential for quality decision making so that quality services are provided that impact on quality education. In the absence of effective capacity to manage the education system at site level, reliable and timely information is required at all levels of the system. The current annual collection of information while serving the purpose of analysing the education system over time is not responsive to the immediate needs of the system.

This year will see the expansion of the South African Schools Administration System (SA-SAMS) in schools, with the parallel development of a learner unit record information tracking system (LURITS). The LURITS system once fully developed and operational over the next few years, will be able to provide unit information on each and every learner. By the end of July 2007, the technical design will be complete, and at the end of this financial year the system will have been developed in proto-type form.

The impact of this system on planning, operations, control, monitoring and evaluation will be incalculable. The winner can only be quality education. In order for the system to be effective, it will be essential that management systems and recording keeping from school to upper levels are in place and working effectively. This will receive the necessary attention.

- Monitoring and evaluation of a number of key education indicators as well as policies developed in the branch are essential. The M&E framework will be finalised and a number of reports, in addition to the ones mentioned above will be produced. The reports include:
 - a school funding norms implementation report
 - a report on the current state of managing learner absenteeism
 - a ministerial report on learner retention in the education system taking into account the absenteeism report
 - a report on the state of home education in South Africa
 - a report on the implementation by provinces of national policy and legislation as well as on the development of provincial policy and legislation
 - a report on the state of HR in the system

PROGRAMME 2: SYSTEM PLANNING AND MONITORING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (CD: PP)						
To develop, implement and monitor a strategy for improved and adequate facilities at schools, including infrastructure, equipment, other amenities, facilities, water, sanitation and electricity, and to support funding for these.	Finalisation of infrastructure policy and strategy and proceed with implementation, including the development of a funding strategy.	Develop interim strategy for basic services to schools (Sanitation, water, electricity) and prepare for implementation.	Start date: January 2007 End date: March 2008	Revised targets per province and implementation as per plan.	Supported the Minister and DWAF in development of new targets/timelines. Targets have been set and Cabinet informed accordingly. While DWAF provided 66 schools with water in FS, MP and EC and sanitation to 46 schools, provinces reported to have addressed water at provision to 474 schools and sanitation provision to 1246 schools. NEIMS data was utilised as the basis for planning for 2008/09 with implementation plans being advanced.	Planning for the 2008/09 and 2009/10 programme which entails the finalization of scope for provision of water, sanitation and electricity was initiated in conjunction with DWAF and DME.
		Develop and consult on policy framework for physical infrastructure and norms and standards, including a basic minimum package.	Start date: January 2007 End date: March 2008	Policy approved by Council of Education Ministers (CEM).	Infrastructure policy framework was discussed with stakeholders and presented to CEM and approved on 25 Feb 2008. The draft is being translated into a national policy statement to be presented to Cabinet Lekgotta in July 2008.	Meetings were held with curriculum experts, architects and the National Treasury. This will inform the draft norms and standards that will be refined and will form the basis for further consultation towards finalisation of the norms and standards.
		Develop policy options for accelerating infrastructure delivery with a special focus on community involvement and the range of entities that can be	Start date: January 2007 End date: March 2008	CEM consideration of options.	NEIMS results communicated to Cabinet and mandate received for investigating innovative mechanisms to address remaining issues in infrastructure delivery.	Additional capacity and expertise needed to accelerate achievement on this matter. Preliminary research has commenced.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		used, funding strategies and design and materials issues.			Work proceeding, in the main through development of policy framework and related matters, norms and standards and the resulting capital investment strategy.	
		Development and implementation of policy framework and national guidelines for learner transport and hostel provisioning.	Start date: January 2007 End date: March 2008	Policy and guideline approved by HEDCOM.	Draft policy and guidelines were approved by HEDCOM. DDG:P met with DoT and further consultations are underway to finalise roles and responsibilities of the respective departments.	Research on hostel provisioning has commenced. Delays because of pressure of other policy activities.
		Develop interim budgeting strategy for funding backlogs in the light of the findings of the National Education Infrastructure Management System (NEIMS).	Start date: April 2007 End date: March 2008	Budget proposal approved by Minister of Education and MECs.	Additional R2.7 billion allocated by Minister of Finance for capacity, maintenance and infrastructure provision. This allocation to also deal with the eradication of unsuitable structures on which a Joint MinMec was held with Public Works on 7 March 2008 and further follow-up meetings with DPW.	
		Support (and where relevant) manage donor-funded infrastructure programmes and other earmarked capital allocations.	Start date: April 2007 End date: March 2008	Progress on Schools Infrastructure Support Programme according to targets. Advice on full service school conversion and FET recapitalisation as required.	Four works contracts to rehabilitate 21 schools in the three targeted provinces are progressing well. An additional 3 schools were handed over to beneficiaries in KZN and two in Limpopo. The schools received starter packs and inventory lists of the moveable property.	Two contracts for 6 additional schools in EC and Limpopo were signed on 12 December 2007 and the projects only commenced on 14 January 2008 and completion is expected to be in November 2008. Therefore delays are because of the late award of tenders.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
	Infrastructure information and monitoring; Implementation of National Education Infrastructure Management System (NEIMS) in provincial education departments and ensuring maintenance at the national level and take corrective action where necessary.	Finalisation of first phase of NEIMS. DoE signoff on deliverables from service provider; briefings to Minister and Cabinet and reporting and communication.	Start date: March 2007 End date: March 2008	Deloitte contract concluded, briefings and communication completed, NEIMS maintenance and update plan finalized.	The server has been moved from Bigen Africa to SITA and departmental officials now have direct access to NEIMS database and can update the database directly. The update protocol is being finalised. SITA certification process has started. SITA has received hardware and configuration is in process and the order for documentation from the vendor has been approved.	Some delays because of need for quality assurance and negotiations around certification process for moving to SITA.
		Implement NEIMS in the provinces, included data availability, data updating systems.	Start date: February 2007 End date: March 2008	Provincial access to NEIMS data and effective utilisation of data; processes for data update in place and efficient. Proceed with monthly reports being generated from NEIMS.	Backup copies of the database have been made and officials are receiving training on writing queries direct from the database. The process to have NEIMS on the DoE website has started and is planned to be completed by April 2008. A data analyst has been appointed to assist the directorate and he assumed duty in January 2008.	Provincial access to data is still limited because of need to transfer server to SITA and to clean database and develop reports.
		Continued monitoring through monthly provincial infrastructure reports & starting to align with NEIMS & Treasury infrastructure reporting.	Start date: April 2007 End date: March 2008	Assessment of monthly provincial returns and reporting to HEDCOM and CEM as a standing item	Reporting as standing item to every HEDCOM and CEM. The Department therefore presented infrastructure progress reports to all HEDCOM and CEM meetings.	Quality and accuracy remain a concern on returns but being addressed through HEDCOM Subcommittee.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
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	Monitor and support the implementation of the amended Norms and Standards for funding of Public and Independent Schools (including fee levels, exemptions and "no fee" schools)	Communication and training around amended norms.	Start date: January 2007 End date: March 2008	Provincial readiness to manage and implement for 2008 and 2007 obstacles dealt with.	Ongoing support and communication is provided to PEDs on the implementation of the funding norms at the HEDCOM Sub-Committee on Finance meetings. Provinces were advised to ensure that the 2007 obstacles are not repeated with the 2008 implementation.	Interaction with PEDs to provide support is ongoing and some targets missed in 2007.
		Finalisation of monitoring plan and implementation with special focus on compliance and impact of "no fee" schools and exemption regulations (including school fee database).	Start date: January 2007 End date: December 2007	Monitoring reports, June 2007 and December 2007	In addition to ongoing requests to provinces for information (specially around school fees), preparation proceeded with regard to a survey of quintile 3 to 5 schools on fee levels in order to develop policy with regard to poor learners in wealthy schools. A monitoring strategy as well as a Monitoring and Evaluation Framework for the funding norms continued and a comprehensive terms of reference for monitoring compliance and impact of the funding norms have been finalised and approved by BAC and awaiting final DG approval before advertisement. As a follow-up to the telephone survey at the end of May	Regular monitoring reports await a more systematic monitoring and information gathering strategy to be clarified. Complexity of monitoring task delayed finalisation of terms of reference for service provider.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
					2007, planning for follow-up visits to schools have been finalised on request of the Minister and will be actioned with budget available in the 2008/09 financial year.	
		Implementation planning and support for 2008 school year around key deadlines (gazetting of list of "no fee" schools, communication to schools), poverty distribution table, allocation table, school ranking.	Start date: January 2007 End date: March 2008	Implementation plan approved and auctioned.	Implementation planning for 2008 has been completed and planning is now in progress for 2009 implementation. In this regard there have been briefings to HEDCOM and CEM and correspondence to provincial Heads, specifically requesting submission of information required for the determination of the proportion of learners to be in "no fee" schools in 2009. Awaiting the updated National Poverty Distribution Table from the Minister of Finance.	Delays, non-compliance and lists that have not been signed-off by MECs impacted negatively on the publication and target dates stipulated in the funding norms. These are being factored into planning for 2009.
		Developing of methodology for costing school needs & proceed with costing (Basic Minimum Package). Finalise mechanism for accommodating poor learners in less poor schools.	Start date: January 2007 End date: December 2007	Methodology available for consulting.	Terms of Reference for appointing a service provider finalized.	
			Start date: January 2007 End date: July 2007	Options proposed to HEDCOM.	Concept paper has been developed and discussed at HEDCOM Sub-Committee on Finance, HEDCOM and CEM. CEM has recommended further technical work for approval.	Further work proposed by CEM is in process.

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		Consult on and publish amendments to norms and standards for independent school funding.	Start date: January 2007 End date: December 2007	Amendments published and implementation plans ready.	Draft amendments were published for consultation. Public comments were due on 29 February 2008. In process of analyzing the comments and to present to the next HEDCOM Sub-committee meeting.	Publication of norms (and hence consultation process) delayed because of refinements continuing beyond the projected date.
	Interim funding mechanism for special schools and draft norms and standards for inclusive education and prepare for implementation in 2008.	Develop interim funding mechanism, budget bid and Implementation plan.	Start date: January 2007 End date: July 2007	Budget bid submitted and implementation plan approved by HEDCOM/CEM.	The interim funding mechanism was approved at HEDCOM Sub-Committee on Finance, HEDCOM and CEM. The funding mechanism was used as a base to develop a business plan for the bid process. The Financial Planning Directorate worked in collaboration with the Economic Analysis Directorate to finalise numbers in costing inclusive education inputs for the bid process.	
		Develop draft norms for inclusive education.	Start date: March 2007 End date: March 2008	HEDCOM considers draft norms.	The process of drafting funding norms for Inclusive Education is in progress.	Restricted by internal capacity and failed to secure external capacity.
	Finalise and implement norms and standards for ABET, Grade R and FET as requested and implement and monitor after approval.	Implementation and management plans finalized.	Start date: January 2007 End date: March 2007	Management plans approved by DDG:P.	Draft implementation and management plans for Grade R and ABET further refined and consulted with provinces and approved by HEDCOM during March 2008.	Delays in implementing the activities will have a negative impact on planning/budgeting for implementation in January 2009.
		Publish Grade R and ABET norms and standards after final approval.	Start date: January 2007 End date: May 2007	Norms published in Gazette.	The Minister of Finance has concurred with the funding norms for Grade R and ABET. The HEDCOM Sub-Committee on Finance agreed that the norms can be published and implementation date to	

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					be January 2009. ABET norms were published in December 2007 and Grade R norms were published in January 2008.	
		Publish FET norms and standards after final approval.	Start date: January 2007 End date: May 2007	Norms published in Gazette.	FET norms with Minister of Finance for concurrence.	Delays in getting a response from the Minister of Finance will impact negatively on the implementation of the norms.
		Communication, training and readiness assessment.	Start date: May 2007 End date: August 2007	Implementation and readiness reports.	The readiness questionnaires for implementation of the Grade R and ABET Norms by PEDs were approved by HEDCOM in March 2008. Terms of Reference to acquire a service provider to develop financial management guidelines and training manuals for ABET Centre governing bodies are being developed.	Implementation planning slowed down by range of activities and delays in approval from NT. The Terms of Reference are being finalised. The readiness questionnaires will be forwarded to PEDs before end May 2008.
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 to monitor and evaluate the utilisation of resources in education	Report on the assessment of economic credibility and policy compliance of PED's annual performance plans for 2007/08 is produced.	Collection and analysis of reports and final report preparation.	Start date: April 2007 End date: June 2007	Report to HEDCOM sub-committee on Finance, HEDCOM and CEM.	With respect to the evaluation report of 2007/08 PEDs APPs, the service provider was expected to submit the final report on 5 March 2008 of which this did not materialize. On 25 March 2008 the Director General signed a letter to the	Service provider supplied inferior work initially, and has failed to resubmit the work.

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	Full implementation and maintenance of the Annual Performance Plan formats and uniform program structure across PEDs.	Standard chart of account, budget programme structure revisions and communication around APPs, SCOA and budget structures.	Start date: April 2007 End date: July 2007	Revised guidelines to National Treasury and provinces.	The "of which items" which appeared in the Provincial budget Format guide for 2008 released by National Treasury should be implemented by all PEDs in their 2008/09 Budget Statements.	At the Chief Financial Officer Forum meeting held on the 13 March 2008 PEDs were requested to ensure that the changes be reflected on the 2008/09 Budget Statements.
	Further development of education finance projection tool & draft long-range education financing, resourcing, and costing plan is finalized.	Strategy for finalisation of projection tool and implementation.	Start date: April 2007 End date: March 2008	Operational projection tool is utilised in budget prioritization process and for longer term projections.	The Terms of Reference have been compiled with regard to the assessment of the Education Financing Tool (EDO 334).	Delays in appointing a service provider (through external support) for assessment of the Education Financing Tool (EDO 334).
		Analysis of provincial budgets and performance (non-financial indicators) and fiscal and economic analysis of implications (Education Investment Review).	Start date: March 2007 End date: August 2008	Interim assessment report April 2008; Final report August 2008.	Comparison of provincial budgets proceeding.	Due to staffing challenges in the directorate the investment review report for 2007/08 cannot be produced although comparison of provincial budgets proceeding but behind schedule.
		Participate in provincial visits, mid-year reviews and benchmark assessments.	August 2007 to February 2008	Reports per province.	The directorate participated in the Budget Standards Exercise organized by the Provincial Monitoring & Support directorate between 21-31 January 2008. At these meetings, PEDs reported on their expenditure for 2007/08 and the budget for the 2008/09 financial year.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		<p>Consultative process on sector priorities, finalisation of priority paper & bid, manage bid process and budget implementation (provincial communication and guidelines on allocations).</p>	<p>Start date: January 2007 End date: January 2008</p>	<p>Priority paper and provincial instructions on allocations.</p>	<p>The Provincial Monitoring & Support Directorate has compiled a report to the Minister on the on the findings of the Budget Standards exercise. This report takes into consideration the inputs from Directorate Economic Analysis.</p> <p>At the Budget Standards Exercise held in January 2008, PEDs had to identify their funding for the 2008 priorities. The Economic Analysis Directorate compared the identified funding for the 2008 priorities against the estimated proposed funding thereof.</p>	<p>The funding for the Education system priorities differ across PEDs. While the overall baseline adjustment for provinces exceeded that projected on the basis of the MTEF, adjustments two provinces were lower than projected by the DoE on the basis of the MTBPS. While numbers are subject to verification, on the basis of provincial inputs, provinces combined allocated got R6.5 billion less to priorities than the R17.5 billion anticipated by the DoE estimates. Some provinces funded priorities by 109% (Gauteng) and others only to the tune of 6% (Free State). Within this overall position, individual provinces funded the different priorities unevenly (for example, in the case of Gauteng they "over funded" some priorities</p>

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		Data collection for UNESCO reports and report finalization.	Start date: June 2007 End date: December 2007	UNESCO report submitted.	The UNESCO report for 2005/06 has been finalized and was submitted to UNESCO via the Office of the Director-General. For the 2006/07 UNESCO report data has been received from all provinces, and it is being processed.	and "under funded" others).
	Final guidelines with regard to the coordination for optimal provincial budgeting are approved.	Develop guidelines, consult and communicate.	Start date: January 2007 End date: May 2007	Guidelines approved and implemented.	Budget process schedule has been updated and has been circulated within the Chief Directorate and the CFO's office. Revised budget guidelines were issued to provinces by the National Treasury after consultation through the CFO Forum and HEDCOM structures.	
DIRECTORATE: EMIS (D: PME)						
To implement and report on the implementation of the Education Information policy	The first set of information standards and guidelines is fully implemented.	All census instruments stipulated in the first set of standards are prepared, consulted and approved timeously for implementation.	Start: April 2007 End: March 2008	All Learner and Educator censuses are conducted in accordance with stipulation of the first set of standards.	Education EMIS Censuses, Requirement 3, 3.1.1 - 3.4.2: Government Gazette 29757 were implemented with exception of NEMIS00XC which are 4-year Surveys.	All 4-year Surveys are excluded as none were planned for 2007/2008.

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	The implementation of the first set of standards is monitored and reported on.	The monitoring instrument is utilized to monitor adherence to standards by PEDs.	Start: Sept. 2007 End: March 2008	Report is compiled on the state of implementation of the first set of education information standards.	EMIS has activated compilation of the report. What is currently available is the data submission report compiled on monthly basis.	The monitoring instrument had to be revised and made more intensive towards assessment of policy compliance. (i) The changed circumstances require inclusion of SASQAF (Information Quality Dimensions) requirements (ii) Promulgation of the First Set of Education Information Standards.
	A second set of Information Standards & Guidelines is approved.	Second set of standards researched, compiled presented to the standards committee and submitted for approval.	Start: Jan 2007 End: June 2007	Second set of standards officially published.	CSIR is currently in the process of finalizing the standards.	Procurement of the services of CSIR were delayed because of underestimation of the volume of the task. Formal tendering had to be implemented because the quotation process responses were well over the mandatory R200 000 PFMA stipulation.
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records development	The 2006/07 national census are conducted, integrated into the national databases, structural validated, warehoused and archived at DoE.	ASS 2006 Datasets are received from PEDs; processed, integrated, standardised and validated.	Start: Nov 2006 End: Dec 2008	Integrated National database for Annual Surveys for OS; are warehoused at DoE.	All 2006 Annual School Survey (ASS 2006) data sets were received. The datasets are (i) quality assured, mapped to active master lists of schools (ii) validated (iv) integrated to produce a national repository of education information.	All relevant data sets received for 2006.
		SNAP 2007 Datasets are received from PEDs; processed, integrated, standardised, structurally validated and archived.	Start: Mar 2007 End: Dec 2008	Integrated National database for Headcounts for OS; are warehoused at DoE.	SNAP 2007 was conducted and completed. The datasets are (i) quality assured, (ii) mapped to active master lists of schools, (iii) validated, (iv) integrated to produce a	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.

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					national repository of education information. The data is utilized to publish both the School Realities and Education Statistics in South Africa.	
		SNE 2006 AS Datasets are received from PEDs; processed, integrated, standardised, structurally validated and archived.	Start: Jan 2007 End: Dec 2008	Integrated National database for SNE AS; are warehoused at DoE.	SNE 2006 Annual Survey conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national repository of education information.	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.
		SNE 2007 SNAP Datasets are received from PEDs; processed, integrated, standardised, structurally validated and archived.	Start: Jun 2007 End: Dec 2008	Integrated National database for Headcounts for SNE ; are warehoused at DoE.	SNE 2007 SNAP conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national repository of education information.	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.
		ABET 2006 AS Datasets are received from PEDs; processed, integrated, standardised, structurally validated and archived.	Start: Feb 2007 End: Dec 2008	Integrated National database for ABET AS; are warehoused at DoE.	ABET 2006 Annual Survey conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national repository of education information.	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.
		ABET 2007 SNAP Datasets are received from PEDs; processed, integrated, standardised, structurally validated and archived.	Start: Jun 2007 End: Dec 2008	Integrated National database for Headcounts for ABET; are warehoused at DoE.	ABET 2007 SNAP conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national repository of education information.	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.

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		ECD 2006 AS Datasets are received from PEDs ; processed, integrated, standardised, structurally validated and archived.	Start: Jan 2007 End: Dec 2008	Integrated National database for ECD AS ; are warehoused at DoE.	ECD 2006 Annual Survey conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national repository of education information.	Targets achieved are based on submitted datasets from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.
		FET 2006 AS Completed Survey Forms / Datasets are received from PEDs; captured, processed, integrated, standardised, structurally validated and archived.	Start: Mar 2007 End: Dec 2008	Integrated National database for FET AS ; are warehoused at DoE.	FET 2006 Annual Survey conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national warehouse of education information.	The data was awaited from provinces to finalise. It has been established that FET has some of this data. Investigations are underway to obtain the data. It is highly probable that this rating is actually 100%
		FET 2007 SNAP Completed Survey Forms / Datasets are received from PEDs; captured, processed, integrated, standardised, structurally validated and archived.	Start: Jun 2007 End: Dec 2008	Integrated National database for Headcounts for FET; are warehoused at DoE.	FET 2007 SNAP conducted and completed. The datasets are (i) quality assured, (ii) mapped to active masterlists of schools, (iii) validated, (iv) integrated to produce a national warehouse of education information.	Targets achieved are based on submitted datasets / survey forms from PEDs. Newly submitted datasets would increase the time frame and decrease the achieved targets.
			Start Jan 2007 End Dec 2007	Mathematics and Science Report to Minister.	Mathematic and Science ad hoc Survey conducted and completed. Information obtained was analysed and a report produced on the shortage of Mathematics and Science educators in South African public schools. The report was submitted to the Minister, HEDCOM and OEM.	Report completed and annotated for HEDCOM.

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	Publication of 2006 Statistics at a Glance report, and the preliminary release of the 2007 learner data.	Publication of 2006 Statistics at a Glance report.	Start Jan 2007 End Dec 2007	Publication 2006	Education Statistics in SA 2006 (note change of name) report was published and distributed to: (i) Minister & Deputy Minister (ii) Senior Management (iii) All provinces to distribute to all school (iv) Universities (v) Embassies (v) All Government Departments (vi) Public Libraries (15) around the country (vii) All education sector unions (viii) SAQA; CHE; HSRC.	This publication is now enhanced to include meta data and a validation clearance procedure.. Hence the delay
		Production of flyers on 2007 education data from selected surveys including other education sectors.	Start Feb 2007 End June 2007	2007 School Realities is Published.	2007 School Realities pamphlet was published and distributed to all schools in SA and all education departments (national plus provinces).	
		Publication of educational statistical information on the departmental website.	Start: Jan 2007 End: May 2007	Updated information on EMIS Website	The Master list having been finalized by EMIS was submitted for posting on the website, whilst provincial visits were still in progress. The DoE felt that the lists should go back to the provinces for final approval. Provincial responses are being finalized. Visits to PEDs are now complete.	Thutong Website will now be included for posting of national schools master lists and other EMIS information. Provinces have not responded to requests to approve their master list. This will be raised during the next HEDCOM meeting of the 08-09 April 2008, after which HoDs will be informed.
	An annual sample survey (education information audit) is conducted to assess	The Service Provider is appointed to conduct the information quality audit.	Start: Jan 2007 End: Jan 2008	A report on the reliability and validity of data collected via annual surveys is	First Phase of the project implemented: 450 Schools Audited.	The first phase is now complete and the final report will be with the Department during the first

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	quantify and improve the accuracy of the 2006 annual school survey data.			submitted to HEDCOM.		week of April. (Note the First week of April is beyond the Financial Year) This is still within the project plan.
DIRECTORATE: EDUCATION MANAGEMENT SYSTEMS (D: PMS)						
To develop systems to support the Integrated Education Management System	Monitoring and support of SA-SAMS roll-out by provinces. 30% of all public schools with computer facilities utilise an electronic SAMS.	Provincial rollout plans and strategies are developed. Rollout of SA-SAMS and usage of SA-SAMS by schools is monitored.	Start: Jan 2007 End: Mar 2008	Report on the extent of the rollout of SA-SAMS by provinces and successful usage of SA-SAMS by schools.	The rollout of SA-SAMS has reached the target of 30% of all public schools with computers.	Provinces continue to roll out and train on SA-SAMS.
	Maintenance and upgrading of SA-SAMS school administration system.	Develop national training materials for SA-SAMS.	Start: Apr 2007 End: July 2007	National set of training materials developed and available for SA-SAMS.	Updated manuals for the new enhancements in SA-SAMS added during February 2008 have not yet been completed.	The 2007 set of training materials was completed. However, updating the training materials is an ongoing task. Development work that was completed for the 2008 annual survey in February has not yet been included in the training materials.
		Code enhancements are made according to user needs.	Ongoing	Updated SA-SAMS software distributed to provinces at quarterly intervals.	The rollout of SA-SAMS has reached the target of 30% of all public schools with computers.	Completed for the year.
		Modules are added to cater for SNE, ABET and ECD learners.		Start: Mar 2007 End: Aug 2007	Updated SA-SAMS modules distributed to provinces in September 2007.	Activity not completed. Programming resource supplied 6 months late by SITA.

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		Enhance Department EMIS application to include district level learner performance data.	Start: Apr 2007 End: Jun 2007	Software Upgrade completed.	Resource supplied 6 months late by SITA.	Completed even though resource were supplied 6 months late by SITA.
		System piloted in selected districts in one province.	Start: Jul 2007 End: Sept 2007	Pilot system in selected districts and report on pilot.	Resource supplied 6 months late by SITA.	Programming resource was supplied six months late by SITA so development work was completed, but piloting of the software not yet undertaken.
	The learner unit record system is developed and implementation in provinces commences.	The User Requirements specification is completed.	Start: Oct 2006 End: Feb/Mar 2007	User Requirements Specification document published.	Completed February 2007.	
		A service provider is appointed to develop the system.	Start: Apr 2007 End: March 2008	System development completed and system installed at DoE for testing. System test report and system documentation available.	Functional design specification completed. Technical specification and technical application design completed. System was installed at SITA in production environment on 31 March.	The LURITS system was loaded into the production environment at SITA on 31 March 2008.
		Implementation in provinces commences.	Start: Feb 2008 End: Feb 2010	Report on progress of implementation of LURITS in provinces.	Provincial plans completed.	Provincial implementation will commence on 1 May 2008 as planned.
	SA-SAMS is linked to the learner unit record system.	SA-SAMS is linked to the system.	Start: Aug 2008 End: Dec 2008	Link is completed and tested in pilot schools in Free State. Report on pilot.	Link has been completed.	Completed.
	FETPAC is used in colleges and maintained.	Latest version of FETPAC rolled out to all colleges Data upload is piloted.	Start: Apr 2007 End: Dec 2007	Report on data upload from colleges via FETPAC.	FETPAC is to be replaced by the new college online Business MIS system. The first phase of the BMIS tender project has been completed.	Electronic survey capture tools have been supplied for the FET annual and snap survey while the BMIS is being developed. Data has been uploaded

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	Capacity is developed for improved management of business intelligence and data warehousing.	BI is rolled out within the DoE to managers are assisted with the use and testing of the BI solution. Additional enhancements are planned for BI.	Start: Apr 2007 End: Feb 2008	Report on the usage by managers of BI at the DoE.	SITA has been engaged for the integrated BI + GIS Project. Development work is underway and staff have been trained on the GIS technology behind the system.	via electronic files from colleges so manual data capture for FET surveys no longer occurs. The first phase of the BI development is 3 months behind schedule due to staff resource problems experienced by SITA. The senior warehouse BI developer resigned and SITA was not able to find a suitable replacement for a period of four months. The project is partly complete.
	Facilitate the implementation of business intelligence tools in the provinces.	The DoE BI solution is made available to provinces who requested the national design.	Start: Apr 2007 End: March 2008	Report on the implementation and usage of BI in provinces.	DoE is working with Eastern Cape on their BI solution. Business Intelligence systems have been implemented and are working in Western Cape, Free State and Gauteng.	Limpopo and Northern Cape have indicated an interest in being part of the project. SITA has been requested to engage these provinces in the project, but the interaction between SITA and provinces is slow.
	Survey capture tools are developed for EMIS and other directorates on request.	Electronic data capture tools are developed for 9 EMIS surveys and surveys of other directorates e.g. District development, School Education, EMGD.	Start: Jan 2007 End: March 2008	Completed tool development and use of tools for data capture.	All electronic data capture tools for the quarter were developed and rolled out successfully.	All electronic data capture tools for the year have been fully completed and delivered.
To develop systems and procedures to support education policy implementation	Facilitate and support the development of operational information systems to support policy implementation.	Setting up of Electronic Data Capture facilities at national and provincial levels.	Start: Jan 2007 End: Oct 2007	Report on EDC facilities and usage of EDC for data capture.	EDC facilities have been upgraded in all provinces. The SNE survey pilot has been completed.	

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DIRECTORATE: RESEARCH COORDINATION, MONITORING AND EVALUATION (D: PMM)						
To develop and implement an M&E Framework in education, using macro and service delivery indicators	Adoption and implementation of the M & E Framework. Implementation of Framework.	Consult relevant HEDCOM Subcommittees and SM on the Framework.	Start: Continuation from 2006 End: Dec 2007	M & E Framework is adopted by SM.	HEDCOM adopted M & E Framework as a working document in September 2007.	M & E Framework is being implemented.
		Consolidate M&E needs of branches. Support branch G in impact evaluation of QIDS-UP programme.	Start: April 2007 End: March 2008	Needs analysis for M & E capacity building. Impact evaluation design for QIDS-UP.	Participation in SAMDI process for M & E capacity building programme. World Bank provided with data for the impact evaluation of Dinaledi.	The World Bank is currently still working on the analysis of data for the impact evaluation of DINALEDI. All data to the World Bank had been provided timely. We are awaiting feedback from the World Bank on this matter.
	The 2007 macro indicator report is developed and disseminated.	Obtain data on indicators. Write up analysis of macro indicators. Obtain SM approval on macro indicator report. Produce full report on macro indicators as well as a summary booklet.	Start: Continuation from 2006 End: Dec 2007	Macro-indicator report is published.	Draft macro indicator report has been examined by panel of experts. The report is being re-worked internally.	The panel of experts has made extensive comments on the report. The report is undergoing further revision based on these comments. In addition, much of the data has to be updated and some indicator values reviewed owing to inconsistencies across indicators.
	Data is gathered in preparation for the 2008 education service delivery indicators report.	Obtain SM approval for seminars. Organise seminars. Compile reports on the seminars. Compile a list of data sources for service delivery indicators. Obtain indicator values from various sources. Summaries existing literature on key components of service	Start : May 2007 End September 2007 Start : February 2007 End : March 2008	Seminars on macro indicators are held. Preparatory activity for service delivery report is completed.	The planned activity to hold a consultative seminar was not approved by the DG. An interprovincial workshop on indicators was held on 12 March 2008. A concept document for the service delivery report has been submitted to the DG for approval. A change of name to the title	Seminar on macro indicator report will only be held after the macro indicator report has been published. DG approval is awaited regarding the proposed new title of the report and the list of indicators for the report.

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		delivery.			of the report has been proposed. Work has begun on the service delivery report.	
	Facilitate training and placement of officials in education planning training programmes.	Assess developmental needs. Identify service providers. Develop course programme. Link with DoE Training Unit. Organise programmes.	Start : Continuation from 2006 End : March 2008	Two capacity building programmes are held.	Three research interns have been appointed in the M & E Directorate as part of the post-graduate internship programme on research. One intern has been appointed in the NHRD Directorate. Nominees for other interns are in the process of being finalised.	Some candidates nominated for the research intern posts withdrew their application. New candidates have to be approved.
To coordinate and enhance national and international reporting obligations	Development of a framework for 2009 report on EFA, incorporating MDGs.	Attend meetings related to EFA and MDGs. Liaise with UNESCO Commission and OSISA EFA project.	Start: April 2007 End: March 2008	Information on EFA is updated.	Participated in briefing and preparatory meetings with the UNESCO Commission.	
	Country reports on national and international goals are developed.	Respond to requests on information/reports on international treaties and national needs.	Start: April 2007 End: March 2008	Reports and information on national and international obligations submitted.	3rd Country Report on the UN Convention on the Rights of the Child was submitted to International Relations section of the DoE. The education component of the country report on progress towards MDGs was submitted to the Presidency.	
To facilitate and undertake research and analyses to support planning processes in the Department	A report is produced on an analysis of trends on key indicators in education and training.	Communicate with research institutions to establish major education research projects. Compile report on all major research projects. Network with research community. Participate in reference groups of major	Start: Continuation from 2006 End: March 2008	Report on key education research projects produced.	Continued participation in UMALUSI and NRF Research structures. Liaison with research organisations on key research issues. Participated in the OECD Global Forum on Education in Dominican Republic.	Engagement with the NRF on the development of a research database and the establishment of a research forum. Participation in reference groups for the "Barriers to Education" study undertaken by the Centre

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		research projects.				for Applied Legal Studies (CALs), as well as the research undertaken by "Towards the Elimination of Child Labour" (TECL) programme. Liaison with the OECD regarding its review of education in South Africa.
		Facilitate research on dropout in provinces. Provide logistical support. Respond to financial claims. Provide budget support. Provide documents and information upon request.	Start: Continuation from 2006 End: July 2007	Ministerial Committee on dropout provided with secretarial and administrative support.	The Ministerial report on Learner Retention was presented to CEM and presented to the media.	
		Undertake, coordinate and facilitate research as requested by the DG.	Start: Continuation from 2006 End: March 2008	Reports and information provided to the DG upon request.	Reports and information provided to the DG upon request. Requests for access to data on infrastructure and Government Employees Pension Fund.	
		Coordinate and respond to information requests from stakeholders	Start: Continuation from 2006 End: March 2008	Information queries are interpreted and responded to	Information queries are interpreted and responded to for example parliamentary queries on learner dropout and language of learning and teaching, media queries on home education provided to the Deputy Minister. A full query request register is available.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
	Completion of the study on learner absenteeism	Hold briefing meeting with service provider. Communicate with provinces. Monitor progress of research. Comment on draft report. Obtain feedback on draft report from branches. Submit report to SM for approval.	Start: Continuation from 2006 End: July 2007	Report on learner absenteeism finalized.	Report on learner absenteeism has been approved by the Minister. The report will be presented to CEM in April 2008.	
	Completion of the study on home schooling.	Hold briefing meeting with service provider. Communicate with provinces. Monitor progress of research. Comment on draft report. Obtain feedback on draft report from branches. Submit report to SM for approval.	Start: Continuation from 2006 End: July 2007	Report on home schooling is finalized.	The report on Home Education has been submitted to the DG for approval.	
DIRECTORATE: NATIONAL HUMAN RESOURCE DEVELOPMENT (D: PMR)						
To review the NHRD Strategy for South Africa, and to advise the Minister and Cabinet Committee on HRD	Develop a revised NHRD Strategic Framework and Implementation of the revised NHRD Strategy.	Development of a broad Conceptual Framework for the revised NHRD Strategy.	3 April-30 April 2007	NHRD Conceptual Framework	A draft conceptual framework was consulted and finalized.	
		Draft revised NHRD Strategy Conceptual Framework presented to Senior Management.	4-11 May 2007	NHRD Conceptual Framework	The conceptual framework was presented at July 2007 Cabinet Lekgotla, Senior Management Meeting and various forum. It was used as basis to commission the studies to revise the NHRD Strategy and will be incorporated in the final revised Strategy.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		Commission a consortium to interact with all relevant stakeholders and to write up the conceptual framework into a revised NHRD Strategy.	4 June - 28 September 2007	Revised NHRD Strategy	Both 1st and 2nd study has been completed. The Service Provider has started with the 3rd study and presented the draft framework of the revised NHRD Strategy at the NHRD Task Team meeting on 19 March 2008. The draft report of the 3rd study is expected.	The main challenge was to obtain feedback on the 1st and 2nd study from stakeholders which delayed us from delivering on our planned deadlines and time frames.
		DG to present revised draft NHRD Strategy to all relevant stakeholders.	1-31 October 2007	Revised NHRD Strategy	Work in progress	As a result of the above-mentioned adjustment of the time line (delays), the draft revised NHRD Strategy of South Africa will be presented to all relevant stakeholders between April-June 2008.
		Minister to present draft NHRD Strategy to NHRD Inter-Ministerial Cabinet Committee.	1-22 November 2007	Revised NHRD Strategy	Work in progress	"Ditto"
		Draft revised NHRD Strategy presented to Cabinet for approval.	29-31 January 2008	Revised NHRD Strategy	No progress	"Ditto"
		Design, layout, printing and dissemination of approved NHRD Strategy of South Africa.	1-28 February 2008	Approved NHRD Strategy for the country.	No progress	"Ditto"
		First annual NHRD Conference is scheduled.	1-31 March 2008	NHRD Conference.	No progress	"Ditto"

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE (D: PHC)						
To create a positive framework and maintain conditions of service for educators	Conclude agreements on conditions of service of educators.	Conclude an agreement on school principal's roles and responsibilities and remuneration packages.	Start: 01 April 2007 End: 31 March 2008	Agreement signed and implemented.	Tabled at ELRC as part of the OSD (Occupation Specific Dispensation).	Final stages of negotiations.
		Facilitate consultations/negotiations regarding transfer of FET College educators in terms of the FET Act (2006).	Start: 1 April 2007 End: 31 March 2008	Agreement signed and educators transferred.	Achieved.	Facilitation of the transfer process being dealt with through the ELRC and full transfer as from 1 January 2008.
		Monitor the implementation and analyse the implications of signed collective agreements and provide recommendations to Senior Management.	Start: 1 April 2007 End: 31 March 2008	Collective agreements implemented successfully.	PEd's complied with Resolution 5 of 2006 (Pay Progression) and also implemented PSCBC Resolution 1 of 2007.	PEd's confirmed payment of pay progression and implementation of PSCBC Resolution 1 of 2007.
		Workshops held with provinces on the interpretation and understanding of signed collective agreements.	Start: 1 April 2007 End: 31 March 2008	Provinces correctly interpret and implement signed collective agreements.	Workshops conducted on FET and PERSAL.	
To develop partnerships and strengthen relations in Labour relations matters within the SADC	A report is produced on the effectiveness of the dispute prevention strategy.	Investigate and analyse effectiveness of dispute prevention strategy.	Start: 1 April 2007 End: 31 December 2007	Report is submitted to Senior Management.	Report finalized, but not yet submitted.	Information from PSCBC and ELRC was not provided on time.
	Engagements with other countries are intensified.	Attend conferences on Labour relations issues in other countries.	Start: 1 April 2007 End: 31 March 2008	Capacity-building pertaining to international industrial relations implemented.	Achieved.	Report produced and discussed in Branch Coordinating Meeting on Study Visit to USA.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		Conduct research on conditions of employment and Labour relation matters in SADC.	Start: 1 April 2007 End: 31 December 2007	Research report produced.	Not achieved.	Due to the negotiations on the salary adjustments taking to long this activity had to be put on hold.
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT (CD: PH)						
To implement procedures for the Integrated Quality Management System (IQMS), and to amended these where necessary	The IQMS review is completed and refined. And the establishment of an IQMS function in the DoE.	Assess recommendations and develop an implementation plan.	Start: 1 April 2007 End: 31 May 2007	Report is available and implementation plan produced.	A draft training manual is available.	The final Report will be finalised in the first Quarter of 2008/09.
		Assistance to provinces in implementation of the IQMS, including provincial visits, evaluation of progress, provision of materials and service providers for training.	Start: 1 April 2007 End: 31 May 2007	All provinces implement an effective and efficient performance system for educators within stipulated time-frames. Quarterly reports available.	All Provinces have been visited and the audit report is being finalised.	Siyafika Recruitment Agency was appointed to assist with recruitment of foreign educators and commenced work on 1 April 2008. The procurement process to longer than planned for.
		Facilitate the establishment of the Directorate: Educator Performance & Management Development.	Start: 1 April 2007 End: 30 April 2007	Vacant posts filled.	Appointments for 3 Assistant and 2 Deputy directors have been made. Interviews held for secretary and an interview date is awaited for the last position of Senior Admin Officer.	Progress hampered by lack of reliable data and data collection mechanism. The scenarios would form the basis for future planning and therefore must be based on accurate data.
		Moderation processes and procedures developed & implemented.	Start: 1 April 2007 End: 31 December 2007	Moderation in place and personnel appointed.	Interviews held in all provinces and approval by the DG is awaited on all recommendations. Training scheduled to take place before the end of April 2008. Moderation instrument has been	Due to the complex performance related policy, the long consultations and approval process, this activities was started late.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		Finalise the establishment of the National Education Evaluation & Development Unit.	Start: 1 April 2007 End: 31 December 2007	Concept paper in place.	A concept paper was developed in this regard and sent to the Minister for her inputs. The document is being discussed and work is proceeding on recommendations. Achieved.	More time had to be spent on DoE internal discussions than was envisaged.
To facilitate and coordinate departmental participation in the National Framework for Skills Development, in partnership with the EDP SETA	Monitoring, evaluation and reporting on the implementation of the National Skills Development Framework.	Visits to Provincial Departments of Education to support, monitor, evaluate and report on the implementation of the National Skills Development Framework.	Start: 1 April 2007 End: 31 March 2008	Reports produced.	Reports produced.	Report and recommendation was submitted to the DG.
		Analyse 2006 Annual Training Reports (ATR's) and all 2007 Workplace Skills Plans (WSPs).	Start: 1 July 2007 End: 31 August 2007	Consolidated Work Skills Plans available.	Partly achieved - work in progress.	Draft report submitted to Senior Management. There was a delay in the submission to WSPs by provinces.
		Facilitate and co-ordinate the implementation of National Skills Development Strategy targets.	Start: 1 April 2007 End: 31 March 2008	NSDS Targets achieved.	Partly achieved - work in progress.	Achievement of NSDS 2 targets by provinces is an on-going process that will only be assessed in 2010. Annual process is monitored and reported on.
		Convene quarterly Skills Development Consultative Task Team meetings.	Start: 1 April 2007 End: 31 March 2008	Meetings held quarterly & reports produced.	Achieved	The matter has been taken up as part of the Concept Paper on Demand, Supply and Utilisation of educators currently under discussion at HEDCOM. This task was part of the task to develop an EHRMIS system and

