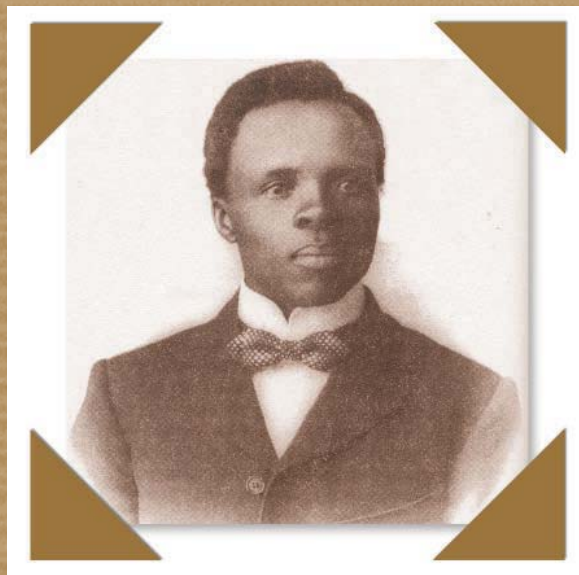


DEPARTMENT OF EDUCATION

*Annual*

REPORT 2005 – 2006



education

Department:  
Education  
REPUBLIC OF SOUTH AFRICA





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# Department of Education

## Annual Report 2005/2006

**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 2006.



**Duncan Hindle**

*Director-General: Education*

August 2006

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## The Ministry of Education's Pretoria base is the Sol Plaatje House.

Solomon Tshekisho Plaatje was one of the most gifted and versatile black South Africans of his generation. He was in the forefront of the public affairs of the African people for the greater part of his adult life as educator, politician, writer and journalist. He devoted his many talents to one overriding cause: the struggle of African people against injustice and dispossession during the second half of the nineteenth and the early part of the twentieth century, that saw the country of his birth transformed from a colonial backwater into an industrial state. He made an outstanding contribution in the field of literature, both in his native tongue, Setswana, and English.

*Photograph was obtained from the Department of Education archives.*



Solomon Tshekisho Plaatje

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## 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 the 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 all of these initiatives.

The Department of Education therefore strives to spearhead the progressive transformation of education in South Africa, in making the system more modern and 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. 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 fulfil our goals of quality education for all, and the Department has benefited greatly from the advice and cooperation of our provincial colleagues. 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 support.

Two major elements stand out in the report. One is the major investment in the skills revolution of our country, through our revitalised FET colleges. Modernised programmes, better trained staff, and new equipment, should enable these colleges to meet the economic needs of our country, and the increased enrolments suggest that the colleges are already re-establishing themselves as a central component of the education system. New legislation, to be introduced in 2006, will give further strength to the college sector, and provide a unique identity for these institutions.

The other major developments are in our schools. In the first instance, we have just held a new round of school governing body elections, which returned over 200 000 volunteers who are committed to assisting in the governance of our schools. We thank them all and wish them well in their role in entrenching democratic practices in our state institutions. Their key tasks are to create an enabling environment in their schools for quality education, and to ensure that children and staff are safe at school.

But most critically, we have made significant progress with the realisation of our mandate to provide free education for the poor. Legislation approved in 2006 provided for the declaration of no fee schools, and in the first year of



Duncan Hindle  
Director-General: Education

implementation, the parents of nearly three million poor children, in some 9 000 schools across the country, were finally relieved of the burden of compulsory school fees. In return, such schools have been guaranteed an adequate level of state funding to provide a quality education. This has been made possible by increased overall budgets, through better financial planning, and by achieving a better balance between personnel and non-personnel costs.

The work described in this report has been made possible by the many dedicated officials of the Department, and with the cooperation of our social partners – especially the teacher unions, the governing body associations, and the 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 guidance and advice of our Deputy Minister Enver Surty, MP, and the leadership and political support of the Minister of Education, Naledi Pandor, 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.

A handwritten signature in black ink, which appears to be 'Duncan Hindle'. The signature is written in a cursive style and is positioned above the printed name and title.

Duncan Hindle  
Director-General

## Message from the Minister

This annual report reflects the progress we have made with respect to the agenda we have set ourselves. We seek to ensure that South Africa develops its potential to compete effectively in the global arena. The revitalisation of research and innovation in higher education, the recapitalisation of our FET colleges and the growing participation in this sector, and the promotion of Mathematics and Science at schools, are all parts of this critical agenda. As we strive to achieve equity, we must be sure that we aim for the highest possible standards, and guard against mediocrity. Our people deserve no less.

I must record my appreciation to the Deputy Minister of Education. Enver Surty, MP, who has ably supported me in all we have done through the year, to my special advisors and to the staff of the Ministry, whose commitment has gone well beyond the call of duty.



Naledi Pandor, MP  
Minister of Education



Naledi Pandor  
Minister: Education

## Overview of progress

The post-2004 election period presented a new set of strategic challenges and opportunities to government in general, and to the education sector in particular. In response to these new priorities, there has been a realignment of certain programmes, and a range of new interventions. However, there has been no major departure from the overall policy trajectory of the past decade, and the emphasis has been on continuity as we enter the second decade of transformation in education. Our mandate from the Minister has been to consolidate the gains we have made, to build upon the successes we have achieved, and to correct the situation only where we have not seen the desired effects on the ground. The many new policy directions of the first decade are now being made to work.

During the past year, the Ministry has placed an emphasis on the need to work with and through our social partners. There are many individuals and organisations that have much to offer the system, and their participation is able to lend greater depth to educational outcomes, and provide the national coherence we seek. The pursuit of “quality education for all” still requires a determined drive by all role players. The continuing challenges of the system will have to be met by the collective marshalling of resources, and the building of support for the progressive vision of a quality education system for South Africa.

The instruments that have been developed for the monitoring and evaluation of the school system constitute a major achievement, and fulfil one of the core mandates of the Department of Education. These systems are intended to ensure an ongoing improvement in learner performance, and allow for the education and training system to be steered in a direction that will make a meaningful contribution to the country’s human resource development objectives.

Together with other departments, and through the cluster system of governance, the Department of Education continues to explore and take advantage of the increased learning and employment opportunities to be derived from extending the provision of Adult Basic Education and Training and from the integrated Early Childhood Development programme. The National School Nutrition Programme continues to make a difference in the health, nutrition and education status of learners, and the preferred model of delivery promotes local economic development and poverty alleviation through the participation of women in rural communities in the provision and preparation of nutritional food for children.

The Minister and Deputy Minister have undertaken numerous visits to schools, colleges and universities as an integral part of the drive for quality education for all. The visits have allowed the Ministry to gain first-hand knowledge of the situation, and enabled an honest assessment of the progress, or lack thereof, in the system. They have also afforded South Africans the opportunity to inform government about their problems, in line with the objectives of the government imbizo programmes. These meetings have therefore impacted positively on the policy trajectory of the democratic state.

The Minister has identified the revival of the FET colleges as a pivotal aspect of the Human Resource Development Strategy, and a support mechanism for the Accelerated and Shared Growth Initiative of South Africa (ASGISA). Government’s commitment to recapitalise the 50 merged FET colleges constituted a recognition of the central role that the colleges will be expected to play in the future, and the need to address the quality of programme delivery at these colleges. The recapitalisation plans are informed by the programmes and qualifications offered by the colleges, and include the infrastructure and equipment required to deliver these, as well as the competence of lecturing staff. During the period under review, preparatory engagements were undertaken with colleges, provinces, National Treasury and the Department of Labour, as well as with the number of other stakeholders. These have begun to place FET colleges at the centre of the delivery of intermediate and high-level skills.

International relations, with a particular focus on Africa, formed an integral part of the programme of the Ministry and the Department. A large number of foreign Ministers of Education and officials visited South Africa, in support of our mission, and to share experiences. In line with the mandate for South Africa to play an active and a constructive role in the community of nations, the Ministry was represented at various international conferences and meetings, including UNESCO’s 33rd General Conference, the Sino-African Ministers of Education Forum in Beijing, the 15th CCEM Mid-term Review Meeting for the Africa Region, the Japan Education Forum in Tokyo, a meeting to adopt the Commonwealth Teacher Recruitment Protocol, a Ministerial Summit of HIV/Aids and Education, and the World Conference on the Right to and Rights in Education in Amsterdam. The Minister also delivered the Special Commonwealth Public Lecture at the National Art Gallery in the Bahamas.