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT (CD: PH)						
To develop and implement an HR planning system, so as to ensure that all institutions are adequately staffed with appropriately skilled educators	An HR planning framework and database is reviewed and refined.	Collect information on educator staff; teachers in training and learners, and develop a profile of each group.	Start: 1 April 2007 End: 31 May 2007	Educator profiles published in an internal report.	The report on Educator Profile being finalised for submission to the Minister. The Human Resource Planning Framework approved by DDG and work will start on drafting an Educator Human Resource Plan.	The final Report will be finalised in the first Quarter of 2008/09.
	Recruitment and retention strategies of teachers are further researched and revised (including incentives).	Develop and implement a recruitment strategy, which is aimed at recruiting teachers with the right skills to posts where they are needed.	Start: 1 April 2007 End: 31 July 2007	Recruitment strategy implemented.	Work in progress.	Siyafika Recruitment Agency was appointed to assist with recruitment of foreign educators and commenced work on 1 April 2008. The procurement process took longer than planned for.
		Scenarios developed regarding supply and demand of educators for the short, medium and long-term.	Start: 1 April 2007 End: 31 July 2007	Scenarios, together with recommendations, are available.	No progress.	Progress hampered by lack of reliable data and data collection mechanism. The scenarios would form the basis for future planning and therefore must be based on accurate data.
	Status of temporary educators is investigated and recommendations made.	Advise Senior Management on how HR planning should be addressed in the short, medium and long-term. Investigation of status of temporary educators.	Start: 1 April 2007 End: 31 May 2007	Report submitted to Senior Management.	Work in progress.	Report on Educator profile being finalised for submission to the Minister. Lack of reliable data hampering the formulation of effective advice.
			Start: 1 April 2007 End: 31 July 2007	Report submitted to Senior Management.	Ongoing consultations on development of system.	Guidelines for measures submitted to HEDCOM and will be discussed at CEM.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
	Annual report on HR planning is produced.	Produce an annual report on Education Human Resource Planning.	Start: 1 April 2007 End: 31 March 2008	Annual Report is published.	One part of the report in the form of Educator profile submitted.	The final Report will be finalised in the first Quarter of 2008/09. The full version of the Report would have included analysis and advice on scenarios for demand and supply which was not possible due to the lack of reliable data, thus partly achieved.
To develop HR management systems	All data fields on PERSAL are activated and a needs analysis for an HRM system is completed. Needs analysis for secondary systems in PEDs.	Manage the development of the Education Human Resources Management Information System (EHRMIS).	Start: 1 April 2007 End: 31 March 2008	System in place.	Work in Progress.	The development of the system was put on hold due to ongoing process by DPSA and National Treasury to develop a new financial and personnel management system for the whole public service. DoE through its GITO office will ask for permission to continue.
		Conduct needs analysis for an HRM system.	Start: 1 April 2007 End: 31 July 2007	Report and recommendations are available.	Achieved.	
	A strategy is developed for the optimal utilisation of current primary systems, such as PERSAL and EMIS and secondary systems to address needs in the provinces are developed.	Develop strategy for optimal utilisation of current systems, such as PERSAL and EMIS.	Start: 1 April 2007 End: 30 November 2007	Current systems used optimally.	Work in progress. Meeting with GEPF to take place.	The matter has been taken up as part of the Concept Paper on Demand, Supply and Utilisation of educators currently under discussion at HEDCOM. This task was part of the task to develop an EHRMIS system and was also affected by delays around EHRMIS thus partly achieved.
		Develop secondary systems to address needs of provinces.	Start: 1 August 2007 End: 31 December 2007	A plan for secondary systems in place.	No progress.	This task is to a large degree dependent on the development of EHRMIS.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
To monitor and manage the supply and demand of teachers	Develop management systems for the utilisation of educators, with regard to time tables, workloads, qualifications, teaching subjects, etc.	Develop management systems for the utilisation of educators.	Start: 1 April 2007 End: 30 September 2007	Systems in place.	A concept document is under discussion at HEDCOM.	The matter has been taken up as part of the Concept Paper on Demand, Supply and Utilisation of Educators currently under discussion at HEDCOM. The paper proposes a systematic approach to the matter. This system will to a large extent rely on EHRMIS and primary data source systems such as PERSAL, EMIS. The delays in finalisation of the tasks on those systems has led to delays in continuing with this task.
To develop and maintain post-provisioning norms (PPN) for educators, and non-educators, aimed at optimal effectiveness and fairness in the utilisation of human resources in education	PPN model is revised in accordance with needs identified within the available funds. Provinces at least in 70% compliance with norms.	Investigate the effect that the current post and teacher provisioning policy has on learning outcomes, class sizes, school time-tabling, teacher workload and other related issues. Develop amendments to the current policy, which are aimed at improving learning outcomes.	Start: 01 April 2007 End: 31 July 2007	Report available, with recommendations.	Work in progress. New norms are being finalised.	This is work in progress. In terms of the time frames for the task, it is expected that it will be finalised by the end of the second quarter of 2008/09. Some effort on this task was diverted to assisting PEDs to properly implement the current PPN which was revised to accommodate the NCS at FET level, thus the task partly achieved.
	Develop PPNs for support staff to schools & staff in offices and policy declared.	Develop post-provisioning norms for support staff at schools and staff in offices, together with an implementation strategy.	Start: 01 April 2007 End: 31 July 2007	Norms, together with implementation strategy in place.	Norms for support staff at schools completed and currently being implemented in provinces. Norms for staff in district offices have been developed, costed and finalised with inputs from HEDCOM and CEM.	Protocol for support staff at schools not yet signed. PEDs still to provide information regarding their budget allocations and the mandate to sign. It is expected that the protocol will be signed in the first Quarter of 2008/09.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES (CD: PL)						
DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES (D: PL)						
To draft regulations and legislation and to assist in their processing	National Qualifications Framework Bill, 2008 Higher Education Amendment Bill, 2008 General and Further Education and Training Quality Assurance Amendment Bill, 2008.	Drafted, published for comments, amended, start the Parliamentary process.	Second session of Parliament	The following Bills were tabled in Parliament: National Qualifications Framework Bill, 2008 Higher Education Amendment Bill, 2008 General and Further Education and Training Quality Assurance Amendment Bill, 2008.	Parliamentary processing still continuing.	Bill to be assented to as Acts of Parliament.
	Regulations for the Conduct, Administration and Management of Assessment for the National Senior Certificate. Regulations for the Identification of the Device for drug testing. Regulations for the Implementation of section 38A.	Drafted, published for comments, amended and gazetted after Minister's approval.	Start: January 2008	Still to be promulgated.	Draft regulations have been developed and still have to be approved by the Minister and then published for comment.	Still to be approved by the Minister and then published for comment.
To monitor provinces on implementation of legislation and management of court cases.	To monitor provinces on implementation of legislation and management of court cases.	Ensure that legislation is implemented and that education is best served in handling of cases, visit provinces to monitor implementation plans, attend court hearings, visit schools	Posts advertised, interviews and appointments will soon take place.	Advise the provinces on the merits of provincial cases, either in court or out of court, and determine the level of implementation of legislation in every	Visited all nine provinces. Drafted advisory reports for DG's signature, for each province visited, to be forwarded to the Heads of Department. Opened special file for each PED to keep all relevant	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
		and assist in interpretation of legislation.		province.	documents and information relating to implementation of education legislation and policy.	
					Drafted advisory reports for DG's signature on PEDs visited and checklist for implementation of statutory provisions of the South African Schools Act, No. 84 of 1996.	
					Mediated the amendment to school Code of Conduct Zeerust High School.	
					Facilitated the court case between SADTU and HoD KZN on deductions relating to No Work No Pay rule. We facilitated a settlement in the matter.	
					Facilitated the dispute in Limpopo about deductions relating to No Work No Pay and prevent court case.	
To provide legal advice with regard to, and manage any litigation concerning, the Department.	To provide legal advice.	Research applicable legislative material and cases, draft legal opinions, provide either oral or written advice.	Timeframe set as part of the request for advice.	Legal opinion.	The protocol for support staff is in process of being finalised. Opinion on Sexual Harassment Guidelines. Legal opinion for the Minister on a proposal for a Waste Minimization Initiative: DEMCO (Pty) Ltd.	All agreements are accompanied by legal opinions.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
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					Drafted advisory reports for DG's signature on PEDs visited and checklist for implementation of statutory provisions of the South African Schools Act, No. 84 of 1996.	
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STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
					Legal opinion on requested permission to make commercial use of copyright-protected material belonging to the DoE.	
					Legal opinion on requested permission to make commercial use of copyright-protected material belonging to the DoE.	
					Provincial and Local Government White Papers Development and Review Process: research comments and draft report on behalf of the education sector.	
					Opinion on MMM decisions of 10 April 2007.	
					Opinion on indemnity forms at schools.	
					Opinion on HEDCOM agenda item - concern about the legality of par 14.3.2 of the dispute resolution procedures of the ELRC.	
					Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools. Final draft October 2007.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
					Legal opinion on permission requested by Maskew Miller Longman to make commercial use of copyright-protected material belonging to the DoE.	
					Request for assistance: Ms M Bloem.	
					Legal opinion on how to deal with the situation at Kuswag Primary School: Ms B van Staden.	
					Legal opinion on how to deal with a sexual harassment case brought to the attention of the DoE.	
					Compilation of responses received on Provincial and Local Government White Papers Development and Review Process Questionnaire.	
					HSRC (Democracy and Governance Programme) request for electronic version of DoE submission to DPLG on Provincial and Local Government White Papers Development and Review Process.	
					Legal opinion on the World Knowledge Olympiad (WKO).	
					Presentation on Mergers and Closures in relation to	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
To manage any litigation concerning the Department.	To manage any litigation concerning the Department.	Administer all court cases by or against the Department or the Minister.	These functions are ongoing and timeframes are determined by the individual cases within the court rules. All timeframes have been complied with.	Settlement of all court cases, either in court or out of court.	section 14 Agreements.	
					Correctional supervision as suitable sentence for learners.	
					Value added tax: Commercial activities of schools.	
					Motawa's Catering vs. DoE	This matter was resolved at provincial level.
					Monterey Pre-Primary School vs. Minister of Education.	The applicants did not proceed against the Minister but only against the MEC.
					Vredebest Verhuising vs. DoE.	This matter was resolved at provincial level.
					RM Gani vs. Minister of Education.	Matter resolved with attorneys.
					S Cakwebe at Kama School vs Minister of Education.	Matter resolved with attorneys.
					University of Durban Westville vs Minister of Education.	Case still pending.
					Application in terms of the Promotion of Access to Information Act - Hoërskool Florida.	The SCGB provided the information to the Applicant.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
					Complaint regarding a pension payout.	This matter was resolved at provincial level.
					Ex Parte Rajdeo Singh.	This matter was resolved at provincial level.
					Hi Tech Digital Solutions vs Minister of Education.	This matter was settled out of court.
					State vs Albert Phaswane and Aaron Mokoena.	Submission were made on behalf of all state departments.
					Complaint - Raymond Coetzee, Dr. Johan Jurgens High School.	This matter was resolved - the learner's school report was released to the parent.
					Dipuo Jeanette Macina vs Department of Education.	This matter is not yet finalised.
					BCVO vs Minister of Education.	
					Request for assistance on court case - FH Odendaal.	Matter still pending.
					T Nkosi vs Minister of Education.	Matter still pending.
					CJ Basson vs Minister of Education.	Matter still pending.
					Emoluments attachment order - Patrick Lekhuleni.	This matter was resolved at provincial level.
					MC Gordon vs Minister of Education.	Matter resolved at provincial level.
					S Mbambo vs Minister of Education.	Matter resolved at provincial level.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
To advise on all contracts and agreements pertaining to the Department.	Scrutinise agreements and contracts between the Minister and other institutions. (We advise on whether agreement is to be amended).	Scrutinise agreements and contracts between the Minister and other institutions and advise on whether agreement is to be amended.	Timeframes depend on deadline that has been set.	Contract or agreement signed or amended.	Laerskool Doornfontein vs Department of Education.	This matter was finalised - judgment in favour of Minister and MEC.
					Western Cape Forum for Intellectual Disability vs. Government of RSA.	This case is still pending.
					Beweging vir Christelike Volksele Onderwys vs others/Minister of Education.	This matter is still pending.
					Themba Nkosi vs Minister of Education.	
					Aida Spagna Hajjan vs Minister of Education.	Matter resolved with attorneys.
					Msokoli Ngwane vs Minister of Education.	Matter resolved with attorneys.
					Ermelo High School vs HoD Mpumalanga and others.	This matter was finalised - judgment in favour of Minister and HOD.
					Western Cape Forum For Intellectual Disability vs Government of RSA and Another.	
					Drafted legal advice on contracts listed in the comments column.	DoE and Symantec.
						Protocol for support staff at schools.
	Government of China SA on cooperation in					

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
						Education.
						Memorandum of Agreement - DoE and Zenex.
						Memorandum of Agreement - UP and DoE.
						Memorandum of Understanding - Brazil and SA on cooperation in Education.
						Memorandum of Agreement - IFCA Hardware.
						Memorandum of Understanding - USAID and RSA.
						Memorandum of Understanding - DoE and Pick and Pay on proposed amendments to Kids in Parks project.
						Memorandum of Understanding on Higher Education between India, Federative Republic of Brazil and RSA.
						Memorandum of Agreement - DoE and Matthew Goniwe School of Governance.
						Internship agreement between DoE and new interns.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
						European Union Agreement: SISIP perusal and legal discussion.
						Drafted Annual Performance Plan for 2008 for coordination with provinces.
						Drafted Service Delivery Improvement Plan for Coordination in 2008.
						Association of Collective Investments, NSFAS and DoE.
						Comment on Microsoft agreement.
						MOA between DoE and Matthew Goniwe School of Leadership.
						Implementation protocol on policy on provisioning of support staff to schools.
						MOA between Gauteng Education Department and SANZAF.
						Aida Spagna Hajjan vs Minister of Education MoA between Financial Services Board and the Department of Education. Microsoft Software Agreement. MoA between Department of Education and Arcillor Mittal MoA between DoE.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/REMARKS
To manage and report on the statutory obligations relating to human rights	Reports and contributions to reports on behalf of the Department.	Attend meetings and draft response.	Time frame dependant on request for report or contribution to report.	Reports or contributions towards reports in submission.	Drafted and submitted a report on 13 March 2008 to Human Rights commission on overcrowding at schools and shortage of school places.	NSFAS, ACI on Fundisa Fund MoU.

Programme 3: General Education and Training

The General Education and Training Branch is responsible for laying a solid foundation for lifelong learning and thus increasing the life chances of every citizen in the country. The Branch therefore has a vital responsibility to ensure increased access to quality education for all learners at this level, and to consolidate the gains made since 1994 in increasing the participation levels in the schooling system.

To achieve this, the Branch will increase its focus on:

- Expanding access to early childhood development, particularly for children in rural, farming and other marginalised communities. Programmes of critical importance in this area will include working towards ensuring a reception year in all schools with a Foundation Phase and, in collaboration with the Departments of Social Development and Health, establishing Integrated ECD sites in the most marginalised communities.
 - Ensuring the effective implementation of outcomes-based curricula as articulated in the National Curriculum Statement (NCS). In 2006, special attention will be paid to preparing the system for the implementation of the NCS in Grades 8 and 9 in 2007. This will be done via intensive teacher training and resource provisioning.
 - Providing a coherent teacher development strategy, with special emphasis on initial teacher preparation, as well as continuing professional development (CPD). This will entail finalising the Framework for Teacher Education to ensure coherence in existing training programmes for teachers, and indicating directions for the future.
 - Improving reading levels, particularly for Foundation Phase learners.
 - Increasing the number of teachers in scarce and critical skills areas, and revisiting our strategies with a view to attract, train and retain teachers in these areas.
- Increasing access to quality education for learners with special educational needs. Priority attention will be given to the systematic introduction of the inclusive education model, which will entail incorporating full-service schools, special schools as resource centres and district-based support teams, as well as improving conditions in special schools.
 - Strengthening the system's ability to provide professional support for teachers, based on credible and up-to-date information.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
To expand access to quality Early Childhood Development (ECD) opportunities, especially for poor communities	60% of learners aged 5 enrolled in Grade R classes.	Develop planning and implementation guidelines for provinces to set targets for expansion of Grade R.	June 07 - Feb 08	60% of learners aged 5 enrolled in Grade R classes with special focus on primary schools in quintiles 1, 2 and 3.	<p>The target of reaching at least 60% of learners enrolled in Grade R classes has been realised.</p> <p>According to the Community Survey 2007, a total of 569 970 five year olds (58,4%) and 954 585 six year olds (91%) are in educational institutions. The EMIS identified that a total of 487 525 learners are in Public and Ordinary schools. Based on the Community Survey 2007 it can therefore be deduced that there are approximately 300 000 learners in Grade R classes in community based sites.</p>	An analysis of the data is underway to establish the exact number of learners in Public and Independent schools as well as community-based sites.
		Develop and make available guidelines for Grade R teachers to guide resourcing, classroom lay-out and teaching.	7-July 2007	Improved resourcing and practice of Grade R teachers in delivery of the curriculum.	<p>A guide for Grade R teachers has been edited and is currently being laid out for printing. Posters promoting reading have been distributed to all provinces in 4 languages. 20 000 posters in English, Afrikaans, isiZulu and Sepedi were printed and are in process of being sent to selected municipalities, clinics, ECD centres and post-offices since January 2008. Posters in the other 7 official languages are currently being laid out for printing.</p>	The flow of processes related to communication is not smooth and leads to delays.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		Collaborate with provinces in the establishment of at least 100 model Grade R classes across the country.	July 07 - March 2008	100 model Grade R classes.	<p>14 Grade R classes (1 in each of the selected districts to be supported as part of the QIDS-UP programme) were visited in order to establish the development requirements. A service provider was appointed to resource the classes and develop a guideline for learning and teaching in Grade R classes.</p> <p>Draft standards document for Grade R classes was developed and presented to the Heads of Education Committee Meeting on 3 December 2007. These standards form the basis for the selection and development of the model classes.</p> <p>A total of 94 model Grade R classes have been identified using the standards as the criteria for selection.</p>	<p>The selected model Grade R classes were visited to verify the information provided by the provinces. We have not been able to receive any information from the North West Province; it seems as though there is a problem with capacity in the provincial office.</p>
	40% of practitioners in registered ECD sites (targeting children of 0 to 4 years) trained in basics of Early Childhood Development.	Develop training guidelines for ECD training service providers.	7-June 2007	Improved training programmes for ECD practitioners.	<p>In collaboration with the departments active in the Social Cluster, a training guideline as part of the Expanded Works Programme has been developed. The guideline was available by December 2007. Provincial consultative workshops were held to get feedback on the training guideline developed. This has been refined and utilised by training providers in order to enhance the quality of the</p>	<p>A tracking system is being set up to track the training and payment of stipends in the provinces.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		Develop and make available early learning programmes, particularly for home and community based settings.	Quarterly	Early learning programmes developed and made available to all provinces and municipalities.	<p>training. There are currently 23 002 practitioners in registered sites. A total of 7332 practitioners have been trained across all provinces. The target of reaching 40% of all practitioners has been realised.</p> <p>Plans are in place to finalise the guidelines for the Early Childhood Development sector. A total of 8525 ECD practitioners, 1417 cooks and gardeners were trained to support the children in registered ECD sites.</p>	
					<p>Early Learning Stimulation Programmes have been finalised. A series of poster messages on stimulating young children's development have been developed targeting parents.</p> <p>The posters were printed and available for distribution by the end of October 2007. The full report on programmes has been completed and will be used in the development of a series of 10 booklets for parents.</p> <p>The Early Learning Development Standards are being validated in relation to content and age appropriateness. The support materials for parents, caregivers and practitioners have been developed, edited and</p>	<p>Same as above: The flow of processes related to communication is not smooth and leads to delays.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
To ensure effective implementation of the Curriculum	All Grade 8 and 9 classes have necessary LTSM for curriculum implementation.	Monitoring of implementation of grades 8 and 9 in a sample of schools in all 79 districts.	August 2007	Monitoring framework and implementation plan is developed for Grade 8 and 9 monitoring and plans for strengthening implemented.	The monitoring report for implementation of Grades 8 and 9 has been finalised and submitted. A management plan for addressing some of the challenges have been submitted and plans to address issues related to curriculum development and support have been included in the operational plans for the Directorate for 2008/09. A district development plan for ongoing development and support for Foundation Phase implementation is being developed with all provinces.	There is a need to develop a comprehensive monitoring plan with provincial and district curriculum units that will see all key focus areas of the GET, to include CTAs, next three years. The alignment between FET and GET is beginning to be seen but needs more support, especially as districts lack capacity.
		Strengthening of the Assessment programme in GET.	Sept 2007	All provincial officials trained in assessment policy and protocols for GET and FET.	The Foundation Phase training of the National Core Training Team (NCTT) was held on 25-27 February. Training of Foundation Phase district officials was conducted from 10-14 March by the NCTT. The Learning Area Forum was held on 19-20 March. A report with clear recommendations for strengthening implementation across the system has been finalised and submitted. CTAs for 2008 for all Learning Areas and in all required languages	The training of district officials will form part of a broader strategy for developing district support.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
					have been developed and will be finalised by June 2008. The Reading Strategy has been finalised and is being printed for distribution to all schools.	
			Feb 2007	Clear indicators of the expected performance against all Assessment Standards in Mathematics, Technology and Natural Sciences are developed.	Concept maps for Technology have been developed and are being finalised. Concurrent processes have been put in place to have concept maps in all Learning Areas developed. A workshop with Arts and Culture workshop was held from 19-21 February. Draft concept maps for Arts and Culture were developed and will be finalised by mid-May 2008.	The concept maps will support what teachers do in the classroom by making NCS more accessible and by mapping the content areas that need to be addressed in each grade.
	Ensure that all schools have quality Learning and Teaching Support Materials (LTSM).	Monitoring of LTSM provisioning for Grades 8 and 9 in 20% of schools across all districts.	Sept 2007	Sampled schools with no LTSM for curriculum implementation in 2007 supported to make learning possible.	The proposal to set up an LTSM Task Team has been approved. The Task Team will be responsible for developing an LTSM catalogue for GET Band. The LTSM project manager has been appointed and will manage the process for developing a national GET LTSM catalogue. Selection of Literacy and numeracy material in the Foundation Phase has been completed.	
To improve access and quality of education for learners with special educational needs	Norms and standards for resourcing Inclusive Education finalised for system-wide implementation.	Strengthen District Based Support Teams in 30 designated districts based on monitoring of the first stage of implementation of the Inclusive Education	March 2008	Funding and post-provisioning norms finalised to enable the establishment of specialist support posts at District level. Framework for District Based Support	Framework for District-Based Support Teams (DBSTs) and Post-Provisioning norms is in the process of being finalised to guide the detailed development of norms in	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		policy.		Teams to be completed which outlines the responsibilities of different personnel within the team, and in relation to its support role to different schools and structures within the system.	2008/09. The Operational manual for DBSTs is currently being introduced to provinces through the national training programme on the SIAS. Guidelines have also been finalised for the roles of DBSTs in relation to special schools. Some provinces have received an allocation of additional posts to build capacity of their DBSTs and have started planning to fill posts in the 2008/09 financial year.	
		Convert designated primary schools into full-service schools, ensuring appropriate infrastructure and requisite equipment.	March 2008	Twelve primary schools upgraded into full-service schools with required infrastructure and material resources.	Professional teams appointed in provinces, construction underway in ECape (2 schools), FreeState (1 school), KZN (1 school), Limpopo (1 school) and WCape (1 school), thus 6 schools in total. A claim on professional fees received from FS (+ R655 000) and one is being prepared by North West (+/-R273 000). A survey has been completed of the real needs of special and full-service schools in terms of specialized equipment and a basic package has been developed which will be carried out through the service provider. Tender for provision of material resources awarded for procurement and distribution to start in 2008/09 financial year. draft Service Level	There has been significant progress in terms of the commitment of provinces to complete all 12 buildings by September 2008. Timeframes have been submitted to this effect. The allocation of material resources to these schools has been delayed by the failure of the first tender in May. The tender is currently being revised based on a needs analysis of exact requirements.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		Develop short, medium and long term norms for funding an inclusive education system.	March 2008	Draft norms and standards for resourcing for Inclusive Education in short, medium and long terms, finalised.	<p>agreement drawn up and being studied by Legal Services.</p> <p>A successful advocacy programme on the UN Convention for People with Disability took place in February/March 2008 reaching out to five provinces and about 340 core stakeholders who will drive further advocacy programmes. A film crew from the UK visited 11 full-service schools to film good inclusion practice. The final video is being edited for use in the advocacy programme of 2008. The Thutong Learning Space for Inclusive Education has been launched and is operating as an advocacy tool.</p>	
					<p>The Strategy on Screening, Identification, Assessment and Support (SIAS), intended to serve as a screening tool and to determine the norms and standards for an inclusive education system, has been revised and approved by HEDCOM for implementing in 2008 in selected special and full service schools in 30 districts as well as in all the special schools. The programme for training in 2008 has also been finalized. Implementation of the Screening, Identification, Assessment and Support</p>	Process almost completed.

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					strategy to determine funding for learners with special educational needs has begun with the training of the National Core Training Team (NCTT, 21 participants) and PCTT (70 participants) in March 2008 in preparation for training of 1000 DBST and ILST members (April/May 2008). The further refinement of funding principles will continue as training and implementation of the Revised SIAS continues in 2008.	
	A Standards Framework for Special Schools is developed to evaluate and rationalise provisioning at special schools.	Support the expansion of selected special schools into resource centers and set implementation targets for improving most neglected special schools.	March 2008	The development of Standards Framework for Special Schools to provide benchmarks for conversion of Special Schools into Resource Centers. The strengthening of special schools identified as most neglected in line with framework.	Guidelines for Special Schools and Special School Resource Centres have been approved by HEDCOM as working document to be used in special schools in 2008. The guideline document for minimum standards in special schools has been finalised and sent to printers for printing and distribution. Indicators are being developed to assist schools to determine needs to be addressed.	The substantial Treasury allocation for the strengthening of special schools will enhance the implementation of Inclusive Education.
To attract and ensure appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills.	National bursary programme for student teachers targeting priority areas implemented in all higher education institutions.	Support the implementation of the new IPET requirements; award 3000 full-cost bursaries and track progress; plan for award of bursaries in 2008; conduct high level teacher recruitment campaign; support the development of the professional development	March 2007	IPET requirements are implemented by HEIs; student progress reports are available; 4310 bursaries are awarded for 2008; teacher recruitment campaign is effectively conducted; the CPTD system design is completed E36.	A total of 3689 full cost bursaries awarded according to the signed agreement forms submitted by the 23 HEIs. According to the data received from NSFAS approximately 850 bursars qualified in 2007 and ready to enter the profession in 2008. A total of 421 Funza Lushaka qualified bursars have been placed in posts by	The figure for qualifying bursars will be finalized as soon as the results of supplementary exams from HEIs are received.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		(CPTD) system.			the Provincial Education Departments. An estimated number of 5100 bursaries have been allocated to HEIs in 2008. The implementation strategy for the management of the bursary programme in 2008 has been discussed with all 23 HEIs. An advocacy programme to market teaching as a career of choice targeting grade 12s in rural areas has been approved.	
	Professional development framework and validation criteria developed.	Development of the professional development criteria and validation framework; manage and monitor the provision of accredited programmes	March 2008	Professional Development Criteria and validation framework are adopted; teachers participate in accredited programmes for the development of critical skills in the GET band.	The Concept document on Professional Development Criteria and validation framework was presented at the March HEDCOM meeting and a proposal to conduct a pilot study was approved. HEIs have been appointed to offer ACE MST to 2000 senior phase teachers in all provinces through 10 HEI partnerships. MST ACE Orientation sessions were held at all contracted HEIs except UNIZULU, 237 teachers from WC & NC graduated from MST ACE programme.	
To ensure effective professional leadership at all levels of the system	Audit of district capacities completed and resource requirements to ensure adequate professional and administrative support for schools quantified, based on	Skills capacities and resource levels audit conducted and report with recommendations produced.	Sept 2007	Audit conducted and report produced with recommendations and a plan of action.	The final draft policy on the Organization, Roles and Responsibilities of Education Districts was presented to the HEDCOM Workshop of 17-18 March 2008 for discussion and approval. The finalization of this	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
	national and international models of good practice.				process requires further investigation into the normings of districts before CEM can finally approve the policy. Due to the complexity and the nature of district norming, the work will be carried over for approval into the 2008/09 financial year. The DEMIS Project has completed 45% of the district data that informs the audit of districts. This information has been captured on a data-base and a report has been generated.	
	Advanced Certificate in Education: School Leadership field test implemented.	Implement ACE in School Leadership in 5 higher education institutions which have proven capacity with requisite quality assurance and research processes.	June 2007	ACE in School Leadership implemented nationally using nationally developed course and materials.	On 3 December 2007, a full update on the first cohort intake and ACE Programme overview was presented at HEDCOM. HEDCOM decided that all selected students for the second cohort intake have to be approved and signed off by the HOD. A monitoring instrument was developed to guide the quality assurance visits. DoE Quality Assurance visits took place at the following HEIs: UCT, UP, NMMU. This process is ongoing. A Service provider was appointed (Nov 2007) to ensure the development of assessment instruments to ensure a national assessment standard to the amount of R1 992 240. DoE received a draft Interim Research Report that consists of the baseline study, international and	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
					national leadership and management practitioners as well as a document analysis of all the modules used in the programme. Research instruments for the mid-term phase have been developed and schedules determined to commence in February 2008. The order for the reproduction of 1500 sets of course materials consisting of 12 modules (second cohort) has been placed with Government Printing Works to the amount of R997 000.	
					A key focus of EMGD is to ensure that the selection of students for the second cohort is focused on existing principals. The only institutions where the position of the students will include SMTs are UJ/MGSLG and UP due to the fact that they have an alternative delivery model. The following 8 HEIs are accredited by CHE: UFS, NWU, UNIVEN, University of Fort Hare, UCT, UKZN, NMMU, UWC, ETDp-SETA accreditation was granted UJ/MGSLG. The following 5 HEIs applied for accreditation and their applications were reviewed by CHE on 31 October: WITS, Rhodes, Walter Sisulu, Stellenbosch and University of Limpopo.	HOD approval and sign off of selected students was critical to ensure that student registration took place at participating HEIs. MoU between DoE, and Shuttleworth Foundation (Materials development) is being reviewed and will be submitted to DG for his approval.. The MoU between DoE and Zenex Foundation (research) is in the system for approval.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
Provide regular, credible and up-to-date data on school performance and learner achievement	Systemic assessment conducted on representative sample of schools and learners at Grade 3 levels for monitoring and achievement in literacy and numeracy.	Conduct a national survey on learner achievement in Literacy and Numeracy on 5% representative sample of schools and learners at the Foundation Phase (Grade 3) level.	Feb 2008	A national report on the grade 3 survey, nine provincial reports, 80 district and 1500 school profiles available.	<p>Government Printers were requested to provide a quotation for producing the set of ACE:SL files.</p> <p>Provincial operational teams (POTS) have been established in North West, Limpopo, Free State, Mpumalanga and Northern Cape. The establishment of a POT team in Gauteng Province remains a challenge. Selection of the second cohort has been completed in 7 provinces.</p> <p>Grade 3 Literacy and numeracy piloted items have been refined and finalised into two sets of assessments, (1) main survey instruments for the national assessments in September 2007 and (2) parallel instruments for the provincial and district assessments for strengthening assessments at these levels. Mathematics and Reading tests and contextual questionnaires were printed and translated (where applicable), and administered on more than 10 000 grade 6 learners from a representative sample of 400 primary schools.</p> <p>Profiles showing the performance of the 15 000 schools and 60 000 learners who participated in the survey have been produced and will be disseminated</p>	Major cost driver in the second quarter was printing of assessment instruments. Coding and scoring of all collected data were completed in the third quarter in preparation for analysis and reporting.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
	Systemic assessment conducted on representative sample of learners at Grade 6 in Literacy, Numeracy and knowledge of concepts and behaviours associated with HIV and Aids.	Collect SACMEQ III data on Literacy, Numeracy and knowledge of concepts of HIV and Aids on a representative national sample of grade 6 schools and learners.	March 2007	Cleaned data on SACMEQ III assessment ready for analysis.	<p>between April and May 2008. Because the schools and learners were a representative national sample, the results provide an aggregate overview of performance at the Foundation Phase in the system. The findings will be disseminated systemwide and various levels of the system are expected to respond with appropriate improvement plans.</p> <p>The second phase of analysis will continue into the next financial year and will culminate in district reports by June and national as well as provincial reports by November 2008.</p>	
					<p>The SACMEQ III instruments were finalised and ready for data collection in September 2007. All data collected from the sampled teachers, learners and their parents in the 400 primary schools was captured and cleaned. Analysis is underway and a report on the Health Knowledge test (HIV and Aids issues) will be ready by June 2008. A report on performance in literacy and mathematics at the grade 6 level will be completed by November 2008.</p>	Data cleaning, entry and analysis were the main activities in the third quarter and preliminary reports were available by the last quarter.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
	<p>Baseline information on learner performance in numeracy and literacy in the Foundation Phase available for all schools in five districts identified for accelerated improvement through the QIDS-UP programme.</p>	<p>Establish baseline information on learner achievement in literacy and numeracy in QIDS-UP primary schools.</p>	<p>Sept 2007</p>	<p>A profile for each district and school in QIDS-UP available for tracking progress in learner achievement.</p>	<p>The QIDS-UP education districts of Lusikisiki (Eastern Cape) and Sedibeng West (Gauteng), their schools and learners have been provided with valuable baseline data (profiles) to monitor their performance in literacy and numeracy and set measurable targets for improvement. In addition, the rest of the QIDS-UP districts in all provinces have completed baseline assessments and reports are due in June 2008. Districts, schools and learners will then be assisted to develop appropriate improvement plans.</p>	<p>The model of baseline studies completed in Sedibeng West and Lusikisiki is being replicated by provinces to establish baseline data in the rest of the QIDS UP schools</p>

Programme 4: Further Education and Training

STRATEGIC PRIORITIES FOR 2006 ONWARDS

The goals of the Branch are to:

- 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 for FET colleges (Vocational);
 - Increase the participation and success rates of persons in the age group 16 to 24 in relevant, high-quality FET programmes;
 - Increase the numbers of FET learners, achieving high levels of language, mathematics and science proficiency;
 - Develop effective systems, structures, funding norms and human resources for Grades 10 to 12, as well as programmes for FET colleges;
 - Monitor and evaluate the delivery of programmes for FET colleges; and
 - Monitor and support the goals of the White Paper on e-Education.
7. 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:

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

1. Provide support to the provinces for the implementation of the National Curriculum Statement (NCS) in Grades 10 to 12, especially in relation to teacher development and assessment practices.
 2. Publish Grades 10, 11 and 12 textbooks catalogues.
 3. Set and translate high-quality and error-free examination papers for the 11 nationally examined subjects in the National Senior Certificate.
 4. Publish detailed reports on the results of 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.
 5. Actively support the provinces and schools in reducing the dropout and repeater rates in Grades 10 to 12.
 6. Increase number of focus schools, offering mathematics and science, with particular focus on redress.
1. Develop and gazette requirements for Further Education and Training Certificate (FETC) (Vocational).
 2. Oversee development and approval of programmes, leading to FETC (Vocational).
 3. Strengthen ties with SETAs, government departments, the private sector and universities.
 4. Develop a plan for recapitalisation of FET colleges, based on FET programmes offered at each college.
 5. Develop a National Plan for the sector, including norms and plans for FET colleges.
 6. Actively support the provinces and colleges to improve the throughput and placement rates of college students.
 7. Support expansion and use of Information Communication Technologies (ICT) in teaching and learning at all FET College campuses.
 8. Improve use of information systems for planning and evaluation.
 9. Support colleges in providing credible assessments of learning.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
To improve the quality of learning and teaching in FET schools through curriculum transformation	NCS successfully introduced in Grade 11.	Monitor and support the implementation of the NCS in Grades 10 and 11.	Oct 2007	Report on teacher training, textbook delivery and subject choice in Grades 10 and 11.	The updated versions of the Subject Assessment Guidelines and Learning Programme Guidelines have been published on the DoE and Thutong Portal website and distributed to provincial offices. The Grade 10 textbook screening was completed and the national catalogues distributed to provinces on 11 March 2008. The Grade 11 Life Orientation Teacher and Learner Guides were sent to district offices for distribution to schools. The subject specialists attended a course on the utilisation of learning spaces on Thutong Portal.	All NCS documents relating to the 29 subjects (Subject Assessment Guidelines, Learning Programme Guidelines) were updated and placed on the Department of Education website and Thutong.
	A national catalogue of Grade 12 textbooks and literature books is developed, published and distributed to the provinces and to schools.	Develop and publish Grade 12 textbook catalogue.	May 2007	National textbook catalogue and networks for Grade 12 are published and distributed to provinces and schools.	A national catalogue of Grade 11 and 12 textbooks for the 29 subjects of the NCS for use during the 2008 school year was completed and sent to provinces in May 2007. The screening of literature networks for use during the 2009 school year was completed on 29 March 2008 with 164 titles reviewed. The catalogue of will be finalised on 28 April 2008 and distributed to provincial education departments.	Schools will order Grade 10 textbooks and Grade 12 literature networks for learners and these should be in schools by November 2008.
	All Grade 11 learners receive a minimum of 7 textbooks.	Monitor delivery of textbooks to Grade 10, 11 & 12 learners.		A report on the supply of learners' textbooks in seven subjects of the NCS published.	A report on the shortage of textbooks was presented to HEDCOM and CMC for urgent attention. A bid was presented to National Treasury for the procurement of textbooks for all Grade 10 learners in each of the 7 subjects in preparation for 2009. The DoE procured 100 000 copies of Grade 12 Maths, Science, English & Maths Literacy textbooks and distributed to schools without textbooks.	Provinces were alerted to the shortages through CMC and HEDCOM.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
	Subject-specific workshops are conducted for NCS subjects.	Co-ordinate the development of material and training of teachers in six subjects of the NCS with high enrolment.	Nov 2007	Subject Advisors and teachers in 9 provinces are trained and supported.	A total of 499 Subject advisors were trained in all 6 subjects during the year under review, and the training of 1000 ICT subject advisors on the use of ICTs was also completed. A total of 186 teachers offering Technology subjects were trained. FET and GET subject specialists attended a training workshop during March 2008 on the use of the Thutong Education Portal to manage the learning spaces.	
	Co ordinate teacher support in 15 subjects with low enrolments.		Nov 2007	Teachers are trained and supported.	Additional training for Subject Advisors took place from August to September 2007 in the following subjects: Life Science, Arts subjects(5), Agricultural Science(3), Services subjects(3) and Technology subjects(4) was completed. The training in Technology subjects was based on practical assessment tasks. A draft resource pack for Agriculture Technology was developed. The document has been submitted for editing before it is distributed to schools.	The last session of the Technology subject training which was due in October 2007 was postponed to February 2008 due to the writing of the Senior Certificate examinations.
	Teacher development programmes are monitored and reviewed.	Monitor teacher training conducted by PDEs and HEIs.	Nov 2007	Report on provincial training on NCS.	Selected subject specialists visited E.Cape, Free State and North West provinces to support teacher training. The DoE received reports of teacher training from the Curriculum Management Committee and used	Due to the teachers' strike, provinces were implementing the Recovery plans.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
<p>To enhance performance and participation in Mathematics, Science and Technology at FET Level</p>	<p>The total of 450 schools participate in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced.</p>	<p>Provide co coordinated support to 450 Dinated schools.</p>	<p>Nov 2007</p>	<p>Dinaledi schools provided with additional resources.</p>	<p>these as a basis to inform further interventions.</p> <p>Subject Specialists continued to support provincial workshops. CAT levels 1, 2 and 3 were completed during the year under review.</p> <p>Monitoring of teacher training was conducted for the following subjects: Consumer Studies in Gauteng, Consumer Studies, Hospitality, Tourism in the Free State; Physical Sciences and Life Sciences in KwaZulu Natal. The Curriculum Management Committee provincial officials submitted their Recovery plans for their Grade 12 learners to the Department of Education.</p> <p>The Curriculum Management Committee (CMC) provincial officials submitted their teacher training plans for 2008 to the Department of Education. DoE has initiated plans to continue with the publication of the Study Mate.</p>	<p>Learners and teachers used the examination papers for revision in preparation for the exams.</p>
					<p>The DoE purchased 21 000 copies of Study and Master guides in Mathematics and Physical Sciences and distributed to selected Dinaledi schools that reported a shortage of textbooks. 1900 scientific calculators were distributed these to selected Dinaledi schools in April 2007. A tender to acquire 20 000 calculators is in progress and these will be distributed to 100 Dinaledi schools that have reported shortages. In addition, the DoE has supplied selected Dinaledi schools with 2004, 2005 and 2006 past examination papers and memoranda.</p>	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
	Teachers in the 450 Dinaledi schools are trained.	Dinaledi schools		provided with teacher training.	<p>An additional 1500 Study and Master textbooks for Physical Science were purchased by the DoE and distributed to 23 selected Dinaledi schools. 20 000 scientific calculators have been distributed to 115 Dinaledi schools that had requested calculators. The MST coordinators were issued with CDs containing Grade10 Maths exam papers for distribution to all Dinaledi schools. The DoE has advocated private partners to adopt Dinaledi schools. IDC and Transnet have adopted 10 Dinaledi schools each.</p> <p>DoE ordered and delivered textbooks in Mathematics and Mathematical Literacy</p> <p>Dinaledi schools were supplied with Maths and Mathematical Literacy textbooks.</p>	The provincial Recovery plans hindered the teacher training planned for Dinaledi school teachers.
					<p>A total of 2400 teachers were trained in mathematics and science content. In addition the Department trained 135 subject advisors in Mathematics and 103 subject advisors in Physical Science to support teachers. This included providing subject advisors with kits to demonstrate practicals to support teachers.</p> <p>Teacher training is continuing. The Eastern Cape Northern Cape and Western Cape provinces have completed the 100 hour training and have proceeded with a new mentor training programme. The six other provinces will complete the remaining hours of the 100 hour training by July 2008 in the 2008/09 financial year.</p>	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
				MSTE Strategy implementation monitored.	<p>The DoE has appointed an external monitoring task team to monitor Dinaledi schools. The Department of Education has signed an agreement with the South African Association for Mathematics (SAMS) to enrol 688 000 learners to participate in the Mathematics Olympiads in 2008. The monitoring team also includes DoE officials. The external monitors performed site visits to 114 Dinaledi Schools. These are schools that have enrolled 30 or more learners in HG Maths for 2007 Senior Certificate Examination. The team compiled a monitoring report and on the 2007 monitoring and presented it to the Deputy Minister. Consequently a Mathematics and Science Reference Team was established by the Deputy Minister in February 2008, to advise on the implementation of the MSTE strategy.</p> <p>A team of external monitors has been appointed to visit 200 Dinaledi schools in 2008. Training of monitors took place on 31 March 2008. Monitoring will take place during May to July 2008.</p>	
To support the curriculum implementation through the use of ICTs	The number of registered users on the portal increases to 15 000.	Expand portal offerings and use these in schools and colleges.	Mar 2008	The use and utilities of the educational portal in schools and colleges are expanded.	<p>Thutong has 24 759 resources. SAIDE has been appointed for 6 months to manage and host the portal.</p> <p>The Thutong portal has been redesigned. A new, more accessible front- and back-end has been developed for the Thutong portal. It has four primary sections: Curriculum, Professional Development, School Administration and Management. The</p>	

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	Teachers contribute to the pool of electronic content resources available.			Number of curriculum objects in the 6 big FET subjects quality assured and increased.	<p>use and the utilities were expanded to include simplified searching by topics, learning outcomes and assessment standards, resource types, keywords, free searches and Google Searches. It was also expanded to include communication and collaborative tools such as newsletters, notice boards, discussion lists, weblogs or blogs, online forums, RSS feeds and wikis.</p> <p>The portal was re-launched on 31 March 2008 by the Minister of Education.</p> <p>The Department of Education has taken over the content management function of the portal. The content management system has been changed to be managed by subject specialists through dedicated learning area/subject learning spaces. Subject specialists were identified to participate in the curriculum management of the portal. The Steering Committee met on 26 July and 11 September and allocated responsibilities for the content management function of the portal to officials of the DoE. FET and GET Curriculum Specialists have undergone training in the development of topic trees and basic use of ICT and are contributing to the curriculum materials in the Thutong portal.</p> <p>Selected study materials on the National Recovery Plan have been uploaded to Thutong. Study Mates have been loaded on the Portal.</p>	

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				Increase access to the portal.	There are already 22 658 educational resources on Thutong and 31 029 regular users of Thutong.	
				Increase support to the NCS.	<p>The Thutong Educational Portal has been redesigned with the focus on the following areas: curriculum and professional development, school administration and management. Curriculum focused tools are created and include: blogging, resource uploading and collaborative communities.</p> <p>Thutong is organized around Learning Spaces, which are dedicated learning area/subject spaces clustering resources, communication tools and services in ways that are intuitively logical to the primary target audience of teachers. Other non-curriculum specific spaces will also be developed for specialised areas.</p> <p>Curriculum space is managed by educational specialists at national and provincial levels and they ensure that only high quality resources are uploaded to the portal.</p>	
	Publish results of audit. 50% of schools are connected, have access to internet and can communicate electronically.	Implementation of the e-Education White Paper.	Mar 2008	Qualitative and quantitative audit of ICT in schools is published.	Phase 3 of the ICT Audit has been completed by SITA. The progress on this project is very slow and it is envisaged that Phase 4 will only be completed in 2008/09.	The Audit has not progressed satisfactorily. The report of the audit will be available during the 2008/09 financial year.
				Subject advisors in 9 provinces are trained in the use of ICT for teaching and learning.	1570 subject advisors were trained in basic use of ICT in Education between January and February 2008. The training was coordinated jointly by the Directorate Curriculum Innovation and the Directorate FET schools	

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					<p>curriculum, and training was provided by the Tshwane University of Technology.</p> <p>Feedback was given to TUT to improve training. Further training commenced in January 2008.</p>	
				<p>Feasibility study on implementation of e-Education is completed.</p>	<p>KPMG appointed as Transactional Advisor to undertake a feasibility study. KPMG has completed the first draft of the Needs Analysis, Options Analysis. The following options with recommendations were identified:</p> <ul style="list-style-type: none"> a. ICT Options for Administrators and Managers b. ICT Options for Educators and Learners c. Connectivity Options d. Professional Development Options e. Curriculum and Content Options f. Monitoring, Evaluation and Research Options <p>KPMG also developed a proposed service delivery approach. It focuses on delivering services in the three key service areas of:</p> <ul style="list-style-type: none"> • Enhancing logistics and operations; • Building educators' capacity to teach effectively; • Providing all learners access to quality education. <p>Following the progress report on the Feasibility Study submitted to CEM on 23 February 2008, the Transaction Advisor submitted the due diligence document to the Department of Education on 7 March 2008. The aim of the due diligence is to uncover any issues in the preferred service delivery option(s) that may significantly impact on the initiative (extension of the</p>	<p>(s) that may</p>

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					Options Analysis) The due diligence report includes <ul style="list-style-type: none"> • Legal issues; • Technical and education issues; and • Procurement options. 	
				EduNet (connectivity) is established in limited sites in schools.	Plans to connect the 488 Dinaledi schools through EduNet were completed through discussions between DoC and DoE. The EduNet connectivity was finalised in the due diligence report.	
		Monitor teacher training by PDE's and private providers.		Report on Teacher training by providers and PDEs.	The Guidelines for Teacher Development in ICT in Education has been agreed by HEDCOM. It reports on the competencies of teachers in ICT in Education by providers and PDEs. In the Deans' Forum, all Higher Education Institutions agreed that it will also be included in pre-service training of teachers.	
To support FET Colleges to offer vocational programmes	Phase 1 of the FET Recapitalisation Plan is implemented and the report on Phase 1 is published.	Conduct quarterly visits to selected colleges and ensure that Operational plans are being implemented.	May 2007	Procurement and college expenditure rate is according to cash-flow projections.	College expenditure is at 100%. This includes the roll over amounts that were approved by provincial treasuries.	Colleges have improved management of their cash flow and minimal roll-over requests are expected for 2007/08.
			Aug 2007	Colleges are assessed on their readiness for 2008 and individual college strategies developed to deal with problem cases.	13 colleges have been visited to determine their levels of implementation of the NC(V). The finding is that significant improvement has taken place since previous visits.	

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			Nov 2007	College progress on implementing recapitalisation operational plans to ensure readiness for 2008 is assessed and enrolment projections completed.	Colleges have achieved the enrolment of 62 000 students and have met their enrolment targets for 2008.	
	Phase 2 of the Recapitalisation Plan is implemented.	Conduct workshops for colleges to develop college operational plans for 2008/09.	Oct 2008	College plans approved and allocations made for 2008/09.	49 college operational plans completed and 8 signed provincial plans approved. The outstanding province (KZN) and 1 college will be completed before the payment transfer date of 9 April 2008 in the 2008/09 financial year.	
		Conduct workshops for colleges to develop provincial business plans 2008/09.	July 2007	Provincial conditional grant business plans completed, approved and National Allocation Framework completed.	Workshops conducted for provinces and colleges, and business plans revised accordingly.	
			Jan 2008	50 project plans developed and approved for implementation.	Workshops conducted for colleges and 49 plans revised accordingly.	
		Support the implementation of connectivity at FET Colleges.	March 2008	Connectivity established at 16 selected colleges.	Audit of all FET colleges were completed and 41 project proposals developed. These were used to allocate resources secured for connectivity. Investments in connectivity have been made at 10 colleges.	
		Develop the FET Act Implementation Manual for Colleges.	May 2007	Colleges make adequate preparatory arrangements for the implementation of the new Act.	Collective agreement on the transfer of staff has been concluded during the second quarter of the 2007/08 financial year. All PS staff have been transferred to the college employer. Staff remaining with the State are to stay with the Colleges until further notice by the Province. The FET ACT Manual was printed, distributed and	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
	Colleges are suitably staffed and training is provided to college staff.	2 000 lecturers are trained for the NC(Vocational) on specialist courses.	Nov 2007	2000 lecturers are trained for the NC(Vocational) on specialist courses.	<p>key actions monitored. A meeting had been held with the FETCEO national executive committee and the IPC. Various matters have been discussed on labour matters and a way forward agreed for regular meetings with the IPC. Follow up activity is being undertaken on outstanding matters relating to the implementation of resolution 5 of 2007.</p> <p>By Jan 2008, 1706 lecturers were trained for level 3. In April 2008 training will be delivered for remedial teaching in Maths and Maths Literacy and Computer programming. In May lecturers will be trained in Electronics. NCV level 4 lecturer training will take place in October and November as per lecturer training plan.</p>	<p>The lower number is attributable to colleges not sending lecturers who trained in level 2.</p>
To increase learner participation, retention and throughput rates at FET Colleges	Increase numbers of youths placed in formal programmes at FET colleges.	Support Colleges in the implementation of the DoE FET Bursary Scheme.	Apr 2007	Colleges trained on the administration of the DoE FET College Bursary Scheme.	<p>All FET Colleges were trained on the administration of the 2008 bursary scheme in the first quarter. In the fourth quarter all colleges had completed the bursaries' claiming process. 12 378 NC(V) students were awarded bursaries worth approximately R67 million.</p> <p>During the second week of September 2007, 138 personnel from all colleges were trained on the implementation of the 2008 bursaries. Colleges and Provinces were notified of their 2008 bursary allocations. Colleges also provided with the 2008 application forms and schedule of particulars.</p> <p>During the third quarter, 157 college staff members were trained in preparation for the administration of the bursaries in 2009. Colleges were also provided with the updated 2009</p>	<p>The final training workshops were conducted in September 2007.</p>

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					Means Test software package.	
		Profile FET Colleges and programmes through the Youth & Democracy Education Campaigns in the Free State and the Northern Cape provinces.	June 2007	Youth & Democracy Campaigns successfully convened in the remaining 2 provinces.	All Youth & Democracy Education Campaigns have been completed. A report on the campaigns was submitted. The campaigns were effective in profiling the NC(V) programmes and bursaries. A follow up to the Youth and Democracy Campaigns is a Policy Dialogue for the FET College student leadership. The Policy Dialogue is scheduled to take place during the Youth Month (June 2008). It aims to mobilise the FET College Student Leadership to encourage students to improve their academic performance.	The Youth & Democracy Campaigns have been completed, covering all provinces.
		Issue NC(V) and DoE FET College Bursary scheme adverts in print and electronic media.	Aug 2007	NC(V) programmes, DoE FET College Bursary Scheme adverts issued in print and electronic media.	Pamphlets on the DoE FET College bursary scheme produced and distributed. To communities.	All planned advocacy campaigns completed for the 2007/08 financial year.
	Promotional material on 11 new programmes is developed and distributed.	Develop a catalogue for career guidance and career opportunities.	Sept 2007	Career guidance catalogue that also provides information on opportunities for students developed.	FET Colleges Opportunities booklet and FET Colleges Institutions of First Choice book issued and distributed to Provincial Departments of Education, the public and potential employers of college graduates.	The demand for the publications outweighed the availability of the books. There may be a need in the future to produce revised versions of the books.
	A student tracking system is piloted.	Develop a framework for student tracer studies.	Oct 2007	A student tracer study framework developed.	The work on the student tracer studies has commenced and is scheduled for completion at the end of May 2008.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/REMARKS
	Student Support Units are established at 40 colleges.	Develop a manual to assist Colleges in implementing student tracer studies. Undertake a desk-top audit of student support services at all 50 FET colleges.	Nov 2007 Apr 2007	Manuals for student tracer studies developed. A desk-top audit of student support services at 50 colleges completed and published.	The ToRs for the appointment of the service provider have been completed. A desk-top audit of Student Support Services at FET colleges was conducted in the second quarter. A report was produced and circulated. The report also formed the basis for the student support services framework.	The manual will be developed for student support services which include student tracer studies.
		Convene a follow-up workshop for provinces and college student support service managers to develop guidelines for the Student Support Services framework.	May 2007	Student support services audit report and draft Student Support services framework finalized.	The student support services framework document has been distributed to all colleges and Provincial Departments of Education. All 50 colleges have started a phase in implementation of the student support services framework.	The workshop was combined with the DoE/SACPO conference held in August 2007.
		Develop a comprehensive framework with minimum requirements for student support services at colleges.	June 2007	A framework with minimum requirements for student support services developed and distributed to all colleges.	The framework has been finalised and sent to colleges for implementation.	
		Identify 13 FET Colleges that will pilot Student Support Services. Design a capacity building workshop to assist Student Support Services managers to set up Student Support Services.	July 2007	13 FET colleges identified.	20 colleges have been identified for the pilot implementation of the student support services.	The number of colleges that will pilot the framework have been increased to 20. All 50 colleges are implementing the framework.

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		Design a capacity building workshop to assist Student Support Services managers to set up Student Support Services.	Aug-07	Student Support services managers assisted through a capacity building workshop to set up Student Support Services.	The workshop is scheduled to take place on 21 May 2008.	The workshop has been rescheduled to May due to the April holidays and lecturer development training taking place in April.
To improve qualifications and programmes	New programmes are offered at Level 2 in FET colleges to 25 000 students.	Edit levels 3 and 4 subject and assessment guidelines.	May 2007	Final subject and assessment guidelines distributed to colleges. Provincial Departments of Education and stakeholders.	All final level 3 and level 4 curriculum documents were completed, and are available on the DoE website.	
		Screen level 3 student textbooks and lecturer guides.	Oct 2007	Approved catalogue of level 3 textbooks and lecturer guides distributed to colleges.	Levels 2 and 3 textbook catalogues available on DoE website.	
		Approve and develop new priority programmes and additional subjects for the National Certificates (Vocational) qualification.	July 2007	Colleges receive subject and assessment guidelines.	Safety in Society programme and 2 new subjects implemented at FET colleges in Jan 2008.	
		Finalise framework for NQF level 5 qualification to be offered at FET colleges.	Sept 2007	Approved framework document for NQF level 5 qualification.	The NQF Level 5 qualifications framework as well as curriculum writing for 5 programmes and 2 fundamental subjects completed.	
		Consult on and produce lecturer training plan for the National Certificates (Vocational).	Apr 2007	Training plan presented to provinces and colleges.	All training session details finalised and communicated to PEDs and colleges. Training commenced on 29 Oct 2008 and completed.	
		Monitor planning and delivery of lecturer training.	May 2007	Lecturer Training Plan per college (includes names of participating	Training of 1517 level 3 lecturers was completed by 5 Dec 2007. 3 additional training sessions were	

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				lecturers).	scheduled for Jan 2008 to accommodate lecturers who did not attend the Nov 2007 training. Report on Lecturer Training compiled.	
			Oct 2007	List of trained lecturers per college.		
		Establish strategic partnerships with industry.	Sept 2007	Strategic partnerships developed with industry and memorandums of agreement signed.	Strategic partnerships developed with industry and memorandums of understanding signed with DoC and ISETT Seta and Land Construction companies. ICT Expo held under the banner of the partnership in July. Funding provided for 1000 students and technical support provided through placement of 36 trained technicians at the 18 colleges. DoC and ISETT Seta provided training to FET college lecturers teaching the DoC-ISETT Seta-IT & Computer Science NCV programme. Delivery on key objectives contained in the MoU covered. Additional MoU signed with Engineering Council of SA. DoC-ISETT Seta-DOE partnership monitored against the 3 broad outputs - all achieved. Ongoing meetings held with ECSA regarding qualifications alignment and responsiveness.	
To develop an integrated planning and funding system that supports the delivery of national goals	Funding is allocated to colleges in accordance with the set norms and standards for equipment, staff textbooks, teaching and enrichment to effect Level 2 programmes.	Support colleges to develop and publish College Statutes.	Sept 2007	50 College statutes published in the relevant gazette.	A standard college statute was published as an annexed Schedule to the FET Colleges Act, 2006. With effect from the promulgation of the Act, all colleges used the standard Statute as a guide to developing their own Statutes.	Though the requirement to develop own Statutes is not mandatory if own Statutes are not going to differ from the standard Statutes, the developments of these documents by colleges will be monitored further in 2008/09..

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		Develop guidelines for colleges and provinces on how to implement the new funding norms.	May 2007	Colleges and provinces are able to make the necessary arrangements to implement new funding norms and an implementation plan per college developed.	An efficiency study to inform the consolidation of the delivery of the NC(V) was conducted and completed. Colleges were given the information relating to all aspects of the funding norms, advice on sustainability and viability of both programmes and campuses. The findings of the study were communicated to the colleges and provinces were advised on measures to be taken to drive up efficiency. Colleges have been informed of the budgetary implications of the NC(V) for 2008 and it has been determined that there is sufficient funding at present to implement the NC(V) and phase out N courses.	
		Support provinces and colleges to implement new funding norms at NQF levels 2 & 3.	Oct 2007	Determine state of readiness to implement new funding norms and an implementation plan per college is developed.	A HEDCOM sub-committee on Finance for FET Colleges has been formed. The mandate of the committee was to investigate all matters pertaining to the implementation of the Funding Norms. A booklet which provides user friendly information on the implementation of the funding norms has been developed and distributed to the colleges.	
	A fully functional FETMIS is in place and data is captured and analysed against set targets.	Develop a set of indicators for system performance and FETMIS specifications.	July 2007	Data sets and formats are finalised for setting report requirements from colleges.	A draft proposal on the indicators and data requirements has been completed. An interim procedure for the data collection process to be made by means of electronic media has been put in place until the new MIS and connectivity requirements have been met.	
		Inform colleges of data requirements and support the adaptation of current college systems to generate set data.	Oct 2007	College MIS are adapted to produce the specified data sets.	The Department has worked with the CINOP/Nuffic Project to determine MIS requirements in Colleges. A tender for the provision of MIS software was advertised and 6 bids received. Bids were assessed in	

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To regulate private institutions that offer full qualifications in the FET Band	Publish a National Register of private FET institutions. Evaluate applications for registration and issue certificates of registration.	Test system capability.	Dec 2007	Colleges produce reports on demand of set data requirements.	The development and implementation of MIS has been rescheduled for June 2009. In the interim electronic data capturing tools will be used to collect data as and when required. The snap survey instrument has been issued for completion by colleges.	January 2008 and 2 vendors appointed. The proof of concept is being implemented at 3 colleges by 2 vendors who were identified during the tender evaluation process.
		Annual data sets are submitted to the Department, verified and analysed.	Feb 2008	Draft report on performance against 2006 targets completed.	This data is only due after 6 April 2008.	
		Annual draft report consulted with provinces	Apr 2008	Annual report is complete and submitted for Departmental approval.	Activity due in April 2008.	
		Draft new regulations for the registration of private FET colleges.	Nov 2007	Gazette Regulations, Forms and Guides.	New regulations were published in the Government Gazette No. 30 550 on 7 December 2007. Forms and the Guides were published in separate Government Gazettes on 5 February 2008.	
		Evaluate applications and publish names of successful applicants in the Gazette.	Dec 2007	Gazette names and qualifications of registered private FET colleges.	Evaluation of applications received after 30 May 2006 has been completed. National Register of Private FET has been published on the DoE website and the List of Applicants. In the process of finalising applications that were placed on extension.	
		Conduct a workshop to prepare private colleges for monitoring and evaluation.	Feb 2008	Report on the workshop of private FET Colleges.	No progress has been made in this regard. The workshop has been rescheduled for July 2008.	New regulations were published late for commencement with preparations early.

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To conduct credible assessment and quality practices in FET/GET schools and colleges		Advocate for and raise public awareness about the registration process.	April 2007 - March 2008	Monthly report on advocacy and public awareness	Radio interviews were conducted with two regional SABC radio stations and five community radio stations. A follow-up interview with Lesedi FM was conducted. Advertisement placed in the print media and DoE website.	
	High-quality and error-free question papers are set for the 11 national subjects for the Senior Certificate examinations for 2007.	Prepare error-free, high-quality examination papers for 11 national subjects for the Senior Certificate in 2007.	June 2007	Examination papers for the 11 national subjects for 2007, externally moderated and distributed to provinces.	A total of 38 question papers for the supplementary examination (May/June 2008) were set and approved by Umalusi. The question papers were edited, quality assured and distributed to PEDs on 31 January 2008. Question papers have been adapted and are in the process of being brailled for special schools.	
	Examiners and moderators are trained and set Grade 11 examinations for internal marking.	Follow-up training session for examiners and internal moderators.	Apr 2007	Examiners trained and ready to set the Grade 12 NSC examinations.	The training session for provincial examiners has been amended to take the format of a review session with provincial examiners after the provincial question papers have been set. This review session is scheduled for May 08. Training of examiners by internal and external moderators as well as DoE professional staff is ongoing.	
		Setting of exemplar papers and national question papers for Grade 11 and Grade 12 (NSC).	June 2007	Exemplar papers set for all 28 subjects distributed to PEDs.	All Grade 12 exemplars (100 question papers) were set, and approved by Umalusi and thereafter edited and quality assured. Eighteen (18) question papers were forwarded to four internal assessment bodies for evaluation in terms of their comparability with internal standards. These exemplars were distributed to PEDs by end November 2007. The remaining Grade 12 exemplars,	

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					i.e. Second Additional Languages, were released to PEDs on 25 January 2008. All exemplar question papers were adapted for braille. Examination Guidelines for selected subjects were also released to PEDs in January 2008.	
			Nov 2007	National question papers for subjects (Grade 12) externally moderated and ready for distribution to PEDs.	78 of the 108 question papers have been externally moderated and 72 have been approved. The remaining 30 question papers are at various stages of moderation. 11 of these question papers have been adapted for braille. 60 question papers for the March 2009 examination have been set and 35 have been internally moderated.	
		Generation of question papers for all Senior Certificate subjects, post 2007.	8 March 2008	All question papers for the Senior Certificate set and externally moderated.	The question papers set for the 2008 NSC supplementary examination were finalised in the second quarter, and will be used for the 2008 May/June examination. The IT system for the generation of question papers post 2008, is at a stage of finalising the specifications.	
	No schools with pass rates below 20% in the Senior Certificate Examination.	Monitor and co-ordinate the implementation of the NSLA to ensure that no school performs below 20% in the 2007 examination.	April – March 2008	Integrated strategy for learner attainment implemented, with no school performing below 20%.	The 2008 NSC examinations timetable has been developed and distributed to all provinces.	
					All schools that performed below 20% in the 2006 examination were visited by the National and provincial monitoring teams. NSLA is driving improvement programmes across all levels in the system. A successful partnership with the National Youth Service has been established.	
					A comprehensive analytical report on the impact on the NSLA during 2007 was produced and distributed to HEDCOM and CEM. The NSLA	

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					<p>priorities for 2008 and the monitoring instruments were reviewed at the IPEC/NSLA Lekgotla held on 14-16 January 2008. At this meeting a need for intensive monitoring and support was stressed. Also in that meeting a partnership with the NYS was strengthened. Subsequent to that meeting a total of 50 schools (particularly the under-performing schools) were visited in all the provinces. The visits to schools was also integrated with a greater advocacy of the NYS programmes in all provinces to determine the extent at which the NYS programmes could be integrated into the NSLA plans. A comprehensive NSLA quarterly report has been produced and presented to the CEM.</p>	
Five credible examinations are conducted for General Studies and Natural Science Studies. High quality, error-free examinations are set for all NC(V) Level 2 subjects.		Appointment and training of examiners for NC (V) Level 3.	April-May 2007	Examiners and Internal moderators appointed and trained.	Examiners started setting exemplar papers for NC (V) Level 3 during the third quarter. Some of the examiners of Level 2 were promoted to set NC (V) Level 3. New examiners for NCV Level 3 were appointed. Examiners and moderators who resigned in NCV Level 2 were replaced through interviews, and the process was finalised by end-January 2008.	
		Setting of exemplar papers for level 2 and distribution of these question papers to Colleges.	Apr 2007	Exemplar papers set and distributed to colleges.	Exemplar question papers for all 11 programmes have been set and furnished to FET Colleges. Exemplar question papers were set for both Level 2 and 3 and also dispatched to FET Colleges on 31 March 2008.	ISATs will be finalised and dispatched to FET Colleges by 9 April 2008. ISATs and ICASS were moderated by CD-EMAPE in all nine provinces during October 2007. The DoE

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					monitored the moderation of the portfolios together with the Umalusi moderators. All monitors/moderators were satisfied with the process and made recommendations for improvement. The marks and results were accepted during the standardization process by Umalusi. Exemplar question papers were set for both Level 2 and 3 and also dispatched to FET Colleges on 31 March 2008. ISATs will be finalised and dispatched to FET Colleges by 9 April 2008.	
		November Level 2 question papers and distribute to FET colleges.	May- October 2007	Question papers set, edited and distributed for examinations to Colleges.	A total of 124 question papers for the November 2007 and March 2008 NC(V) examination were set and moderated. The November 2007 Level 2 question papers (62 subjects) were moderated by Umalusi, edited and quality assured. All NC (V) Level 2 question papers were printed, packed and distributed timely to all FET Colleges for the November 2007 examination. Capturing of ISAT and ICASS marks after the moderation process was finalised.	
		Conduct FET college examinations- February (supplementary) April, June August and November examinations.	April – March 2008	Six credible examinations conducted.	The rescheduled General Studies and Natural Studies examination that took place during August 2007 have been successfully conducted. All candidates were issued with results on time. The April 2007 Natural Sciences and June 2007 General Studies examinations have been successfully conducted and all candidates resulted on time.	

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					<p>The General Studies, Natural Studies and NC (V) examinations that took place during November 2007 have been successfully conducted. 206 631 General studies, 292 137 Natural Sciences and 26 451 NC (V) Level 2 candidates were resulted on time.</p> <p>The General Studies (NSC/N3) and NCV Level 2 supplementary examinations were conducted successfully in March 2008. 62 question papers were written for NCV Level 2. All candidates were resulted on time.</p>	
		Monitoring the conduct and the marking process.			<p>The above mentioned examinations were monitored and no serious irregularities were reported were reported by FET Colleges. Provinces and the DoE monitored in nine provinces as 2007 was declared a "year of marking". National Certificate (Vocational) was marked in nine centralized marking venues, and this was a first in the FET College sector. This quality assurance of marking was declared fair, reliable and credible by Umalusi. It was noted that many candidates registered for the examination, however they did not sit for examinations.</p>	
		Capturing the marks and the term marks.			<p>Capturing of exam marks and term marks for the June/August 2007 examination was successfully achieved. Mark sheets for the NC (V) programmes were developed and distributed to FET colleges for mark capture.</p> <p>Capturing of approximately 3 million examination marks and term marks for</p>	

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		Standardization and resulting.			<p>the November 2007 examination successfully achieved.</p> <p>On 17 December, the DoE held a pre-standardization meeting attended by all nine provinces. On 18 December, the standardization meeting was held with Umalusi together with the provincial representatives. Umalusi accepted most of the proposals and recommendations made by the Department of Education. The Umalusi statisticians managed the standardization of the National Certificate (Vocational) Level 2 which was done for the first time. The results were accepted by Umalusi and the DoE.</p> <p>February / Supplementary examinations; there is no standardisation as this examination has been discontinued and rescheduled for May/June each year.</p>	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

The Social Cohesion in Education Branch will champion the right of all citizens to quality education, by promoting social transformation, social justice and cohesion, as well as national identity in the education system. The Branch will also ensure that educational institutions embrace the democratic values enshrined in the Constitution of the Republic of South Africa.

To realise this broad aim, the Branch will focus on:

- (a) Promoting health and wellness, healthy lifestyles and a change in risky behaviour amongst all learners and employees (educators and non-educators) within the education system.
- (b) Coordinating and monitoring the implementation of the National School Nutrition Programme (NSNP), including social mobilisation for food gardens, and the economic activities associated with the NSNP in all schools participating in the NSNP.
- (c) Promoting equity in education by implementing and co-ordinating department-based programmes to address exclusion on the basis of race and gender within the education system.
- (d) Monitoring the impact of social transformation on social cohesion in institutions of learning, including issues related to non-racism and non-sexism, the role and place of family, value systems, national identity, and moral regeneration.
- (e) Synergising, coordinating and monitoring the implementation of quality education programmes in rural communities and in the presidential nodes.
- (f) Ensuring quality access to, and promoting increased participation by all learners in the curriculum and school enrichment programmes, as well as quality ABET programmes for adult learners.
- (g) Collaborating with relevant departments and stakeholders in social crime prevention, and in the creation of safety nets for orphaned and vulnerable children (OVCs).

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS	
GENDER EQUITY							
To develop, coordinate and monitor the implementation of the comprehensive National Plan for Gender Equity.	Implementation plan and communication strategy on Gender Equity in Education developed.	Organise a colloquium on Gender Equity in Education.	May-June 2007	Report of the colloquium is made available.	Colloquium was de-emphasized. However, emphasis was put on the drafting of a National Gender Equity Plan. Discussed at Inter-branch meeting in Feb. Development continued.	The draft framework has been developed and will be further developed under the leadership of new Director.	
	Implementation of the guidelines on learner pregnancy in public schools, with monitoring in schools with high prevalence of learner pregnancy.	Conduct an audit on the prevalence of learner pregnancy in public schools.	July 2007	Audit report is available and disseminated.	Discussion has continued with UNICEF about possible learner pregnancy study in 2008. Initial study would be short desktop analysis of existing known data.	New terms of reference for possible learner pregnancy study in 2008 developed with UNICEF support.	
	Implementation plan and communication strategy for framework to address gender-based violence have been developed.	Print and distribute Learner Pregnancy Guidelines to provinces, districts and all schools.	June 2007	Implementation of the Guidelines on Learner Pregnancy is continuously monitored in all public schools.	Public school communities are trained on "Open your Eyes".	The Measures were discussed and approved by CEM in June 2007. Schools have been provided with copies of the Measures.	Further copies of the Measures have been printed to support 2008 Implementation Plan .
	Guidelines for the prevention and management of sexual harassment and violence are broadly consulted and	Train district officials, SMTs, SGBs, educator and RCLs on "Open your Eyes" – a module to address gender-based violence.	Sep 2007	Public school communities are trained on "Open your Eyes".	Guidelines for the prevention and management of sexual harassment and violence are broadly consulted and	Workshops to train 180 district officials, SMTs, SGBs, educator and RCLs on "Open your Eyes" – a module to address gender-based violence were conducted for all provinces in February 2008.	Workshops took place in February 2008.
	Guidelines for the prevention and management of sexual harassment and violence are broadly consulted and	Develop and consult on the guidelines for the prevention and management of sexual harassment and violence in public	July 2007	Guidelines for the prevention and management of sexual harassment and violence are broadly consulted and	Guidelines were approved at the CEM meeting held on 25 February 2008.	The document has been prepared for printing and an implementation plan for 2008 developed.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS	
To monitor and report on targets set for gender parity and equality at all levels of the system.	approved.	schools.		approved.			
	400 schools per province have established sustainable and vibrant GEM/BEM Clubs, including all Dinalledi schools.	Facilitate the upscaling of Girl Education Movement (GEM) / Boys Empowerment Movement (BEM) clubs at school level.	Dec 2007	200 new schools per province have established sustainable and vibrant GEM / BEM clubs.	1137 clubs were established in all provinces. Provinces gave an indication of how many GEM and BEM Clubs there are currently. See your performance indicator.	A database of schools with GEM clubs is being established.	
	An increase in the intake, retention and output of girl-learners in higher grades, especially in Mathematics, Science and Technology offered at the Dinalledi schools.	Evaluate the effectiveness of GEM and BEM clubs.	Jan 2008	Report on GEM and BEM finalised.	The Guidebook has been finalised.	Awaiting approval for layout, design and printing.	
	An increase in the intake, retention and output of girl-learners in higher grades, especially in Mathematics, Science and Technology offered at the Dinalledi schools.	Develop programs to encourage the participation and retention of girl-learners in gateway subjects in higher grades.	Sep 2007		An increase in the registration, retention and the completion of studies by girl-learners in the <i>Dinalledi</i> schools is observed.	Implementation to start in April 2008.	
	Monitoring and annual compliance reports from provincial and national DoE are available.	Compile a report on mentorship programme on gateway subjects for girl-learners in identified companies.	Feb 2008			No progress in this area.	
	Gender policies and strategies for girls empowerment developed at school level.	Develop programmes to empower schools to develop, implement and monitor gender policies at school level.	Sep 2007		Gender policies developed at school level.	No progress in this area.	
	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are	Develop a report on compliance with of the national and international instruments on gender	Mar 2008		Annual reports on the implementation of national and international protocols (EFA, MDG, CSW,	Ongoing, as requested.	
							Planning for career guidance project with NYS has taken priority over other programmes in this period.
							Not prioritised in this period.
							No specific reporting required in this period.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORM-ANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	available.	imperatives.		OSW) are available.		
RACE AND VALUES						
To ensure that all education institutions promote non-racism and equality in their ethos, policies and practices.	SGBs in 5000 public schools have policies in place on how to govern schools in relation to non-racism and equality.	Conduct three workshops each in the Northern Cape, North West and the Free State to assist school governing bodies (SGBs) to govern schools in relation to the values of the Constitution.	Mar 2008	300 schools have policies in place to govern schools in relation to the values of the Constitution.	Two SGB workshops were held in the Free State, two in the North West and 1 in Gauteng. The workshops reached around 300 schools.	Activity has been completed.
	Provincial and district structures are in place to support the implementation of the Strategy.	Conduct three national racial integration workshops for provincial and district officials to support the intervention teams.	Sep 2007	Provincial and district structures in place to support the implementation of the Strategy.	Four workshops have taken place in Free State, two in Northern Cape, three in Gauteng and two in North West. Provincial structures have been established in Free State and Northern Cape. The other two provinces are busy setting up workshops.	Activity has been completed.
		Assist all districts to establish racial integration intervention teams.	Sep 2007	Intervention teams consisting of national, provincial and district officials are set up and trained to deal with racial incidents. All district managers are trained to implement the Racial Integration Strategy.	Intervention teams have been established in the Free State, Northern Cape, Gauteng and the North West. The remaining five provinces will have to be trained in the next financial year.	District managers in Free State, Northern Cape, Gauteng and the North West have been trained. A total of 30 district managers have been trained.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	An instrument to monitor compliance with the values of the constitution is developed.	Conduct a baseline study to determine the extent of desegregation in schools. Finalise a values monitoring report.	Nov 2007 Mar 2008	A racial desegregation baseline is established. A values monitoring report is prepared and provided to the Minister.	This activity has been emphasised. All provinces are using the revised template.	This activity has been reviewed. The activity has been slowed down.
To ensure that all teacher development programmes prepare teachers to teach in a manner which promotes the values of non-racism and equality.	National Seminar hosted on Whole School Development on Values and Human Rights to reflect on lessons of the Whole School Development pilot project. A Whole School Development manual is distributed to 5000 schools.	Host a Whole School Development seminar. Finalise a Whole School Development manual for schools and districts.	Jun 2007 Sep 2007	The Whole School Development Model on Values and Human Rights is piloted in ten schools each in Mpumalanga and the Western Cape. A Whole School Development Manual is distributed to all schools.	Sonke Consulting has finalised the evaluation report. The seminar was held on 1 December 2007. The report has been made available to all nine provinces and the 20 participating schools. This activity has been de-emphasised.	This activity has been completed. The Flemish funding cycle has come to an end. This activity has been de-emphasised in this financial year due to a shortage of funds. Donor funding for this initiative did not materialise.
To promote social cohesion and a national identity through celebrating unity in diversity within a South African and broader	Support materials for teachers to an additional 500 schools in selected districts, enabling successful teaching of values and human rights across the curriculum. Greater awareness amongst trained youth on their role as responsible citizens.	Extend the Exploring Humanitarian Law (EHL) module to an additional 10 schools. Conduct three constitutionality workshops in three provinces for teachers and learners, in partnership with	Mar 2008 Sep 2007	Ten more schools implement the EHL programme. Greater awareness amongst trained youth on their role as responsible citizens	The monitoring report has been completed and was presented at the provincial school safety meeting. All nine schools have started with the implementation of the programme. Nine youth camps were conducted, 1 per province reaching 200 learners and 27 educators per province.	It is clear that more support is necessary to ensure that the programme implementation is a success. A ministerial address to learners on DVD will be shown at all the camps.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
continental identity.		Constitution Hill.				
	All schools in the nodal areas raise the National Flag and learners sing the National Anthem.	Coordinate the installation of flags in an additional 2000 schools in partnership with the Department of Arts and Culture.	Mar 2008	The Flag in Every School Project reaches 2000 more schools.	This activity has been successfully completed. A total of 2000 flags were installed nationally.	A new tender to install an additional 5000 flags will be issued by DAC.
	Training of provincial and district officials to mediate the usage of the National Symbols in schools conducted in five remaining provinces.	Conduct capacity-building workshops on National Symbols for district and provincial officials.	Sep 2007	Training programme for provincial and district officials finalised to mediate the usage of the National Symbols Booklets in schools.	Four workshops have taken place in Free State, two in Northern Cape, three in Gauteng and two in North West. A total of 200 officials were trained.	Activity has been completed.
	Youth from 565 schools facing high levels of crime recruited to participate in moral regeneration activities in their communities.	Facilitate workshops focusing on moral regeneration, values and human rights for youth, in partnership with the Moral Regeneration Movement and Amnesty International.	Sep 2007	Youth from 565 schools facing high levels of crime recruited to participate in moral regeneration activities in their communities.	Seven camps took place in December 2007 during the school holidays, and an additional two camps were held in March 2008, one in Northern Cape and one in Free State.	The activity has been completed.
	Support materials for teachers to an additional 500 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Produce Life Orientation support materials in partnership with Heartlines.	Sep 2007	Life Orientation support materials are produced.	Training in the use of Life Orientation materials completed in all provinces.	A values reader for Foundation Phase learners has been finalised and will be made available to primary schools in all the eleven official languages in the new financial year.
	Professional support effectively rendered to the Historic Schools Project.	Provide support to the Restoration of the Historic Schools Project.	Mar 2008	Professional support effectively rendered to the Historic Schools Project	The project was successfully launched on 2 November 2007 at Adams College Cabinet has also endorsed the project.	An official has been seconded to provide support to the project for six months.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
To focus on the rehabilitation of communities in line with TRC recommendations.	The lessons of the TRC are taught in schools and learners understand the significance of the TRC process, especially at FET level.	Produce learning and teaching materials on the TRC.	Dec 2007	Learning and teaching materials on the TRC are finalised	A seminar took place in Cape Town on 1 October 2007, to consider the first draft materials.	Final draft materials have been completed.
	Implementation of the guidelines for the rehabilitation of communities in line with TRC recommendations.	Coordinate consultations, drafting and gazetting of the guidelines for the rehabilitation of communities in line with TRC recommendations.	Sep 2007	Guidelines for the rehabilitation of communities in line with TRC recommendations are approved	A list of qualifying applicants has been provided to NSFAS for payment to institutions. A total of 20 students were provided with assistance at institutions ranging from schools to universities.	NSFAS will make payments to the relevant institutions.
RURAL EDUCATION						
To ensure access and retention of learners in rural and farm schools	A comprehensive plan on rural education, based on the report of the Ministerial Committee on Rural Education, has been developed.	Organise a colloquium to finalise norms and standards for rural education.	Sep 2007	A colloquium on rural education has been coordinated.	The draft plan was further developed and tabled at a Senior Management meeting. The draft plan was subsequently discussed at an Inter-branch meeting and comments from all branches have been integrated into a further draft. At the advice of the Minister, the planned colloquium not takes place.	As part of consultation process, the draft plan will be discussed during a planned meeting with the Nelson Mandela Institute for Education and Rural Development. It is due to be finalised within the next quarter.
		Develop a national strategy for the mobilisation of out-of-school children in rural and nodal areas and farms to access education and support.			Sep 2007	The national recruitment strategy has been developed.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
					patterns and Branch G.	
		Ensure that Section 14 Agreements (SASA) on farm schools are finalized.	Aug 2007	Section 14 Agreements are finalized.	Draft guidelines to support provinces to finalise section 14 agreements have been developed and sent to the legal section for advice. Draft Guidelines on the merger and closure of small schools have also been developed and sent to the legal section for advice.	The documents have been sent to legal services to ensure compliance with relevant legislation.
To initiate sustainable partnerships with urban schools, community organisations, NGOs, private sector, and other organisations.	Partnerships with departments, urban schools, NGOs and other organisations have been strengthened.	Consult various farm and rural communities to strengthen partnerships.	Mar 2008	Partnerships with departments, urban schools NGOs and other organisations have been initiated.	Inter-provincial meetings were held in different provinces (Gauteng, Western Cape, and KwaZulu Natal (in February 2008).	Interprovincial meetings involve various relevant provincial stakeholders, and include invited stakeholders such as representatives of the Nelson Mandela Institute for Education and Rural Development.
HEALTH PROMOTION						
To coordinate and monitor the implementation of the framework on health and wellness in education.	Framework for health and wellness in education has been finalised and approved.	Rollout on site screening in 200 schools for the learners in Grade R – 4 of the nodal and farm schools.	November 2007	Approximately 5000 learners (Grade R – 4) in 200 schools nationally are screened for immunisation, vision, hearing, oral health, psychosocial issues and minor ailments.	The Lethimpilo campaign have reached out to approximately 20 000 learners in 411 schools. Also, a submission and plan on health promotion activities for 2008 have been developed and submitted.	Health screening will take place as planned in KZN, Northern Cape, Eastern Cape and Western Cape.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	Provision of strategic leadership in the implementation of the Peer Education, Care and Support Programme targeting Grade 6 – 12 in FS, MP, KZN and NW.	Provide strategic leadership and technical support in the implementation of the pilot peer education, care and support programme in FS, KZN, MP and NW in 100 schools (25 per province), 200 Peer Educators (50 per province) and 6000 beneficiaries (1500 per province).	March 2008	Strategic leadership and technical support provided in the implementation of the pilot peer education care and support pilot programme in FS, KZN, MP and NW in 100 schools (25 per province), 200 Peer Educators (50 per province) and 6000 beneficiaries (1500 per province).	Provincial Introductory workshops on peer Education were conducted as follows: Free State, 28 January - 01 February, 25 schools, 50 learners and 25 educators. Similar workshops took place in North West in March. A framework on monitoring and evaluation of peer education developed. All training material has been developed.	Training will continue in other provinces.
	Health promotions campaigns conducted and supported.	Organise and participate in health promotion campaigns.	April 2007, June 2007, Nov 20 07	Organized and participated in health promotion campaigns.	An activity aimed at prevention of drug use and abuse amongst learners (Ke Moja - Hip Hop) took place in Cape Town in March 2008.	Activities will continue in next financial year.
	Substance abuse guidelines implemented in schools.	Develop regulations and guidelines for drug testing.	Sep 2007	Training of the master trainers on the drug and substance abuse guidelines undertaken.	Education posters on the harmful effects of drugs and substance abuse have been distributed to all provincial offices. Draft guidelines for the management of substance abuse have been developed and are in discussion with the legal team and branch directorates for inputs.	Guidelines will be distributed to all schools as soon as they are available.
	Guidelines on drug testing implemented in schools with high cases of substance abuse.	Train master trainers on the drug and substance abuse guidelines in schools.	Mar 2008	Guidelines on drug testing for schools developed.	Draft Active Monitoring tool on drug use and abuse finalised and forwarded to the DDG for input.	The tools will be forwarded to the provinces after DoE has contracted a tender on the drug testing kits.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	A monitoring and an information management tool for health and wellness is developed.	Develop a monitoring and an information management tool for school health, educational support / auxiliary services.	Sep 2007	A monitoring and an information management tool for school health, educational support / auxiliary services are developed.	Draft Passive Monitoring and Evaluation tool developed and forwarded to the DDG for input.	Tools will be distributed to all schools as soon as they are available.
		Distribute LSTM posters and brochures on health and wellness programme for the learners.	July 2007	Promotional materials on the wellness programme for learners distributed.	The 2008 school health calendar has been distributed to all schools nationwide.	In the process of developing the 2009 school health calendar.
To strengthen intra and inter-sectoral partnerships with NGOs, CBOs, FBOs and other organisations.	Collaboration with departments, NGOs and other organisations have been consolidated.	Strengthen partnerships with departments, NGOs and other organisations to promote health and wellness programmes.	Mar 2008	Strategic partnerships established and strengthened in the implementation of the health and wellness programme.	Partnerships have been strengthened with other departments.	More partnerships still to be established with other organizations.
	Implementation and reporting on national and international health and wellness protocols have been strengthened.	Report on national and international protocols.	Mar 2008	A report on national and international protocols is produced.	Partnerships have been strengthened with other departments.	More partnerships still to be established with other organizations.
NATIONAL SCHOOL NUTRITION PROGRAMME						
To contribute to enhanced active learning capacity through school feeding.	A national strategy to increase access to quality meals at schools serving the poorest communities is available.	Support the implementation and management of the National School Nutrition Programme at provinces.	Apr 2007 -Mar 2008	9 million learners in public primary schools have access to quality meals.	Provinces submitted signed business plans for approval which have been submitted for approval by DG. A conditional approval has been recommended on eight plans to revise the plans according to the new allocations.	Revised business plans will be submitted on 30 April 2008