The Ministry has been deeply involved in the affairs of the African Continent with contributions that seek to advance the goals of the African Union under the NEPAD programme. South Africa is a member of the Bureau of Ministers of Education, which serves as the executive arm of the AU Committee of Ministers of Education in Africa (COMEDAF).



# 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 all our activities, including being fair, ethical and trustworthy in all that we do.

### Teamwork

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

### Learning

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

### Innovation

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



# Legislative Mandates

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

1. The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
2. The National Education Policy Act (NEPA) (1996) was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities, of the Minister of Education and to formalise the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental 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 development, assessment and language policy, as well as quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
3. The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance 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 the Education Laws Amendment Act (2005) so as to authorise the declaration of schools in poverty stricken/economically deprived areas as “no fee schools”.
4. The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998) and the National Strategy for Further Education and Training (1999-2001). The Strategy provides the basis for the development of a nationally coordinated further education and training system, comprising the senior secondary component of schooling and Further Education and Training (FET) colleges. It requires the FET institutions, established in terms of the new legislation, 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 while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999) formed the basis for the transformation of the higher education sector, with implementation being 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. Curriculum 2005 (C2005) 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, and 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 which 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. The Education White Paper 6 on Inclusive Education (2001) explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This will in turn improve the participation and retention levels of learners in the education system, particularly those learners who are prone to dropping out.
12. The General and Further Education and Quality Assurance Act (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 various exit points, control of norms and standards of curricula and assessment, as well as conducting of the actual assessment.
13. The National Financial Aid Scheme Act (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.

# Five-year Priorities

## DEALING WITH POVERTY

### The cost of education and “no fee schools”

In 2004, the Department of Education commenced with the implementation of an action plan, arising from the 2003 Cost of Education study. While all funding policies had been pro-poor, the DoE took a further step and prepared legislation to provide for the establishment from 2007 of “zero fee schools” where institutions are receiving an “adequate” number of non-personnel and an “adequate” amount of non-capital funding. The legislation was passed by Parliament and promulgated in January 2006. The revised norms and standards for school funding have been compiled to give effect to the legislation with effect from 2007. The regulations pertaining to exemptions were tightened significantly.

The National Policy on School Uniforms was published, aimed at rationalising the situation and reducing the cost to parents.

An outstanding issue that is causing concern is the cost of transport and a study in this regard will be initiated in the 2006/07 financial year.

### The National Schools Nutrition Programme (NSNP)

The NSNP is a poverty alleviation programme, targeting poor schools situated in the disadvantaged areas of the country. The programme feeds 1,6 million learners each day, including all children attending primary schools in the 13 rural and eight urban poverty nodes.

To enhance the programme, the Department of Education established 1 924 school gardens with the support of the Department of Agriculture, local government structures and a number of NGOs. These gardens are used to teach learners about food production and management and, more specifically, about indigenous food, as well as to provide fresh produce for school meals. The programme resulted in the successful piloting of a model in two provinces (the Northern Cape and North West) where parents, especially women, deliver these services to schools, providing a livelihood to 1 522 women to date. The programme will be extended to the Eastern Cape in the 2006/07 financial year.

The Department of Education has ensured that the menus are well balanced, especially where manufactured products are used, with the quality of the latter being approved by the Department of Health. Partnerships were established with the Woolworths Trust, SABC Education, as well as with other departments, in order to ensure sustained food security. Discussions are also under way with deciduous fruit producers in the Western Cape regarding the provision of surplus fruit to poor schools in the province.

### Rural Education

During 2004 the Minister established a Committee on Rural Education, which submitted its report early in 2005. The committee provided the Department of Education with practical recommendations aimed at improving the quality of education in rural areas. The recommendations have been incorporated in the Department’s Strategic Plan for the period 2006 – 2010. The Department also engaged with the Nelson Mandela Foundation with regard to a study of rural schools, and it is expected that the Department and the Foundation will work closely together in taking this important project forward.

## SKILLS DEVELOPMENT

### Further Education and Training (FET)

The major priority during the year under review was the recapitalisation of the 52 FET colleges, and this will be implemented during the period 2006 to 2008. All the colleges submitted their business plans and were accordingly allocated funds to be utilised over the MTEF period.

It is gratifying to note that the total number of learners writing the Senior Certificate examinations increased from 443 821 in 2002 to 508 363 in 2005. The number of learners passing the examination increased correspondingly from 305 774 in 2002 to 347 184 in 2005. The number of learners passing with endorsement also increased over the same period from 75 048 to 86 531.

The National Strategy for Mathematics and Science and Technology Education was pursued with the aim of increasing both participation and success rates in these subjects. The number of learners who passed Mathematics (Higher Grade) increased from 30 086 in 2004 to 32 112, and in Mathematics (Standard Grade) from 126 709 in 2004 to 136 889 in 2005. The number of learners who passed Physical Science (Higher Grade) increased from 41 518 in 2004 to 45 652 in 2005, and in Physical Science (Standard Grade) from 78 025 in 2004 to 83 706 in 2005.

The Dinaledi programme, as a specific element of the broader strategy, focused on improving the teaching of Mathematics and Science in 102 identified schools across the country. It is worth noting that these schools contributed significantly to the Mathematics (HG) and Physical Science (HG) pass rate, despite the fact that they constituted only a small sample of the total number of secondary schools. As a result of the success achieved by this initiative, the number of Dinaledi schools across the country has been increased to 400 during the 2006 school year.

### Adult Basic Education and Training (ABET)

The Department formed a partnership with the Sector Education and Training Authorities (SETAs) for the delivery of skill programmes in 60 Public Adult Learning Centres (PALCs) in the nodal areas. This partnership focused on agriculture, construction, electrical and hospitality skills and thousands of learners have achieved an ABET qualification in one of these areas.

The SANLI literacy project reached 19 000 learners, as well as 1 000 volunteer educators, in the Eastern Cape. A further 200 persons were trained as project supervisors, and their task will be to expand their provision of ABET.

Adult participation in ABET Level 4 examinations continues to grow. In 2001, 33 025 adult learners enrolled for the examination. The enrolment increased to 41 546 in 2002 and to 50 057 and 57 684 in 2003 and 2004 respectively. In 2005 61 116 adult learners enrolled for the examination. Of the 61 116 registered learners, 32 230 (52.7%) actually wrote the examination. The Department of Education has observed that approximately 50% of learners that register sit for the examinations. Various factors may be responsible for the difference, and the Department will conduct an investigation into the contributory factors in the 2006/07 financial year.

## HUMAN RESOURCES DEVELOPMENT

The Minister of Education was given responsibility for the implementation of the Human Resources Development Strategy, which is currently under review, together with a revision of the National Qualifications Framework (NQF), so as to ensure a more purposeful system of skills development.

## QUALITY IMPROVEMENT

The Department completed the implementation of the Revised National Curriculum Statement for Grades R to 6, and this is now being introduced in Grades 7 to 9. Teachers were successfully trained in this regard and the simplified curriculum statement provides teachers with significantly more guidance.

The National Curriculum Statement for Grades 10 to 12 was finalised and introduced into the schools at the beginning of the 2006 school year. This is a high skills curriculum, which will place increased demands on learners while introducing a compulsory Mathematics programme.

# Five-year Priorities

Various instruments were developed and used to promote and assure quality within the system with regard to teachers. An Integrated Quality Management System (IQMS) introduced the concept of performance measures and performance-related pay for teachers, which should increase their levels of accountability. Systemic evaluations, involving large samples of learners, were also introduced and learners were tested against national standards. Reports in this regard will be published as the evaluations are completed.

Infrastructure had become a major impediment to the delivery of quality education and significant steps were taken to improve the conditions under which teachers teach and learners learn. The phenomena of “learners under the trees” has been finally eradicated, thus meeting the commitment made by the President. The Department continues to monitor the school infrastructure development programme with a view to improve facilities that are currently not conducive to learning and teaching.

The Department of Education has taken steps to ensure that the Department's data collection processes are improved, and that cooperation with the Department of Public Works is enhanced, so as to ensure that there are no log jams in the system. The Minister receives monthly reports on infrastructure delivery to monitor progress closely. The establishment of a National Education Infrastructure Management System (NEIMS) is currently under development and should be completed by the end of the 2006/07 financial year.

## HEALTH AND EDUCATION

During the year under review, the Department broadened its focus to include the total state of health and wellness of both teachers and learners. The Life Skills Programme continues to focus on HIV and Aids, and a peer education programme is implemented in all provinces.