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
To promote and support the implementation of food production initiatives in schools in order to improve household food security.	6000 food production projects are in place in nodal and other schools.	A proposal on expanding NSNP to secondary schools is finalized.	Sep-07	A proposal to expand NSNP to secondary schools.	The bid for expansion to secondary schools was not successful, however, funds were made available to extend feeding for all school days.	Feeding in Quintile 1, 2 and 3 will take place in all school days. Quintile 4 and 5 will be accommodated with any surplus and the equitable share.
		Develop a NSNP monitoring strategy.	Mar 2008	Approved framework document.	The Monitoring strategy has been incorporated in the NSNP draft guidelines.	
		Develop a draft framework on national guidelines for the implementation and management of the programme.	Mar 2008	Final framework document is approved.	The draft guidelines were presented to Senior Management and HEDCOM for approval.	Inputs from both Senior Management and HEDCOM will be incorporated for printing and distribution.
		Identify and assess the capacity of local Cooperatives to deliver NSNP services in provinces.	Mar 2008	Desktop information on local Cooperatives is compiled.	KPMG report presented to Provincial Managers and HEDCOM.	Recommendations by KPMG will be implemented and incorporated in the DoE business plan.
		Develop the capacity of NSNP monitors and Food Handlers on health, hygiene and food safety through training workshops.	Mar 2008	20 capacity building workshops with monitors and Food Handlers are conducted.	Eastern Cape and Gauteng workshops were postponed until the 2008/09 financial year.	Both Eastern Cape and Gauteng workshops to be conducted in the financial year.
		Train school communities in setting up and managing vegetable gardens.	Mar 2008	6000 food production projects are in place in nodal and other schools.	11 gardening skills workshops were held. 10 days vegetables production workshop was held for Vhembe and Mopani NSNP monitors by Matzvihandela FET College. 30 schools were visited to monitor food production progress. Two of these schools in Limpopo are introducing chicken rearing in their	To discuss the extension of the FET training for monitors to other districts in Limpopo.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	Provincial strategies to roll out food production projects in partnership with Food, Agriculture Organisation, government departments, NGOs and business sector are piloted in nodal and other districts.	To develop skills of provincial and district NSNP personnel to implement, manage and monitor the Sustainable Food Production projects in Schools.	Mar 2008	A provincial implementation plan to roll out food production projects in partnership with Food Agriculture Organisation, government departments, NGOs and business sector are piloted in nodal and other districts.	First draft of the National Guidelines were discussed by food production officials in the interprovincial meeting held in February 2008.	The draft document will be discussed with other stakeholders for input.
	Report on provincial NSNP models which stimulate local economy is available.	Research NSNP models that stimulate local economic activity in provinces.	Mar 2008	Desktop information on provincial NSNP models which stimulates local economy is compiled.	The Department of Agriculture - International Relations has not responded on the FAO agreement. There is no progress in this project.	No progress.
	A national strategy to improve the role of parents and teachers in promoting good	Develop a draft guideline document for SGBs and SMTs on promotion of good	Apr 2007	A guideline document is approved.	Report presented to Provincial Managers and HEDCCOM	Recommendation on the procurement models will be discussed in the inter-provincial meeting and FUEL Trust will further provide a systems description on provincial models.
To strengthen nutrition education for school-communities.					Report presented to Provincial Managers and HEDCCOM.	Recommendation on the procurement models will be discussed in the inter-provincial meeting and

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	nutrition and healthy lifestyles among learners is available.	nutrition and healthy lifestyles for school communities.				FUEL Trust will further provide a systems description on provincial models.
		Develop the capacity of SGBs to promote good nutrition and healthy lifestyles for school communities through training workshops.	May 2007 to Mar 2008	9 provincial workshops are conducted.	Posters in English and Afrikaans were developed and printed for delivery to DoE. 9 workshops that promote good nutrition and healthy lifestyles for school communities were conducted to strengthen nutrition education.	The remaining languages will be printed in the new financial year. More workshops have been planned and will be conducted in the new financial year.
		Develop and distribute Learning and Teaching Support Materials for nutrition educators.	Mar 2008	LTSMs are developed and distributed to provinces.	140 400 posters in English and Afrikaans were developed and printed for delivery to DoE. The posters were delivered in April 2008.	More workshops have been planned and will be conducted in the new financial year.
		Develop and distribute Learning and Teaching Support Materials for nutrition educators.	Mar 2008	82 000 intermediate phase booklets, 42 000 playing cards and 71 000 charts that convey messages on healthy lifestyles for use in the classroom by nutrition educators are distributed to all public schools.	No progress on provincial distribution. 140 400 charts were developed, printed and distributed to provinces in April 2008.	All provinces have incorporated the distribution of material in the 2008/9 business plans. Material will be distributed in the 2008/09 financial year to all provinces.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
		Identify and facilitate collaboration with partners that focus on educational programmes that target young people and promote nutrition and healthy lifestyles issues.	June 2007	Healthy lifestyles and NSNP topical issues are accommodated in existing programmes of identified partners e.g. Soul City and Beyond the Classroom.	<p>The material has been printed and ready to be delivered to DoE 7 April 2008 for distribution to provinces.</p> <p>Interviews will take place on 7 April 2008.</p>	<p>Material will be distributed in the 2008/09 financial year to all provinces.</p> <p>The responsible official will assume duty on 1 June 2008 to drive collaboration with other stakeholders and SABC.</p>
SCHOOL SAFETY AND ENRICHMENT PROGRAMMES						
To develop, coordinate and monitor the implementation of the framework for school enrichment programmes.	Framework for school enrichment programmes is approved and published.	Finalise the framework on school sport.	Sep 2007	The framework on school enrichment is approved and published.	The draft School Sport Policy Framework was reconceptualised and has been finalised and approved in principle by NACOC. The document was tabled for discussion at Senior Management in March 2008, and was approved for a presentation at the Ministerial Management meeting.	Awaiting feedback from Senior Management to initiate the standard consultation route.
		Develop an implementation plan and communication strategy on school sport.	Sep 2007	An implementation plan and communication strategy on school sport is finalised.	The current impasse being experienced between Education and SRSA in the NACOC structure has put a halt to all consultations on school sport.	Once feedback has been received from the Senior Management this process will be initiated.
		Finalise the framework on physical education.	Sep 2007	The framework on physical education is approved and published.	The draft School Sport Policy Framework has been finalised and caters for the training of PE teachers as part of the	The training of PE teachers can occur parallel to that of sports coaches.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
		Develop an implementation plan and communication strategy on physical education.	Sep 2007	An implementation plan and communication strategy on physical education is finalised.	Educators in schools participating in the School Sport Mass Participation Programme (SSMPP), rolled-out in collaboration with Sport and Recreation South Africa have been trained. Consultations with identified Higher Education Institutions on the training.	Impact of training of educators provided through the SSMPP needs to be assessed. Mass training will occur as part of the implementation of the Policy Framework for School Sport and the Framework for Physical Education.
To incorporate school enrichment programmes as part of teachers development strategy.	Accredited INSET programmes on school enrichment programmes are introduced in 2000 identified public schools.	With the assistance of Branches G, F and H, as well as relevant HEIs accredited INSET programmes are developed.	Sep 2007	Accredited INSET programmes on school enrichment programmes are offered by identified providers.	Educators were trained in fine arts; school sport training management. Mass training for educators is delayed by the signing of the MoU by the Department of Arts and Culture.	DAC has yet to respond to the agreement signed by Education and submitted to DAC for consideration and approval.
	The delivery of Arts and Culture and Life Orientation learning areas in the FET Band has been strengthened.	Coordinate, manage and monitor capacity-building programmes for educators as coaches, trainers, technical officials, managers.	Mar 2008	Capacity building programmes for educators are in place.	PE training workshops were presented at central venues in each of the 9 provinces during Jan-Feb 2008. A total of 280 Life Orientation subject advisors were trained.	Mechanisms need to be found to avoid the use of the cascade model as many subject advisors are not suitably experienced to train teachers in this component of the curriculum.
To coordinate the implementation and monitor the national and international school enrichment programmes.	National programmes that promote mass participation in school enrichment programmes are introduced to farm and nodal areas.	Coordinate, manage and monitor a variety of national programmes that promote mass participation and physical activity.	Mar 2008	National programmes that promote mass participation and physical activity are introduced in 2000 identified schools.	Planning has started for the National Choral, Language and Indigenous festivals to be hosted in the 2008/09 financial year. Participation rules have been developed and/or finalised for the Choral Eisteddfod and the Language Festival.	Shortage of staff is a challenge. Need to consider appointment of an events manager to ensure that the national events take place.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
	School Safety framework, its implementation plan and communication strategy have been approved and published.	Finalise the School Safety Framework.	Mar 2008	Framework developed, consulted and approved.	The draft guidelines were refined after an intra-Branch discussion. The approval of the guidelines is earmarked for the 2008/09 financial year. Roll-out of the first phase of the Ministerial Intervention Project to create safe and caring schools completed.	Document must still undergo final round of editing.
		Roll-out the <i>Hlayiseka</i> : Early Warning System in 585 schools identified with high prevalence of crime and violence	Mar 2008	<i>Hlayiseka</i> : Early Warning System: Be aware – Take Care implemented in 585 with the highest levels of crime and violence.	CJCP has continued with the <i>Hlayiseka</i> training in the 585 project schools during Jan-March 2008 and will finish the training by May 2008. The Department has supported this training by printing and distributing 500 copies of each of the 4 booklets to provinces.	Once the training has been completed in May 2008, provincial coordinators will be requested to submit reports on the process and to indicate how they will roll this training out to other schools.
		Monitor the implementation of the Sign Post for Safe Schools.	Mar 2008	Monitoring report is completed.	The implementation was focused on the 585 schools identified as presenting the highest levels of crime and violence. However, some provinces expanded the implementation to more than the provincial share of the 585 schools (65	A major challenge in this process is the allocation of dedicated provincial officials to School Safety to coordinate and oversee the implementation thereof.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
		Develop and implement safety plan targeted at 585 schools.	July 2007	Out of the 585 high crime prone schools, the number of schools located within the 169 priority areas has been identified and are supported.	The Ministerial Intervention Project was extended to the installation of the CCTV systems in 3 of the 9 schools. Matching the 585 schools presenting high levels of crime and violence needs focused attention.	A database of the 585 schools needs to be established as a matter of urgency.
		Establish School Safety Committees in 585 schools with level of crime and violence.	Mar 2008	Schools Safety Committees have been established in 585 schools with high levels of crime and violence.	Provincial Coordinators reported on the establishment of School Safety Teams at the quarterly meeting. Reports do not reflect numbers and provinces have been requested to report in numbers in future to give an accurate picture of the situation.	Provincial databases need to be established as a matter of urgency.
		Develop, consult and finalise a national Template for a Code of Conduct for Learners in public schools.	July 2007	Template have been finalized.	Document refined after intra- and inter-Branch discussions. Provincial inputs were also incorporated into the document. Final approval is envisaged in the 2008/09 financial year.	Document must still undergo final round of editing.
	A national audit on schools with the high prevalence of crime and substance abuse has been finalised.	Extend the national audit on high prevalence of crime and violence to all public schools.	Mar 2008	A National audit on the prevalence of crime and violence in public schools has been conducted.	Report tabled at CEM during 2008 and implications extracted.	The final report was submitted to the Department and UNICEF. A report of supplementary study by CJCP will be release early in April 2008.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
ABET To expand provision of Adult Basic Education Training formal programmes.	Review ABET programmes.	Conduct a review of ABET qualifications.	July 2007	Revised ABET Qualifications presented for approval.	The Committee has held a further two meetings on 12 January 2008 and 28 March 2008.	The Directorate has developed internal document on the review of: The ABET Act, the curriculum, Educator qualifications and public adult learning centres.
		Conduct a review of ABET programmes.	Sep 2007	Revised ABET Programmes, in line with revised Qualifications, presented for approval.	A report was submitted to the Minister indicating progress as well as a request for an extension. The Minister noted the report and extended the work of the Committee to 30 May 2008. In order to speed up the process for the development of the Green Paper, an editor and a technical expert were employed to assist with the work of the Committee.	
		Conduct a review of Public ABET Learning Centres.	July 2007	PALC review strategy document presented for approval.	The following draft documents have been developed by the Committee: 1. Qualifications and Curriculum- contribution to problem statement for Adult Education Green paper 2. Problem statement around the current funding of ABET 3. Governance and Mangement in Adult Education and Training. 4. Adult Educator Qualifications, provision	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
To expand provision of basic literacy for adults.	An implementation plan and communication strategy for the mass literacy strategy developed.	Conduct a review of ABET educator qualifications.	Sep 2007	Revised ABET educator qualifications presented for approval.	and Conditions of Service 5. The broad policy and legislative environment. In addition to the papers above, the Committee decided on the format of a report framework. Additional work including the refinement of the draft papers would be based on the report framework.	
		Conduct a review of the ABET Act and make recommendations.	Mar 2008	Review conducted and ABET Act recommendations presented for approval.		
		Align reviewed programmes to policy, institutional and qualifications redesign.	Mar 2008	A proposal on a coherent ABET system presented for approval.		
		Support the development and implementation of a literacy plan.	Mar 2008	Support strategy document and reports on progress within the literacy campaign available.		The evaluation of readers has been shifted to the new financial year. A major challenge will be to maintain momentum in the campaign as funds allocated are not yet pitched at the estimated maximum required for full implementation from 2009 onwards.
					Materials development has been completed. Materials are being printed and distributed to sites around the country. 100 Master Trainers have been trained and through a cascade model, 2000 Supervisors and 20 000 Volunteer Facilitators are being trained. A campaign CEO has been appointed, office space for the campaign is being procured and a company to provide Project, Human Resource, Financial and Procurement	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
To implement, coordinate and monitor the norms and standards for funding of ABET programmes.	Implementation of the norms and standards for the funding of ABET programmes in 500 PALCs and accredited ABET centres.	Finalise and develop an implementation plan for the norms and standards for funding of ABET Centres.	Mar 2008	Implementation plan for the norms and standards presented for approval.	<p>The Norms and Standards for Funding Adult Learning Centres was gazetted as funding policy on 14 December 2007. A number of documents were developed:</p> <ol style="list-style-type: none"> 1. A draft implementation plan was developed and engaged with at the HEDCOM sub-committee on Finance. 2. Draft provincial state of readiness questionnaire developed. 3. A draft certification checklist was also developed. 4. Draft regulations for funding private adult learning centres were developed and need to be tabled at the workshop with Provincial ABET representatives. 	Draft documents to be tabled at HEDCOM subcommittees as well as at HEDCOM
	Implementation of the conditions of service for all ABET practitioners.	Finalise and develop an implementation plan for the conditions of service for ABET educators.	Mar 2008	Implementation plan for the conditions of service presented for approval.	No further movement in this area as this activity will be influenced by the Green Paper process.	The finalisation of this activity will be influenced by the Green Paper process.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS
To facilitate the development of appropriate learning and teaching support materials (LTSM) for ABET programmes.	Catalogue of appropriate LTSMs for ABET programmes is in place	Develop a catalogue for the provision of LTSM in ABET programmes.	Oct 2007	Approved ABET catalogue distributed to all provinces.	A draft catalogue has been developed but not finalised.	The review of the curriculum and assessment has implications for the finalisation of this activity.

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 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, 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 will be 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 will be 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. Internationalisation of higher education. The focus will be on 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 will 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 will be 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 will be accelerated.
7. Monitoring and evaluation of the higher education system (including equity, access, diversity and outputs). Particular emphasis will be placed on the evaluation of the restructuring process, in order to assess the extent to which policy objectives have been met. Projects will also be undertaken to strengthen systemic and institutional performance indicators.

PROGRAMME 6: HIGHER EDUCATION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
1. To provide regulatory support for the higher education system.						
1.1. To ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy.	Amendments to the Act, institutional statutes and regulations approved and gazetted.	1.1.1 Review and publish institutional statutes for merged institutions viz UFS, TUT, UJ, UL, NMMU, CPUT and WSU	Mar 2008	Draft amendments approved and gazetted.	Statutes of TUT and NMMU were approved by Minister and gazetted. The WSU and UFS statutes were reviewed and returned to the institutions for amendments.	This activity has suffered since the resignation of the ASD responsible in Sept 2007. Two offers have been made to fill the position and on both occasions the incumbents resigned within three weeks and one week respectively. The position will be advertised in the first quarter of the new financial year.
		1.1.2 Review and publish revised Higher Education Act in line with the NQF review	Mar 2008	Draft amendments approved and gazetted.	A draft report on an evaluation of the implementation of the regulatory framework was finalised and presented to the Minister.	
		1.2.1. Develop draft NQF Bill in preparation for submission to Parliament.	Mar 2008	Draft bill is approved for submission to parliament.	The NQF Bill had been drafted and passed through stakeholder consultation processes and comment. Comments have been incorporated into the NQF Bill and the Education Amendment Laws Bill and the Bills have been finalised and submitted to the Minister for presentation to Cabinet.	The challenge on this project is to have the Bill passed through parliament before the end of the financial year.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
1.2 Assessment of registered Private Higher Education Institutions for compliance with Regulations	Outstanding evaluations completed	1.2.1 Evaluations conducted and finalised by the Registrar	Dec 2007	Completion of outstanding evaluations.	Eight applications for registration screened and evaluated. Of these, three have been finalised and institutions registered. 7 applications were assessed and evaluated for compliance with Regulation 33. 13 applications for Amendment of programmes, site of delivery, legal name/company were finalised. A draft report on an evaluation of the implementation of the regulatory framework was finalised and presented to the Minister on 31 March 2008.	
1.3. Provide an appropriate policy framework for programmes and qualifications in higher education.	PQM continuously refined for all higher education institutions and approved by the Minister.	1.3.1 Administration and regulation of the Programme Qualification (PQM) of higher education institutions.	Ongoing	PQM aligned with the approved vision and mission of all higher education institutions.	Approvals completed and institutions were informed on whether their programmes were approved and could be submitted for accreditation. Once accreditation granted, institutional PQMs were updated accordingly.	Qualifications approved and accredited during the financial year updated on the PQMs. In the first cycle 49 applications were received and 39 approved in June 2007.
2. To provide academic and research support to the higher education system						
2.1 To develop and maintain appropriate policies for enhancing the academic performance of higher education institutions.		2.1.1. Draft the policy for teaching development grants.	Mar 2008	Policy and procedures approved and gazetted by the Minister.	The task team has completed its discussions and is in the process of finalising its report to the Minister. The main thrust of the new policy is to strengthen teaching development in different institutions, for example, contact and distance through annual reporting on their pass rates and appropriately targeted funds.	A Task Team on Teaching Development was appointed in February 2007. The work of the Task Team has entailed: (i) reviewing the current method of calculating the Teaching Development Grant, (ii) considering which institutions should be eligible to apply for the funds; (iii) on which categories the funds can be utilised; and (iv) which

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
						mechanism should be used to distribute the funds. The Task Team has considered the questions and produced its third draft report which will be presented to the Minister of Education for her consideration.
		2.1.2 Draft the policy for the use of the clinical health training grant for higher education institutions.	Nov 2007	Policy approved and gazetted by the Minister.	The review committee is completing its work on determining the allocation and ways in which clinical health training funds can be used in the Faculty of Health Sciences of HE institutions. The Review Committee and its working group still has to complete a report regarding the future resourcing of health science faculties.	The Review Committee was established in March 2007. It has undertaken a substantial process into investigating: (i) clinical training and financial arrangements between health science faculties and provincial health departments; (ii) the capacity in relation to the space of health science faculties based on their current enrolments and graduate outputs; and (iii) the mechanism for allocating funds to health science faculties. The working group of the Review Committee still has a number of tasks such as costing studies to complete by June 2008.
2.2 To develop and maintain appropriate policies for enhancing the research output of higher education institutions.	Policies supporting research and academic performance are approved and gazetted.	2.2.1. Efficient implementation of the measurement of research outputs, for subsidy allocation.	Ongoing	Enhance the role of institutions research offices in administering and managing research output evaluate processes and procedures.	Evaluations of Research outputs of HE institutions were conducted and finalised. Based on the evaluations, the Research Outputs Report has been finalised and was approved by the Minister.	Each successful completion of research outputs cycle leads to improvement of the process for the next round. It is hoped that some of these improvements will have immediate bearing on the next cycle.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
		2.2.2. Draft the policy and procedures for research development grants.	Mar 2008	Policy approved and gazetted by the Minister.	The Task Team on Research Development Grants (RDGs) was appointed in June 2007, with a mandate to advise on generation and distribution of RDGs. The Task Team completed its research and is in the process of finalising its report.	
		2.2.3. Develop policy for the measuring of research outputs for the creative and performing arts.	Mar 2008	Policy approved and gazetted by the Minister.	Draft Terms of Reference have been developed and are being discussed for finalisation and submission to Minister for approval. Approved ToRs will be circulated to stakeholders for nomination of candidates for the Task Team.	Work on this project has been deferred to the 2008/09 financial year due to human resource challenges .
		2.2.4. Finalisation of the Higher Education Qualifications Framework (HEQF).	May 2007	Policy approved and gazetted by the Minister.	The HEQF policy was completed and gazetted in October 2007. Consultations in preparation for roll-out were held with Public/Private HE institutions, UMALUSI, the CHE, SAGA and HESA. The actual implementation of the policy is scheduled for January 2009.	
		2.2.5. Development of the transitional arrangement for the efficient implementation of the HEQF.	Mar 2008	Policy approved and gazetted by the Minister.	The HEQF was promulgated in October 2007. A Working Group was appointed comprising DoE, CHE and SAGA to develop a workplan as well as guidelines regarding transitional arrangements for policy implementation. Workshops regarding the policy were conducted for VCs of public & private institutions, Registrars, Institutional Planners and	The roll-out process marks the beginning of another phase of policy implementation.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
3. To provide institutional support to higher education institutions.						
3.1. To support councils in executing their fiduciary responsibilities.	Improved effectiveness of councils in governing higher education institutions.	3.1.1. Provide technical support for councils to improve cooperative and corporate governance.	Ongoing	Support provided to councils	Training Manuals for Councils were developed and distributed to all HE institutions. Workshops regarding the role of Councils were conducted for DuT and VUT as per request. Ministerial appointees to Councils were finalised for Wits, UCT, UWC, UP and CUT, UKZN, WSU, DUT, TUT and UCT. A Ministerial workshop with Council Chairs was held to provide feedback on the guidelines for annual reporting as well as feedback on the 2006 Annual Reports of institutions.	This is an ongoing activity of the directorate as requests are made as and when there are Ministerial appointees vacancies on Councils.
	Minister appoints competent appointees to Councils.	3.1.2. Establish and maintain a departmental database of current and potential council members.	Mar 2008	Database developed.	Identification of potential candidates commenced and nomination letters were sent to candidates informing them of their inclusion on the database. Database has been set-up, however not with much progress in terms of the identification of potential candidates.	Ongoing
	Improve the current monitoring framework for finances of higher education institutions.	3.1.3 Review current framework for monitoring finances of Higher Education Institutions.	Mar 2008	Revised framework approved and gazette.	The revised framework for monitoring the finances of HE institutions was developed. Minister approved the framework and this was gazetted in August 2007. All financial reports from 23 HE	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
3.2 To support higher education constituencies (student and staff) to enhance effective student governance and leadership in higher education institutions.		3.2.1 Develop a framework guide for SRC constitutions.	Mar 2008	Guide is developed and used.	There is general improvement in student governance since the establishment of SAUS. The majority of SRCs constitutions have now been aligned except for NWU, UL and DUT. A process to align the Constitutions of those institutions that are outstanding is underway to finalise these. The framework will also enhance student leadership and development once it has been finalised and adopted by all SRCs.	
		3.2.2 Evaluate the functionality of Institutional Forums at all higher education institutions	Mar 2008	Report approved and published.	The framework was approved by the DoE and a second draft report has been submitted and discussed with the service provider. A final report is expected by end April 2008.	This process took longer than was expected given the delays in procurement processes. An implementation plan is being drafted in order to begin the implementation of the recommendations once the final report has been submitted.
3.3. To support higher education institutions in managing the impact of HIV and Aids.	Improved and effective national and institutional response to the management and alleviation of HIV and Aids.	3.3.1. Efficient implementation of the Higher Education HIV and Aids programme (HEAIDS), as managed on behalf of the Department of Education, by Higher Education South Africa (HESA).	Ongoing	Improved and effective national and institutional response to the management and alleviation of HIV and Aids.	The contracting deadline of 30 November 2007 was met. All funds were committed and direct institutional grants processed successfully. Final calculations after the contracting deadline show that an amount of EU317,497.97 will be decommitted out of a total of EU20 million. The	The main targets for the 2007/08 financial were to meet the contracting deadline of 30 Nov 2007. Deadline was met but after much pressure due to delays in approval of contract by the Delegation of European Community. As such a relatively small amount has

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
					implementation of contracted projects is in progress, chasing a deadline of 31 May 2009 but the projects have to be completed at least six months before then.	
4. To promote the internationalisation of higher education.						
4.1 To develop a framework for the internationalisation of the South African higher education system, particularly in the context of Africa and NEPAD.	Policy framework established for institutions and the Department of Education to enhance the internationalisation of the higher education system.	4.1.1. Develop a policy framework for internationalisation of the higher education on the African Continent.	July 2007	Policy framework approved by the Minister.	Background document produced and is being refined.	
4.2. To ensure effective management of international opportunities for higher education study.	Establish improved and effective information resources, pertaining to international study opportunities.	4.2.1 Comprehensive and updated, user-friendly information database system is established and maintained.	Ongoing	Improved and effective information resources on international study opportunities.	Template is being further developed and refined.	
5. To strengthen planning, so as to support production of quality graduates, required for social and economic development of the country.						
5.1 Provide an appropriate policy framework for student enrolment and outputs for the higher education system.	Student enrolment planning and output targets are approved by the Minister.	5.1.1 Monitoring implementation of approved enrolment plans and infrastructure development.	Mar 2008	Annual Report based on HEMIS Submissions.	Reports on infrastructure development and how the allocations have been used have been received from different institutions and a total of R 2.484 billion has been allocated to institutions. Further a technical report to devise a Monitoring and Evaluation Framework for Enrolment Planning is being developed. The infrastructure process was an outcome of the	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
5.2 Development of a national student application system for higher education	Establishment of the National Higher Education Information and Application Service (NHEIAS).	5.1.2. Analysis of recommendations from the review of resourcing and funding for the higher education sector.	Ongoing	Improved resourcing of the higher education system.	<p>A second draft report on future resourcing of the Higher education system has been finalised for discussion by the joint Treasury and Department of Education working group. The report considers allocating additional funds to higher the education system.</p>	<p>This process has been in abeyance for 2007 as the Minister of Education awaited a response from the Ministry of Finance. During late 2007, the Ministry of Finance re-initiated the process which commenced with a submitted 2005 report.</p>
		5.2.1. Establish the National Higher Education Information and Application Service (NHEIAS).	Mar 2008	National Higher Education Information and Application Service (NHEIAS) operational.	Not achieved	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
5.3. Review of Clinical Health Training and Funding		To finalise a mechanism to allocate clinical training funds to higher education institutions in 2008/09	Mar 2008	Report on the Review of Clinical Health Training approved.	Mechanisms such as conditions and guidelines for the utilisation of the allocated funds by universities were finalised and approved by the Minister in December 2007. Allocated funds for Clinical Health Training will be transferred once universities meet the conditions and guidelines in the new financial year.	
6 The achievement of institutional diversity in the South African higher education system.						
6.1 To establish the National Institutes of Higher Education (NIHes).	National Institutes of Higher Education in Mpumalanga and the Northern Cape are established with functioning boards.	6.1.1 Operationalise the NIHes for Mpumalanga and the Northern Cape.	Mar 2008	NIHes in Mpumalanga and Northern Cape operational.	The Strategic Plan documents of both institutes have been submitted reviewed by the Branch and recommendations have been submitted to the Minister regarding the division of their budget over the 2008/09-2010/11.	
6.2 Consider applications for registration of Private Higher Education Institutions and monitor registered institutions	Screening and evaluation of applications and annual reports.	6.2.1 Screen and evaluate new applications and annual reports of registered institutions.	Sep 2007	Evaluations finalised and certificates issued.	Not achieved.	
6.3 Strengthening public awareness and liaison for private providers	Draft strategy completed.	6.3.1 Develop and draft strategy.	Mar 2008	Draft strategy approved.	Not achieved.	
6.4 Alignment of registration processes and systems of private higher education and further education and training institutions		6.4.1 Develop a harmonised regulatory system for private higher and private further education providers.	Mar 2008	System operational.	Not achieved.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
7. To monitor and evaluate the higher education system (including equity, access, diversity and outputs).						
7.1 To strengthen systemic performance indicators of the higher education system.		7.1.1 Review systemic performance indicators in the National Plan for Higher Education.	Mar 2008	Systemic goals and performance measures used in the Higher Education system revised.	The project is currently underway and was expected to be completed by March 2008.	The project has been terminated for 2007/08 due to the unavailability of the consultant to complete the required procurement process. The process will be initiated again for the 2008/09 financial year as funds remain available for the project.
		7.1.2 Monitoring the performance of the system with reference to graduation and retention rates cohort studies of 2000 and 2001.	Mar 2008	Report on cohort analysis for 2001 first time student completed.	The cohort study has been finalised, it focuses on first - time entry graduate students of 2000 - 2002 up to 2006.	The cohort study on the NSFAS students is still in progress.
		7.1.3 Development of a framework for institutional performance indicators.	Mar 2008	Framework for institutional performance indicators.	The project is currently underway and was expected to be completed by March 2008.	The project has terminated for 2007/08 due to the unavailability of the consultant to complete the required procurement process. The process will be initiated again for the 2008/09 financial year as funds remain available for the project.
7.2 To improve the Management Information System for Higher Education (HEMIS)	Implement the new Classification of Subject Matter (CESM) for application with regard to academic programme information.	7.2.1 Database and report (including funding reports) changes to Hemis and Valpac software.	Mar 2008	New Classification of Subject Matter (CESM) document is approved and the changes to software are finalized.	CESM Document was circulated to all institutions for comment and work is in progress to update the document in terms of the institutional responses. The final CESM document will be submitted at a meeting of the HESA/DoE task team on 16 April. Database changes for	The budget was for HEMIS enhancements and maintenance, not for the CESM review, therefore a project was also undertaken to update the old student, staff and programme classification structure manuals in order to align them with HEMIS reporting.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	ACHIEVEMENTS	COMMENTS/ REMARKS
					<p>the CESM review is complete, report changes are only required for implementation in 2009. Software developer's contract for enhancements and maintenance ended in July 2007.</p> <p>The revision of the old SAPSE student and staff manuals to align with HEMIS reporting is complete and programme classification manual is in draft format.</p>	
	Implementation of space reporting system.	7.2.2 Finalisation of the development of the space reporting system.	Mar 2008	Building Facilities Inventory and Classification Manual and Space and Cost Norms manual approved and changes to software finalized.	<p>Documents were circulated to all institutions for comment and work is in progress to update the document in terms of the institutional responses. Space module has been completed in Vaipac and distributed to institutions. The space module has also been completed in HEMIS.</p> <p>All software development has been completed and most of the required statistical reports to be generated by the software have been finalised. The help desk will remain open on this project until Oct 2008.</p>	<p>Ceiling amount for this contract is R845743.20. One of the biggest challenges in software development is the delay in the tender procedures and the problems with the internal systems such as the website and e-mail system.</p>



PART 3





SERVICE DELIVERY IMPROVEMENT PLAN

Report on the service delivery improvement plan

Report on the education sector service delivery improvement plan

ADMINISTRATION REPORT ON THE 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.	<p>26 913 calls were processed in the contact centre. The breakdown for the received calls is as follows:</p> <ul style="list-style-type: none"> • Bursaries: 11 363 • National Recovery Plan: 2259 • Kha Ri Gude: 1622 • Occupational Specific Dispensation: 1188 • Foreign Educators: 1096 • Matric rewrites: 956 • Matric certificates: 1020 • School Governance and Management: 4056 • Other: (includes school calendar, NCS, and inter provincial transfers) 3353 <p>2513 DoE web site enquiries were also processed. The breakdown of the web site enquiries is as follows:</p> <ul style="list-style-type: none"> • School Governance: 1035 • Certificates: 1380 • Labour relations issues: 1035 • 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, National Recovery Plan and survey on delivery of LTSM.	<p>Twelve Parliamentary Questions were responded to.</p> <ul style="list-style-type: none"> • 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

SERVICE DUE TO BE PERFORMED	SERVICE BENEFICIARIES	ACTIVITY	ACHIEVEMENTS/ OUTCOMES	COMMENTS
		Working relations with Child line South Africa.	Memorandum of Agreement was signed in May 2007. The Department receives quarterly reports from Child line South Africa.	The statistics from Child line South Africa will inform strategies that have been developed to support schools.
		Ministerial intervention in provinces	Two blocks of toilets with 8 seats were built at Umgababa Primary School in KwaZulu-Natal.	Child fell into the pit latrine. The South African Human Rights Commission reported the matter to the Minister.
			25 computers were donated to Xolilizwe Senior Secondary School in the Eastern Cape Province.	Chairperson of the Education Portfolio Committee reported the need to the Minister. The school had 35 grade 12 computer learners sharing 10 computers.
			25 computers were donated to Richmond Primary School in KwaZulu-Natal Province.	Minister congratulated the school in its centenary celebration and donated computers.
Provision of School Calendar	PEDs, parents, teachers, learners, other government departments and relevant stakeholders.	2009 and 2010 School Calendars.	School calendar for 2009 was finalised and published on 16 December 2007. The HEDCOM Subcommittee for School Calendar held a workshop on 16 November 2007 to finalise the draft of the 2010 school calendar. The proposed 2010 school calendar was published on 02 March 2008 for public comments.	None Comments are open until the end of April 2008
NATIONAL AND PROVINCIAL COMMUNICATIONS				
Providing access to all information and documentation as and when required.	General public, PEDs, departmental officials, parents, teachers, learners, other government departments, media and relevant stakeholders.	Internet, e-bulletins, Thutong newsletters, emails, DoE website, advertisements, and Information resource Centre.	Leaflets, brochures, e-bulletins, Thutong newsletters, intranet, emails, website as well as advertisements provided.	

SERVICE DUE TO BE PERFORMED	SERVICE BENEFICIARIES	ACTIVITY	ACHIEVEMENTS/ OUTCOMES	COMMENTS
Attending to media responses	Media.	Meetings with media to inform them of departmental policies.	Information communicated through emails and faxes.	

ADMINISTRATION

REPORT ON THE EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN - 2007/08

Key Service	Indicators	Desirable Target	Achievement		Comments
GUIDING PRINCIPLE - ACCESS TO EDUCATION					
			2006 School Year	2007 School Year	
Provision of Early Childhood Development education	The percentage of 0-4 year old children that attend an educational institution.	100%	Female 16 334 Male 15 594 Total 31 928	Female 17 715 Male 17 096 Total 34 811	The figures exclude learners at stand-alone sites and special schools. There is a progressive increase in the number of learners that attend ECD Programmes.
Provision of Grade R education Programmes	The percentage of five year old children that attend an educational institution.	All learners entering Grade 1 should have participated in an accredited reception year programme.	Female 219 969 Male 221 652 Total 441 621	Female 242 409 Male 245 116 Total 487 525	There has been a progressive increase in the number of learners that attend Grade R programmes.
Provision of Basic Education (Grade 1 - 9)	The percentage of 7-15 year old children that attend schools	100%	Female 4 522 772 Male 4 700 368 Total 9 222 867 Gross Enrolment for Primary and Secondary Schools (Grade 1 - 12) is 98%.	Female 4 493 085 Male 4 678 801 Total 9 171 886 Gross Enrolment for Primary Schools (Grade 1 - 7) is 103%.	The GPI for Grade 1 - 7 was 0.97. Gender parity index values less than 1.00 indicate that in proportion to the appropriate school age population, there were more males than females in the school system.
Provision of Further Education and Training Programmes	The percentage of 16-18 year olds that attend public and private schools	100%	Female 1 356 355 Male 1 197 227 Total 2 553 582 Gross Enrolment for Primary and Secondary Schools (Grade 1 - 12) is 98%.	Female 1 413 148 Male 1 250 691 Total 2 663 839 Gross Enrolment for Secondary Schools (Grade 8 - 12) is 98%.	The GPI for Grade 8 - 12 was 1.08. Gender parity index values higher than 1.00 indicate that in proportion to the appropriate school age population, there were more females than males in the school system.

Key Service	Indicators	Desirable Target	Achievement		Comments
			Female = 1.13% Male = 0.47% Total = 0.77%	Data for 2007 is not available.	
Provision of Adult Basic Education Programmes	The percentage of 16-18 year olds that attend any further educational and training (FET) institution. Number of adults aged 20 years and older who are literate.	To be determined. To reduce the illiteracy rate by 50% by 2015 in line with the EFA goals set in Dakar in 2000.	In 2001 the percentage of the population that had completed Grade 7 and above was 66% according to the General population Census 2001. By 2006, this figure had increased to 75.7% according to the General Household Survey 2006.	Female = 73.3% Male = 78.0 Total = 75.7	This is the proportion of 16 to 18 year olds who were attending an FET college in 2006 according to the General Household Survey 2006. From the Ministerial Committee Report on Literacy (May 2007), it emerges that 4.7 million adults are illiterate (have never been to school), and another 4.9 million are functionally illiterate (drop outs before Grade 7).
Provision of Higher Education	Proportion of the population enrolled in higher education.	To be determined.	Enrolment in Higher education per 100 000 of the population by gender: Female=1698 Male= 1426 Total= 1564 Relative to the total population by gender, the enrolment in higher education is Female =1.70 Males = 1.43 Total = 1.56	Enrolment data for 2007 is still outstanding as only initial submissions have been received by the Higher Education Directorate.	Many enrollees in higher education are not in the 20-24 age grouping. Thus, another common way of looking at the participation rate in higher education is to focus on enrolment per 100 000 of the population as a whole, not the 20-24 age group.
GUIDING PRINCIPLE - QUALITY OF EDUCATION					
Quality of Education	The percentage of school teachers who have the required qualifications.	100%	The number of qualified educators in 2006 had decreased to 374 394 compared to the 2005 figure of 374 692. In terms of the proportion of the total number of educators, the % of qualified teachers had increased by 1.3% from 91.6% in 2005 to 92.9% in 2006.	Although, the number of qualified teachers (REQV 13 and above) has decreased from 357 429 in 2007 to 350 047 in 2008, as a proportion to the total number of teachers on PERSAL, this constitutes a positive difference of 0.6% as % of qualified teachers in 2007 was 93.8% compared to 94.4% for 2008.	

Key Service	Indicators	Desirable Target	Achievement		Comments
	The average number of pupils per teacher in ordinary public schools.	40 primary school learners per teacher and 35 secondary school learners per teacher.	32.6	32.3	When counting all educators, the learner-educator ratio for ordinary public schools nationally in 2006 was 32.6, while when counting only state-paid educators the learner education ratio increased to 34.9. In 2007, the ratios were 32.3 and 34.5 respectively. The data has not been disaggregated to reflect the situation in the primary schools separate from the secondary schools at this stage.
The national average matric pass rate in the past year.	To be determined.	To be determined.	Total number of learners writing Senior Certificate was 528 525. The pass rate was 66.6%.	Total number of learners writing Senior Certificate was 564 775. The pass rate was 65.2%.	The number of learners writing Senior certificate examinations in 2007 was the highest ever, and 36 000 more than in 2006.
The national average matric pass rate with endorsement in the past year.	To be determined	To be determined	Total number of learners writing Senior Certificate was 528 525. The pass rate with matric endorsement was 16.2%.	Total number of learners writing Senior Certificate was 564 775. The pass rate with matric endorsement was 15.1%.	
The percentage of learners, who wrote matric, that passed HG Mathematics in the past year.	100%		The total number of learners writing Mathematics Higher Grade was 351 503, and 25 217 (7.2%) passed.	The total number of learners writing Mathematics Higher Grade was 368 217, and 25 415 (6.9%) passed.	The percentages reflected exclude learners that wrote and passed Mathematics Standard Grade. The percentage pass rate in Mathematics including Higher and Standard Grade together was 38.6% in 2006 and 40.1% in 2007.
The percentage of learners, who wrote matric, that passed HG Physical Science in the past year.			The total number of learners that wrote Physical Science Higher Grade was 69302 and 2978 (43.0%) passed.	The total number of learners that wrote Physical Science Higher Grade was 71 172 and 28 122 (39.5%) passed.	The percentages reflected exclude learners that wrote and passed Physical Science Standard Grade. The percentage pass rate in Physical Science taking Higher and Standard Grade together was 71.2% in 2006 and 69.8% in 2007.

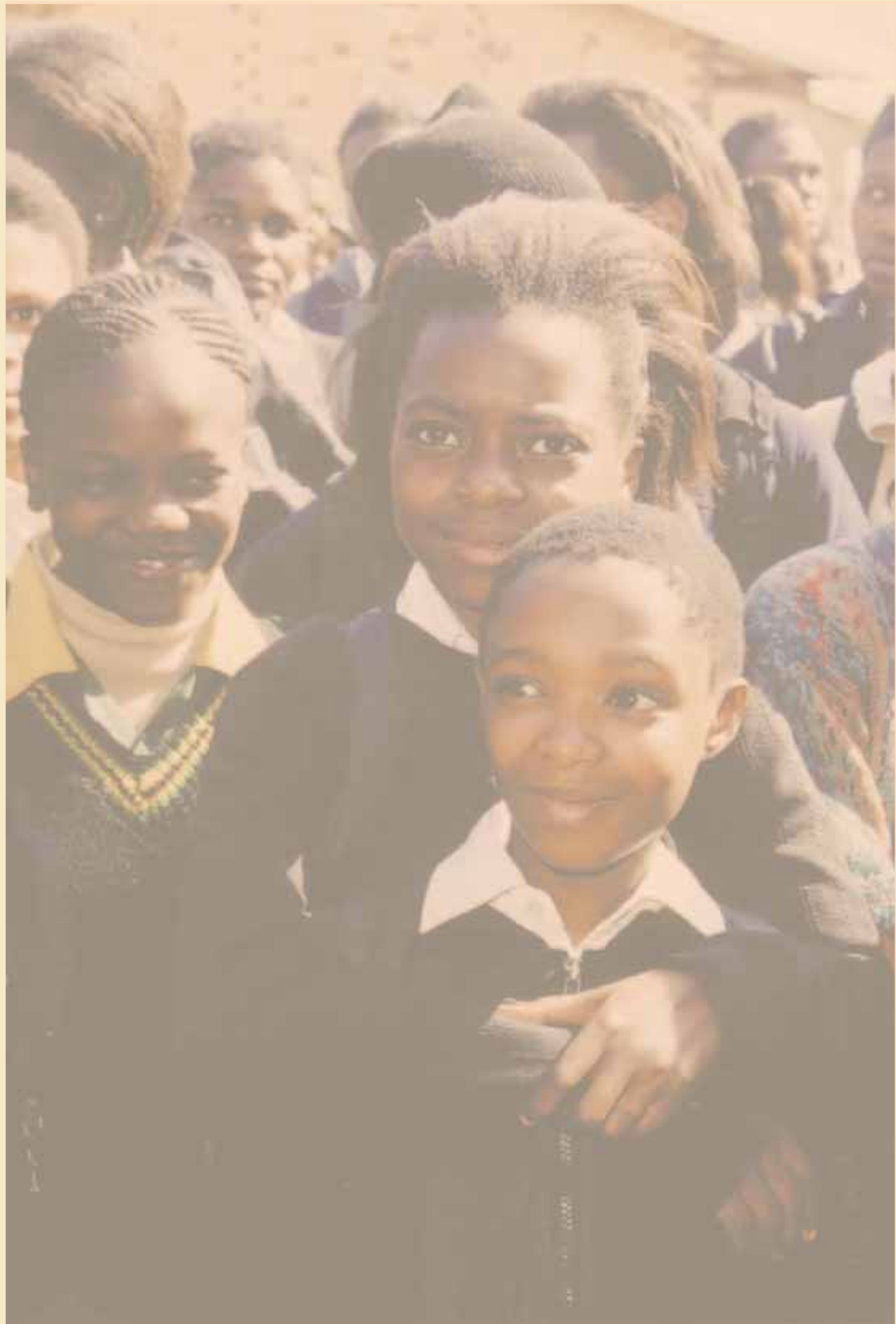
Key Service	Indicators	Desirable Target	Achievement	Comments
GUIDING PRINCIPLE - EFFICIENCY OF THE EDUCATION SYSTEM				
Efficiency of the education system	Transition rate to Secondary Education	100%	These values cannot be accurately determined as repetition and promotion data are problematic.	The number 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.

Notes:

1. The report is based on selected output indicators. No reference is made to any input indicators regarding, for example, improvements in financing education or school infrastructure development.
2. EMIS data from the 2006 and 2007 School Realities publications based on the 10th school day surveys, and the Report on the 2007 Senior Certificate Examinations was used in assessing the achievements in the system.
3. The report therefore does not take into account the effect of drop-outs during the course of a particular year.



PART 4





HUMAN RESOURCE MANAGEMENT

OVERSIGHT REPORT

1. Expenditure
2. Employment and Vacancies
3. Job Evaluation
4. Employment changes
5. Employment Equity
6. Performance Rewards
7. Foreign Workers
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9. HIV and AIDS and Health Promotion Programme
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OVERSIGHT REPORT: HUMAN RESOURCE MANAGEMENT

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 2007/08 a total of R44,703 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 tables: Mass Literacy Campaign, R2,314 million, FET recapitalisation R0,091 million and a combined expenditure for secondments and interns, R4,517 million.

Departments 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, it provides an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the department.

TABLE 1.1 – Personnel costs by programme, 2007/08

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)
1	129 094	62 618	271	2 600	48.51	225
2	51 950	21 819	116	8 136	42.00	248
3	258 253	28 459	226	5 008	11.02	293
4	1 131 717	44 832	216	25 306	3.96	188
5	1 280 649	17 900	60	6 032	1.40	289
6	13 322 936	12 524	50	1 227	0.09	368
7	66 727	9 962	41	481	14.39	311
Total	16 241 326	198 114	980	48 790	1.22	239

TABLE 1.2 – Personnel costs by salary bands, 2007/08

Salary bands	Personnel Expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	2 892	1.46	78
Skilled (Levels 3-5)	15 383	7.76	79
Highly skilled production (Levels 6-8)	31 269	15.78	156
Highly skilled supervision (Levels 9-12)	91 395	46.13	294
Senior Management (Levels 13-16)	57 175	28.87	657
Total	198 114	100.00	239

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 owners allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

TABLE 1.3 – Salaries, Overtime, Home Owners Allowance and Medical Assistance by programme, 2007/08

Programme	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1	62 618	40 827	65.20	1 055	1.68	1 391	2.22	2 581	4.12
2	21 819	14 674	67.25	0	0.00	261	1.20	668	3.06
3	28 459	18 341	64.45	13	0.05	387	1.36	857	3.01
4	44 832	30 941	69.02	744	1.66	922	2.06	1 734	3.87
5	17 900	12 676	70.82	0	0.00	278	1.55	604	3.37
6	12 524	8 255	65.91	0	0.00	182	1.45	294	2.35
7	9 962	6 438	64.63	19	0.19	114	1.14	375	3.76
Total	198 114	132 152	66.71	1 831	0.92	3 535	1.78	7 113	3.59

TABLE 1.4 – Salaries, Overtime, Home Owners Allowance and Medical Assistance by salary bands, 2007/08

Salary Bands	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Lower skilled (Levels 1-2)	2 892	1 611	55.71	318	11.00	248	8.58	293	10.13
Skilled (Levels 3-5)	15 383	12 140	78.92	628	4.08	643	4.18	1 243	8.08
Highly skilled production (Levels 6-8)	31 269	22 010	70.39	556	1.78	714	2.28	1 843	5.89
Highly skilled supervision (Levels 9-12)	91 395	64 793	70.89	329	0.36	1 183	1.29	2 659	2.91
Senior Management (Levels 13-16)	57 175	31 598	55.27	0	0.00	747	1.31	1 075	1.88
Total	198 114	132 152	66.71	1 831	0.92	3 535	1.78	7 113	3.59

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.

TABLE 2.1 – Employment and vacancies by programme, 31 March 2008

Programme	Number of posts	Number of posts filled	Vacancy Rate %	Number of posts filled additional to the establishment
1	339	278	18.00	4
2	121	88	27.28	5
3	136	97	28.68	3
4	273	238	12.82	0
5	83	62	25.31	3
6	59	34	42.38	5
7	41	32	21.96	0
Total	1 052	829	21.20	20

TABLE 2.2 – Employment and vacancies by salary bands, 31 March 2008

Salary band	Number of posts	Number of posts filled	Vacancy Rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	41	37	9.76	0
Skilled (Levels 3-5)	247	194	21.46	0
Highly skilled production (Levels 6-8)	233	200	14.16	6
Highly skilled supervision (Levels 9-12)	430	311	27.68	5
Senior Management (Levels 13-16)	101	87	13.87	9
Total	1 052	829	21.20	20

TABLE 2.3 – Employment and vacancies by critical occupation, 31 March 2008

Critical occupations	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
Educators	91	91	0.00	0
Total	91	91	0.00	0

The information in each case reflects the situation as at 31 March 2008. For an indication of changes in staffing patterns over the year under review, please refer to section 5 of this report.

NOTE: The Department has revised the fixed staff establishment during December 2006 with the creation of 108 new posts. During 2007/08 the Department was in a process of filling these posts. The main functions of the Department are policy development 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 which are at some stages not readily available for permanent appointment and has to be appointed on contract for periods as may be required. The Department also seconded highly skilled professionals from tertiary institutions and other organisations to address 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 effect 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 his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (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 2007 to 31 March 2008

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)	41	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	247	1	0.41	1	100.00	0	0.00
Highly skilled production (Levels 6-8)	233	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	430	2	0.46	2	100.00	0	0.00
Senior Management Service Band A	69	1	1.44	1	100.00	0	0.00
Senior Management Service Band B	24	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	7	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	1 052	4	0.38	4	100.00	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. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

TABLE 3.2 – Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2007 to 31 March 2008

Beneficiaries	African	Indian	Coloured	White	Total
Female	1	0	0	0	1
Male	1	0	1	1	3
Total	2	0	1	1	4
Employees with a disability					0

The following table summarises the number of cases where remuneration levels exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

TABLE 3.3. - Employees whose salary level exceed the grade determined by job evaluation, 1 April 2007 to 31 March 2008 (in terms of PSR1,V,C,3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
None	829	0	0	0
Total Number of employees whose salaries exceeded the level determined by job evaluation in 2007/08				0
Percentage of total employment				0

The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

TABLE 3.4 – Profile of employees whose salary level exceed the grade determined by job evaluation, 1 April 2007 to 31 March 2008 (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

[If there were no cases where the remuneration bands exceeded the grade determined by job evaluation, use the following table as TABLE 3.3.]

Total number of Employees whose salaries exceeded the grades determined by job evaluation in 2007/08.	None
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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).

TABLE 4.1 – Annual turnover rates by salary band for the period 1 April 2007 to 31 March 2008

Salary Band	Number of employees per band as on 1 April 2007	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	70	2	2	2.86
Skilled (Levels 3-5)	149	40	28	18.80
Highly skilled production (Levels 6-8)	191	33	31	16.23
Highly skilled supervision (Levels 9-12)	278	102	69	24.82
Senior Management Service Band A	53	7	7	13.21
Senior Management Service Band B	18	3	1	5.56
Senior Management Service Band C	8	0	0	0.00
Senior Management Service Band D	1	0	0	0.00
Total	768	187	138	17.97

TABLE 4.2 – Annual turnover rates by critical occupation for the period 1 April 2007 to 31 March 2008

Occupations	Number of employees per occupation as on 1 April 2007	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Educators	126	0	13	10.32
Total	126	0	13	10.32

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	1	0.72
Resignation	33	23.92
Transfers to other Public Services Departments	45	32.62
Expiry of contract	46	33.33
Employee initiated severances package	9	6.52
Discharged due to ill health	0	0.00
Dismissal – misconduct	1	0.72
Retirement	3	2.17
Total	138	100.00
Total number of employees who left as a % of the total employment		16.65

TABLE 4.4 – Promotions by critical occupation

Occupations	Employees at beginning of period	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	126	0	0.00	98	77.78
Total	126	0	0.00	98	77.78

TABLE 4.5 – Promotions by salary band

Salary Band	Employees 1 April 2007	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)	70	0	0.00	57	81.43
Skilled (Levels 3-5)	149	6	4.03	88	59.06
Highly skilled production (Levels 6-8)	191	20	10.47	163	85.34
Highly skilled supervision (Levels 9-12)	278	50	17.99	194	69.78
Senior Management (Levels 13-16)	80	18	22.50	48	60.00
Total	768	94	12.24	550	71.61

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 2008.

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	34	6	6	10	15	2	4	10	87
Educators and Middle Managers	115	8	6	26	94	4	10	48	311
Officers and Clerks Machine Operators	58	4	1	7	167	6	5	63	311
Elementary Occupations (Cleaners, Messengers, Food Services Aids, Security)	45	1	0	0	74	0	0	0	120
Total	252	19	13	43	350	12	19	121	829
Employees with disabilities	6	0	0	2	5	0	0	5	18

TABLE 5.2 – Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2008

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	1	2	2	0	0	1	7
Senior Management	33	6	5	8	13	2	4	9	80
Educators and Middle Managers	115	8	6	26	94	4	10	48	311
Skilled and academically qualified workers	37	1	1	6	94	4	4	53	200
Semi-skilled and discretionary decision making	48	4	0	1	128	2	1	10	194
Unskilled and defined decision making	18	0	0	0	19	0	0	0	37
Total	252	19	13	43	350	12	19	121	829

TABLE 5.3 – Recruitment for the period 1 April 2007 to 31 March 2008

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	3	0	1	0	0	0	1	5	10
Educators and Middle Managers	36	6	1	9	36	5	4	15	112
Skilled and academically qualified workers	8	0	1	0	19	0	0	5	33
Semi-skilled and discretionary decision making	9	0	0	0	29	1	1	0	40
Unskilled and defined decision making	2	0	0	0	0	0	0	0	2
Total	58	6	3	9	84	6	6	25	197
Employees with disabilities	0	0	0	0	1	0	0	0	1

TABLE 5.4 – Promotions for the period 1 April 2007 to 31 March 2008

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	9	2	1	1	1	0	1	1	16
Educators and Middle Managers	15	0	1	2	18	0	4	3	43
Skilled and academically qualified workers	8	0	0	1	15	0	1	2	26
Semi-skilled and discretionary decision making	5	1	0	0	5	0	0	0	11
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	36	3	2	4	39	0	6	6	96
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.5 – Terminations for the period 1 April 2007 to 31 March 2008

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	3	0	0	2	2	0	1	0	8
Educators and Middle Managers	17	1	1	15	21	0	1	13	69
Skilled and academically qualified workers	8	0	0	1	13	1	0	8	31
Semi-skilled and discretionary decision making	3	0	0	1	22	0	0	2	28
Unskilled and defined decision making	2	0	0	0	0	0	0	0	2
Total	33	1	1	19	58	1	2	23	138
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.6 – Disciplinary action for the period 1 April 2007 to 31 March 2008

Type of disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	3	0	0	0	3	0	0	0	6

TABLE 5.7 – Skills development for the period 1 April 2007 to 31 March 2008

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	13	2	1	2	3	2	1	1	25
Educators and Middle Managers	32	0	2	5	26	0	2	8	75
Officers and Clerks	8	0	0	0	34	2	1	2	47
Elementary Occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	0	0	0	0	0	0	0	0	0
Total	53	2	3	7	63	4	4	11	147
Employees with disabilities	1	0	0	0	0	0	0	0	1

6 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 6.1), salary bands (table 6.2) and critical occupations (Table 6.3).

TABLE 6.1 – Performance Rewards by race, gender, and disability, 1 April 2007 to 31 March 2008

	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	79	252	31,35	1 539	19
Female	90	350	25,71	1 252	14
Indian					
Male	6	13	46,15	220	37
Female	7	19	36,84	206	29
Coloured					
Male	6	19	31,57	270	45
Female	7	12	58,33	90	13
White					
Male	20	43	46,51	751	38
Female	70	121	57,85	1 138	16
Total	285	829	34,37	5 466	19

TABLE 6.2 – Performance Rewards by salary bands for personnel below Senior Management Service, 1 April 2007 to 31 March 2008

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	12	37	32,43	39	3	1.35
Skilled (Levels 3-5)	50	194	25,77	209	4	1.36
Highly skilled production (Levels 6-8)	83	196	42,35	748	9	2.39
Highly skilled supervision (Levels 9-12)	57	224	25,45	1 263	22	2.08
Total	202	651	31,03	2 259	11	2.05

TABLE 6.3 – Performance Rewards by critical occupations, 1 April 2007 to 31 March 2008

Critical Occupations	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
Educators (Levels 8-10)	20	30	66,67	313	16	4.91
Educators (Levels 11-12)	22	61	36,07	674	31	2.78
Total	42	91	46,15	987	24	3.22

TABLE 6.4 – Performance related rewards (cash bonus), by salary band, for Senior Management Service

Salary Band	Beneficiary Profile			Total cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within band			
Band A	24	59	40,67	988	41	2.77
Band B	10	21	47,61	632	63	4.23
Band C	6	6	100,00	533	89	9.96
Band D	1	1	100,00	67	67	5.74
Total	41	87	47,12	2 220	54	3.88

7 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 7.1 – Foreign Workers, 1 April 2007 to 31 March 2008, by salary band

Salary Band	1 April 2007		31 March 2008		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled production (Levels 6-8)	0	0	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	2	100.00	2	100.00	0	0.00
Total	2	100.00	2	100.00	0	0.00

TABLE 7.2 – Foreign Workers, 1 April 2007 to 31 March 2008, by major occupation

Major Occupation	1 April 2007		31 March 2008		Change	
	Number	% of total	Number	% of total	Number	% change
Educators	2	100.00	2	100.00	0	0.00
Total	2	100.00	2	100.00	0	0.00

8 Leave utilisation for the period 1 January 2007 to 31 December 2007

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 9.1) and disability leave (Table 9.2). In both cases, the estimated cost of the leave is also provided.

TABLE 8.1 – Sick leave, 1 January 2007 to 31 December 2007

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)	260	92.3	26	70.27	10	43	240
Skilled (Levels 3-5)	1 357	75.1	150	77.32	9	294	1 020
Highly skilled production (Levels 6-8)	1 292	75.3	159	79.50	8	517	973
Highly skilled supervision (Levels 9-12)	1 484	82	205	65.92	7	1 453	1 217
Senior Management (Levels 13-16)	264	83.3	47	54.02	6	530	220
Total	4 657	78.81	587	70.81	8	2 837	3 670

TABLE 8.2 – Disability leave (temporary and permanent), 1 January 2007 to 31 December 2007

Salary Band	Total days	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	0	0	0	0	0	0	0
Skilled (Levels 3-5)	0	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	12	100	1	50	12	4	12
Highly skilled supervision (Levels 9-12)	53	100	1	50	53	30	53
Senior Management (Levels 13-16)	0	0	0	0	0	0	0
Total	65	100	2	100	33	34	65

Table 8.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

TABLE 8.3 – Annual Leave, 1 January 2007 to 31 December 2007

Salary Bands	Total days taken	Average per employee	Number of employees who took leave
Lower skilled (Levels 1-2)	707	20	36
Skilled (Levels 3-5)	3 677	19	194
Highly skilled production (Levels 6-8)	4 229	21	201
Highly skilled supervision (Levels 9-12)	6 325	21	302
Senior Management (Levels 13-16)	1 834	20	91
Total	16 772	20	824

TABLE 8.4 – Capped leave, 1 January 2007 to 31 December 2007

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)	3	3	1
Skilled (Levels 3-5)	12	3	4
Highly skilled production (Levels 6-8)	96	6	15
Highly skilled supervision (Levels 9-12)	110	6	18
Senior Management (Levels 13-16)	21	5	4
Total	242	6	42

TABLE 8.5 – Leave payouts for the period 1 April 2007 to 31 March 2008

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 (R'000)
Leave payout due to non-utilisation of leave	0	0	0
Current leave payout on termination of service	50	28	1 786
Capped leave payout on termination of service	250	32	7 813
Total	300	50	9 599

9 HIV and AIDS and Health Promotion Programmes

TABLE 9.1 – 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 9.2 – 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.	X		Ms T Khoza: Director: Training, Social Responsibility and Labour Relations
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well being of 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.	X		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.	X		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.	X		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.	X		Leave policy and Employee Assistance Programme 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.	X		HIV and Aids policy HIV and Aids Work Place programme Condom distributions
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have you achieved.	X		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 and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	X		Training in First Aid programmes Distribution of condoms Protective gloves distribution Awareness Campaigns Distribution of booklets and pamphlets on HIV and Aids

10 Labour Relations

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

TABLE 10.1 – Collective agreements, 1 April 2007 to 31 March 2008

Subject Matter	Date
Leave Policy	13 August 2007

If there were no agreements, then use the following table

Total collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

TABLE 10.2 – Misconduct and disciplinary hearings finalised, 1 April 2007 to 31 March 2008

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	2	33.33
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	1	16.67
Dismissal	3	50.00
Not guilty	0	0.00
Case withdrawn	0	0.00
Total	6	100.00

If there were no disciplinary hearings, then use the following table

Disciplinary hearings – 2007/08	None
---------------------------------	------

TABLE 10.3 – Types of misconduct addressed at disciplinary hearings

Type of misconduct	Number	% of total
Mismanagement of funds	3	100.00
Negligently cause loss of state property	0	0.00
Total	3	100.00

TABLE 10.4 – Grievances lodged for the period 1 April 2007 to 31 March 2008

	Number	% of total
Number of grievances resolved	2	33.33
Number of grievances not resolved	4	66.67
Total number of grievances lodged	6	100.00

TABLE 10.5 – Disputes lodged with Councils for the period 1 April 2007 to 31 March 2008

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	2	33.33
Number of disputes outstanding	4	66.67
Total number of disputes lodged	6	100.00

TABLE 10.6 – Strike actions for the period 1 April 2007 to 31 March 2008

Total number of person working days lost	477
Total cost (R'000) of working days lost	120
Amount (R'000) recovered as a result of no work no pay	120

TABLE 10.7 – Precautionary suspensions for the period 1 April 2007 to 31 March 2008

Number of people suspended	None
Number of people whose suspension exceeded 30 days	None
Average number of days suspended	None
Cost (R'000) of suspensions	None

11 Skills development

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

TABLE 11.1 – Training needs identified 1 April 2007 to 31 March 2008

Occupational Categories	Gender	Number of employees as at 1 April 2007	Training needs identified at start of reporting period			
			Learnerships / Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	27	0	19	26	45
	Male	53	0	36	30	66
Educators and Middle Managers	Female	140	0	101	100	201
	Male	138	0	114	96	210
Officers and Clerks	Female	261	95	155	145	395
	Male	79	70	72	33	175
Machine Operators	Female	1	0	1	0	1
	Male	1	0	1	0	1
Elementary Occupations (Cleaners, Messengers, Food Services Aids, Security)	Female	43	0	40	25	65
	Male	25	0	19	15	34
Sub Total	Female	472	95	316	296	707
	Male	296	70	242	174	486
Total		768	165	558	470	1 193

TABLE 11.2 – Training provided 1 April 2007 to 31 March 2008

Occupational Categories	Gender	Number of employees as at 1 April 2007	Training provided within the reporting period			
			Learnerships / Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	27	0	7	7	14
	Male	53	0	18	18	36
Educators and Middle Managers	Female	140	0	36	46	82
	Male	138	0	39	39	78
Officers and Clerks	Female	261	0	39	69	108
	Male	79	0	8	48	56
Machine Operators	Female	1	0	1	1	1
	Male	1	0	1	1	1
Elementary Occupations (Cleaners, Messengers, Food Services Aids, Security)	Female	43	0	0	20	20
	Male	25	0	0	1	1
Sub Total	Female	472	0	82	143	225
	Male	296	0	65	107	172
Total		768	0	147	250	397

12 Injury on duty

The following tables provide basic information on injury on duty.

TABLE 12.1 – Injury on duty, 1 April 2007 to 31 March 2008

Nature of injury on duty	Number	% of total
Required basic medical attention only	3	100.00
Temporary total disablement	0	0.00
Permanent disablement	0	0.00
Fatal	0	0.00
Total	3	100.00

13 Utilisation of Consultants: Period 2007/08

TABLE 13.1 – Report on consultant appointments using appropriated funds

Project Title	Total number of consultants that worked on the project	Duration: work days	Contract value in Rand (R,000)
Project Management: Implementation of White Paper	4	730	3 710
National Educational Portal: Maintenance Services	5	774	3 238
Maintenance and Enhancement: Management Information System	9	730	820
Management of the Education Management Information System (EMIS)	Unknown	879	2 387
Research on the translation of question papers into nine official languages	13	107	361
Study on learner absenteeism	5	60	270
Cleaning services: Van Der Stel and Waterbron Building: one year period option to extend	10	365	359
Rebind hard copies of the Examination Records	10	1 080	7 420
Provide: Handheld metal detectors, high mass security lights, generators for security lights, security fences and security officers	3	45	10 200
Assessment and Evaluation of the functionality of Institutional Forums	5	116	499
Education Management Information System (EMIS)	6	7 691	17 309
Appointment of a Service Provider/Consortium of Service Providers to procure and deliver 20 000 Scientific calculators to Dinaledi Schools.	Unknown	15	1 138
Moderate the delivery of the Advanced Certificate in Education: School Leadership Field-Test phase	Unknown	400	1 992
Development of an Integrated Quality Management System (IQMS) Audio Visual Training Material for Schools	Unknown	150	3 384
Finalization of the Education Information Standards	7	125	665
Revise the existing National Human Resource Development (NHRD) Strategy 2001, into a 2 nd version	2	60	311
Transaction Advisor	Unknown	540	4 560
Total number of projects	Total individual consultants	Total duration: work days	Total contract value in Rand
17	79	13 867	58 623

TABLE 13.2: – Analysis of consultant appointments using appropriated 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
Project Management: Implementation of White Paper	Unknown	0.00	0
National Educational Portal: Maintenance Services	40.00	40.00	Unknown
Maintenance and Enhancement: Management Info System	65.25	65.25	9
Management of the Education Management Information System (EMIS)	0.00	0.00	0
Research on the translation of question papers into nine official languages	No claim: University	No claim: University	No claim: University
Study on learner absenteeism	37.50	37.50	1
Transaction Advisor	20.00	20.00	Unknown
Cleaning services: Van Der Stel and Waterbron Building: one year period option to extend	100.00	100.00	1
Rebind hard copies of the Examination Records	100.00	100.00	1
Provide: Handheld metal detectors, high mass security lights, generators for security lights, security fences and security officers	20.00	20.00	1
Assessment and Evaluation of the Functionality of Institutional Forums	100.00	100.00	5
Education Management Information System (EMIS)	18.00	18.00	6
Appointment of a Service Provider/Consortium of Service Providers to procure and deliver 20 000 Scientific calculators to Dinaledi Schools.	100.00	100.00	1
Moderate the Delivery of the Advanced Certificate in Education: School Leadership Field-Test phase	100.00	100.00	1
Development of an Integrated Quality Management System (IQMS) Audio Visual Training Material for Schools	26.00	26.00	1
Finalization of the Education Information Standards	Statutory Body	Statutory Body	0
Revise the existing National Human Resource Development (NHRD) Strategy 2001, into a 2 nd version	50.00	50.00	1

TABLE 13.3: – Report on consultant appointments using Donor funds

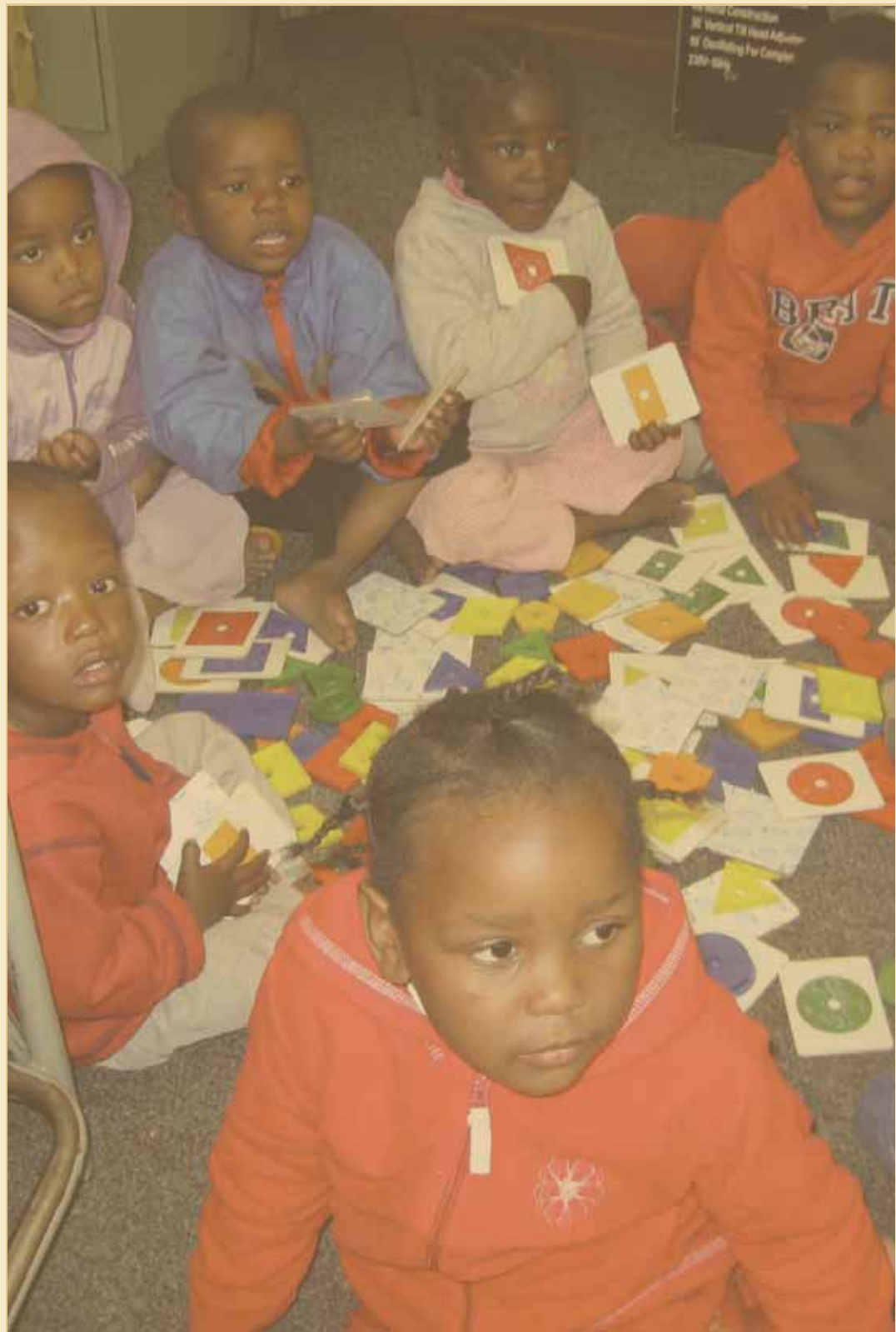
Project Title	Total number of consultants that worked on the project	Duration: work days	Donor and contract value in Rand (R,000)
Supply and deliver 100 Foundation Phase (Grades 1 – 3) Storybooks, written in different official languages of SA, as well as steel bookshelves	1	60	12 895
Supply and deliver 100 Foundation Phase (Grades 1 – 3) Storybooks, written in different official languages of SA, as well as steel bookshelves	3	60	7 540
Procure 1 000 Reading Toolkits	15	60	4 825
Total number of projects	Total individual consultants	Total duration: work days	Total contract value in Rand (R,000)
3	19	180	25 260

TABLE 13.4: – 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
Supply and deliver 100 Foundation Phase (Grades 1 – 3) Storybooks, written in different official languages of SA, as well as steel bookshelves	100.00	100.00	1
Supply and deliver 100 Foundation Phase (Grades 1 – 3) Storybooks, written in different official languages of SA, as well as steel bookshelves	75.50	75.50	2
Procure 1 000 Reading Toolkits	51.00	51.00	1



PART 5





FINANCE

ANNUAL FINANCIAL STATEMENTS 2007/08

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REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2008

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 2007 increased with 13,25 per cent from R14 129,233 million in 2006/07 to R16 000,923 million in 2007/08 and includes R11 859,151 million for higher education institutions (HEIs) and R1 332,697 million for the National Student Financial Aid Scheme (NSFAS) (82,44% of the Department's total budget in 2007/08 compared to 83,2% in 2006/07). The Department's allocation increased in the Adjusted Budget for 2007/08 with an amount of R385,829 million. The increase was made up as follows, in R'000:

Roll-overs	195 829
Unforeseeable/unavoidable expenditure (National Recovery Plan)	200 000
Projected under-expenditure on the Information Communication Technology project	(10 000)
Total	385 829

The total expenditure for the 2007/08 financial year increased by 13,98 per cent from R14 249,805 million in 2006/07 to R16 241,326 million in 2007/08, which represents a spending rate of 99,11% (99,65% in 2006/07). The expenditure was made up as follows, in R'000:

	2006/07	2007/08	Increase/ (Decrease)
Compensation of employees	198 751	225 949	27 198
Departmental operations	283 292	540 162	256 870
Departmental earmarked funds	59 040	99 527	40 487
Subsidies to higher education institutions	10 985 688	11 941 539	955 851
National Student Financial Aid Scheme	926 378	1 332 697	406 319
Subsidies to public entities in education	69 325	79 840	10 515
Conditional grants to provinces for:			
• HIV and Aids	144 471	157 571	13 100
• Further Education and Training College Sector			
Recapitalisation	470 000	631 090	161 090
• National School Nutrition Programme	1 098 036	1 219 289	121 253
Other transfers	14 824	13 662	(1 162)
Total allocation	14 249 805	16 241 326	1 991 521

The surplus on the Vote for the financial year amounts to R145,426 million (R49,371 million in 2006/07) and was made up as follows, in R'000:

	2006/07	2007/08
Compensation of employees	2 579	9 076
Departmental operations	28 139	68 996
Departmental earmarked funds	14 415	56 234
Subsidies to higher education institutions	3 013	1 212
HIV and Aids conditional grant	-	8 823
Other transfers	1 225	1 085
Total savings	49 371	145 426

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

Important policy decisions and strategic issues facing the department

The Department developed a number of new policies which aim to transform the education system to ensure the availability of quality education to all. The policies address areas of poverty in schools, skills shortages, quality improvement, and institutional development.

A range of national norms and standards for education inputs, processes and outputs is required, such as school size, class size, physical infrastructure, learner performance standards, school types and designs, learning materials, equipment, etc.

Pro-poor funding of schooling: The School Funding Norms improved the equalisation of inputs into schooling and strengthened pro-poor funding of schooling. The no fee schools policy aims to improve the resourcing of the country's poorest schools, to increase access, to reduce marginalisation, and to extend government's anti-poverty drive by reducing pressure on poor households. As these policies are extended further and as their impact becomes clearer, there is a need to review the no fee policy. Revised policies will support quality education (such as rewards for good performance) and promote their impact on school resourcing, as well as reduce fees of poorer learners in better-off schools. While school funding has been extended, and further developments will become policy in 2008, there is a need for a fundamental assessment of the most appropriate future developments regarding school funding policy, in the light of continuing demands for free schooling.

NEIMS: The assessment of school infrastructure through the National Education Infrastructure Management System indicates significant progress in facilities in recent years. It also identified continued and unacceptable backlogs in physical infrastructure in the form of overcrowding, the absence of basic facilities, and the deterioration of standards of some infrastructure. It is clear that current approaches and budgets will not eradicate backlogs and bring school facilities to an acceptable level over a reasonable time period. There is therefore an urgent need to identify the highest priority areas and make strategic

decisions around accelerating school infrastructure delivery. Adequate funding for maintenance is needed, while at the same time funds are needed to boost capacity to deliver quality education.

Employment of educators: The current model to distribute posts in schools is based on affordability. As a result, there is pressure on the system in terms of large class sizes. A revised model is being considered to use class size as a distribution unit in order to reduce overcrowding and to measure the performance of educators more effectively. Revised policies will assist in improving the inputs to achieve quality education.

During the last decade, education managed its supply of educators through a pool of unemployed but qualified educators. Over the last few years it has become apparent that the demand for educators in critical subjects such as Mathematics, Science, and Technology could not be met through this reserve stock of educators. To address this shortage, the Funza Lushaka Bursary Scheme was established, and teachers who had taken voluntary severance packages were allowed to be reappointed. The Department also intends to recruit foreign educators.

The Department is strengthening the school or educator-based appraisal system as part of the Integrated Quality Management System (IQMS). A performance management system through a unit which will conduct independent evaluation of schools is also under consideration. This will be known as the National Institute for Education Evaluation and Development.

There is an urgent need for a new comprehensive Human Resource Development Strategy for South Africa. The Department is leading the revision of the Human Resource Development Strategy for South Africa – 2001, which will also include objectives to support ASGISA and JIPSA.

Quality assurance: Approaches to quality assurance of education data and indicator values require strengthening. The development of standards for data quality (which are being undertaken presently) will contribute towards this process. However, such data must be credible and legitimate, so as to ensure public trust.

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

GEC: The National Policy on Assessment and Qualifications for Schools in the General Education and Training (GET) band mandates that a General Education Certificate (GEC) be awarded at the end of Grade 9, which is the end of the GET phase. A task team has assessed the need for a GEC, and its recommendations have informed a plan that will pilot the GEC in 2009.

NPFTED: In April 2007, the National Policy Framework for Teacher Education and Development (NPFTED) was published. The framework provided coherence to the complex matrix of teacher education activities, from initial recruitment and teacher preparation to self-motivated professional development.

DEMIS: A draft policy framework was developed to clarify the organisation, roles and responsibilities of education districts. This will improve district capacity to enhance learner performance. This framework generated a report on the analysis of data collected through the District Education Management and Information System (DEMIS) instrument, which profiles districts in all provinces. The framework will support systems to retain and track learners in the education system, and monitor learner attendance and enrolment.