Collaboration with the Department of Health has seen the mobilisation of health workers to visit schools on a regular basis in order to promote a healthy lifestyle, as well as to identify learners who are in need of health-related intervention or treatment.

## INSTITUTIONAL DEVELOPMENT

At school level, there was an increased focus on the role of the District in managing and supporting teachers and institutions.

The Further Education and Training landscape was consolidated with the establishment of 50 FET colleges, and a process is underway to develop appropriate programmes and fields of specialisation for each of these institutions.

The restructuring of the higher education landscape was finalised, with various mergers and incorporations successfully concluded during the year under revision. Four mergers took place on 1 January 2005, resulting in the establishment of the Nelson Mandela Metropole University, the Cape Peninsula University of Technology, the University of Johannesburg and the University of Limpopo. The last mergers concluded during the course of 2005 resulted in the establishment of the University of KwaZulu-Natal, North West University, University of South Africa, Tshwane University of Technology and the Walter Sisulu University for Technology and Science.





# Department: Highlights, Achievements and Challenges

## BRANCH: GENERAL EDUCATION AND TRAINING

### 1. Curriculum and Assessment Development

- The draft norms and standards for funding Grade R were released for public comment.
- Cabinet approved the National Integrated Plan on Early Childhood Development.
- The National Strategy for Screening, Identification, Assessment and Support was finalised for field-testing.
- The draft national guidelines for inclusive learning programmes were finalised for field-testing.
- District based support teams to support the implementation of inclusive education were established in all the provinces.
- The National Protocol on Assessment, which aims to address the administrative workload experienced by teachers in terms of assessment, has been finalised.
- The national guidelines on school uniforms, which school governing bodies should consider when determining school uniforms, was gazetted. This would ensure that parents are not burdened by the cost of school uniforms and thus facilitate access to education.
- 5 233 primary schools that have foundation phase classes were provided with sets of 100 storybooks to promote reading
- 751 Grade 9 schools were provided with sets of books from the Africa's 100 Best Books of the 20th Century series for the promotion of reading.
- An LTSM forum comprising different stakeholders involved with learning and teaching support materials was established.

### 2. Institutional and Human Resources Development

- The Education Management Policy Framework and the South African standard for principalship and entry-level qualification for principals at Level 6 were approved.
- National guidelines for school governing body elections were electronically distributed to all provinces in October 2005 and provincial election regulations in line with the national election guidelines were ready for May/June 2006 SGB elections.
- Two million Z-cards on the rights and responsibilities of parents, learners and public schools were developed in 11 languages and distributed in all provinces through a range of government and civil routes.
- 278 MST teachers graduated with Advanced Certificate in Education (MST) and 2 649 (9%) teachers graduated to become professionally qualified to the minimum professional requirement of REQV 13.
- 1 200 provincial officials and 40 000 Grade 7 teachers oriented to the NCS through 653 orientation workshops for provincial officials and teachers; and monitoring reports were completed.
- DEMIS tool developed and administered in two districts to gather data leading to development of two district profiles.
- Draft handbook for district management and towards a model for district management produced.

### 3. Quality Promotion and Assurance

- Phase 2 of the professional and technical development on the Quality Promotion Assurance (QPA) database system was successfully completed. It is web-enabled for easy access in a user-friendly manner from any location via the Internet, but also has a stand-alone functionality for capturing data off-line and updating the system without user intervention.
- A Service Level Agreement (SLA) is in place until March 2008, which will provide on-site support to the QPA database system and its officials. Training schedules are in place.
- Database system populated with data from school evaluations. Four provinces were visited to evaluate the level of readiness in setting up provincial databases in terms of the Whole School Evaluation (WSE) policy.

- Baseline data for planning and monitoring available on learner performance in the Languages Of Learning and Teaching (LOLTs), Mathematics and Natural Sciences collected in a survey that involved a random sample of more than 35 000 (over 5% of population) Grade 6 learners across the country.
- Findings of the survey 'packaged' for different audiences as follows:
  - (a) A national report and nine (9) provincial reports compiled for use by policy- and decision-makers at the respective levels;
  - (b) Teacher guides in LOLTs, Mathematics and Natural Sciences based on the findings of the survey and prepared for use by all Grade 6 teachers of LOLTs, Mathematics and Natural Sciences (about 48 000) to address areas for development in learner performance;
  - (c) A policy brief compiled to inform teachers, parents and the general public about the health of the education system; and
  - (d) A comprehensive plan of action that outlines how each unit in the system will respond to the findings of the survey.

## FURTHER EDUCATION AND TRAINING BRANCH

1. In January 2006 all provinces implemented the National Curriculum Statements (NCS) Grade 10.
2. The Mathematics, Science and Technology strategy has been expanded to include 400 Dinaledi schools.
3. A catalogue of Grade 11 textbooks has been compiled for selection of textbooks by schools. The Grade 11 national textbook catalogue was finalised.
4. The policy for the National Certificate (Vocational) was gazetted as well as 13 priority skills programmes.
5. Funds for the recapitalisation of the 50 Further Education and Training colleges were granted from conditional grants and plans developed.
6. The Senior Certificate examinations were administered and conducted successfully and a report released on 29 December 2005.
7. The Most Improved School Awards ceremony which aims to encourage schools was held.

## HIGHER EDUCATION BRANCH

### 1. Consolidation of the Restructuring Process

By June 2005, the restructuring of the higher education system through mergers and incorporations was formally completed with the establishment of the Walter Sisulu University of Science and Technology, Eastern Cape. Substantive councils are now in place at all the newly established higher education institutions. The merging of administrative and management policies and processes is also well underway at most of the institutions, which are now turning their attention to the restructuring of the academic arrangements.

To facilitate the restructuring process, the Department has provided on-going technical support and assistance to institutions. In addition, financial support of R419 million has been allocated to institutions in this financial year to support direct merger costs and for much needed capital renewal, in particular for improvement of student residences (i.e., R36 million was allocated to Tshwane University of Technology, R30 million to the University of Fort Hare, and R30 million to the North West University).

### 2. Investigation of the Macro Funding Needs of the Higher Education System

The Department of Education, in conjunction with the National Treasury, undertook a detailed study of the macro funding needs of the public higher education system. The findings of the study are intended to inform the future allocation of subsidies to the universities and universities of technology.

# Department: Highlights, Achievements and Challenges

## 3. Finalisation of new Statutory Minimum Requirements for Higher Education

The new schools curriculum for Grades 10 – 12 was introduced in January 2005. The first cohort of learners following the new curriculum will write the National Senior Certificate in 2008. This has necessitated the adoption of new minimum entry requirements into higher education. These new requirements were developed in collaboration with the higher education sector and were gazetted by the Minister of Education in August 2005, in time to inform learners in the selection of their school subjects for the new curriculum.

## 4. National Conference on African Studies, 26–28 February 2006

A highly successful conference was hosted by the Ministry of Education to explore the status of African Studies in South African universities, which was attended by local, continental and international academics. A working group of conference participants was established to pursue the curricula challenges identified in the conference deliberations.

## 5. Higher Education Aids Programme (HEAIDS)

The European Union has provided a generous grant to the Department of Education to establish a programme in the higher education sector to address the challenges of the HIV and Aids pandemic in the sector. The HEAIDS programme is managed on behalf of the Department by Higher Education South Africa (HESA), the newly established umbrella body of vice-chancellors. The extensive planning for the programme has culminated in the signing of the financing agreement with the European Union and the programme coordination unit has been established.

## 6. The Launch of the South African Union of Students (SAUS)

The Department of Education provided technical support and advice for the establishment of SAUS, which was launched early in 2006. SAUS brings together the Student Representative Councils (SRCs) of all universities and universities of technology in a single body, which will represent the interests of students nationally and internationally.

and assess compliance with human rights and values in education is taking place. This is done in partnership with the SAHRC.

Policy guidelines and framework documents that were produced and distributed in the financial year in review include: the Strategy on Racial Integration; guidelines on the management of schools in relation to human rights and the values enshrined in the Constitution; and the national guidelines on the collection of racial data of learners in public schools.