QIDS-UP: The Department is faced with the challenge of persistently sustaining interventions to accelerate improvement in the poorest of our schools, particularly schools identified for Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP). In the period under review, significant strides were made towards providing the schools with minimum basic packages of resources. In addition, baseline assessments were conducted to assist them to set measurable improvement targets. More focused interventions and support are still needed to turn around the conditions of learning and teaching and to improve performance in these schools.

FET Colleges Recapitalisation Programme: The recapitalisation of the 50 further education and training (FET) colleges and the introduction of priority skills programmes for South Africa will continue in 2008/09. New regulations, forms and guidelines for private FET college providers have been gazetted,

and a national register of private FET Colleges was published.

MST Strategy: The Mathematics, Science and Technology (MST) Strategy will be expanded to include 500 Dinaledi schools.

Matric Second Chance programme: The Department also implemented the Matric Second Chance programme to assist Grade 12 learners who failed the Senior Certificate examination in 2007. These learners were the last cohort of full-time learners in schools to write the Senior Certificate examinations based on the old curriculum. This programme provides learners with an ongoing opportunity to obtain a Senior Certificate qualification. Although, the Senior Certificate can be obtained until 2011, special effort was made to support the learners who failed in 2007, to rewrite the examination.

Rural education: The Department continued to promote gender equity through ensuring equal access by rural learners. Draft plans were developed for rural education, as were guidelines for the merger and closure of rural and farm schools, and for the implementation of regulations relating to the minimum requirements for an agreement between the members of the Executive Council and the owners of the private property on which a public school is situated.

Broader social issues: The Department developed strategies to strengthen social cohesion, and promote racial integration in schools. Workshops on the Racial Integration Strategy were conducted in five provinces during the year, and districts were encouraged to establish intervention teams to deal with discrimination in schools. Measures for the Prevention and Management of Learner Pregnancy were distributed, as well as an implementation plan to support the message in schools. This will be rolled out in the 2008/09 financial year. The Department also focused on promoting healthy lifestyles and wellness, as well as ways of enhancing active learning capacity.

Ministerial Committees were set up to advise the Minister on the restructuring of the Adult Education and Training system, and to draft a Green Paper on a revamped system. The *Kha Ri Gude* implementation plan was approved by Cabinet in August 2007. A

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

special unit was established to enhance the effectiveness of the campaign to address the 4,7 million illiterate members of the population.

Draft policy frameworks have been developed for School Safety, School Sport and School Enrichment Programmes to provide strategic direction and guidance. Various guidelines and materials on school safety have also been developed, as have draft guidelines for codes of conduct by learners in public schools.

Higher education: With regard to higher education, the outcomes of the enrolment planning exercise revealed that the higher education system is operating near to full capacity. There may be a need to explore avenues for expanding the system to meet the growing demand for higher education which includes the 20% participation rate by 2015 set by the National Plan for Higher Education.

The Department has continued its interaction and communication with National Treasury regarding the resourcing of higher education. It is of concern that the rising costs of higher education have outstripped the growth of inflation. This led to students in some higher education institutions locking horns with administrators in protest against proposals to increase tuition fees. The higher education report addressed, amongst other issues, ways in which the escalating costs of higher education could be met.

With the emergence and growth of the FET sector, there is a need to look at the Higher Education/ Further Education and Training interface to see how the two sectors together could meet the demand for post secondary education.

The Higher Education Qualifications Framework was promulgated, and the Department is busy preparing for its implementation in 2009.

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

The first phase of the National Education Infrastructure Management System project, namely, information gathering and setting up of the database, was completed. The system allows for updates on progress in infrastructure delivery, and the

investigation of innovative mechanisms to accelerate school infrastructure delivery in order to deal with the very significant remaining backlogs and challenges. Information gathered provides improved information as the basis for monitoring and planning of school infrastructure. Substantial work has taken place and is continuing with regard to quality assurance, ensuring appropriate access to data, developing reporting capabilities, and implementing effective and accurate updating mechanisms.

The first phase of a capital investment strategy for education was developed, including a policy framework.

2008 was the second year of the implementation of the no fee schools policy. There are now more than 5 million learners in 4 264 no fee schools. The threshold amount paid to schools in 2008 is R581 per learner for non-personnel, non-capital expenditure. The national per learner target amounts for schools in Quintile 1 is R775 and in Quintile 2 is R711. The majority of provinces reached these target amounts.

The Norms and Standards for funding Grade R were published on 18 January 2008 for implementation in 2009.

A determination in terms of the Educators Employment Act was gazetted in December 2007, providing for incentives to be offered to certain educator posts, with the aim of improving the recruitment and retention of educators who occupy posts in remote and rural areas, who can fill 'scarce' teaching subjects, or generally in areas where recruitment is difficult. The post provisioning norms for schools were revised to meet the needs of the new curriculum.

After protracted negotiations lasting almost nine months, an agreement on an Occupation Specific Dispensation (OSD) for educators was finalised at the end of March 2008. The OSD provides for improved entry-level salaries for new teachers, extended maximum levels for all teachers, recognition of experience and qualifications for remuneration, performance based normal and accelerated progression, extended career-paths, and a number of other measures to improve the quality of teachers and teaching. Learner performance will be taken into

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

account in the evaluation of teachers. Teacher performance assessments will also be externally moderated.

A review of the Integrated Quality Management System (IQMS) was undertaken and the recommendations are in the process of being implemented.

An increase from 2% to 4% of institutions being audited with regard to the completion of EMIS survey forms was experienced. The institutions being audited include public ordinary schools, FET Colleges, Special Schools and ABET centres.

The *School Realities 2007* and *Education Statistics in South Africa 2006* were published and distributed to various stakeholders.

The National Learner Unit Record Information and Tracking System that collects learner data for all learners in public ordinary and special schools from Grades 1 to 12 was developed and installed in the Department's Virtual Private Network situated at SITA Centurion. This system is able to track the movement of learners between schools. Implementation by provinces will commence during 2008/09 for completion by March 2010. The SA-SAMS school administration system was rolled out to 30% of schools that have computers for administrative purposes. This system will improve basic school administrative functions and data collection and maintenance at school level.

An inter-governmental protocol of partnership between the Department and Statistics South Africa was signed. This partnership is a step towards building the National Statistics System (NSS) and other collaborative activities, such as improving quality of education data and implementing a national census of schools.

The Education Laws Amendment Act 31 of 2007 was enacted, which provides for schools to conduct random searches for dangerous weapons and to test learners for drugs. The Regulations for the Registration of Private Further Education and Training Colleges were finalised.

The Western Cape Forum for Intellectual Disability

(which represents a number of care centres for children with severe mental disabilities) launched a High Court application against the Government in the Cape High Court for a declaratory order that the right to basic education be extended to children with severe mental disability. The Applicant furthermore applied for an order that the Government should fund the care centres. This case, if successful, will have financial implications for the Education Sector.

The National Curriculum Statement (NCS) was implemented in 2007 in Grades 8, 9 and 11. Monitoring of the first year of implementation was conducted in a selection of schools that were randomly selected across 6 provinces, including 81 schools. A number of interventions with regard to the strengthening of the implementation of the NCS were put in place to ensure that the NCS is made more accessible to teachers, and to provide teachers with the necessary support in the classroom. Three projects were defined: developing concept maps for all Learning Areas, defining the level descriptions for each grade, and developing assessment item banks for all Learning Areas and for all grades to strengthen the assessment of learners. Concept maps for Technology were developed and will be available to all teachers in the 2008/09 financial year. Foundation Phase Assessment Guidelines were distributed to all schools through the district offices. Training of provincial Foundation Phase curriculum specialists who made up the National Core Training Team (NCTT) was conducted. The NCTT trained a total of 100 district officials in teaching methodologies and strategies for reading, and in assessment processes and strategies for the Foundation Phase. A Teachers Handbook, Assessment Guidelines, and a Reading Toolkit were developed for the Foundation Phase to support classroom practices in teaching reading in the early grades.

Training was provided for 55 Arts and Culture district officials during February 2008. This focused on the methodology for teaching across the four different areas of the Arts and Culture curriculum. Provincial and district officials were trained in GET Life Orientation to strengthen the physical education component of the Life Orientation Learning Area.

In partnership with the South African Primary Education Support Initiative, the Department

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deployed 21 mobile libraries in four selected provinces, namely Gauteng, KwaZulu-Natal, Free State and Western Cape. The project is being expanded to the remaining five provinces.

As part of the national reading awareness campaign, a total of 7 000 Grade R and Grade 1 learners in Quintile 1 schools were provided with two storybooks each during the opening of the schools in January 2008.

Field testing of the ACE School Leadership qualification was conducted, as well as an evaluation of the implementation of the Women in Management positions efforts.

Fifteen (15) districts were identified to participate in the QIDS-UP programme. These districts will be used as models.

3 699 bursaries under the Funza Lushaka bursary scheme were allocated and 850 new teachers graduated through the scheme.

In terms of the NPFTED, a task team was established to conceptualise the management of the Continuous Professional Teacher Development (CPTD) points system to encourage and support the continuing professional development of all teachers.

Support was provided for 1 725 teachers to complete the Advanced Certificates in Maths, Science and Technology Education, and for 3 071 teachers to upgrade their qualifications through completing the National Professional Diploma in Education (NPDE). During the year, 1 600 teachers graduated with the NPDE.

A 15 percent random sample (\pm 2 400 schools sharing about 60 000 learners among them) of public ordinary primary schools with grade 3 classes was assessed in literacy and numeracy in the second national systemic evaluation survey since 2001. The results of this survey are being fed back to the Department during 2008/09. In addition, another sample of 400 primary schools and approximately 10 000 grade 6 learners participated in an evaluation study of Reading and Mathematics skills, under the auspices of the Southern and East Africa Consortium for Monitoring Educational Quality. The results of this

study are expected in 2008/09 and will assist the Department in benchmarking the country's school system with other systems in Africa.

In respect of the registration of private FET Colleges, new regulations, forms and guides were gazetted separately. The National Register of Private FET Colleges was published on the Department's website. Radio interviews to promote the registration of private providers were conducted with two regional SABC radio stations and five community radio stations.

Various programmes targeting youth in FET colleges and secondary schools were implemented. These included the distribution of an updated guidance booklet to colleges, the profiling of new programmes on offer, bursary opportunities, the establishment of a career guidance and counseling system at colleges, the completion of a desk-top audit of student support services at all colleges, the distribution of the Student Support Services framework, and the implementation of these student support services through a phased-in approach at all colleges.

With regard to credible examinations and assessment practices in schools, colleges and public adult learning centres, the Senior Certificate, Adult Basic Education and Training, General Studies, Natural Studies and Level 2 National Certificate (Vocational) (NC(V)) examinations were successfully administered. Exemplar papers for NC(V) Level 2 and 3 were set and distributed to colleges, and intensive moderation of internal continuous assessment and integrated summative assessment tasks were conducted at selected colleges. Quality improvements were implemented in the marking of the Senior Certificate, and a centralised marking process was established for NC(V) Level 2. Common tasks for Site Based Assessment in the ABET sector were distributed to all the provinces.

As part of the National Strategy for Learner Attainment, launched by the Minister in 2005, quarterly progress reports on the implementation of the national strategy were presented. 102 under-performing schools were visited by the Department in 2007. 116 of the 137 schools which had a matric success rate below 20% in the 2006 examination improved their performance in 2007.

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With regard to the Mathematics, Science and Technology strategy, a Grade 12 learner enrolment survey was conducted in Dinaledi Schools in order to plan for Learner Teacher Support Material resources for 2008. Textbooks were purchased and distributed to Dinaledi Schools accordingly. Mathematics and Maths Literacy exemplar papers for Grade 10 to 12 were distributed to all learners. 21 900 scientific calculators were distributed to selected Dinaledi schools, and 2 400 teachers were trained in mathematics and science content. 134 Dinaledi schools were monitored. A framework for Adopt-a-School has been distributed to private donors for possible support, and to date 14 private companies have adopted 276 Dinaledi schools.

The NCS was implemented in Grade 11 in 2007 and in Grade 12 in 2008. All NCS documents (Subject Assessment Guidelines, Practical Assessment Tasks and Learner Programme Guidelines) that support teaching and assessment were updated, distributed to schools, and uploaded on the Department's and Thutong websites. Subject advisors and teachers were trained in all subjects of the NCS. A national textbook catalogue for Grades 10, 11 and 12 was published. A Teacher Guide and Learner Book for Life Orientation for Grade 11 were delivered to schools in March 2008. Phase one of the feasibility study on the implementation of e-Education has been completed, and subject specialists were trained to manage learning spaces.

In preparation for the first NSC Examinations in 2008, a common examination was implemented in Grade 11 in 2007. Benchmarking of Grade 12 NSC question papers was completed with three International Assessment Bodies. A research report on the translation of question papers into nine African Languages was submitted to the Minister. A pilot project on the post-test analysis of performance in the Grade 10 examinations was launched. The scanning of historical records into electronic format and the rebinding of these records was completed during 2007/08. The Senior Certificate, ABET, General Studies, Natural Studies and Level 2 NC(V) examinations were successfully administered.

In line with equity in education, the guidelines on the Prevention and Management of Sexual Violence and Harassment were finalised and a plan was developed

to support the implementation of these guidelines in public schools in 2008.

As part of efforts to promote schools as safe and secure environments, the Ministerial project to create Safe and Caring Schools was officially launched on 2 February 2008. A series of youth camps on the high levels of crime and violence was conducted as part of the Ministerial Intervention Project for more than 1 252 learners and educators in 585 schools. The youth camps brought ten young people from each school together and focused on developing leadership and conflict resolution skills amongst the learners.

The Department continued its national campaign to promote national identity through a focus on the national symbols of the country. A draft national schools pledge was released for public comment. Also introduced was the Bill of Responsibilities for the Youth of South Africa which aims to encourage young people to accept the responsibilities that flow from the many rights that they enjoy today. This was done in partnership with the National Religious Leaders Forum. A national campaign commemorating the role of Albert Luthuli, OR Tambo, Steve Biko and Robert Sobukwe in the struggle for liberation in South Africa was held and a book *Footprints in the Sands of Time* was distributed to all schools.

With regard to Adult Education and Training, the Norms and Standards for Funding Adult Learning Centres was gazetted on 14 December 2007. Furthermore, the *Kha Ri Gude* Mass Literacy Campaign was launched in February 2008, and materials for this campaign were developed in all official languages, including Braille.

An inter-provincial meeting held in November 2007 on rural education placed the focus on the Goedgeacht Community Development Project. This project's vision to replicate it in other communities is worthy of support, since it is a direct translation of many of the foci of the Rural Education Plan. The inter-provincial meeting focused on the consolidation of the provincial plans on rural education, the provincial reports on rural plans and intervention programmes, the promotion of synergy between national and provincial operational plans for rural education, the consultation on the Plan for Rural Education, the showcasing of good practice, and the development of guidelines for

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Section 14 agreements, mergers and closures and multi-grade teaching.

In respect of health sciences in higher education, the Health Science Review project was commissioned. This project aims to assess existing clinical training capacity in the health sciences faculties, including possibilities of expansion and costs thereof. Various stakeholders participated in this project and worked on determining the allocation and ways in which clinical health training funds can be used in the Faculties of Health Sciences. Plans still need to be finalised on the future resourcing of health sciences faculties and a report on this project is expected in June 2008.

The student enrolment and output planning process with regard to higher education for the period to 2010 was concluded. The planning parameters are intended to respond to national and institutional imperatives and priorities. Institutional plans which proposed targets for enrolments and student outputs were considered for individual institutions. During discussions, all institutions indicated that they face severe limitations in terms of human and infrastructure capacity. Increased capacity was therefore identified as a precondition to increase enrolments, especially in scarce and critical skills. The planning targets were approved by the Minister and individual institutions set unique enrolment and output targets which include success rates, graduation rates, minimum numbers of graduates, ratios of enrolments in science engineering and technology, business and management, education, and other humanities.

Two Higher Education Task Teams were established to review and develop policy on:

- The use of teaching development grants. The main thrust of the new policy is to strengthen

teaching development in different institutions in contact and distance institutions and to improve the pass and throughput rates.

- Generation and utilisation of research development grants. This includes providing advice on which institutions should qualify for research development funding and the criteria to be used for the distribution of these funds.

The reports of both task teams are expected to be finalised in the first quarter of the 2008/09 financial year.

A report which aimed to enhance the efficient implementation of the measurement of research outputs for subsidy allocations was approved by the Minister.

The Public Service Strike Action during June 2007 was quite protracted and caused immeasurable strain on the education system. The Department managed the effects and consequences of the strike through a National Recovery Plan to ensure that lost teaching time could be provided. The Recovery Plan included advocacy, special tuition, and the provision of learning materials. Study guides were purchased for Mathematics for Grades 10, 11 and 12, and textbooks were purchased for English, Afrikaans and Mathematics (Grades 4 to 6 and Grades 8 to 9). *Study Mate/Studiepêl*, a weekly newspaper supplement, was published for Grades 1 to 12. The publication has been continued to support Grades 11 and 12 in 2008. The increased number of passes in the 2007 Senior Certificate Examinations can be attributed in part to the success of the National Recovery Plan.

Spending trends

The under-expenditure of R145,426 million (R49,371 million in 2006/07) on the Department's programmes, measured against the allocations after virement, is as follows, in R'000:

	2006/07		2007/08	
	Under-expenditure	Percentage	Under-expenditure	Percentage
1. Administration	2 264	1,86%	13 860	9,70%
2. System Planning and Monitoring	14 107	27,91%	36 865	41,51%
3. General Education	13 051	5,41%	16 527	6,01%
4. Further Education and Training	5 062	0,71%	68 201	5,68%
5. Quality Promotion and Development	8 444	0,73%	5 295	0,41%
6. Higher Education	3 814	0,03%	3 289	0,02%
7. Auxiliary and Associated Services	2 629	4,43%	1 389	2,04%
Total	49 371	0,35%	145 426	0,89%

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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 challenges in engaging and getting consensus and endorsement from all relevant stakeholders and structures on the terms of reference for a comprehensive study on the Human Resource Development Strategy, the revision of IQMS procedures, and the late allocation for additional funds through the roll-over process for the NCS examination project.

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. At Senior Management meetings the spending of the Department is also monitored and discussed at least once a month. 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
1: Administration	4: Further Education and Training	2 657
2: System Planning and Monitoring	4: Further Education and Training	7 297
2: System Planning and Monitoring	5: Quality Promotion and Development	426
3: General Education	5: Quality Promotion and Development	6 702
3: General Education	7: Auxiliary and Associated Services	17 192
6: Higher Education	7: Auxiliary and Associated Services	705

As a result of the huge amount for outstanding old provincial debt in the Department, savings on various projects were shifted to accommodate the writing off of a part of these debts. Funds were also shifted between programmes within compensation of employees to accommodate possible over-expenditure on compensation of employees on some of the programmes. Savings were also shifted to Programme 5: Quality Promotion and Development to make provision for the school diaries project.

The virement was approved by the Director-General in accordance with the Public Finance Management Act.

2. Services rendered by the Department

2.1 Services rendered

The Department is responsible, mainly, for the formulation of a national education policy and for monitoring and evaluating on of 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 R149 243.

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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)	18,00
b) Higher than Senior Certificate	24,00
Application for remarking of examination scripts	
a) For all standards and grades	73,50
Application for certificates	
a) For a duplicate certificate that was issued to replace previous certificates	15,75
Other	
a) Reissuing of statement symbols	15,75
b) Changes or amendments to certificates (not issued by Umalusi)	15,75
c) Transfer of examination entry	21,00
d) Exemption for, or recognition of, subjects passed with other examining bodies	21,00
e) Postage	
• Africa	105,00
• Overseas (Diplomatic Bag)	70,00
• Overseas via Post Office	125,00
f) Application for additional time and/or assistance	44,10
g) Late entry or amendments penalty	10,50
h) Syllabuses (only applicable to examining bodies that supplied syllabuses to other examining bodies)	0,35
l) Rechecks	12,60

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

2.3 Free services

None

2.4 Inventories

The inventories on hand at year-end amounted to R182 578 (R1,647 million in 2006/07) and were made up as follows, in R'000:

Item	Amount
Stationery	176
Domestic consumables	7
Total	183

The costing method used was the average price.

3. Capacity constraints

Of the 1 052 posts on the approved staff establishment, 829 posts were filled, leaving 223 vacancies. In 2007/08, 187 posts were filled. However, the high number of vacancies inevitably had a negative impact on human capacity and therefore also on implementation. The Department has a relatively high staff turnover rate. To address this matter, job evaluation was done on all middle management posts, with the outcome that almost all posts came out to be at a higher level. The outcome of this job evaluation was implemented in April 2008.

Furthermore, the capacity both in terms of the recruitment of appropriate persons and the abilities of staff currently employed, poses a serious challenge to service delivery in the System Planning and Monitoring branch. There is an increasing need for technical expertise to develop, maintain and monitor funding policies. More capacity is required to deal with the implementation, support and monitoring of the growing number of funding policies. The branch has also not succeeded in attracting appropriate applications for posts that support high-level

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analytical work required for the analysis of provincial Annual Performance Plans and the investment review report for 2007/08. Further development and implementation of NEIMS was hampered by inadequate analytical skills with regard to systems (a defect which has now been corrected) while the development of infrastructure policy was hampered by insufficient staff. The Department also lacks national and international research expertise in Human Resource Development (HRD). The services of an HRD Expert/Consultant has been acquired and is funded through JIPSA. A major capacity boost in the work of Education Management Information Systems was the separation of the data and information from the systems. This was achieved through the creation of two separate directorates responsible for information platforms and business process design and implementation. Regular internal workshops are held to engage staff with policy and legislative developments to ensure that staff are familiar with these policies.

The Department is putting in place measures to increase its capacity through arranging management and planning capacity through JIPSA as well as forging relationships with Higher Education Institutions to provide sustainable research and development programmes. A post graduate internship programme has also been instituted.

Human resource related capacity challenges were also experienced in the Mass Literacy Campaign, Health Promotion, Adult Education and Training as well as School Safety and Enrichment Programmes which affected project implementation negatively.

The Higher Education Programme faced severe capacity constraints with some positions, such as a chief director and director, still vacant. Other vacancies at the lower levels of the hierarchy also exist. A search continues to find suitable candidates for these positions. These capacity constraints have impacted on service delivery as some of the targets in some Directorates could not be met. To offset the negative effect of the capacity constraints, external help was sought. The use of external consultants on some key projects is not sustainable in the long run, since it prevents the Department from building internal capacity and expertise.

4. Utilisation of donor funds

The Department received new donations totalling R118,924 million in cash from foreign donors in the 2007/08 financial year. Expenditure of R174,362 million was incurred against funds held in the RDP Fund. The balance of the funds available to the Department in the RDP Fund, as at 31 March 2008, is R138,160 million.

Donor funds were used mainly as follows:

- The European Union (EU) made available 60 million euros for the upgrading of schools in Limpopo, the Eastern Cape and KwaZulu-Natal by 2008. Four works contracts to rehabilitate 21 schools in the three targeted provinces are progressing well. Two contracts for 6 additional schools in Eastern Cape and Limpopo were signed on 12 December 2007 and the projects commenced on 14 January 2008. In total, 27 schools have been contracted in these three provinces. 11 schools have already been completed and handed over to the school communities. The remaining 16 schools will be completed by the end of November 2008. The programme also has to ensure that School Governing Bodies and School Management Teams are trained in the use of the newly provided facilities, and minor maintenance to their schools. Appointment of experts to develop training material for this purpose is currently being finalised. Social facilitation in the school communities on the utilisation of these facilities continues until schools are completed. The last deliverable of this programme is the development of a Facilities Management System, and capacity development of users. The Department is finalising the appointment of experts to do situational analyses of systems and to build capacity within the National and Provincial Departments of Education, and to ensure that these systems are aligned with the existing National Education Infrastructure Management System (NEIMS).
- The Sectoral Budget Support Programme funded by the Netherlands to the amount of R112,587 million for the year was used mainly as follows:
NEIMS: The first phase of the National Education Infrastructure Management System (NEIMS), namely information gathering and setting up of

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the database was completed in 2007/08. The report on NEIMS was published in September 2007. The server has been moved to SITA and departmental officials have full and direct access to the database. The process of certifying the database by SITA has commenced. Backup copies of the database have been made and officials are receiving training on writing queries direct from the database. The move to have NEIMS on the Department's website has also started and will be completed in 2008/09.

Reading Books: An amount of R20,4 million was allocated to the 100 Foundation Phase Storybooks project. To date the project has distributed three (3) packs containing 100 storybooks and bookshelves to each of 10 212 schools (5 233 in 2005, 3 436 in 2006 and 1 543 in 2007); these are Quintile 1, 2 and 3 primary schools in the 14 priority districts to create classroom libraries.

Teacher Education: An amount of R15,365 million was allocated for the upgrading of un- and under-qualified teachers, and R2,554 million allocated for the advocacy campaign for the Funza Lushaka bursary scheme.

School Management and Governance: An amount of R2,4 million was spent on ACE bursaries.

Study Guides for Mathematics, Science and English (Dinaledi): An amount of R11,630 million was spent on Grade 12 textbooks for English, Physical Science, Mathematics and Mathematics Literacy that were supplied to all Dinaledi Schools.

Celebration of Historical Anniversaries: The funds were used for printing and distributing booklets on key historical anniversaries, exhibitions in commemoration of the death of Stephen Bantu Biko, and the bicentenary of the Abolition of the Slave Trade, the Nkosi Albert Luthuli Young Historians' competition, a booklet on Stories that Talk, the reprinting of *My Country South Africa – celebrating the country's national symbols and heritage*, the commemoration of the 20th anniversary of the Dakar Visit and the launch of the Historic Schools Project.

- Donor funds from USAID and the French were used for the assessment of learners. Learner tasks in literacy and numeracy were produced,

printed and distributed to the same schools.

- Donor funds from Sweden and Finland were used for training on Inclusive and Special Needs Education, as well as infrastructure spending on the conversion of schools.

5. Public entities

There are six public entities that report 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. It advises the Minister of Education on all policy matters related to higher education.

In 2007/08 the CHE carried out a number of projects, including the following:

- A framework that will guide the delegation for the recognition of prior learning, assessor training and development, moderation of assessment, certification, and short courses by higher education institutions, approved by the HEQC.
- Student Participation in Quality Assurance was implemented to equip prospective and currently registered higher education students to make correct decisions on issues relating to quality assurance and quality promotion.
- During the period under review, the HEQC received 49 applications for programme accreditation from 33 private HEIs. Of these, 14 programmes were provisionally accredited, 21 were not accredited, and 7 were deferred. Seven programmes received by the HEQC Online have yet to be processed. From January to March 2008, programmes that were accredited with conditions were followed up in terms of the institutions and programmes that met the criteria. Private providers submitted 217 programmes and 216 programmes were accredited. All 12 programmes of public providers that were provisionally accredited complied with the conditions and were fully accredited.
- Progress reports of merged institutions and HDIs for 2007 were processed.
- Full accreditation of the MTech Chiropractic programme has been granted to the University of

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Johannesburg and full accreditation of the ACE has been granted to the University of Pretoria.

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 2007/08 the ELRC achieved the following:

- Agreements on research on the Post Provisioning Model and Educators Workload were successfully implemented.
- Collective agreements for the Further Education and Training College bargaining unit, amendments to tariffs regarding persons who perform duties with regard to public examinations, and the Occupational Specific Dispensation for Educators were concluded.
- 181 disputes were referred to the Council. Of these 7 were settled at a conciliation hearing, 11 were successfully dealt with at an arbitration hearing, and 59 disputes are still being dealt with. The rest were either withdrawn, abandoned or removed due to a lack of jurisdiction on non-attendance by the referring parties.

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 R1 332,697 million was transferred to the NSFAS in

2007/08. Other revenue comprises donor funds, money repayable on study loans, and interest on investments.

During 2007/08:

- The Fundza Lushaka, FET Colleges and Social Work bursaries were introduced in the period under review and training was provided to the FET College sector's staff on administering their bursaries.
- A fraud prevention policy was developed and is under review.
- The NSFAS loan agreement form was amended to be fully compliant with the National Credit Act requirements, and a pre-agreement statement and quotation form were finalised.
- Loan recoveries increased steadily throughout the year and were above target at the end of the financial year.
- A comprehensive manual with NSFAS rules, regulatory requirements and other documentation was developed for implementation in 2008. It contains information concerning compliance with the National Credit Act.
- 153 000 awards were made to 126 000 students during 2007/08.
- Work progressed with the development of the electronic loan agreement forms and a pilot will commence in June/July 2008 at the Durban University of Technology.
- Business Process Re-engineering commenced in March 2008 to look at the current processes to ensure efficient and effective service delivery to all stakeholders in view of the Scheme's growth. This will certainly impact on the work of financial aid offices as NSFAS envisages that manual processes will be kept to the minimum.

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

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interest on investments. However, an amount of R2 million was transferred to SACE in 2007/08 for the Continuing Professional Teacher Development System.

During 2007/08:

- An advertisement to encourage youth to enter the teaching profession was published in various newspapers. SACE information CDs were also distributed to educators at various forums.
- An advertisement was placed in *The Teacher* newspaper and 3 000 annual reports and promotional documents were produced to promote SACE's image.
- More than 11 600 codes of professional ethics were distributed to schools and educators and a simplified version of the code in the form of fliers was developed.
- The SACE facilitated the printing and distributing of 2 000 copies of the Professional Development Portfolio to Principals and Deputy Principals, and copies of guidelines for post levels 2, 3, and 4 were distributed at the SACE Open Day in Limpopo province.

5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, 1995. In terms of the Act, SAQA is responsible for overseeing the development and implementation of the National Qualifications Framework (NQF). The Fourth South African Qualifications Authority Council was appointed by the Minister with effect from 19 November 2007 for a three-year period.

SAQA has three main deliverables: registering qualifications and standards on the NQF; establishing a system wide quality assurance system; and further developing and maintaining the National Learners' Records Database (NLRD). In addition, SAQA is responsible for evaluating foreign qualifications, conducting research and liaising internationally. The Department transferred an amount of R35,691 million to SAQA during 2007/08. 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 2007/08, SAQA:

- Registered qualifications and unit standards which are responsive to national needs. A total of 160 new qualifications and 1 876 new unit standards were registered during the year under review, including qualifications in Early Childhood Development, Public Administration, Credit Management, Welding Application and Practice, Water and Wastewater Management, Construction and Disability Employment. Many of these were done through the 16 JIPs entered into with Sector Education and Training Authorities (SETAs) and parastatal institutions to government departments.
- Implemented its new Performance Auditing System to improve the assessment of quality education and training. The first 18 Performance Audits have been completed and the balance of the ETQAs has been scheduled for the 2008/09 financial year, after which SAQA will be able to, for the first time, report comprehensively on the quality impact made by its ETQA structures on learner participation in the NQF.
- Published the report, *Trends in Public Higher Education in South Africa 1995 to 2004*, based on data from the NLRD. This report provides valuable information for decision-making on skills in the country.
- Strengthened its research capacity and revised its research agenda and approach. The research agenda balances short-term research projects with longer-term research programmes and is oriented towards partnerships with higher education institutions, research organisations and other NQF partners.
- Participated in a number of international projects, including the development of a concept document for the proposed Transnational Qualifications Framework, upon request of the Commonwealth of Learning.
- Received 27 853 applications for the evaluation of foreign qualifications. Three quarters of these were from applicants from the SADC region, including the applications from Zimbabwe, which forms about 60% of the total number of applications received.

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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 2007/08 financial year, an amount of R12,852 million was transferred to Umalusi. Other revenue comprises fees charged for services, donor funds, contributions received and interest on investments.

During 2007/08:

- A marketing brochure on certification was distributed.
- Providers across all sectors were monitored through the submission of annual self-evaluation reports and improvement plans. This included the evaluation of 574 reports for Independent schools, 163 reports for Private FET Colleges, the evaluation of 50 Private AET providers and site visits to 96 Independent schools.
- A revised General and Further Education and Training Framework was developed, based on the NQF review. In addition, a new policy framework which lays the basis for the quality assurance of qualifications and curriculum is in the process of development.
- Moderation of question papers of NSC (November 2008) are currently underway. Question papers for GETC were moderated for October/November. Plans for monitoring exams, marking moderating and standardizing results were developed to include moderation of NATED in April 2008. NC(V) 2 and 3 question papers were also moderated.
- Full accreditation pilots were planned for all three sectors, Independent schools (May 2008), private FET (August 2008) and private AET (February 2009).

6. Other organisations to whom transfer payments have been made

6.1 Higher education institutions (HEIs)

Funds were transferred in order to support HEIs to enable them to perform their core functions (i.e. teaching 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 R11 941,539 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 R113 568 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 R17 375 was transferred to ADEA.
- **Guidance, Counselling and Youth Development Centre for Africa: Malawi**
An amount of R78 050 was transferred to this Centre.
- **UNESCO (United Nations Educational, Scientific and Cultural Organisation)**
An amount of R7,666 million was transferred to UNESCO as South Africa's annual membership fee.
- **Commonwealth of Learning**
An amount of R1,779 million was transferred to the Commonwealth of Learning.
- **India-Brazil-South Africa**
The India-Brazil-South Africa Trilateral Commission Dialogue Forum was established in 2003 between these three developing countries in order to work towards a common vision for enhanced South-South cooperation. An amount of R350 000 was transferred to the University of KwaZulu-Natal for this Commission.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2008

- **Organisation for Economic Cooperation and Development (OECD)**

The OECD is an agency based in Europe that has considerable experience in the review of education policy and systems. An amount of R975 770 was transferred to the OECD to evaluate the extent to which South Africa's education policy is improving the quality, equity and efficiency of the education system and to set benchmarks against which the success or failure of policies can be tested and to score efficiency and effectiveness

- **International Review of Curriculum and Assessment Frameworks (INCA)**

INCA is a website with archive information that is disseminated via the Internet and through articles and presentations. It contributes to thinking about the curriculum, assessment and initial teacher training. The website is used by policy-makers and researchers in many countries who have, in turn, provided information and suggested improvements. The INCA website also includes comparative tables, thematic probes and thematic studies. These tables provide overviews of topics across the INCA countries, such as the subjects offered in primary and lower secondary education, national assessment and public examination arrangements. Country archives are originally compiled, and thereafter maintained and updated by the Eurydice at NFER team. Information is drawn from published and

electronic sources. An amount of R149 470 was transferred to INCA for providing South Africa with a platform to share its education policies, achievements and practices with the world which will enable studies on South Africa.

- **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 provide counseling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a contribution.

6.4 Conditional grants to provincial education departments

Three conditional grants, the Further Education and Training Colleges (FET Colleges) Recapitalisation Grant, 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, 2007, had been met.

The total allocation per conditional grant for 2007/08, in R'000, is as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% Spent on allocation
FET Colleges	631 090	631 090	631 090	100,0
HIV and Aids	166 394	157 571	138 094	83,0
NSNP	1 219 289	1 219 289	1 200 446	98,5
Total	2 016 773	2 007 950	1 969 630	97,7

6.4.1 FET Colleges Recapitalisation Grant

The main objective of this conditional grant is to increase the number of students enrolled in high priority skills vocational programmes that lead to higher education or employment by providing the essential infrastructure, equipment, learning material and human resources required to deliver skills

programmes. The total amount spent reflects the transfer by provincial education departments to FET Colleges. As a result of provincial roll-overs, actual spending at college level amounted to R642,978 million.

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Achievements during the 2007/08 financial year:

- The second phase of the FET College grant was used for workshops, equipment and human resource development.
- 12 priority skills programmes were introduced.
- Preparation for the introduction of Level 3 at FET Colleges in 2008 took place.
- Level 2 and Level 3 textbook catalogues were published.
- Level 3 and Level 4 curriculum documents were published.
- Colleges enrolled 62 000 students on the National Certificate (Vocational) and met their enrolment targets for 2008.

6.4.2 HIV and Aids

The main objective of this conditional grant is to coordinate and support the structured integration of life skills and HIV and Aids programmes across all learning areas in the school curriculum.

Achievements during the 2007/08 financial year:

- 1 920 master trainers were trained on the integration of Life Skills across all learning areas of the curriculum.
- 23 636 educators were trained to integrate the programme across all learning areas of the curriculum.
- 24 033 learners and 2 403 teachers from 5 000 schools were trained in peer education.
- 304 393 age-appropriate Learner and Teaching Support Materials were distributed to 5 000 schools.
- A total of 16 926 teachers and SMT members were trained on care and support.

Challenges facing the achievement of outputs during the 2007/08 financial year:

- The lack of appointment of officials in Limpopo impacted on the coordination and implementation of the programme in this province.
- During the first term of the financial year, the training of teachers was affected by industrial action and the concomitant effort by the Department through the National Recovery Plan to address the loss of teacher-learner contact time and the disruption of examinations and tests following the unexpected labour action by teachers.

- An amount of R8,823 million was withheld from KwaZulu-Natal due to low spending levels in the province which resulted from the Industrial Strike Action and the late approval of a tender to procure HIV and Aids Life Skills Learner Teaching Support materials in the province.

6.4.3 National School Nutrition Programme (NSNP)

The main objective of this conditional grant is to contribute to enhanced learning capacity through school feeding.

Achievements during the 2007/08 financial year:

- Access was provided to approximately 6 041 million learners in 17 899 schools from mainly rural, farm and informal settlement areas to the school nutrition programme.
- 6 390 school food gardens were developed and sustained.
- A total of 1 160 community-based cooperatives are serving as service providers on the programme by providing food supplies to schools and about 26 408 food handlers are working on the programme and received honoraria ranging between R300 and R500 a month.
- 152 capacity building workshops were conducted on Food Safety, Nutrition Education and Sustainable Food production.
- A total of 9 718 monitoring visits were made to schools by provinces and districts.
- The Department successfully intervened in the Eastern Cape and Vhembe district in Limpopo following reported non-feeding of learners. Feeding resumed without much delay. Monitoring in the Eastern Cape was strengthened in all districts.

6.4.4 Compliance with the Division of Revenue Act

In terms of section 10(5) of the DoRA, 2007, the duties of the transferring national officer includes submitting monthly reports to National Treasury, in the format determined by National Treasury, not later than 20 days after the end of each month. This obligation was adhered to. In terms of section 12(2) of the DoRA, 2007, the duties of the receiving officer include submitting monthly reports to the relevant provincial

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

treasury and the transferring national officer on amounts received, funds withheld, and the actual expenditure of the province. Not all provinces reported by the 15th for 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. Quarterly reports are also submitted within 20 days after the end of the quarter. Quarterly reports were received from provinces and submitted to National Treasury and the National Council of Provinces.

6.4.5 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 three conditional grants. However, Northern Cape and Limpopo submitted their business plans late in respect of the HIV and Aids conditional grant and the Eastern Cape in respect of the NSNP conditional grant, which resulted in the delay of their first transfer payment.

6.4.6 Performance evaluation of conditional grants

In terms of Section 20(6) of the Division of Revenue Act of 2006, the transferring national officer must evaluate the performance of programmes funded or partially funded by the allocation and submit such evaluations 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 Programme and FET Colleges Recapitalisation Programme conditional grants in accordance with the process outlined in the practice note that was issued by National Treasury for this purpose. The evaluation process was completed in all nine provinces. Schools were not evaluated on the NSNP and HIV and Aids programmes due to the industrial action and only FET Colleges were evaluated. The evaluation report was submitted to National Treasury.

7. Public private partnerships (PPP)

The Department entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department. The final concession agreement was signed on 20 April 2007 and construction commenced in the 2007/08 financial year. The new building is due to be completed by the end of August 2009 and progress in construction is on target. Due to the growth of the Department since the finalization of the building design, the design of the building had to be revised during 2007/08. The Department obtained approval from National Treasury to sign a variation agreement which makes provision for the enlargement of the building.

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 Plan. A Fraud Prevention Plan is in place as required by the Treasury Regulations.

8.2 Internal Audit Unit

The Internal Audit Unit is operational with appropriately-skilled and effective personnel and functions, as required by the Public Finance Management Act (PFMA) and Treasury Regulations. 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 on controls 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

REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2008

effectively, as required by the PFMA and the Treasury Regulations. 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 and are in the process of undergoing security clearances.

8.5 Implementation of a code of conduct

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

Employees who violate the codes of conduct are 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

A policy on health and safety in the workplace has been approved and implemented in the Department. The policy aims to create a positive work environment for all staff in the Department.

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 awarding, extending and cancelling 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 once 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 regulate the purchasing of all information technology goods and/or services in the Department. The ITC considers the purpose for which goods and/or services are needed, compliance with the regulatory framework for the purchase of IT goods and/or services, and how the goods and/or services will enhance and benefit 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

New activities will not influence the normal operations of the Department since new directorates have been created in 2007/08. Through the reprioritisation of activities in the Department, funds were shifted to cater for these activities in the 2007/08 Adjusted Estimates and in the 2008 Medium-term expenditure process.

Human Resource Support to Provinces

The purpose of this activity is to provide and manage human resources support to provincial education departments. An amount of R1, 639 million has been allocated to this activity in the 2008/09 financial year.

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Educator Performance and Management Development

The purpose of this activity is to manage educator performance evaluation and to facilitate serving educator development needs. An amount of R1,665 million has been allocated to this activity in the 2008/09 financial year.

Education Management Systems

The purpose of this activity is to ensure that education policies and legislation are developed into well-functioning systems. An amount of R1,689 million has been allocated to this activity in the 2008/09 financial year.

Early Childhood Development Integrated Plan

The purpose of this activity is to manage the expansion of access to quality Early Childhood Development programmes in schools. An amount of R1,009 million has been allocated to this activity in the 2008/09 financial year.

Children and Youth Literacy

The purpose of this activity is to provide specialist advice and support in developing and implementing policies and to promote effective reading skills in learners in Grade R to 9. An amount of R897 000 has been allocated to this activity in the 2008/09 financial year.