To celebrate the 50th anniversary of the adoption of the Freedom Charter, learning and teaching materials and curriculum enrichment packages were produced and distributed to all public schools. National and international days with an historic significance and the promotion of national symbols, social cohesion and national identity were all branded as part of the celebrations for the 50th anniversary of the Freedom Charter. These included the Ministers of Education as well as Arts and Culture launching the Flags in Every School project in September 2005 and a national language festival, at which all 11 official languages were promoted. The highlight of the day was the enactment of the NCOP at which the Minister's budget vote speech – the six doors of learning was delivered; a national concert at which new compositions on the celebration of the 50th anniversary of the Freedom Charter were premiered; a youth camp on Robben Island to celebrate Heritage Day, the highlight of which was an inter-generational dialogue chaired by the Minister of Education; and Africa Day celebrated in partnership with Constitutional Hill

About 600 district and provincial officials were trained to support schools through the Advanced Certificate in Education (ACE) in the human rights and values programme. The first group graduated in 2005. A report of the external evaluation of the ACE programme has been developed and is available, and a seminar was held with HEIs to reflect on the lessons of ACE. The Whole School Development Model-work on the project is ongoing. A service provider has been appointed and presentations of the implementation plan have been made to Mpumalanga and the Western Cape.

Inputs regarding the coordination of TRC recommendations had been submitted to the Departments of Justice and Constitutional Development. A popular version of the TRC report will be finalised in the 2006/07 financial year.

The Minister appointed a Ministerial Committee to advise her on implementation or lack thereof of the Gender Equity Task Team (GETT) report submitted to Professor Bengu, the first Minister of Education in a democratic South African dispensation. The committee submitted its final report before the end of the 2005/06 financial year. Most of the policy- and research-related performance indicators were deferred pending the final report of the Ministerial Committee. These included the baseline study on gender issues and the guidelines on threats affecting girls.

The Department submitted its inputs for the Education for All (EFA) country report. South Africa has already achieved the first part of EFA Goal 5 and the target for Millennium Development Goal (MDG) 3, both of which focus on eliminating gender disparities in primary and secondary education by 2005. It is important to remember that gender parity refers only to a quantitative measure of the access of boys and girls to education, which is measured by the Gender Parity Index (GPI). By using the GPI, which is defined as the Gross Enrolment Ratio (GER) for females divided by GER for males, it was determined that the overall GPI for both primary and secondary schools in 2001 was 1.00. The primary GPI of 0.95 was lower than the secondary GPI of 1.10, which was the case in all the provinces. This meant that there were 5% fewer female learners than male learners at primary school level, but there were 10% more female learners than male learners at secondary school level.

Cabinet resolved to extend the campaign on the 16 days of activism on violence against women and children to 365 days. Symbolically a torch of peace was passed between departments. Education had the torch of peace in its possession for six weeks, in which period the torch was passed to the MECs of Education in all

## QUALITY PROMOTION AND DEVELOPMENT BRANCH

The internal arrangements in the Department resulted in an exercise to refocus the mandate of the Branch. This was necessitated by the relocation of the Chief Directorate: Quality Promotion and Assurance to the Branch: General Education and Training, and the inclusion of the Directorate: Adult Basic Education and Training in the Chief Directorate: Special Programmes (see page 185 of the 2005-2010 strategic plans).

The global mandate of Branch was found to resonate well with the strategic objectives of the government programmes of action on social justice, social cohesion and national identity. The relevant pronouncement of the Education for All, the Millennium Development Goals, other international protocols, the Ten Year Review: Synthesis Report on the Implementation of government programmes, the relevant sections of the Constitution of the Republic of South Africa, and relevant documents as well as political speeches, were also taken into consideration in determining the new mandate of the Branch.

The emerging thoughts in the Branch had to be based on, and reflect the Minister's objectives on quality education for all. The Branch was subsequently named Social Cohesion in Education, and the Chief Directorates were reconfigured as follows:

### Chief Directorate: Equity in Education

In ensuring that the education system upholds the principles enshrined in the Constitution, guidelines on the management of human rights and the values enshrined in the Constitution have been developed and distributed to schools. Furthermore, ongoing training of provincial and district officials on how to monitor

provinces. Finally, the Minister passed the torch to the Minister of Justice and Constitutional Development to coincide with events to be coordinated for Human Rights Day and the 10th anniversary of the adoption of the Constitution.

Provincial visits were made to special schools in response to a 2002 national audit on gender-based violence in special schools. The revelations were shocking to say the least. Also of significance was a community consultative workshop on gender-based violence hosted by Limpopo. Strategic interventions are contemplated in the 2006/07 financial year.

Policy guidelines on learner pregnancy were developed, although CEM recommended further refinement to the draft policy guidelines. The guidelines will now be tabled to HEDCOM and CEM for approval in the 2006/07 financial year.

GEM clubs were launched in three schools located in the Musina and Makado municipality areas in Limpopo. An empowerment of boys camp on masculinity and gender-based violence was coordinated in the Western Cape. This was in response to the performance indicator on the formation of GEM/BEM clubs in public schools. A national tournament for girls coupled with an inter-generational dialogue on the development of women's sport over the 50 years of the Freedom Charter were coordinated.

#### Chief Directorate: Health in Education

In the financial year 2005/06 the departmental response to HIV and Aids was completely overhauled to include all health barriers in education. Drafting of the framework on health and wellness began in the financial year in review and will be finalised in the 2006/07 financial year.

Areas of intervention were identified for both learners and educators. The school health project was launched in the Eastern Cape which advocates the screening of learners for minor ailments. This process will be phased in, beginning in nodal areas and continuing to semi-rural and into urban areas. A health and wellness programme for educators has been developed as a response to the Educator Labour Relations Council (ELRC) study. This programme will be implemented in the coming financial year. The most common health risks have been identified for learners and educators, leading to the development of the school health calendar and the educator poster. The school health calendar indicates important health events in education. It will be distributed to schools annually and will provide themes and messages that can be used for campaigns, lessons and health events. The educator poster will be distributed to all schools and will be used to initiate campaigns to motivate educators to go for voluntary counselling and testing.

Provincial site visits were conducted to assess the implementation of the peer education programmes for learners. A consultative workshop will be held in the 2006/07 financial year to develop a standardised peer education programme.

There were several consultations with the different communities, including crusades to the most rural areas of KwaZulu Natal, where communities in these areas were engaged in all matters related to health promotion, gender and social issues. The Department was also involved in inter-departmental collaboration with sister departments. For instance, the Department was involved in Vuka – Move for your Health led by the Department of Health; Ke Moja – campaign against drug use/abuse in schools led by the Department of Social Development and supported by the UNODC; World Aids Day; the launch of the school health project; and the School Nutrition Month.

The national school nutrition programme was allocated R912 151 000 for the 2005/06 financial year. An additional R200 million was received in December 2005, bringing the conditional grant allocation to R1 112 151 for 2005/06. A total of 4 927 540 learners were reached in 13 853 schools and 89.26% of the total budget spent by provinces. At national level, the spending rate was 82.12%.

Monitoring capacity was strengthened, resulting in better targeting of schools, compliance with submission of monthly and quarterly reports, although delays of up to five days were experienced in three reporting months, improved compliance with menu options, quality, health and hygiene standards and 3 017 000 food gardens being set up.

Nutrition education materials have been developed to strengthen the GET curriculum. Materials with messages on health and hygiene and good nutrition and translated into nine main languages will come into use in 2006/07. Advocacy was consolidated through an advertorial and a newsletter. A significant success for the NSNP was in securing part-time jobs for 29 222 women, at an average honorarium of R300 a month for half a day's work. Anecdotal reports indicate a decrease in absenteeism on feeding days by as many as 17 517 learners when compared with non-feeding days.

The programme was unable to achieve the target of 109 SMMEs nationally. Instead, 85 were contracted. An improvement to this figure is expected in 2006/07 when Eastern Cape and KwaZulu Natal will join Northern Cape and North West in procuring through local cooperatives that are mostly women-led.

Critical challenges lie in addressing the threats imposed by fronting as Small and Medium Enterprises (SMEs) and the monopoly by large businesses.

#### Chief Directorate: Social Inclusion

In the 2005/06 financial year, the Directorate: Adult Education and Training was fused with the former Directorate: South African National Literacy Initiative (SANLI) to form what is now known as the Directorate: Adult Basic Education and Training (ABET). This has had the positive effect of linking all ABET initiatives under one unit which can plan more effectively to provide a holistic service for the ABET client base. The Directorate: ABET was also moved from Branch: General Education and Training to Branch: Quality Promotion and Development, specifically to the above-mentioned Chief Directorate, formerly known as the Chief Directorate: Special Programmes.

Simultaneously, the task of funding the implementation of basic literacy programmes, which was the core function of SANLI, has gradually been taken over by provinces that have delivered basic classes to more learners out of departmental funds than could be provisioned through the SANLI funding processes. More illiterate adult learners are thus being given the opportunity to start on a new life of reading and writing. A negative impact of the process is that provinces that had not budgeted for provisioning of basic literacy programmes are not yet doing so. It is envisaged that by 2008, all provinces will be making some provision for illiterate learners through provincial budgets.

To facilitate a renewed attempt at a mass literacy initiative in the country, the Minister approved of a Ministerial Committee on literacy, which conducted a study tour to three countries at the end of the financial year. The committee's functional period has been extended to 30 June 2006 to facilitate the completion of the report and recommendations for a renewed attempt at the eradication of illiteracy in South Africa.

The ABET curriculum has been a point of discussion and in September 2005 a workshop was conducted in East London to begin the process of reviewing the current ABET curriculum. A draft report has been produced but the process has now been extended to encompass a full task team working on a curriculum review with a view to making recommendations to the Minister on a new, effective and empowering curriculum for ABET. The review of the curriculum has necessitated a review of activities related to assessment policy development in line with curriculum, so that an assessment policy would be linked to a relevant curriculum.

# Department: Highlights, Achievements and Challenges

The EPWP remains an issue requiring vigorous debate to facilitate the development of a strong plan for linking ABET to the goals of the EPWP. However, in line with the objective for creating job opportunities, the ABET sector has provided opportunities for at least 18 000 persons on contract in public adult learning centres and at sites offering basic literacy classes. A key challenge for the sector still lies in employment practices of ABET educators. The draft conditions of service for ABET educators, which will be finalised in the coming financial year, will hopefully address this anomaly. HEDCOM has given approval in principle to the conditions of service, but has requested an analysis of the current status and the current financial implications of the proposed models.

The norms and standards for the funding of adult learning centres have also been revisited as per a mandate from CEM and have now been resubmitted to the Minister for approval. Provinces have been informed of progress to date to facilitate the smooth implementation of the norms and standards.

Significant progress has been made in promoting social cohesion and mass participation of learners in school enrichment programmes. National and provincial activities for music, arts, culture and sport (including indigenous music, movement and games), had been successfully coordinated in the financial year under review. Of importance to note is the sharp increase in participation levels by diverse cultural and racial groups, historically renowned for non-participation in school enrichment programmes.

One of the landmark achievements was the signing of the framework for the management, organisation and coordination of school sport by the Ministers of Education and Sport and Recreation. The Departments of Education and Arts and Culture have begun a process to draft a similar framework document for arts, culture and heritage. Other than the partnerships with the relevant sister departments, the Department had established vibrant partnerships with the private sector. The partnership with Transnet on the rural and farm school games culminated in the best coordinated such games in the financial year under review. Transnet is also constructing sporting facilities and providing schools identified in the Presidential nodes with sport kits and equipment. The schools music eisteddfod had been coordinated as a joint venture with First National Bank. Because FNB decided to prioritise skills development, the partnership with the Department terminated at the national championships in July 2005. The partnership with the Development Bank of South Africa (DBSA) on fine arts culminates in biennial national championships. The next event will be coordinated in the 2006/07 financial year.

All the national events coordinated in terms of school enrichment programmes were branded as part of the celebrations for the 50th anniversary of the adoption of the Freedom Charter. With the Netherlands Sectoral Budget Support (NSBS), the national language festival and a national concert were coordinated during Youth Month. The 2006 Tirisano Schools Choral Eisteddfod, all national tournaments, the national indigenous music, movement and games, the national girls' games were all branded as part of the celebrations for the 50th anniversary of the Freedom Charter. Train-the-trainer programmes in arts, culture, music and sport were also carried out in the financial year under review.

Partnerships have been created with state departments and agencies such as the UNODC and Hlayiseka to address safety and security imperatives as well as drug and substance use/abuse in schools. This area is still in need of improvement, as more learners are molested, kidnapped and abused en route to school, or murdered in schoolyards. Similarly, a concerted effort is required to deal strategically with vulnerable children in the system. Processes to draft policy frameworks on school safety and safety nets for vulnerable children were put in place in the 2005/06 financial year. Both documents, with implementation plans and communication strategies will be finalised in the 2006/07 financial year.

## PLANNING AND MONITORING BRANCH

### Chief Directorate: Financial and Physical Planning and Analysis

#### *Financial Planning*

Significant progress has been made in the development of financing norms and standards for the education sector to promote equitable and pro-poor funding of school education: revision of school-funding norms to accommodate the introduction of no fee schools; FET and ECD norms published for public comment; ABET norms approved.

#### *Physical Planning*

1. Launched and made targets (9 000 schools assessed) in respect of the National Education Infrastructure Management System (NEIMS) – an audit of the infrastructure of all public education institutions which will form the basis for planning, monitoring and facilities management for public infrastructure. Participation in other initiatives to strengthen infrastructure delivery: Joint task team with DPW; infrastructure development improvement programme (National Treasury) – leading to extensive proposals to Joint MinMEC in April 2006
2. Support to FET and Inclusive Education units with planning around the recapitalisation of colleges and development of full service schools.

#### *Economic Analysis*

1. Led the process for submission of education sector priorities to the Minister of Finance and the Medium-Term Expenditure Committee. Significantly enhanced analysis of education financing through the production of an in-house education investment review.
2. Detailed assessment of the strategic plans of provincial education departments and report.
3. Ensured that the generic reporting format and budget programme structures are utilised across all PEDs and significant amendments of budget structures.

### Chief Directorate: Education Human Resources Planning

#### *Director Human Resource Planning, Provision and Evaluation*

The objectives of the Directorate Educator Planning, Provisioning and Evaluation were to introduce new improved career path opportunities for teachers, which allow them to progress to a maximum salary that is about 20% higher than the previous maximum. For this progression a teacher need not apply for a vacant promotion post, but progresses to the higher levels based on his/her good performance. In doing so, a teacher progresses first to the position of senior teacher and then to master teacher.

A model of accelerated progression has been introduced for all educators who consistently perform at a level of "good". This allows such "good" performing educators to progress to higher salary levels almost twice as quickly as before.

### Chief Directorate: Information Monitoring and Evaluation

A major historical conference to review the first ten years of post-apartheid education was hosted by the Department of Education (DoE) in July 2005. The conference, which was facilitated by the M & E directorate, was held in Durban, and attracted over 400 delegates, with participants reflecting a wide range of stakeholders including teacher unions, school governing body associations and research organisations. The conference reflected on the last decade in education and engaged in an agenda setting exercise for education for the next decade.



### Directorate: Education Labour Relations and Conditions of Service

The objectives of the Education Labour Relations and Conditions of Service Directorate were the involvement in the following:

1. Signing of a collective agreement on integrated quality management system for school based education therapists and psychologists for public FET college based educators.
2. Signing of a collective agreement on enhanced career path for qualified post Level 1 teachers and accelerated salary progression for all educators on applicable salary levels. The agreement is implemented with effect from 1 July 2005.
3. Signing of a collective agreement on school grading norms. The agreement is implemented with effect from 1 July 2005.
4. Signing of Collective Agreement No 2 of 2005 on salary progression for the period 1 July to 30 June 2002.

### Legislation and Legal Services

Amendments to the South African Schools Act (1996) (SASA) were effected to allow for the declaration of "no fee schools" a school governing body to suspend a learner who is found to have committed a serious misconduct without the approval of the Head of Department (HOD) and new regulations relating to the exemption of parents from payment of school fees in public schools.

The Department successfully defended in the Supreme Court of Appeal a case, Phenithi vs Minister of Education, that sought to declare unconstitutional section 14 of the Employment of Educators Act. Section 14 deemed an educator to be dismissed if the educator was absent from work for a period of 14 consecutive days. This is an important achievement if one takes into account the importance of this section in maintaining discipline of schools educators.

The Department was also successful in an application for an order to vary the trust deed by deleting the discriminatory provisions in a certain education bursary fund. The Trust of the bursary fund provided bursaries only to students who are Christian males or of European descent. The case was reported as Minister of Education and one other vs. Syfrets Trust Ltd and one other. The importance of this case is that it makes it very difficult for bursary funds to provide bursaries to students on the basis of race.

The development of a national education management information system poses serious challenge; some of the issues being the availability of skilled personnel, inadequate staffing at provincial level, and challenges in co-ordinating plans where there is dependence on provincial allocations. Moves are underway to improve coordination and joint planning with provinces. The development of the system will be staggered according to provincial capacity in terms of human and financial resources.