Initial Teacher Education

The purpose of this activity is to manage the development of the Initial Professional Education and Training (IPET) implementation plan. An amount of R1,653 million has been allocated to this activity in the 2008/09 financial year.

Rural Education

The purpose of this activity is to facilitate and monitor the implementation of quality education in rural communities and in the Presidential nodes. An amount of R3,813 million has been allocated to this activity in the 2008/09 financial year.

Foundations for Learning Campaign

This is a flagship programme of the Department that was launched on 18 March 2008. It is a four-year campaign to create a national focus to improve reading, writing and numeracy abilities of all South African children. It seeks to provide energy as well as

direction and inspiration across all levels of the education system as well as in homes and the public domain. The programme aims to ensure that by 2011 all learners are able to demonstrate age-appropriate levels of Literacy and Numeracy. The campaign will provide teachers and schools with clear directives on the Department of Education's expectations of schools and teachers to achieve the expected levels of performance.

11. Asset management

11.1 Progress with regard to capturing assets in the 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 on the Asset Register takes place according to component accounting while the recording of the payment for Assets on the Financial Systems are treated as a unit. This results in reconciliation discrepancies amongst minor and major assets and therefore a policy on the reconciliation between the Asset Register and the Basic Accounting System was developed.

12. Events after the reporting date

None.

13. Performance information

The Department is responsible mainly for the

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2008

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. SCOPA resolutions

The Department appeared before SCOPA on 28 February 2007 on matters raised in the Auditor-General's report for 2005/06. The recommendations made by SCOPA were adopted by the National Assembly on 21 November 2007. These matters have all been addressed by the Department.

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 228 to 276 have been approved by the Accounting Officer.



Mr D Hindle
Director-General
Date: 30/05/2008

REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2008.

1. AUDIT COMMITTEE MEMBERS AND ATTENDANCE:

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

NAME OF MEMBER	NUMBER OF MEETINGS ATTENDED
Mr S Sithole (Chairperson)	4
Mr C L Ledwaba	3
Mr J Perks	3 (Resigned May 2008)
Ms C Mpati	4
Mr J Kruger	0 (Resigned July 2008)
Mr MJ Froneman	Appointed July 2008
Dr CCP Madiba	Appointed July 2008

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 set out in it.

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

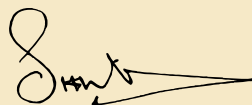
The Audit Committee is satisfied with the content and quality of quarterly reports prepared and issued by the Accounting Officer and the Department during the year under review.

5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has

- reviewed and discussed the audited annual financial statements to be included in the annual report; with the Auditor-General and the Accounting Officer;
- reviewed the Auditor-General's Management Report and the Department of Education Management 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: 31/07/2008

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF VOTE NO. 14: DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2008

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the accompanying financial statements of the Department of Education which comprise the appropriation statement, statement of financial position as at 31 March 2008, 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 notes, as set out on pages 228 to 276.

Responsibility of the accounting officer for the financial statements

2. 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 the National Treasury, as set out in accounting policy note 1.1 and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act, 2007 (Act No. 1 of 2007) (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
 - making accounting estimates that are reasonable in the circumstances.

Responsibility of the Auditor-General

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 read with section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004) (PAA), my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with the International Standards on Auditing and *General Notice 616 of 2008*, issued in *Government*

Gazette No. 31057 of 15 May 2008. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance on whether the financial statements are free from material misstatement.

5. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation 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.
6. An audit also includes evaluating the:
 - appropriateness of accounting policies used
 - reasonableness of accounting estimates made by management
 - overall presentation of the financial statements.
7. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Basis of accounting

8. The department's policy is to prepare financial statements on the modified cash basis of accounting, as set out in accounting policy note 1.1.

Opinion

9. In my opinion the financial statements present fairly, in all material respects, the financial position of the Department of Education as at 31 March 2008 and its financial performance and cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy note 1.1 and in the manner required by the PFMA and DoRA.

Matters of governance

10. The PFMA tasks the accounting officer with a number of responsibilities concerning financial and risk management and internal control. Fundamental to achieving this is the implementation of certain key governance responsibilities, which I have assessed as follows:

Matter of governance	Yes	No
Audit committee		
• The department had an audit committee in operation throughout the financial year.	✓	
• The audit committee operates in accordance with approved, written terms of reference.	✓	
• The audit committee substantially fulfilled its responsibilities for the year, as set out in section 77 of the PFMA and Treasury Regulation 3.1.10.	✓	
Internal audit		
• The department had an internal audit function in operation throughout the financial year.	✓	
• The internal audit function operates in terms of an approved internal audit plan.	✓	
• The internal audit function substantially fulfilled its responsibilities for the year, as set out in Treasury Regulation 3.2.	✓	
Other matters of governance		
• The annual financial statements were submitted for audit as per the legislated deadlines (section 40 of the PFMA for departments).	✓	
• The financial statements submitted for audit were not subject to any material amendments resulting from the audit.	✓	
• No significant difficulties were experienced during the audit concerning delays or the unavailability of expected information and/or the unavailability of senior management.	✓	
• The prior year's external audit recommendations have been substantially implemented.	✓	
• SCOPA resolutions have been substantially implemented.	✓	

OTHER REPORTING RESPONSIBILITIES

REPORT ON PERFORMANCE INFORMATION

11. I have reviewed the performance information as set out on pages 48 to 167.

Responsibility of the accounting officer for the performance information

12. The accounting officer has additional responsibilities as required by section 40(3)(a) of the PFMA to ensure that the annual report and audited financial statements fairly present the performance against predetermined objectives of the department.

Responsibility of the Auditor-General

13. I conducted my engagement in accordance with section 13 of the PAA read with *General Notice 616 of 2008*, issued in *Government Gazette No. 31057 of 15 May 2008*.
14. In terms of the foregoing my engagement included performing procedures of an audit nature to obtain sufficient appropriate evidence

about the performance information and related systems, processes and procedures. The procedures selected depend on the auditor's judgement.

15. I believe that the evidence I have obtained is sufficient and appropriate to report that no significant findings have been identified as a result of my review.

APPRECIATION

16. The assistance rendered by the staff of the department during the audit is sincerely appreciated.

Auditor - General

Pretoria

29 July 2008



APPROPRIATION STATEMENT
for the year ended 31 March 2008

	Appropriation per programme 2007/08					2006/07			
	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 payment	142 964	-	(4 060)	138 904	125 628	13 276	90.4	118 005	116 379
Transfers and subsidies	1 914	-	104	2 018	2 024	(6)	100.3	1 627	1 622
Payment for capital assets	733	-	1 299	2 032	1 442	590	71.0	1 778	1 145
2. System Planning and Monitoring									
Current payment	92 917	-	(7 973)	84 944	50 805	34 139	59.8	46 595	33 383
Transfers and subsidies	-	-	-	-	-	-	0.0	2 669	2 666
Payment for capital assets	3 621	-	250	3 871	1 145	2 726	29.6	1 273	381
3. General Education									
Current payment	129 635	-	(24 177)	105 458	97 900	7 558	92.8	95 053	82 525
Transfers and subsidies	168 494	-	153	168 647	159 801	8 846	94.8	145 379	145 355
Payment for capital assets	545	-	130	675	552	123	81.8	876	377
4. Further Education and Training									
Current payment	508 560	-	9 188	517 748	449 238	68 510	86.8	201 889	197 697
Transfers and subsidies	680 133	-	93	680 226	680 202	24	100.0	512 094	512 093
Payment for capital assets	1 271	-	673	1 944	2 277	(333)	117.1	1 970	1 101
5. Quality Promotion and Development									
Current payment	58 638	-	6 217	64 855	60 873	3 982	93.9	50 984	43 221
Transfers and subsidies	1 219 289	-	-	1 219 289	1 219 289	-	100.0	1 098 051	1 098 050
Payment for capital assets	889	-	911	1 800	487	1 313	27.1	890	210
6. Higher Education									
Current payment	21 812	-	(705)	21 107	19 160	1 947	90.8	17 222	16 721
Transfers and subsidies	13 304 745	-	-	13 304 745	13 303 533	1 212	100.0	11 942 991	11 939 978
Payment for capital assets	373	-	-	373	243	130	65.1	480	180
7. Auxiliary and Associated Services									
Current payment	37 726	-	16 770	54 496	54 124	372	99.3	46 967	45 698
Transfers and subsidies	11 728	-	155	11 883	10 838	1 045	91.2	10 149	8 958
Payment for capital assets	765	-	972	1 737	1 765	(28)	101.6	2 234	2 065
Total	16 386 752	-	-	16 386 752	16 241 326	145 426	99.1	14 299 176	14 249 805
Reconciliation with Statement of Financial Performance									
Add: Departmental revenue				8 738				6 761	
Local and foreign aid assistance received				168 042				203 365	
Actual amounts per Statement of Financial Performance (Total Revenue)				16 563 532				14 509 302	
Add: Local and foreign aid assistance					174 362				171 472
Actual amounts per Statement of Financial Performance (Total Expenditure)					16 415 686				14 421 277

APPROPRIATION STATEMENT
for the year ended 31 March 2008

	Appropriation per economic classification						2006/07		
	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 payment	276 528	-	-	276 528	249 739	26 789	90.3	210 019	207 019
Compensation of employees	715 724	-	(4 740)	710 984	576 431	134 553	81.1	366 696	307 835
Goods and services	-	-	-	-	31 558	(31 558)	0.0	-	20 770
Financial transactions in assets and liabilities	-	-	-	-	-	-	-	-	-
Transfers and subsidies	2 016 773	-	-	2 016 773	2 007 950	8 823	99.6	1 712 661	1 712 656
Provinces and municipalities	1 412 451	-	200	1 412 651	1 412 699	(48)	100.0	995 813	995 861
Departmental agencies and accounts	11 942 751	-	-	11 942 751	11 941 539	1 212	100.0	10 988 701	10 985 688
Universities and technicians	11 778	-	305	12 083	11 016	1 067	91.2	10 183	8 971
Foreign governments and international organisations	50	-	-	50	50	-	100.0	-	-
Non-profit institutions	2 500	-	-	2 500	2 433	67	97.3	5 602	5 546
Households	-	-	-	-	-	-	-	-	-
Payment for capital assets	8 197	-	4 022	12 219	7 632	4 587	62.5	7 999	5 447
Machinery and equipment	-	-	213	213	279	(66)	131.0	1 502	12
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Total	16 386 752	-	-	16 386 752	16 241 326	145 426	99.1	14 299 176	14 249 805

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 1 - ADMINISTRATION
for the year ended 31 March 2008

Programme per subprogramme	2007/08					2006/07			
	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	1 067	-	70	1 137	1 131	6	99.5	1 052	1 050
Current payment									
1.2 Deputy Minister	837	-	120	957	951	6	99.4	818	816
Current payment									
1.3 Management	52 571	-	3 199	55 770	55 051	719	98.7	46 797	45 941
Current payment									
Transfers and subsidies	1 593	-	(92)	1 501	1 506	(5)	100.3	118	116
Payment for capital assets	395	-	1 216	1 611	1 067	544	66.2	854	558
1.4 Corporate Services	68 958	-	(8 713)	60 245	49 831	10 414	82.7	50 908	50 146
Current payment	321	-	196	517	518	(1)	100.2	1 509	1 506
Transfers and subsidies	338	-	83	421	375	46	89.1	924	587
Payment for capital assets									
1.5 Property Management	19 531	-	1 264	20 795	18 664	2 131	89.8	18 430	18 426
Current payment	145 611	-	(2 657)	142 954	129 094	13 860	90.3	121 410	119 146
Total									
	145 611	-	(2 657)	142 954	129 094	13 860	90.3	121 410	119 146
Economic classification	2007/08					2006/07			
	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 payment	61 907	-	1 962	63 869	63 320	549	99.1	52 669	52 201
Compensation of employees	81 057	-	(6 022)	75 035	62 307	12 728	83.0	65 336	63 542
Goods and services	-	-	-	-	1	(1)	0.0	-	636
Financial transactions in assets and liabilities	-	-	-	-	-	-	-	-	-
Transfers and subsidies	-	-	-	-	-	-	0.0	42	42
Provinces and municipalities	114	-	-	114	159	(45)	139.5	110	141
Departmental agencies and accounts	-	-	-	-	1 865	39	98.0	1 475	1 439
Households	1 800	-	104	1 904	1 865	39	98.0	1 475	1 439
Payment for capital assets	733	-	1 263	1 996	1 417	579	71.0	1 672	1 133
Machinery and equipment	-	-	36	36	25	11	69.4	106	12
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Total	145 611	-	(2 657)	142 954	129 094	13 860	90.3	121 410	119 146

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 2 - SYSTEM PLANNING AND MONITORING for the year ended 31 March 2008

	2007/08						2006/07			
	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	Actual Expenditure R'000
2.1 Programme per subprogramme										
Education Human Resources Planning										
Current payment	43 101	-	(3 705)	39 396	13 858	25 538	35.2	10 058	9 342	9 342
Transfers and subsidies	-	-	-	-	-	-	0.0	1 660	1 658	1 658
Payment for capital assets	200	-	269	469	446	23	95.1	164	100	100
2.2 Information Monitoring and Evaluation										
Current payment	39 522	-	(2 532)	36 990	29 082	7 908	78.6	21 652	9 736	9 736
Transfers and subsidies	-	-	-	-	-	-	0.0	4	4	4
Payment for capital assets	3 330	-	(1)	3 329	633	2 696	19.0	888	83	83
2.3 Financial and Physical Planning and Analysis										
Current payment	10 294	-	(1 736)	8 558	7 865	693	91.9	14 885	14 305	14 305
Transfers and subsidies	-	-	-	-	-	-	0.0	1 005	1 004	1 004
Payment for capital assets	91	-	(18)	73	66	7	90.4	221	198	198
Total	96 538	-	(7 723)	88 815	51 950	36 865	58.5	50 537	36 430	36 430
Economic classification										
Current payment										
Compensation of employees	37 189	-	(7 878)	29 311	22 057	7 254	75.3	18 905	18 578	18 578
Goods and services	55 728	-	(95)	55 633	28 746	26 887	51.7	27 690	14 802	14 802
Financial transactions in assets and liabilities	-	-	-	-	2	(2)	0.0	-	3	3
Transfers and subsidies										
Provinces and municipalities	-	-	-	-	-	-	0.0	16	15	15
Departmental agencies and accounts	-	-	-	-	-	-	0.0	-	7	7
Households	-	-	-	-	-	-	0.0	2 653	2 644	2 644
Payment for capital assets										
Machinery and equipment	3 621	-	250	3 871	1 057	2 814	27.3	527	381	381
Software and other intangible assets	-	-	-	-	88	(88)	0.0	746	-	-
Total	96 538	-	(7 723)	88 815	51 950	36 865	58.5	50 537	36 430	36 430

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 3 - GENERAL EDUCATION for the year ended 31 March 2008

	2007/08						2006/07		
	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 Programme per subprogramme									
General Education and Training Curriculum and Assessment									
Current payment	43 106	-	(1 955)	41 151	38 058	3 093	92.5	55 605	43 794
Transfers and subsidies	166 494	-	150	166 644	157 799	8 845	94.7	145 362	145 338
Payment for capital assets	-	-	110	110	109	1	99.1	335	201
3.2 Institutional and Human Resources Development									
Current payment	56 239	-	(11 206)	45 033	42 474	2 559	94.3	32 045	31 581
Transfers and subsidies	2 000	-	3	2 003	2 002	1	100.0	14	13
Payment for capital assets	469	-	(162)	307	188	119	61.2	418	165
3.3 Quality Promotion and Assurance									
Current payment	30 290	-	(11 016)	19 274	17 368	1 906	90.1	7 403	7 150
Transfers and subsidies	-	-	-	-	255	-	0.0	3	4
Payment for capital assets	76	-	162	258	123	3	98.8	123	11
Total	298 674	-	(23 894)	274 780	258 253	16 527	94.0	241 308	228 257
Economic classification									
Current payment									
Compensation of employees	30 872	-	(315)	30 557	29 918	639	97.9	27 030	26 165
Goods and services	98 763	-	(23 862)	74 901	67 855	7 046	90.6	68 023	56 315
Financial transactions in assets and liabilities	-	-	-	-	127	(127)	0.0	-	45
Transfers and subsidies									
Provinces and municipalities	166 394	-	-	166 394	157 571	8 823	94.7	144 491	144 490
Departmental agencies and accounts	2 000	-	-	2 000	2 002	(2)	100.1	-	8
Foreign governments and international organisations	100	-	150	250	228	22	91.2	100	77
Households	-	-	3	3	-	3	0.0	788	780
Payment for capital assets									
Machinery and equipment	545	-	130	675	552	123	81.8	729	377
Software and other intangible assets	-	-	-	-	-	-	0.0	147	-
Total	298 674	-	(23 894)	274 780	258 253	16 527	94.0	241 308	228 257

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 4 - FURTHER EDUCATION AND TRAINING for the year ended 31 March 2008

	2007/08						2006/07		
	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 Programme per subprogramme									
Education Measurement, Assessment and Public Examinations									
Current payment	229 393	-	10 633	240 026	186 069	53 957	77.5	110 190	109 889
Transfers and subsidies	691	-	(107)	584	559	25	95.7	608	607
Payment for capital assets	926	-	768	1 694	2 111	(417)	124.6	1 358	544
4.2 Further Education and Training Schools									
Current payment	253 074	-	(2 449)	250 625	236 245	14 380	94.3	35 506	33 043
Transfers and subsidies	48 352	-	200	48 552	48 553	(1)	100.0	41 481	41 482
Payment for capital assets	162	-	(14)	148	69	79	46.6	319	329
4.3 Further Education and Training College Programmes, Qualifications and Institutional Support									
Current payment	26 093	-	1 004	27 097	26 924	173	99.4	56 193	54 765
Transfers and subsidies	631 090	-	-	631 090	631 090	-	100.0	470 005	470 004
Payment for capital assets	183	-	(81)	102	97	5	95.1	293	228
Total	1 189 964	-	9 954	1 199 918	1 131 717	68 201	94.3	715 953	710 891
Economic classification									
Current payment									
Compensation of employees	105 630	-	2 529	108 159	90 280	17 879	83.5	72 707	72 199
Goods and services	402 930	-	6 659	409 589	345 143	64 446	84.3	129 182	115 432
Financial transactions in assets and liabilities	-	-	-	-	13 815	(13 815)	0.0	-	10 066
Transfers and subsidies									
Provinces and municipalities	631 090	-	-	631 090	631 090	-	100.0	470 045	470 044
Departmental agencies and accounts	48 343	-	200	48 543	48 544	(1)	100.0	41 423	41 423
Households	700	-	(107)	593	568	25	95.8	626	626
Payment for capital assets									
Machinery and equipment	1 271	-	583	1 854	2 189	(335)	118.1	1 942	1 101
Software and other intangible assets	-	-	90	90	88	2	97.8	28	-
Total	1 189 964	-	9 954	1 199 918	1 131 717	68 201	94.3	715 953	710 891

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 5 - QUALITY PROMOTION AND DEVELOPMENT for the year ended 31 March 2008

	2007/08					2006/07			
	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 Programme per subprogramme									
Adult Learning and School Enrichment Programmes									
Current payment	33 637	-	(1 680)	31 957	28 852	3 105	90.3	15 191	14 185
Transfers and subsidies	-	-	-	-	-	-	0.0	4	5
Payment for capital assets	596	-	859	1 455	209	1 246	14.4	154	59
Health and Wellness Promotion									
Current payment	14 493	-	(938)	13 555	13 207	348	97.4	22 760	16 165
Transfers and subsidies	1 219 289	-	-	1 219 289	1 219 289	-	100.0	1 098 044	1 098 042
Payment for capital assets	215	-	(92)	123	62	61	50.4	540	64
Equity in Education									
Current payment	10 508	-	8 835	19 343	18 814	529	97.3	13 033	12 871
Transfers and subsidies	-	-	-	-	-	-	0.0	3	3
Payment for capital assets	76	-	144	222	216	6	97.3	196	87
Total	1 278 816	-	7 128	1 285 944	1 280 649	5 295	99.6	1 149 925	1 141 481
Economic classification									
Current payment									
Compensation of employees	18 713	-	2 257	20 970	20 702	268	98.7	15 436	15 182
Goods and services	39 925	-	3 960	43 885	40 131	3 754	91.4	35 548	28 033
Financial transactions in assets and liabilities	-	-	-	-	40	(40)	0.0	-	6
Transfers and subsidies									
Provinces and municipalities	1 219 289	-	-	1 219 289	1 219 289	-	100.0	1 098 049	1 098 048
Departmental agencies and accounts	-	-	-	-	-	-	0.0	-	2
Households	-	-	-	-	-	-	0.0	2	-
Payment for capital assets									
Machinery and equipment	889	-	824	1 713	444	1 269	25.9	570	210
Software and other intangible assets	-	-	87	87	43	44	49.4	320	-
Total	1 278 816	-	7 128	1 285 944	1 280 649	5 295	99.6	1 149 925	1 141 481

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 6 - HIGHER EDUCATION for the year ended 31 March 2008

	2007/08						2006/07		
	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 payment	13 193	-	(700)	12 493	10 725	1 768	85.8	10 064	9 759
Transfers and subsidies	13 304 745	-	-	13 304 745	13 303 533	1 212	100.0	11 942 986	11 939 973
Payment for capital assets	214	-	-	214	193	21	90.2	204	78
6.2 Higher Education Policy and Development									
Current payment	8 619	-	(5)	8 614	8 435	179	97.9	7 158	6 962
Transfers and subsidies	-	-	-	-	-	-	0.0	5	5
Payment for capital assets	159	-	-	159	50	109	31.4	276	102
Total	13 326 930	-	(705)	13 326 225	13 322 936	3 289	100.0	11 960 693	11 956 879
	2007/08						2006/07		
	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
Economic classification									
Current payment									
Compensation of employees	12 362	-	995	13 357	13 261	96	99.3	12 918	12 674
Goods and services	9 450	-	(1 700)	7 750	5 899	1 851	76.1	4 304	4 043
Transfers and subsidies									
Provinces and municipalities	-	-	-	-	-	-	0.0	10	10
Departmental agencies and accounts	1 361 994	-	-	1 361 994	1 361 994	-	100.0	954 280	954 280
Universities and Technikon	11 942 751	-	-	11 942 751	11 941 539	1 212	100.0	10 988 701	10 985 688
Payment for capital assets									
Machinery and equipment	373	-	-	373	243	130	65.1	464	180
Software and other intangible assets	-	-	-	-	-	-	0.0	16	-
Total	13 326 930	-	(705)	13 326 225	13 322 936	3 289	100.0	11 960 693	11 956 879

APPROPRIATION STATEMENT

DETAIL PER PROGRAMME 7 - AUXILIARY AND ASSOCIATED SERVICES for the year ended 31 March 2008

	2007/08					2006/07			
	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 Programme per subprogramme									
International Relations and UNESCO									
Current payment	17 297	-	(500)	16 797	16 614	183	98.9	16 606	16 182
Transfers and subsidies	11 678	-	155	11 833	10 788	1 045	91.2	10 087	8 897
Payment for capital assets	53	-	(25)	28	19	9	67.9	157	100
7.2 Financial Support Services									
Current payment	20 429	-	17 270	37 699	37 510	189	99.5	30 361	29 516
Transfers and subsidies	50	-	-	50	50	-	100.0	62	61
Payment for capital assets	712	-	997	1 709	1 746	(37)	102.2	2 077	1 965
Total	50 219	-	17 897	68 116	66 727	1 389	96.0	59 350	56 721
Economic classification									
Current payment									
Compensation of employees	9 855	-	450	10 305	10 201	104	99.0	10 354	10 020
Goods and services	27 871	-	16 320	44 191	26 350	17 841	59.6	36 613	25 668
Financial transactions in assets and liabilities	-	-	-	-	17 573	(17 573)	0.0	-	10 010
Transfers and subsidies									
Provinces and municipalities	-	-	-	-	-	-	0.0	8	7
Foreign governments and international organisations	11 678	-	155	11 833	10 788	1 045	91.2	10 083	8 894
Non-profit institutions	50	-	-	50	50	-	100.0	-	-
Households	-	-	-	-	-	-	0.0	58	57
Payment for capital assets									
Machinery and equipment	765	-	972	1 737	1 730	7	99.6	2 095	2 065
Software and other intangible assets	-	-	-	-	35	(35)	0.0	139	-
Total	50 219	-	17 897	68 116	66 727	1 389	96.0	59 350	56 721

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2008

1. **Detail of transfers and subsidies as per Appropriation Act (after Virement):**
Detail of these transactions can be viewed in note 9 (Transfers and subsidies) and Annexure 1 (A-G) 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 8 (Details of 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 R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Approp. %
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Administration	142 954	129 094	13 860	10
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The under-expenditure is due, mainly to the following:

- Delays in the finalisation of an addendum to the PPP Agreement for the new Head Office Building for the Department.
- Finding suitable candidates to fill vacant posts.
- A saving was realised on property management for municipal services.

System Planning and Monitoring	88 815	51 950	36 865	42
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The under-expenditure is due, mainly to the following:

- The review of the Integrated Quality Management System which resulted in a delay in implementing the programme.
- The late delivery of invoices by suppliers for the EMIS Improvement project.
- Consultation process with the various stakeholders with regard to the National Human Resource Development Strategy.
- Resignation of key personnel and the recruitment process to find suitable replacements.

General Education	274 780	258 253	16 527	6
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The under-expenditure is due, mainly to the following:

- Time linked to the writing of appropriate material for the QIDS UP project.
- The withholding of the final transfer payment to KwaZulu-Natal in respect of the HIV and Aids conditional grant.
- Delays in the printing of Learner Profiles. Due to the magnitude of the service, Government Printers preferred to go out on tender and this process took time.
- The development work by service providers for the ACE School Leadership project.

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2008

	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Approp. %
Further Education and Training	1 199 918	1 131 717	68 201	6

The under-expenditure is due, mainly to the following:

- A delayed payment in respect of the NCS earmarked funds due to a technical system problem encountered.
- The plan for the preparation of the National Senior Certificate examination included assistance to the matriculants who did not pass the 2007 matric examination. The bulk of the cost of the May/June 2008 re-examination is booked only in the 2008/09 financial year.
- The Information Communication Technology feasibility study was not completed as anticipated due to the magnitude of this project.
- The implementation of the Integrated Examination Computer System is a complicated matter and relies on feedback from practical experience in provinces, which delayed the project.
- The re-binding of the fragile historical examination records is a slow process and is taking more time than originally anticipated.

Quality Promotion and Development	1 285 944	1 280 649	5 295	0
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There were no material variances on this programme.

Higher Education	13 326 225	13 322 936	3 289	0
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There were no material variances on this programme.

Auxiliary and Associated Services	68 116	66 727	1 389	2
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The saving is due, mainly to savings on the transfer payment to UNESCO as a result of the favourable Rand/Dollar exchange rate.

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2008

4.2 Per economic classification:

	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Approp. %
Current expenditure				
Compensation of employees	276 528	249 739	26 789	10
Goods and services	710 984	576 431	134 553	19
Financial transactions in assets and liabilities	-	31 558	(31 558)	0
Transfers and subsidies				
Provinces and municipalities	2 016 773	2 007 950	8 823	0
Departmental agencies and accounts	1 412 651	1 412 699	(48)	0
Universities and technikons	11 942 751	11 941 539	1 212	0
Foreign governments and international organisations	12 083	11 016	1 067	9
Non-profit institutions	50	50	-	0
Households	2 500	2 433	67	3
Payments for capital assets				
Machinery and equipment	12 219	7 632	4 587	38
Software and other intangible assets	213	279	(66)	-31

STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2008

	Note	2007/08 R'000	2006/07 R'000
REVENUE			
Annual appropriation	1.	16 386 752	14 299 176
Departmental revenue	2.	8 738	6 761
Local and foreign aid assistance	3.	168 042	203 365
TOTAL REVENUE		<u>16 563 532</u>	<u>14 509 302</u>
EXPENDITURE			
Current expenditure			
Compensation of employees	4.	249 739	207 019
Goods and services	5.	576 431	307 835
Financial transactions in assets and liabilities	6.	31 558	20 770
Local and foreign aid assistance	3.	173 710	171 472
Total current expenditure		<u>1 031 438</u>	<u>707 096</u>
Transfers and subsidies	7.	15 375 687	13 708 722
Expenditure for capital assets			
Machinery and equipment	8.	7 632	5 447
Software and other intangible assets	8.	279	12
Local and foreign aid assistance	3.	652	-
Total expenditure for capital assets		<u>8 563</u>	<u>5 459</u>
TOTAL EXPENDITURE		<u>16 415 688</u>	<u>14 421 277</u>
SURPLUS		147 844	88 025
SURPLUS FOR THE YEAR		<u>147 844</u>	<u>88 025</u>
Reconciliation of Net Surplus for the year			
Voted Funds	13.	145 426	49 371
Departmental revenue	14.	8 738	6 761
Local and foreign aid assistance	3.	(6 320)	31 893
SURPLUS FOR THE YEAR		<u>147 844</u>	<u>88 025</u>

STATEMENT OF FINANCIAL POSITION
as at 31 March 2008

	<i>Note</i>	2007/08 R'000	2006/07 R'000
ASSETS			
Current assets		158 498	166 481
Cash and cash equivalents	9.	13 836	15
Prepayments and advances	10.	10 330	161
Receivables	11.	127 302	164 445
Loans	12.	1 445	1 308
Local and foreign aid assistance receivable	3.	5 585	552
Non-current assets		33 746	35 191
Loans	12.	33 746	35 191
TOTAL ASSETS		<u>192 244</u>	<u>201 672</u>
LIABILITIES			
Current liabilities		156 989	165 173
Voted funds to be surrendered to the Revenue Fund	13.	145 426	49 371
Departmental revenue to be surrendered to the Revenue Fund	14.	476	(352)
Bank overdraft	15.	-	104 945
Payables	16.	3 525	2 360
Local and foreign aid assistance unutilised	3.	7 562	8 849
TOTAL LIABILITIES		<u>156 989</u>	<u>165 173</u>
NET ASSETS		<u>35 255</u>	<u>36 499</u>
Represented by:			
Capitalisation Reserves		35 191	36 499
Recoverable revenue		64	-
TOTAL		<u>35 255</u>	<u>36 499</u>

STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2008

	<i>Note</i>	2007/08 R'000	2006/07 R'000
Capitalisation Reserves			
Opening balance		36 499	37 714
Transfers		<u>(1 308)</u>	<u>(1 215)</u>
Closing balance		<u>35 191</u>	<u>36 499</u>
Recoverable revenue			
Opening balance		-	2
Transfers		64	(2)
Debts recovered (included in departmental receipts)		<u>(35)</u>	<u>(31)</u>
Debts raised		99	29
Closing balance		<u>64</u>	<u>-</u>
TOTAL		<u>35 255</u>	<u>36 499</u>

CASH FLOW STATEMENT
for the year ended 31 March 2008

	<i>Note</i>	2007/08 R'000	2006/07 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		16 563 500	14 509 066
Annual appropriated funds received	1.1	16 386 752	14 299 176
Departmental revenue received	2.	8 706	6 525
Local and foreign aid assistance received	3.	168 042	203 365
Net (increase)/ decrease in working capital		28 139	10 955
Surrendered to Revenue Fund		(57 281)	(201 530)
Current payments		(1 031 438)	(707 096)
Transfers and subsidies paid		(15 375 687)	(13 708 722)
Net cash flow available from operating activities	17.	<u>127 233</u>	<u>(97 327)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets		(8 563)	(5 459)
Proceeds from sale of capital assets	2.	32	236
(Increase)/ decrease in loans		1 308	1 215
Net cash flows from investing activities		<u>(7 223)</u>	<u>(4 008)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/ (decrease) in net assets		<u>(1 244)</u>	<u>(1 217)</u>
Net cash flows from financing activities		<u>(1 244)</u>	<u>(1 217)</u>
Net increase/ (decrease) in cash and cash equivalents		118 766	(102 552)
Cash and cash equivalents at beginning of period		(104 930)	(2 378)
Cash and cash equivalents at end of period	18.	<u><u>13 836</u></u>	<u><u>(104 930)</u></u>

ACCOUNTING POLICIES for the year ended 31 March 2008

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 1 of 2007.

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.

2. Revenue

2.1 Appropriated funds

Appropriated and adjusted 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 paid into the National Revenue Fund when received, unless otherwise stated. Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position. Amounts receivable at the reporting date are disclosed in the disclosure notes to the annual 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.

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.

ACCOUNTING POLICIES for the year ended 31 March 2008

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. Amounts receivable at the reporting date are disclosed as part of the disclosure notes to the annual financial statements.

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 annexures to the financial statements.

2.3 Local and foreign aid assistance

Local and foreign aid assistance is recognised in the financial records when the department directly receives the cash from the donor(s). The total cash amount received during the year is reflected in the Statement of Financial Performance as revenue.

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

Salaries and wages comprise payments to employees (including leave entitlements, thirteenth cheques and performance bonuses). Salaries and wages are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

All other payments are classified as current expenses.

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

The department provides medical benefits for some of its employees. Employer contributions to the medical funds are expensed when the final authorisation for payment to the fund is effected on the system.

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.

ACCOUNTING POLICIES for the year ended 31 March 2008

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 used for a capital project or an asset of R5 000 or more is purchased. All assets costing less than R5 000 will also be reflected under goods and services.

3.3 Interest and rent on land

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

3.4 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 amounts are disclosed as a disclosure note.

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

3.5 Unauthorised expenditure

When discovered unauthorised expenditure is recognised as an asset in the Statement of Financial Position until such time as the expenditure is either

approved by the relevant authority, recovered from the responsible person or written-off as irrecoverable in the Statement of Financial Performance.

Unauthorised expenditure approved with funding is recognised in the Statement of Financial Performance when the unauthorised expenditure is approved and the related funds are received. Where the amount is approved without funding it is recognised as expenditure, subject to availability of savings, in the Statement of Financial Performance on the date of approval.

3.6 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as an asset in the Statement of Financial Position until such time as the expenditure 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 Transfers and subsidies

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

3.9 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.

4. Assets

4.1 Cash and cash equivalents

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

ACCOUNTING POLICIES for the year ended 31 March 2008

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

4.2 Prepayments and advances

Amounts prepaid or advanced are recognised in the Statement of Financial Position when the payments are made.

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. Receivables outstanding at year-end are carried in the Statement of Financial Position at cost.

4.4 Loans

Loans are recognised in the Statement of Financial Position at the nominal amount when cash is paid to the beneficiary. Amounts that are potentially irrecoverable are included in the disclosure notes.

Loans that are outstanding at year-end are carried in the Statement of Financial Position at cost.

4.5 Inventory

Inventories purchased during the financial year are disclosed at cost in the notes.

4.6 Capital assets

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 capital asset should be stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

Projects (of construction/development) running over more than one financial year relating to assets, are only capitalised as assets on completion of the project and at the total cost incurred over the duration of the project.

The total movement in the asset register for the current financial year are reflected in the disclosure notes.

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 recognised at historical cost in the Statement of Financial Position.

5.5 Contingent liabilities

Contingent liabilities are included in the disclosure notes.

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.

5.9 Lease commitments

Lease commitments are not recognised in the Statement of Financial Position as a liability or as

ACCOUNTING POLICIES for the year ended 31 March 2008

expenditure in the Statement of Financial Performance but are included in the disclosure notes.

Operating and finance lease commitments are expensed when the payments are made. Assets acquired in terms of finance lease agreements are included in the disclosure notes to the financial statements.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements.

7. Net Assets

7.1 Capitalisation reserve

The capitalisation reserve comprises 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 transferred to the National Revenue Fund on disposal, repayment or recovery of such amounts. Financial Position for the first time in the current reporting period. Amounts are transferred to the National Revenue Fund on disposal, repayment or recovery of such amounts.

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.

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

1. Annual Appropriation

1.1 Annual Appropriation

	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Appropriation Received 2006/07 R'000
Programmes				
Administration	142 954	142 954	-	121 410
System Planning and Monitoring	88 815	88 815	-	50 537
General Education	274 780	274 780	-	241 308
Further Education and Training	1 199 918	1 199 918	-	715 953
Quality Promotion and Development	1 285 944	1 285 944	-	1 149 925
Higher Education	13 326 225	13 326 225	-	11 960 693
Auxiliary and Associated Services	68 116	68 116	-	59 350
Total	16 386 752	16 386 752	-	14 299 176

A surplus of R145,426 million was realised and an amount of R91,039 million has been included in the Department's request to roll funds over to 2008/09.