The implementation of the Integrated Quality Management System (IQMS), whereby teacher performance was measured, was not implemented consistently by all provinces. However, steps are being taken to improve the implementation to ensure that the outcomes are credible through more rigorous moderation.

### CHIEF FINANCIAL OFFICER

The main purpose of this Branch is to provide administrative support to all line functions in the Department, as well as offering administrative support in terms of the responsibilities of the Offices of the Minister, the Deputy Minister and the Director-General. The Branch is responsible for providing the Department with the following services and resources: personnel, financial, logistical, security and asset management. The above functions include services such as tender administration, budgetary processes, staff recruitment, cleaning and other auxiliary services. During the year under review, the Branch catered for the Department's needs with regard to human resources, facilitated capacity building and skills development programmes and provided facilities and other resources aimed at fast-tracking service delivery.

Other functions also located in the Branch are the internal audit unit, International Relations, UNESCO National Commission, communication services, development support, provincial budget monitoring and provincial administrative support services.

Relations with the rest of Africa and south-south cooperation in particular have dominated the agenda of the Chief Directorate International Relations and UNESCO. The Chief Directorate has assisted with the establishment of the Centre for Chinese Studies, which is the first institution devoted to the study of China on the African continent, and with the India Brazil South Africa exchange programme more commonly referred to as IBSA.

As South Africa has adopted the Algiers Declaration on Education, the Department will be hosting the six African Union working groups in 2006, to develop the plans of action thereof.

Participation in the Southern African Development Community is steadily strengthening, and South Africa has played a key role in the development of the implementation plan of the Protocol on Education and Training, which provides the framework for all sub-regional cooperation in the field of human resources development. The Minister has visited a number of countries, and signed educational cooperation agreements with Gabon and Democratic Republic of Congo. The Department has a collaborative working relationship with the United Nations Educational, Scientific and Cultural Organisation (UNESCO). A key initiative of this period saw the Minister leading the South African delegation to the 33rd General Conference where amongst others the Convention on the Protection and Promotion of Cultural Diversity was adopted and approved by representatives of over 151 states. South Africa has again become an executive member of the UNESCO Board as well as becoming the newest member of the Finance and Administration Experts Committee.

The Department continues to cooperate with numerous donor agencies in niche areas to improve access to quality education for all.

The provincial administrative support unit provided administrative support and support in terms of corporate services to the provincial education departments. The team of officials established to assist the Eastern Cape Education Department with corporate and administrative functions continued with their work in the Eastern Cape until November 2005, resulting in the stabilisation of education in the province.

Development support is responsible for the coordination of conditional grant programmes and donor funded projects and as such supported the Department in reporting on these projects.

In addition to securing the control environment of the Department, the internal audit unit also rendered services to some education public entities, namely the ELRC, CHE and Umalusi. An anti-corruption function was established and appropriate staff recruited.

## Branch Heads – Department of Education



Ms Penny Vinjevold  
Deputy Director-General:  
Further Education and Training

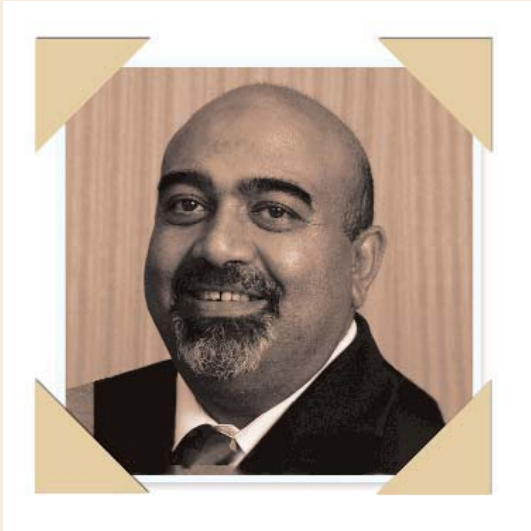


Ms Palesa Tyobeka  
Deputy Director-General:  
General Education and Training



Mr Mzwandile Matthews  
Acting Deputy Director-General:  
Quality Promotion and Development

## Branch Heads – Department of Education



Mr Firoz Patel  
Deputy Director-General:  
System Planning and Monitoring



Ms Nasima Badsha  
Deputy Director-General:  
Higher Education



Mr Phillip Benadè  
Chief Financial Officer

# General Education and Training Branch

## CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT

### Directorate: Early Childhood Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To increase the reach of quality integrated ECD services, including Grade R, to the most marginalised	400 000 learners enrolled in Grade R classes.	The target has been exceeded.	All learners enrolled in Grade R were captured through the snap survey conducted in the provinces in 2005.
	Approved guidelines for the conditions of employment for Grade R educators.	A draft guideline has been developed.	
	Approved norms and standards for funding Grade R classes.	Draft norms and standards for funding Grade R classes have been finalised.	The norms and standards for funding Grade R classes have been amended after public comment and are awaiting approval by the Minister.
	500 registered community-based and home-based sites pilot the integrated ECD plan.	This has not been achieved.	The pilot study was not conducted but there has been integrated planning with the provinces for implementation in 2006/07.
	Coordinated implementation of the integrated ECD plan.	Coordination has been through the ECD interdepartmental committees.	The ECD interdepartmental committee consists of officials of the Departments of Social Development, Health and Education.
	7 500 work opportunities created for practitioners working in registered ECD centres.	This has not been achieved.	This activity will be executed in the new financial year.
To support effective curriculum implementation in the Foundation Phase, including Grade R and early years	Approved multi-media curriculum to support radio, television, web and print production.	An ECD strategy has been developed in collaboration with the South African Broadcasting Corporation.	The production of the next season of Takalani Sesame will start in the next financial year.
	Approved early stimulation programme for children from birth to four years.	A draft framework for the programme has been developed.	These stimulation programmes will support the implementation of the national integrated plan in the new financial year.
To ensure the development of a competent cadre of ECD practitioners for Grade R and the early years	Registered Level 1, 2, 3 and 4 ECD qualifications.	The qualifications have been reviewed and draft unit standards have been developed.	The budget has been transferred to the South African Qualifications Authority to finalise this activity and ensure that the process is well communicated in the sector.
	Approved curriculum and training programmes for all registered ECD qualifications at Level 1, 2, 3 and 4.	Not achieved.	The training materials will be developed once the new qualifications have been registered.
	Quality ECD training programmes implemented in the sector.	Not achieved.	There have been no meetings held with the Education Training Development Practice Sector Education Training Authority (ETDP SETA) this year.
	2 000 practitioners registered for ECD learnerships.	Not achieved.	
To monitor and evaluate the implementation of ECD programmes, including Grade R	Approved monitoring and support plan for each provincial foundation phase team.	A Foundation Phase Committee has been established.	The committee met twice.
	Approved monitoring and support plan for ECD implemented at all levels of the system.	Draft ECD indicators have been developed.	The ECD indicators need to be approved by all relevant departments.
	Updated ECD database.	A comprehensive ECD database has not been established.	



## Directorate: School Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To consolidate learners' access to quality education and training	The school uniform policy is approved and distributed.	National guidelines on school uniform have been approved and printed and distributed to provincial Departments of Education.	
	The language policy for schools is approved, distributed and mediated.	The draft revision was not approved. A review of the process that looks into the development and promotion of the previously marginalised languages in schools has been recommended.	
To support the implementation of the National Curriculum Statement in the General Education and Training Band.	A comprehensive programme to build the requisite capacity of personnel, institutions and systems for curriculum delivery in Grade 7 is developed and implemented.	Grade 7 facilitators' and participants' manuals were developed. The training of 118 national core training team members was conducted. This was followed by the training of the provincial core training teams. Teacher training for the implementation of the National Curriculum Statement took place during June and October 2005. The training of provincial officials and teachers was monitored and a report produced.	
	A framework is developed to ensure cyclical review of the curriculum.	Different aspects of the curriculum and implementation process are reviewed and recommendations made by the Learning Area Committees.	
	A comprehensive programme for the implementation of Religion Education in the curriculum is developed.	Learning and Teaching Support Materials (LTSM) (posters as well as a teacher's guide) for the intermediate and senior phase have been developed.	The distribution and training component has been deferred to the 2006/07 financial year.
	The life skills, HIV and Aids programme is revised in line with the National Curriculum Statement.	Materials for all grades in the foundation phase have been aligned to the National Curriculum Statement.	Printing and distribution of materials will take place in the 2006/07 financial year.
	The implementation of the revised life skills, HIV and Aids programme is coordinated, monitored and supported.	Visits to provinces have been conducted on an ongoing basis to monitor the implementation of the life skills, HIV and Aids programme. Meetings were held on an ongoing basis with provincial coordinators. Reports have been prepared and submitted in accordance with the Division of Revenue Act. The process of evaluating the impact of the programme has begun.	An evaluation report will be submitted to the Department in the 2006/07 financial year.
	The advocacy material is reprinted and distributed.	The advocacy materials have been printed and distributed to the provinces.	
	Develop a simplified model for school-based assessment in the senior phase.	The National Protocol for Assessment has been developed and approved for piloting over two years.	Printing and distribution of the National Protocol for Assessment to schools will take place in the 2006/07 financial year.