	Note	2007/08 R'000	2006/07 R'000
2. Departmental revenue			
Sales of goods and services other than capital assets	2.1	1 095	881
Interest, dividends and rent on land	2.2	4 050	4 158
Sales of capital assets	2.3	32	236
Financial transactions in assets and liabilities	2.4	3 368	1 443
Transfers received	2.5	193	43
Total revenue collected		8 738	6 761
Total		8 738	6 761
2.1 Sales of goods and services other than capital assets			
Sales of goods and services produced by the department		1 095	876
Administrative fees		980	764
Other sales		115	112
Sales of scrap, waste and other used current goods		-	5
Total		1 095	881
2.2 Interest, dividends and rent on land			
Interest		4 050	4 158
Total		4 050	4 158
2.3 Sales of capital assets			
Other capital assets		32	236
Total		32	236
2.4 Financial transactions in assets and liabilities			
Nature of loss recovered			
Stale cheques written back		24	23
Other receipts including recoverable revenue		3 344	1 420
Total		3 368	1 443
2.5 Transfers received			
International Organisations		193	43
Total		193	43

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

3. Local and foreign aid assistance	<i>Note</i>	2007/08 R'000	2006/07 R'000
3.1 Assistance received in cash from RDP			
Foreign			
Opening Balance		8 297	(23 596)
Revenue		168 042	203 365
Expenditure		174 362	171 472
Current		173 710	171 472
Capital		652	-
Closing Balance		1 977	8 297
Total			
Opening Balance		8 297	(23 596)
Revenue		168 042	203 365
Expenditure		174 362	171 472
Current		173 710	171 472
Capital		652	-
Closing Balance	Annexure 11	1 977	8 297
Analysis of balance			
Local and foreign aid receivable		5 585	552
Local and foreign aid unutilised		7 562	8 849
Closing balance		1 977	8 297
4. Compensation of employees			
4.1 Salaries and wages			
Basic salary		134 388	115 714
Performance award		5 486	4 146
Service Based		10	16
Compensative/circumstantial		48 318	38 704
Periodic payments		1 685	137
Other non-pensionable allowances		36 631	27 800
Total		226 518	186 517
4.2 Social contributions			
4.2.1 Employer contributions			
Pension		16 078	14 223
Medical		7 113	6 254
Bargaining Council		25	23
Official unions and associations		5	2
Total		23 221	20 502
Total compensation of employees		249 739	207 019
Average number of employees		899	846

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

	Note	2007/08 R'000	2006/07 R'000
5. Goods and services			
Advertising		40 386	13 789
Attendance fees (including registration fees)		1 923	951
Bank charges and card fees		62	56
Bursaries (employees)		241	285
Catering		1 275	2 369
Communication		6 411	6 229
Computer services		47 118	35 622
Consultants, contractors and special services		48 363	54 381
Courier and delivery services		15 340	14 044
Tracing agents and debt collections		-	1
Drivers licences and permits		4	3
Entertainment		332	246
External audit fees	5.1	3 161	2 713
Equipment less than R5 000		3 373	2 683
Government motor transport		1 749	2 849
Inventory	5.2	13 291	24 780
Learnerships		38	-
Legal fees		874	620
Maintenance, repair and running costs		6 395	2 727
Municipal Services		1 320	1 336
Operating leases		7 739	7 350
Photographic services		3	23
Plant flowers and other decorations		314	243
Printing and publications		247 763	19 959
Professional bodies and membership fees		1	-
Resettlement costs		1 049	1 216
Subscriptions		265	752
Owned and leasehold property expenditure		17 502	17 179
Translations and transcriptions		560	675
Travel and subsistence	5.3	72 159	66 359
Venues and facilities		11 779	12 923
Protective, special clothing and uniforms		29	793
Training and staff development		25 612	14 679
Total		576 431	307 835
5.1 External audit fees			
Regulatory audits		2 768	2 348
Other audits		393	365
Total		3 161	2 713
5.2 Inventory			
Domestic consumables		262	372
Agricultural		1	15
Learning and teaching support material		2 398	15 551
Other consumables		105	140
Parts and other maintenance material		244	371
Stationery and printing		10 259	8 327
Medical supplies		22	4
Total		13 291	24 780

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

	<i>Note</i>	2007/08 R'000	2006/07 R'000
5.3 Travel and subsistence			
Local		63 555	60 869
Foreign		8 604	5 490
Total		<u>72 159</u>	<u>66 359</u>
6. Financial transactions in assets and liabilities			
Debts written off	6.1	31 558	20 770
Total		<u>31 558</u>	<u>20 770</u>
6.1 Debts written off			
Nature of debts written off			
Transfer to debts written off			
Claims: Eastern Cape Education Department		17 560	10 000
Claims: Gauteng Education Department		13 740	10 000
Bonitas - Excess premiums		-	554
Usizo College - Dishonoured Cheques		-	53
Supersonic/Sure Travel		100	-
Connex		72	-
Salary overpayment		70	-
Other		16	163
Total		<u>31 558</u>	<u>20 770</u>
7. Transfers and subsidies			
Provinces and municipalities	<i>ANNEXURE 1A and 1B</i>	2 007 950	1 712 656
Departmental agencies and accounts	<i>ANNEXURE 1C</i>	1 412 699	995 861
Universities and technikons	<i>ANNEXURE 1D</i>	11 941 539	10 985 688
Foreign governments and international organisations	<i>ANNEXURE 1E</i>	11 016	8 971
Non-profit institutions	<i>ANNEXURE 1F</i>	50	-
Households	<i>ANNEXURE 1G</i>	2 433	5 546
Total		<u>15 375 687</u>	<u>13 708 722</u>
8. Expenditure on capital assets			
Machinery and equipment	28.	7 632	5 447
Software and other intangible assets		279	12
Computer Software	29.	279	12
Total		<u>7 911</u>	<u>5 459</u>
9. Cash and cash equivalents			
Consolidated Paymaster General Account		13 821	-
Cash on hand		15	15
Total		<u>13 836</u>	<u>15</u>
10. Prepayments and advances			
Travel and subsistence		330	161
Prepayments		10 000	-
Total		<u>10 330</u>	<u>161</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

11. Receivables

		Less than one year	One to three years	Older than three years	Total	Total
		R'000	R'000	R'000	R'000	R'000
Private enterprises	11.1	7	65	-	72	25
Staff debtors	11.2	12	90	2	104	155
Other debtors	11.3	2 960	439	109	3 508	1 318
Intergovernmental receivables	ANNEXURE 3	6 239	116	117 263	123 618	162 947
Total		9 218	710	117 374	127 302	164 445

			2007/08	2006/07
		Note	R'000	R'000
11.1 Private enterprises				
Travel agencies			72	25
Total			72	25
11.2 Staff debtors				
Motor accidents			59	103
Other			45	52
Total			104	155
11.3 Other Debtors				
Cheque fraud			6	6
Out of service debt			231	217
Tax debt			-	1
Other			2 821	1 094
Irregular expenditure not condoned			450	-
Total			3 508	1 318

12. Loans

Universities and technikons		35 191	36 499
Total		35 191	36 499
Cape Peninsula University of Technology		4 957	5 216
Durban Institute of Technology		8 504	8 770
Nelson Mandela Metropolitan University		625	699
Tshwane University of Technology		9 127	9 468
Vaal University of Technology		3 371	3 492
University of Johannesburg		5 783	5 993
University of Stellenbosch		1 379	1 553
Total		33 746	35 191
Analysis of Balance			
Opening Balance		36 499	37 714
Repayments		(1 308)	(1 215)
Closing Balance		35 191	36 499
Current portion of loans		1 445	1 308

13. Voted funds to be surrendered to the Revenue Fund

Opening balance		49 371	193 109
Transfer from Statement of Financial Performance		145 426	49 371
Paid during the year		(49 371)	(193 109)
Closing balance		145 426	49 371

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

		2007/08	2006/07
	Note	R'000	R'000
14. Departmental revenue to be surrendered to the Revenue Fund			
Opening balance		(352)	1 308
Transfer from Statement of Financial Performance		8 738	6 761
Paid during the year		(7 910)	(8 421)
Closing balance		<u>476</u>	<u>(352)</u>
15. Bank overdraft			
Consolidated Paymaster General Account		-	104 945
Total		<u>-</u>	<u>104 945</u>
16. Payables – current			
Description			
		30 Days	30+ Days
		R'000	R'000
		Total	Total
		R'000	R'000
Advances received	16.1	-	-
Clearing accounts	16.2	2 504	7
Other payables	16.3	126	888
Total		<u>2 630</u>	<u>895</u>
		<u>3 525</u>	<u>2 360</u>
16.1 Advances received			
Eastern Cape Education Department		-	95
Mpumalanga Education Department: Bank Commission on Japanese donation		-	30
Limpopo Education Department: Bank Commission on Japanese donation		-	26
Total		<u>-</u>	<u>151</u>
16.2 Clearing accounts			
Tax RSA		2 504	1 547
Other		7	9
Total		<u>2 511</u>	<u>1 556</u>
16.3 Other payables			
UNESCO National Commission		878	649
Other		136	4
Total		<u>1 014</u>	<u>653</u>
17. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		147 844	88 025
Add back non cash/cash movements not deemed operating activities		(20 611)	(185 352)
(Increase)/decrease in receivables – current		37 143	10 328
(Increase)/decrease in prepayments and advances		(10 169)	42
(Increase)/decrease in other current assets		(5 033)	(624)
Increase/(decrease) in payables – current		1 165	585
Proceeds from sale of capital assets		(32)	(236)
Expenditure on capital assets		8 563	5 459
Surrenders to revenue fund		(57 281)	(201 530)
Other non-cash items		5 033	624
Net cash flow generated by operating activities		<u>127 233</u>	<u>(97 327)</u>
18. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General Account		13 821	(104 945)
Cash on hand		15	15
Total		<u>13 836</u>	<u>(104 930)</u>

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

			2007/08	2006/07
		Note	R'000	R'000
19. Contingent liabilities				
	Liability	Nature		
	Motor vehicle guarantees	Employees	328	658
	Housing loan guarantees	Employees	1 047	1 259
	Other guarantees		277 148	340 871
	Claims against the department		3 400	6 207
	Total		281 923	348 995
20. Commitments				
	Current expenditure			
	Approved and contracted		5 782	3 164
	Approved but not yet contracted		51 770	36 667
			57 552	39 831
	Capital expenditure			
	Approved and contracted		11	73
	Approved but not yet contracted		2 469	1 191
			2 480	1 264
	Total Commitments		60 032	41 095
21. Accruals				
		30 Days	30+ Days	Total
	Listed by economic classification	R'000	R'000	R'000
	Compensation of employees	445	-	445
	Goods and services	3 533	3 996	7 529
	Transfers and subsidies	2 949	-	2 949
	Machinery and Equipment	24	186	210
	Total	6 951	4 182	11 133
	Listed by programme level			
	Programme 1: Administration			2 064
	Programme 2: System Planning and Monitoring			563
	Programme 3: General Education			654
	Programme 4: Further Education and Training			3 555
	Programme 5: Quality Promotion and Development			172
	Programme 6: Higher Education			3 398
	Programme 7: Auxiliary and Associated Services			727
	Total			11 133
22. Employee benefit provisions				
	Leave entitlement		6 722	2 715
	Thirteenth cheque		5 197	4 897
	Performance awards		87	63
	Capped leave commitments		16 922	15 584
	Total		28 928	23 259

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

23. Lease Commitments

	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
23.1 Operating leases				
2007/08				
Not later than 1 year	-	17 886	1 387	19 273
Later than 1 year and not later than 5 years	-	19 709	713	20 422
Total present value of lease liabilities	-	37 595	2 100	39 695
2006/07				
Not later than 1 year	-	16 571	3 161	19 732
Later than 1 year and not later than 5 years	-	17 886	1 010	18 896
Later than five years	-	-	-	-
Total present value of lease liabilities	-	34 457	4 171	38 628

	Note	2007/08 R'000	2006/07 R'000
24. Irregular expenditure			
24.1 Reconciliation of irregular expenditure			
Opening Balance		1 231	-
Add Irregular expenditure – current year		-	1 231
Less: Amounts condoned		781	-
Current expenditure		781	-
Less: Not condoned		450	-
Current expenditure		450	-
Irregular expenditure awaiting condonement		-	1 231
Analysis of awaiting condonement per classification			
Current expenditure		-	1 231
		-	1 231
Analysis of awaiting condonement per age classification			
Prior years		-	1 231
Total		-	1 231
24.2 Irregular expenditure			
Incident			
Non-compliance with supply chain management	Disciplinary steps taken/criminal proceedings The matter was investigated and disciplinary hearings took place. Three officials were charged and found guilty. R781 000 was deemed a fair cost for the service, therefore condoned. The balance will be recovered in three equal amounts from the three officials. These officials were also discharged.	-	1 231
Total		-	1 231

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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25. Key management personnel	Description	Individuals	2007/08	2006/07
			R'000	R'000
	Political Office Bearers (detail below)	2	2 201	1 973
	Officials			
	Level 15 to 16	8	6 700	6 344
	Family members of key management personnel	1	657	287
	Total		9 558	8 604

Minister: 2006/07: R1,111 million; 2007/08: R1,211 million.
Deputy Minister: 2006/07: R0,862 million; 2007/08: R0,990 million.

26. Public Private Partnership

Description of the arrangement

The payment of the unitary fee will become applicable only once the Department has occupied the new office building. The expected date of occupation is September 2009, in the 2009/10 financial year.

27. Provisions

Potential irrecoverable debts

Claims recoverable	117 263	148 650
Total	117 263	148 650

28. Tangible Capital Assets

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Opening balance	Current Year Adjustments to prior year balances	Additions		Disposals		Closing balance
			Cost	Cost	Cost	Cost	
			R'000	R'000	R'000	R'000	
MACHINERY AND EQUIPMENT	26 360	137	7 921	1 259			33 159
Transport assets	2 322	1	576	45			2 854
Computer equipment	16 425	(955)	6 258	1 174			20 554
Furniture and office equipment	6 805	819	697	7			8 314
Other machinery and equipment	808	272	390	33			1 437
TOTAL TANGIBLE ASSETS	26 360	137	7 921	1 259			33 159

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

28.1 ADDITIONS TO TANGIBLE CAPITAL ASSET PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Cash Cost R'000	Non- Cash Fair Value R'000	(Capital work in progress - current costs) Cost R'000	Received current year, not paid (Paid current year, received prior year) Cost R'000	Total Cost R'000
MACHINERY AND EQUIPMENT	7 632	866	-	(577)	7 921
Transport assets	576	-	-	-	576
Computer equipment	5 920	866	-	(528)	6 258
Furniture and office equipment	712	-	-	(15)	697
Other machinery and equipment	424	-	-	(34)	390
TOTAL	7 632	866	-	(577)	7 921

28.2 DISPOSALS OF TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Sold (cash) Cost R'000	Non-cash Fair Value R'000	Total Cost R'000	Cash Received Actual R'000
MACHINERY AND EQUIPMENT	52	1 207	1 259	32
Transport assets	45	-	45	27
Computer equipment	-	1 174	1 174	-
Furniture and Office equipment	7	-	7	5
Other machinery and equipment	-	33	33	-
TOTAL	52	1 207	1 259	32

28.3 MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
MACHINERY AND EQUIPMENT	21 239	5 950	829	26 360
Transport assets	2 619	356	653	2 322
Computer equipment	12 023	4 563	161	16 425
Furniture and Office equipment	6 150	655	-	6 805
Other machinery and equipment	447	376	15	808
TOTAL TANGIBLE ASSETS	21 239	5 950	829	26 360

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

29. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Opening balance Cost R'000	Current Year Adjustments to prior year balances Cost R'000	Additions Cost R'000	Disposals Cost R'000	Closing balance Cost R'000
COMPUTER SOFTWARE	489	-	297	-	786
TOTAL INTANGIBLE ASSETS	489	-	297	-	786

29.1 ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Cash Cost R'000	Non- cash Fair Value R'000	(Develop ment work in progress - current costs) Cost R'000	Received current year, not paid (Paid current year, received prior year) Cost R'000	Total Cost R'000
COMPUTER SOFTWARE	279	-	-	18	297
TOTAL	279	-	-	18	297

29.2 CAPITAL INTANGIBLE ASSET MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2007

	Opening balance Cost R'000	Additions Cost R'000	Disposals Cost R'000	Closing balance Cost R'000
COMPUTER SOFTWARE	472	17	-	489
TOTAL INTANGIBLE ASSETS	472	17	-	489

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 1A
STATEMENT OF CONDITIONAL GRANT PAID TO PROVINCES

NAME OF PROVINCE/GRANT	GRANT ALLOCATION			TRANSFERS		SPENT			2006/07 R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Transferred %	Amount received by the provincial education departments R'000	Amount spent by the provincial education departments R'000		% of available funds spent by the provincial education departments %
HIV and Aids (Life Skills Education) Grant										
Eastern Cape	26 797	-	-	26 797	26 797	100.0	26 797	26 395	98.5	25 113
Free State	9 217	-	-	9 217	9 217	100.0	9 217	9 164	99.4	8 424
Gauteng	22 416	-	-	22 416	22 416	100.0	22 416	21 534	96.1	20 012
KwaZulu-Natal	35 292	-	-	35 292	26 469	75.0	26 469	24 081	68.2	32 994
Limpopo	23 005	8 231	-	31 236	31 236	100.0	31 236	17 411	55.7	21 594
Mpumalanga	13 010	-	-	13 010	13 010	100.0	13 010	12 089	92.9	10 936
Northern Cape	3 454	468	-	3 922	3 922	100.0	3 922	3 922	100.0	2 457
North West	11 493	-	-	11 493	11 493	100.0	11 493	10 498	91.3	11 071
Western Cape	13 011	-	-	13 011	13 011	100.0	13 011	13 000	99.9	11 870
National School Nutrition Programme Grant										
Eastern Cape	237 885	63 726	-	301 611	301 611	100.0	301 611	291 488	96.6	233 882
Free State	68 023	-	-	68 023	68 023	100.0	68 023	68 004	100.0	64 784
Gauteng	114 574	-	-	114 574	114 574	100.0	114 574	116 659	101.8	99 921
KwaZulu-Natal	260 006	-	-	260 006	260 006	100.0	260 006	242 430	93.2	239 372

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 1A (Continue)

NAME OF PROVINCE/GRANT	GRANT ALLOCATION				TRANSFERS			SPENT			2006/07
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Transferred %	Amount received by the provincial education departments R'000	Amount spent by the provincial education departments R'000	% of available funds spent by the provincial education departments %	Division of Revenue Act R'000	
National School Nutrition Programme Grant (Continue)											
Limpopo	192 694	-	-	192 694	192 694	100.0	192 694	192 901	100.1	202 039	
Mpumalanga	106 604	-	-	106 604	106 604	100.0	106 604	110 504	103.7	84 549	
Northern Cape	34 507	2 625	-	37 132	37 132	100.0	37 132	37 132	100.0	29 647	
North West	87 916	-	-	87 916	87 916	100.0	87 916	88 254	100.4	95 529	
Western Cape	50 729	-	-	50 729	50 729	100.0	50 729	53 074	104.6	48 313	
Further Education and Training College Sector Recapitalisation Grant											
Eastern Cape	78 815	11 522	-	90 337	90 337	100.0	90 337	90 337	100.0	61 000	
Free State	36 000	-	-	36 000	36 000	100.0	36 000	36 000	100.0	30 000	
Gauteng	140 509	21 056	-	161 565	161 565	100.0	161 565	161 565	100.0	106 000	
KwaZulu-Natal	115 453	-	-	115 453	115 453	100.0	115 453	115 453	100.0	90 000	
Limpopo	67 443	2 912	-	70 355	70 355	100.0	70 355	70 355	100.0	43 000	
Mpumalanga	40 055	-	600	40 655	40 655	100.0	40 655	40 655	100.0	32 000	
Northern Cape	8 000	-	-	8 000	8 000	100.0	8 000	8 000	100.0	10 000	
North West	28 725	-	-	28 725	28 725	100.0	28 725	28 725	100.0	28 000	
Western Cape	80 000	-	-	80 000	80 000	100.0	80 000	80 000	100.0	70 000	
	1 905 633	110 540	600	2 016 773	2 007 950		2 007 950	1 969 630		1 712 507	

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2007/08 financial year.

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1B

STATEMENT OF UNCONDITIONAL GRANTS AND TRANSFERS TO MUNICIPALITIES

NAME OF MUNICIPALITY	GRANT ALLOCATION			TRANSFER		SPENT		2006/07 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	Amount received by municipality R'000		Amount spent by municipality R'000	% of available funds spent by municipality %
Regional Services Council Levies: Tshwane Metropolitan Council	-	-	-	-	-	0.0	-	-	0.0	149
	-	-	-	-	-	-	-	-	-	<u>149</u>

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1C STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION					TRANSFER		2006/07
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	Final Appropriation Act R'000	
Council on Higher Education	29 297	-	-	29 297	29 297	100.0	27 902	
National Student Financial Aid Scheme	1 332 697	-	-	1 332 697	1 332 697	100.0	926 378	
South African Council for Educators	2 000	-	-	2 000	2 000	100.0	-	
South African Qualifications Authority	35 691	-	-	35 691	35 691	100.0	33 991	
Umalusi	12 652	-	200	12 852	12 852	100.0	7 432	
SETA	114	-	-	114	113	99.1	110	
Claims against the State	-	-	-	-	49	0.0	-	
	1 412 451	-	200	1 412 651	1 412 699		995 813	

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1D STATEMENT OF TRANSFERS TO UNIVERSITIES AND TECHNIKONS

UNIVERSITY/TECHNIKON	TRANSFER ALLOCATION					TRANSFER			2006/07 Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Funds Transferred %		
Cape Peninsula University of Technology	472 409	-	48 509	520 918	520 858	60	100.0	474 764	
Central University of Technology, Free	178 620	-	235	178 855	178 855	-	100.0	214 830	
Durban Institute of Technology	387 884	-	10 150	398 034	397 986	48	100.0	361 335	
Nelson Mandela Metropolitan University	430 214	-	74 731	504 945	504 837	108	100.0	544 255	
North West University	561 346	-	23 753	585 099	585 099	-	100.0	560 681	
Rhodes University	154 857	-	9 024	163 881	163 877	4	100.0	141 054	
Technikon Mangosuthu	125 761	-	101	125 862	125 862	-	100.0	134 528	
Tshwane University of Technology	843 973	-	46 316	890 289	890 249	40	100.0	966 297	
University of Cape Town	618 190	-	30 742	648 932	648 932	-	100.0	549 015	
University of Fort Hare	149 394	-	92 842	242 236	242 235	1	100.0	134 687	
University of Free State	476 125	-	11 985	488 110	488 109	1	100.0	442 923	
University of Johannesburg	732 272	-	3 594	735 866	735 865	1	100.0	723 276	
University of Kwazulu-Natal	811 950	-	19 698	831 648	831 598	50	100.0	766 632	
University of Limpopo	371 410	-	242 880	614 290	614 290	-	100.0	383 378	

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1D (Continue)

STATEMENT OF TRANSFERS TO UNIVERSITIES AND TECHNIKONS

UNIVERSITY/TECHNIKON	TRANSFER ALLOCATION				TRANSFER			2006/07 Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Funds Transferred %	
University of Pretoria	1 017 062	-	63 742	1 080 804	1 080 801	3	100.0	961 436
University of South Africa	1 068 749	-	140 036	1 208 785	1 208 784	1	100.0	987 895
University of Stellenbosch	576 140	-	14 103	590 243	589 975	268	100.0	534 860
University of Venda	155 712	-	61 678	217 390	217 370	20	100.0	295 220
University of Western Cape	328 689	-	80 691	409 380	409 380	-	100.0	302 677
University of Witwatersrand	635 657	-	36 134	671 791	671 790	1	100.0	599 984
University of Zululand	164 071	-	27 011	191 082	191 082	-	100.0	225 915
Vaal University of Technology	268 396	-	566	268 962	268 403	559	99.8	215 675
Walter Sisulu University for Technology and Science, Eastern Cape	337 660	-	37 689	375 349	375 302	47	100.0	467 384
Unallocated	31 210	-	(31 210)	-	-	-	0.0	-
Restructuring	600 000	-	(600 000)	-	-	-	0.0	-
Infrastructure development	445 000	-	(445 000)	-	-	-	0.0	-
	11 942 751	-	-	11 942 751	11 941 539	1 212		10 988 701

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1E STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	2006/07 Final Appropriation Act R'000
Transfers							
Association for African Universities	-	-	-	-	-	0.0	10
Association for the Development of Education in Africa (ADEA)	17	-	-	17	17	100.0	25
Commonwealth of Learning	1 780	-	-	1 780	1 779	99.9	1 819
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	78	78.0	100
International Review of Curriculum and Assessment Frameworks (INCA)	-	-	150	150	150	100.0	-
India-Brazil-South Africa Organisation for Economic Co- operation and Development	350	-	-	350	350	100.0	310
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	820	-	155	975	976	100.1	-
	8 711	-	-	8 711	7 666	88.0	7 919
Total	11 778	-	305	12 083	11 016		10 183

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1F STATEMENT OF TRANSFERS/SUBSIDIES TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2006/07 Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Transferred %	
Transfers							
Childline South Africa	50	-	-	50	50	100.0	-
TOTAL	50	-	-	50	50		-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 1G
STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2006/07
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Transferred %	
Employee Social Benefits	2 500	-	-	2 500	2 433	97.3	5 602
Total	2 500	-	-	2 500	2 433		5 602

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1H

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED 31 MARCH 2008

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2007/08 R'000	2006/07 R'000
Received in cash			
African Union Commission	Cover accommodation, travel, meals and transport expenses	17	-
African Union Commission	Cover accommodation, travel, meals and transport expenses	176	-
Intel Corporation	Cover accommodation, travel, meals and transport expenses	-	31
Nuffic	Cover accommodation, travel, meals and transport expenses	-	13
Subtotal		193	44
Received in kind			
Vodacom	National Teachers Awards - Handsets	16	-
Intel and Mecer	National Teachers Awards - Laptops/Printers	54	-
MTN	National Teachers Awards - Gifts	-	300
Old Mutual	National Teachers Awards - Books/Cash	-	32
Oxford University Press	National Teachers Awards - Books/Cash	-	30
Subtotal		70	362
Total		263	406

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 1H (continued)

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED 31 MARCH 2007

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2006/07 R'000	2005/06 R'000
Received in cash			
Intel Corporation	Cover accommodation, travel, meals and transport expenses	31	-
Nuffic	Cover accommodation, travel, meals and transport expenses	13	-
Investec Security Ltd	Amount included in the Adjusted Estimates for 2005/06	-	500
GTZ and InWent	WDR conference, Germany	-	11
Japan	Cover accommodation and travel expenses	-	67
Japan	Cover accommodation and travel expenses	-	46
Cameroon Education Department	Minister Gadama donation	-	3
Subtotal		44	627
Received in kind			
MTN	National Teachers Awards-Gifts	300	-
Old Mutual	National Teachers Awards-Unit Trusts	32	-
Oxford University Press	National Teachers Awards-Books/Cash	30	-
Subtotal		362	-
Total		406	627

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 11

STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	CLOSING BALANCE R'000
Received in cash					
Received in cash in the PMG Account					
European Union	School Infrastructure	3 040	59 941	60 674	2 307
European Union	Tabeisa	-	9 305	9 305	-
European Union	HEADS	(1)	22 017	22 017	139
USAID	Grade 6 Systemic Evaluation	29	-	15	14
French	Teacher development for curriculum implementation	2 614	130	5	2 739
French	Dinatedi schools	(2 295)	-	-	(2 295)
French	Grade 6: Systemic Evaluation	(342)	-	103	(445)
Netherlands	Sectoral Budget Support Programme	1 546	67 685	74 815	(5 584)
DfID	Education Support Project Phase 2: Life skills	(6)	6	-	-
Sweden	Special needs education-Inclusive Education	1 721	4 000	4 898	823
Finland	Special needs education-Inclusive Education	2 514	4 000	2 271	4 243
Belguim/Flemish	Whole school development	-	-	-	-
Taiwanese	National curriculum statement	(523)	818	259	36
Subtotal		8 297	168 042	174 362	1 977
Received in cash in the RDP Fund					
European Union	School Infrastructure	42 981	22 649	60 673	4 957
European Union	Tabeisa	-	9 305	9 305	-
European Union	HEADS	108 159	-	22 018	86 141
USAID	Grade 6: Systemic Evaluation	30	-	15	15

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 11 (continued)

	10	5	5
Teacher development for curriculum implementation			
Dinalledi schools	(3)	-	(3)
Grade 6: Systemic Evaluation	108	103	5
Sectoral Budget Support Programme	1 546	74 815	13 415
Education Support Project Phase 2: Life skills	(4)	-	-
Mergers of higher education institutions	1	-	1
Special needs education-Inclusive Education	10 311	4 898	5 413
Special needs education-Inclusive Education	29 580	2 271	27 309
Whole school development	12	-	45
Oslo Celebration Research Grant	-	249	249
NCS advocacy, communication and distribution	867	259	608
Subtotal	193 598	118 924	138 160
		174 362	
			2006/07
			R'000
Reconciliation of the PMG account			
Opening balance		8 297	(23 596)
Transferred from the RDP Fund		168 042	203 365
Paid during the year		(174 362)	(171 472)
Closing balance		1 977	8 297
Foreign aid assistance unutilised			
EU		2 446	3 039
Sweden		823	1 721
USAID		14	29
Finland		4 243	2 514
Taiwan		36	(523)
		7 562	6 780

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2008

ANNEXURE 11 (continued)

Foreign aid assistance receivable/recoverable from the RDP Fund

	2007/08 R'000	2006/07 R'000
France	(1)	(23)
Netherlands	(5 584)	1 546
	(5 585)	1 523
Analysis of balance		
Amounts repayable to the RDP Fund (Unutilised)	7 562	8 849
Amounts receivable from the RDP Fund	(5 585)	(552)
Closing balance	1 977	8 297

FOREIGN AID ASSISTANCE (incl RDP FUNDS) ROLLED OVER - INCOME STATEMENT/CASH GENERATED

6 320 (31 893)

Received in kind

Carnegie	11 391	
Norwegian	8 722	
DfID	2	
	1	
	555	
	9	
	579	
	216	
Total	21 475	

Expenditure

South African Undergraduate Women's Scholarship Programme	11 391
South Africa Norway Tertiary Education Development (SANTED) Programme	8 722
Education Support Project Phase 2:	2
2nd Commonwealth Forum	1
Skills Development Co-ordinator	555
Higher Education	9
Life Skills	579
Emerging Initiatives in Education	216
Project Management	
Total	21 475

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2008 - LOCAL

Guarantor institution	Guarantee in respect of	Original Guaranteed capital amount R'000	Opening Balance 01/04/2007 R'000	Guarantee drawdown during the year R'000	Guarantee repayments / cancelled/ reduced/ released R'000	Revaluations R'000	Closing Balance 31/03/2008 R'000	Guaranteed interest outstanding 31/03/2008 R'000	Realised losses not recoverable, i.e. claims paid out R'000
Employees	Motor Vehicles Motor Finance Scheme	1 036	658	-	330	-	328	-	-
		1 036	658	-	330	-	328	-	-
Employees	Housing Housing Loans	1 047	1 259	-	212	-	1 047	-	-
		1 047	1 259	-	212	-	1 047	-	-
	Other								
Central University of Technology, Free State	Tertiary Institutions	16 530	6 589	-	5 415	-	4 916	273	-
Technikon Mangosothu	Tertiary Institutions	6 882	1 536	-	-	-	550	42	-
Vaal University of Technology	Tertiary Institutions	12 241	15 334	-	-	-	12 241	528	-
Durban Institute of Technology	Tertiary Institutions	18 913	16 203	-	12 297	-	8 008	399	-
Cape Peninsula University of Technology	Tertiary Institutions	41 770	26 111	-	-	-	23 878	1 016	-
Tshwane University of Technology	Tertiary Institutions	37 633	16 246	-	-	-	12 422	451	-
University of Cape Town	Tertiary Institutions	34 075	9 224	-	7 200	-	5 427	-	-
University of Fort Hare	Tertiary Institutions	-	-	-	-	-	-	-	-
University of Free State	Tertiary Institutions	28 084	8 499	-	5 184	-	6 329	1 564	-
University of Kwazulu-Natal	Tertiary Institutions	47 958	17 964	-	10 900	-	12 151	818	-
University of Limpopo	Tertiary Institutions	15 305	16 507	-	3 000	-	13 169	577	-
North West University	Tertiary Institutions	34 164	13 877	-	3 209	-	8 380	184	-
Nelson Mandela Metropolitan University	Tertiary Institutions	30 092	13 905	-	5 419	-	8 124	230	-
University of Pretoria	Tertiary Institutions	5 800	2 648	-	-	-	2 361	97	-
University of Johannesburg	Tertiary Institutions	52 580	21 617	-	2 280	-	18 321	558	-
Rhodes University	Tertiary Institutions	7 950	2 211	-	-	-	1 588	20	-
University of South Africa	Tertiary Institutions	29 829	17 201	-	-	-	9 705	372	-
University of Stellenbosch	Tertiary Institutions	40 032	11 839	-	6 290	-	8 302	155	-
Walter Sisulu University for Technology and Science, Eastern Cape	Tertiary Institutions	44 207	13 837	-	8 954	-	9 712	294	-
University of Venda	Tertiary Institutions	54 752	11 296	-	22 766	-	8 594	215	-
Vista University	Tertiary Institutions	66 650	66 650	-	-	-	66 650	-	-
University of Western Cape	Tertiary Institutions	-	312	-	2 010	-	-	2 607	-
University of Witwatersrand	Tertiary Institutions	50 715	20 233	-	3 745	-	14 967	513	-
University of Zululand	Tertiary Institutions	10 000	11 032	-	-	-	10 000	440	-
		686 162	340 871	-	98 669	-	265 795	11 353	-
Total		686 245	342 788	-	99 211	-	267 170	11 353	-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

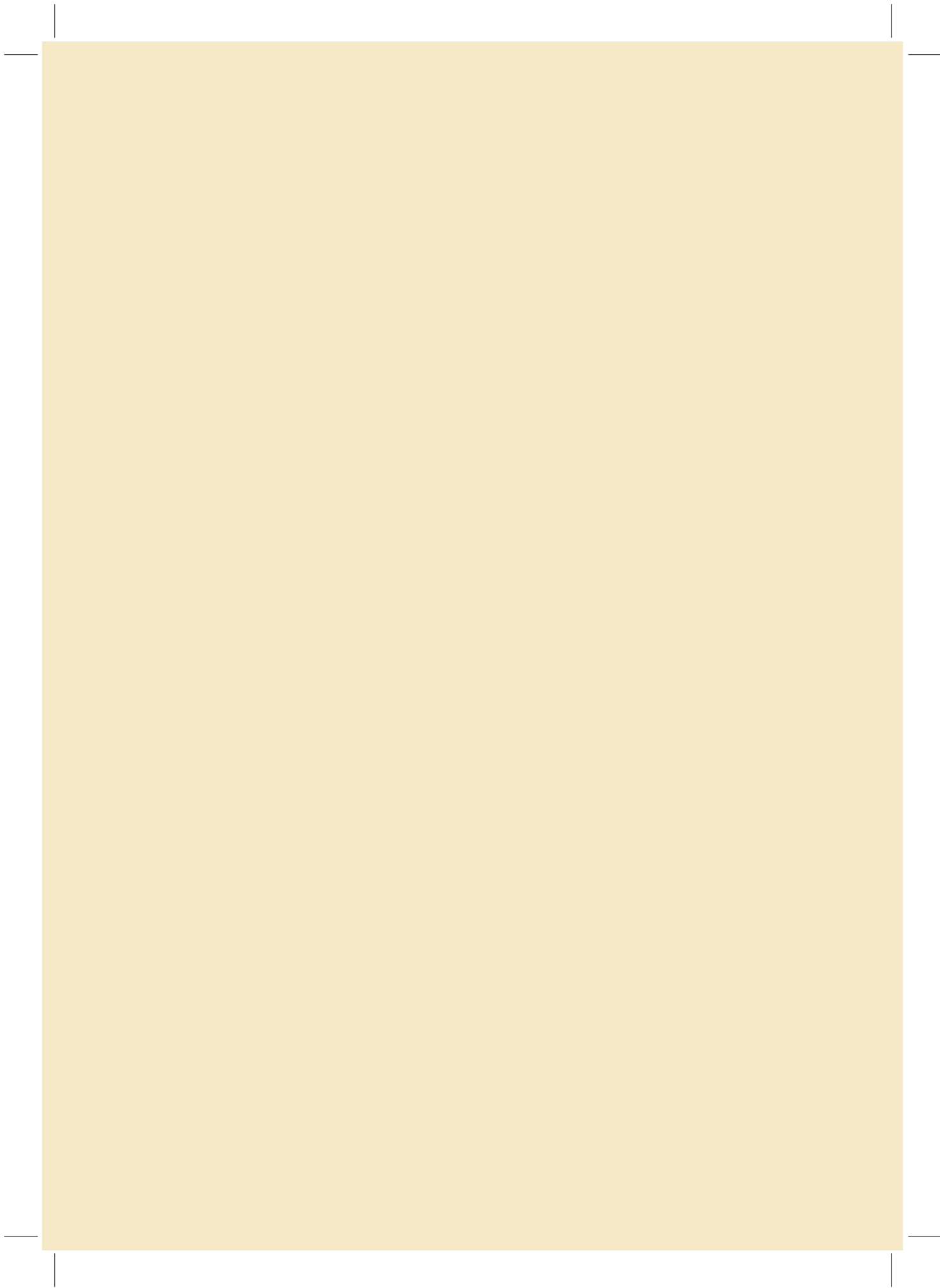
ANNEXURE 2B
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2008

Nature of Liability	Opening Balance 01/04/2007 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelled/ reduced during the year R'000	Liabilities recoverable(Provide details hereunder) R'000	Closing Balance 31/03/2008 R'000
Claims against the department					
Motor Car Accidents	-	47	47	-	-
Alleged claims against the Minister	6 207	-	2 807	-	3 400
Administration charges for traffic fine	-	2	2	-	-
Total	6 207	49	2 856	-	3 400

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2008

ANNEXURE 3
INTER-GOVERNMENTAL RECEIVABLES

Government Entity	Confirmed balance		Unconfirmed balance		Total	
	31/03/2008 R'000	31/03/2007 R'000	31/03/2008 R'000	31/03/2007 R'000	31/03/2008 R'000	31/03/2007 R'000
Department						
Free State Provincial Department of Sports, Arts and Culture	-	-	-	9	-	9
Department of Labour	-	-	9	8	9	8
Department of Public Works	-	-	32	-	32	-
Eastern Cape Department of Education	-	-	25	-	25	-
Gauteng Department of Education	-	-	74	20	74	20
Gauteng Finance and Economic Affairs	-	-	7	-	7	-
Gauteng Department of Health	-	-	-	6	-	6
Gauteng Department of Social Development	-	-	-	-	-	-
Gauteng Department of Sport, Recreation	-	-	-	21	-	21
Gauteng Provincial Government	-	-	-	2	-	2
Gauteng Department of Shared Services Center	-	-	-	5	-	5
Gauteng Transport Road and Public	-	-	21	-	21	-
GG Transport	-	-	2	23	2	23
KwaZulu-Natal Department of Agriculture	-	-	-	1	-	1
KwaZulu-Natal Department of Education	-	-	-	38	-	38
Limpopo Department of Sport Arts and Culture	-	-	-	1	-	1
Mpumalanga Department of Education	-	-	1	-	1	-
National Prosecuting Authority	-	-	-	6	-	6
National Treasury	-	-	-	34	-	34
National Treasury Pensions	-	-	301	311	301	311
North West Provincial Administration	-	-	16	16	16	16
North West Department of Education	-	-	27	-	27	-
Statistics South Africa	-	-	21	21	21	21
Limpopo Department of Education	-	-	-	1	-	1
Western Cape Department of Education	-	-	3	-	3	-
Eastern Cape Department of Education	-	-	65 615	83 269	65 615	83 269
Gauteng Department of Education	-	-	51 346	65 085	51 346	65 085
	-	-	117 501	148 876	117 501	148 876
Other Government Entities						
Sita	-	-	50	49	50	49
South African Revenue Services	-	-	6 067	14 022	6 067	14 022
	-	-	6 117	14 071	6 117	14 071
TOTAL	-	-	123 618	162 947	123 618	162 947





PART 6





Annexures

STATUTORY BODIES

Council of Education Ministers (CEM)

Chairperson Mrs Naledi Pandor, MP Minister of Education
Secretariat Directorate: Strategic Coordination and Secretarial Support

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Ms Nandipha Koyana

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Chairperson: Mr D Hindle, Director-General, DoE
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Chief Executive Officer Mr M Govender

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Director-General
Mr D Hinde



Branch

Chief Directorate

Directorate







Branch

Chief Directorate

Directorate

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DDG/F: Ms PA Vinjevold

Educational Measurement,
Assessment and Public
Examinations
CD/FE: Mr SNP Sishi

FET Schools
CD/FS: Mr E Mosuwe

FET College Programmes,
Qualifications and Institutional
Support
CD/FQ: Dr EB Mahlobo

FET Examinations and Assessment
Colleges and ABET
D/FEE: Ms EM Malindi

FET Examinations and
Assessment (Schools)
D/FEF: Mr RR Poliah

Examination Administration Support
and IT System Administration
D/FEG: *Vacant*

Curriculum Innovation
D/FSC: Ms CSG van Wyk

School Curriculum
D/FSS: Dr NN Nduna-Watson

National Board for FET
DD: Mr CM Pole

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Institutional Support
D/FQP: Mr SJ Mommen

Private FET Colleges
D/FQC: Dr PM Buthelezi

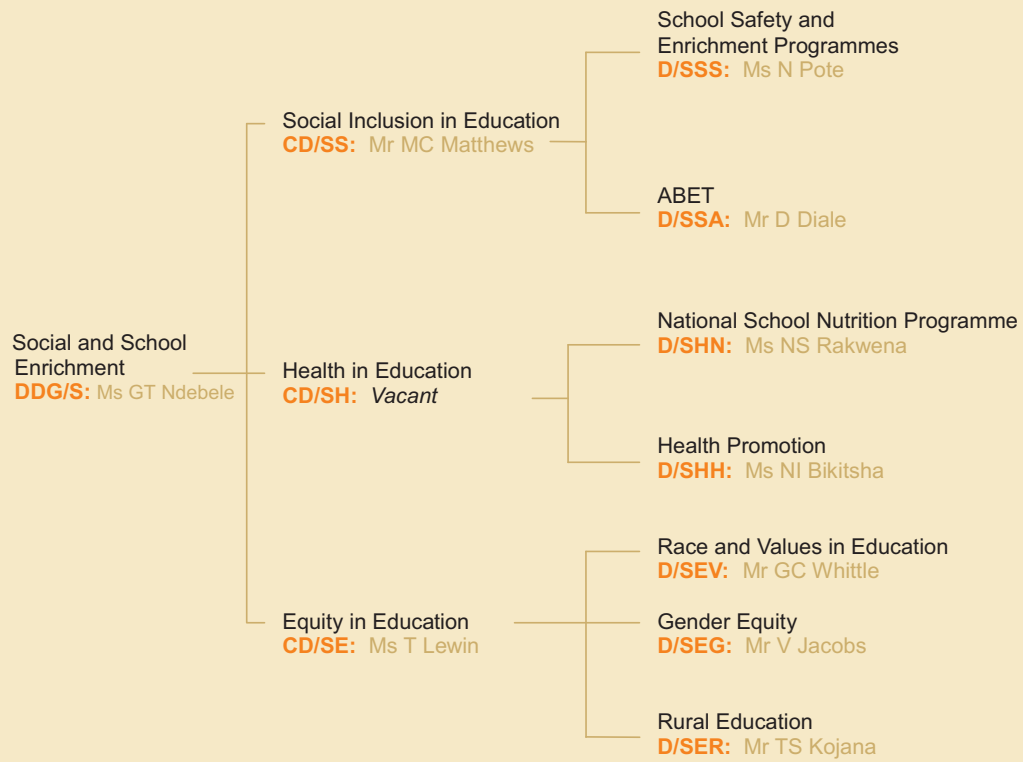
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D/FQY: Ms T Futshane

Programmes and Qualifications
D/FCP: Ms A Singh

Branch

Chief Directorate

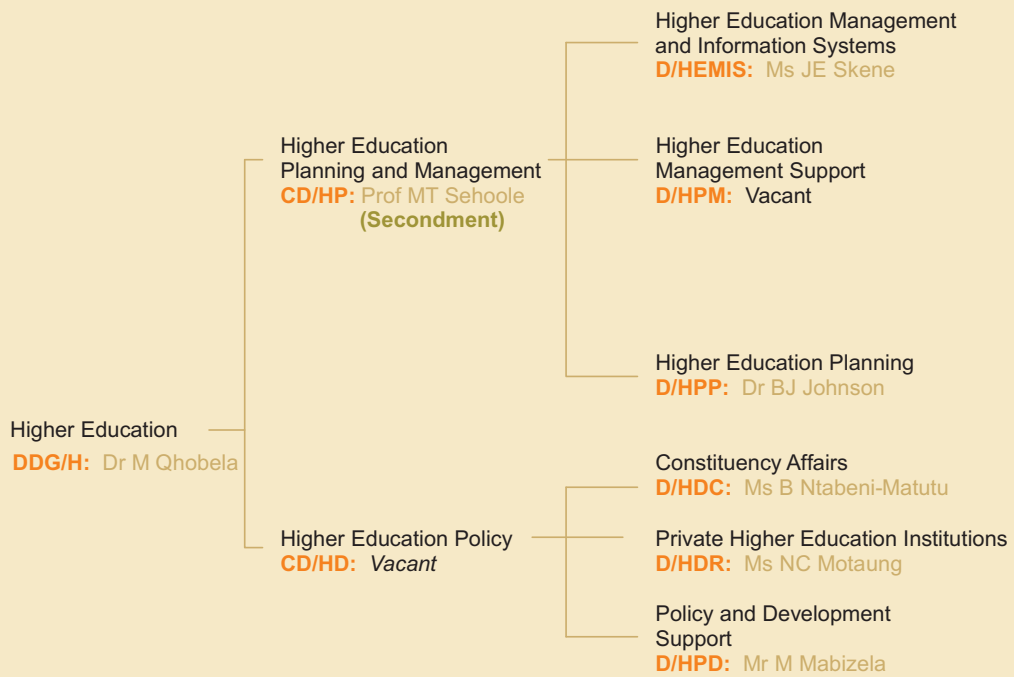
Directorate



Branch

Chief Directorate

Directorate





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