# General Education and Training Branch

## Directorate: School Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	The development of external assessment instruments for Grade 9 is completed.	Common Tasks for Assessment (CTAs) were delivered to schools, although there were delays.	The model adopted this year did not work well and has caused serious delays and challenges. A new model has been adopted to ensure timely delivery of CTAs to schools.
	The Grade 9 policy is developed and distributed.	Not done.	This activity has been combined with the revision of the assessment policy for the GET and has been deferred to the 2006/07 financial year.
	An audit is done of Science, Mathematics and Technology teachers in the General Education and Training Band.	Activity discontinued.	
	A review of Science, Mathematics and Technology is done on the existing learning and teaching support materials in the General Education and Training Band.	Activity discontinued.	
	An audit is done of all teachers teaching English.	Activity discontinued.	
	An audit is done of all teachers teaching the indigenous languages.	Activity discontinued.	
	A review is done of existing LTSM for indigenous languages.	An LTSM consultative forum was established.	
	Reading and writing programmes in the foundation phase are implemented and promoted.	Sets of 100 storybooks have been distributed to foundation phase classes in 5 233 primary schools in the nodal areas.	
	Numeracy programmes in the foundation phase are developed and promoted.	Not done.	
To develop and maintain curriculum management information systems for the General Education and Training Band	An electronic learner profiling system for the General Education and Training Band is developed and is operational for Grades R, 1, 8 and 9.	Only Grade 9 learners were registered on the system in 2005.	
To monitor and evaluate the delivery of education and training programmes in the General Education and Training Band with particular focus on schools (Grades R to 9)	The implementation of policies and programmes in the General Education and Training Band are monitored and evaluated on an ongoing basis.	A draft framework has been developed. The roll-out of the preparation process for the National Curriculum Statement has been monitored.	The reports have informed planning for the new process.

## Directorate: Inclusive Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To expand the reach of education programmes to disabled out of school children and youth	Strategy for identifying and mobilising out of school disabled children in the 30 nodal area districts developed, discussed, presented and approved for implementation in nodal areas.	Draft strategy has been developed and shared with provinces but still has to be refined and approved by the Minister.	
	Stage one of implementation strategy to identify out of school vulnerable children in the feeding areas of the designated schools completed.	Not done.	Implementation is linked to the timeframes of the Inclusive Education (IE) field test. Once the training on screening, identification, assessment and support has been completed, learners will be admitted.
	All targeted families and youth mobilised and ready for admission to appropriate educational programmes in the designated nodal areas.	Many provinces have run awareness programmes and a significant increase in number of learners with disabilities admitted to ordinary and special schools has been recorded.	An interdepartmental agreement has been reached that the practice of admitting learners with disabilities of school-going age to care centres run by the Department of Social Development, will be stemmed in line with legal procedures outlined in the SA Schools Act.
	400 participants on the Extended Public Works Programme (EPWP) serving as community workers based at special schools.	Draft of the EPWP for special schools has been developed.	
To implement short-term steps of White Paper 6	Framework for physical and material resources in 30 designated full-service schools approved.	<ul style="list-style-type: none"> <li>Implementation plan has been approved.</li> <li>Specifications for provision of a basic material resources package to full-service schools have been developed and a provisioning plan finalised.</li> <li>Updated costing breakdown completed for environmental access in each of the 30 schools.</li> </ul>	
	Project team appointed and briefed to conduct upgrading in all 30 full-service schools.	Project teams have been appointed in all nine provinces and actual construction work ready to commence in June 2006 once contractors have been appointed.	
	Work of physically converting and equipping designated full service schools 50% completed.	Costing schedules for each school and guidelines for prioritising environmental accessibility features in each of the schools, which will inform detailed building plans, have been finalised.	Actual appointment of contractors has been delayed so as to ensure that appropriate operational and funding procedures are in place for actual building work to be successfully concluded.
	Procedure for designating staff for district-based support teams developed and approved and teams established in 30 designated districts.	District-based support teams have been established in all nine provinces according to an approved framework and procedure.	

# General Education and Training Branch

## Directorate: Inclusive Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Draft funding strategy for inclusive education completed in collaboration with the Planning Branch and presented for approval.	Plan for developing funding strategy for inclusive education concurrently with the field test has been approved.	Given the fact that the development of funding norms depends on the field testing of the conversion of schools as well as of the two sets of guidelines, this process can only commence once some of the results are available.
	Framework for reprioritisation of special school allocations completed and presented for approval.	<ul style="list-style-type: none"> <li>Survey on current provincial expenditure in special schools under Programme 4 completed and analytical report compiled which shows serious discrepancies in how funds are transferred to special schools.</li> <li>Survey on admissions procedures to special schools has been conducted showing inconsistency in the way in which admissions are managed and controlled.</li> <li>Additional funding for the creation of posts for social support and counselling services in poor schools has been secured.</li> </ul>	<ul style="list-style-type: none"> <li>Capacity at provincial and district/circuit level to monitor and control admissions to special schools needs to be improved, so as to ensure access, equity and cost-effectiveness.</li> <li>Availability of 150 additional posts for social support and counselling services to poor schools will enhance the network of support for the large numbers of vulnerable children.</li> </ul>
	National strategy for strengthening special schools developed and ready for implementation in all special schools.	<ul style="list-style-type: none"> <li>An investigation was conducted in selected special schools in all provinces on cases of neglect and abuse of learners and reports drafted.</li> <li>Draft specifications for special schools as resource centres have been developed.</li> </ul>	
	Analytical report on field test with evidence-based recommendations for protocols for screening, identification, assessment and support available.	<ul style="list-style-type: none"> <li>Draft National Strategy on Screening, Identification, Assessment and Support was approved for field-testing and public comment.</li> <li>Training manuals on the strategy have been completed for training programme, which will run in the month of June 2006.</li> </ul>	
	Records of participants orientated on the effective application of the protocols for screening, identification and assessment captured in a database.	<ul style="list-style-type: none"> <li>Situational analysis has been completed with lists of staff and profiles of schools to be trained.</li> <li>Methodology and plan for training of master trainers and all stakeholders have been completed and approved.</li> </ul>	Training will only take place in May to June 2006 due to delays in drafting of materials.
	Staff of 390 special schools trained on implementing the Strategy for Screening, Identification, Assessment and Support captured in a database.	Not achieved.	The envisaged training will take place in the 2006/07 financial year.



## Directorate: Inclusive Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Capacity building of all officials involved in first stage of implementing inclusive education through Ministry and university linkages with Sweden and Finland concluded and participants' records captured in a database.	<ul style="list-style-type: none"> <li>Plan for monitoring and evaluation has been agreed to with the linkage partners from Finland and Sweden.</li> <li>Two visits to South Africa by both the Finnish and the Swedish counterparts were conducted.</li> <li>Two study visits have been conducted to Finland by teams from the national and provincial Departments of Education, including teacher unions.</li> </ul>	
To develop and implement integrated programmes for vulnerable youth and children – i.e. children in conflict with the law, street children and children in need of care	Intersectoral strategies developed, approved and implemented for children and youth in conflict with the law.	Consultation has been held with the relevant departments in the course of developing an integrated plan for sentenced children.	Department of Education has responsibility for the development of education programmes for children in conflict with the law.
	Document clarifying the role and responsibilities of government departments in the child labour action programme approved and operational.	<ul style="list-style-type: none"> <li>A programme on Reducing Child Labour in South Africa (RECLISA) is being implemented in Gauteng, Western Cape and Mpumalanga</li> <li>Joint Department of Education towards The Elimination of Child Labour (TECL) programme on identifying out of school children and youth has been approved.</li> </ul>	The two main programmes on child labour, namely Reducing Child Labour in South Africa (RECLISA) and Towards the Elimination of Child Labour (TECL) in South Africa have been approved by the Department of Education and pilot projects are operational in a total of five provinces. RECLISA is being piloted in Mpumalanga, North West and Gauteng, while TECL is running pilot projects on out of school children and youth in Western Cape, KwaZulu-Natal and Gauteng.
	Research conducted, integrated strategy for street children developed and approved.	The pilot project, RECLISA will provide data for the strategy.	Some of the child labour programmes, TECL in particular, are targeting children in settings run by identified NGOs such as CREATE in KwaZulu-Natal and the Western Cape.
	Integrated strategy and national protocol for prevention and management of child abuse, neglect and exploitation completed with clarity on the role of education.	Department of Education is participating in the inter-departmental committee for the development of the strategy for children in need of care.	The Department of Social Development is the lead department.
To ensure access to the national curriculum for children with disabilities and children experiencing barriers to learning and development	Advocacy materials developed and disseminated and advocacy campaign (phase 4) completed in 30 nodal areas to inform stakeholders at all levels on the implications of the inclusive education roll-out.	<ul style="list-style-type: none"> <li>Conceptual and operational guidelines for district-based support teams (DBSTs), full service schools and special schools as resource centres have been printed and distributed to all provinces together with the draft National Strategy on Screening, Identification, Assessment and Support and the guidelines on inclusive learning programmes.</li> <li>All the above documents have also been printed in large print and in Braille.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders in the 30 districts and 64 schools participating in the field-testing of Education White Paper 6 have greater clarity on their roles and are ready for the orientation and implementation which are to take place in 2006-2007.</li> <li>All stakeholders are also in possession of conceptual and operational manuals, which clarify role functions and implementation strategies.</li> </ul>

# General Education and Training Branch

## Directorate: Inclusive Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		<ul style="list-style-type: none"> <li>Pamphlets have been developed on the Implementation of White Paper 6 and distributed in nodal areas.</li> <li>Fourth stage of advocacy was conducted through visits to all provinces and selected nodal area sites.</li> </ul>	<ul style="list-style-type: none"> <li>All documents are available in accessible format in line with the key message of inclusion.</li> </ul>
	Multi-media communication strategy on inclusive education successfully run in collaboration with the Communications Directorate, targeting all ordinary and special schools and the wider community.	Communication strategy has been developed.	
	Two phases of human resource development completed, evaluated in 30 full-service schools, special schools as resource centres and district-based support teams.	<ul style="list-style-type: none"> <li>Drafts of the guidelines for inclusive learning programmes and for screening, identification, assessment and support training manuals have been completed.</li> <li>The draft training materials were piloted in three provinces and the report on the pilot informed the revision of the materials.</li> </ul>	The actual training programme will take place in June and September 2006.
	Analytical report on field test with evidence-based recommendations for guidelines for inclusive learning programmes available.	<ul style="list-style-type: none"> <li>Guidelines for inclusive learning programmes have been approved for the field test and public consultation process.</li> <li>The draft guidelines have been distributed for public consultation and feedback.</li> </ul>	The activity will be completed in the year 2006.
	Guidelines for inclusive learning programmes revised and improved as basis of training for 30 districts and 64 schools (including four reform schools) in nodal areas.	First set of revisions has been done and comments from critical friends accommodated.	Manuals are currently being completed for the training, which will take place in the nodal areas in September 2006.
	Analytical report on field test with evidence-based recommendations for dynamic, adaptive assessment programmes to accommodate diverse learner performance available.	Not achieved.	The issues will be included in the new guidelines for assessment, which are being developed.
	All staff of special schools have been trained on all aspects of the RNCS and participants' records captured in a database.	All teachers, including teachers from special schools, are trained on managing diversity as part of the National Curriculum Statement.	While very few special school educators participated in the foundation phase NCS training, the situation has improved at the intermediate and senior phases.
	Curriculum guidelines field-tested and improved through practical inputs of staff from 390 special schools.	Draft guidelines utilised in the development of training manuals for Further Education and Training Band.	
To monitor and support the phased implementation of inclusive education	Analytical report available on implementation of Education White Paper 6 with evidence-based recommendations for implementing inclusive education at all levels of the system.	Analytical report on the situational analysis conducted in the 30 nodal areas has provided substantial baseline information to the field test. Draft research plan for tracking of the field test has been developed.	Baseline report on the situational analysis has informed the training manuals and will be used to track progress in the field test in 2006/07.

### Directorate: Inclusive Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Approved monitoring and management information system for inclusive education established.	<ul style="list-style-type: none"><li>• Two large-scale data collection processes were conducted, namely survey on special school funding and survey on admissions procedures to special schools.</li><li>• Substantial questions were added to the annual school survey and the 10th day snap survey to track admission of learners with special needs to ordinary schools, which will inform planning of funding and post-provisioning norms.</li></ul>	

# General Education and Training Branch

## Directorate: Education Management and Governance Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To improve the information and monitoring platform to support education, institutional and human resources development	National norms and standards developed for the Education Management Framework.	<ul style="list-style-type: none"> <li>The Education Management Policy Framework and the South African Standard for Principalship and entry-level qualification for principals at Level 6 were approved.</li> <li>The Department of Education in collaboration with 14 Higher Education Institutions (HEIs) established the ACE qualification.</li> <li>The 14 HEIs are registering the qualification based on the developed course content.</li> </ul>	<ul style="list-style-type: none"> <li>Given the range of stakeholders involved this is progressing very smoothly.</li> <li>The Shuttleworth Foundation funds the ACE qualification. Funding base is to be expanded.</li> <li>A strong advocacy programme will be needed to ensure full take up of the entry-level qualification by practising principals during the two year field test period and aspirant principals after 2009.</li> </ul>
	<ul style="list-style-type: none"> <li>Minimum norms and standards field-tested and in place.</li> <li>Post-provisioning norms developed and field tested.</li> <li>Key delegations of authority agreed and implemented by all provincial departments.</li> </ul>	<ul style="list-style-type: none"> <li>The annual national and provincial education calendar with specific timeframes allocated for support to learning sites by national and district officials were approved for implementation in 2006.</li> <li>Draft performance standards developed to be used in 2006 as basis for development of norms and standards.</li> </ul>	<ul style="list-style-type: none"> <li>Limited size of staff and process is additional to main function of directorate - this is solved in new approved organogram.</li> <li>All these to be pursued in 2006.</li> </ul>
	Completed draft of the governance policy framework.	First draft to be completed by end of May 2006.	The directorate is focusing on the SGB elections and guidelines for this.
	National School Governing Body (SGB) election guidelines formulated and accepted by provinces.	National guidelines were electronically distributed to provinces in October 2005. Provincial election regulations to be in line with the national election guidelines and ready for May/June 2006 SGB elections.	Guidelines have created a sense of a national election process for SGBs for the first time.
	School financial guidelines are developed.	<ul style="list-style-type: none"> <li>The EMGD and service provider team developed the final draft in February 2006.</li> <li>The final draft will now follow a consultative process for approval.</li> </ul>	These guidelines aim to augment what is already in place and lead to a real improvement in school financial management.
	District Education Management Information System (DEMIS) refined and assessed by majority of district managers to add value to their work.	<ul style="list-style-type: none"> <li>Received EMIS data and information from six provinces.</li> <li>The second-generation DEMIS forms were sent to all districts and responses were received. The directorate will collate the responses.</li> </ul>	<ul style="list-style-type: none"> <li>Three provinces still outstanding.</li> <li>Shortage of data capturers to capture data at EMIS directorate will slow process.</li> <li>Considering ways of doing this within the District Development Directorate</li> <li>Six provincial education departments (PEDs) that responded were used as pilot data to refine the DEMIS and the process of data collection.</li> <li>DEMIS will be implemented in 2006.</li> </ul>

## Directorate: Education Management and Governance Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Over two million pamphlets on the rights and responsibilities of parents and learners distributed to target areas and 20 community radio stations broadcasted in areas where early registration is a problem.	<ul style="list-style-type: none"> <li>Two million Z-cards on the rights and responsibilities of parents, learners and public schools were developed in 11 languages and distributed in all provinces through a range of government and civil routes.</li> <li>Admission messages were broadcasted on 11 SABC radio stations, covering all official languages.</li> </ul>	<ul style="list-style-type: none"> <li>The first day of school visits indicated that the aim of this campaign has largely been achieved.</li> <li>The supporting advocacy process was delayed by the late promulgation of the Education Laws Amendment Bill (2006).</li> </ul>
To ensure sustainable capacity and leadership skills of learning institution managers, governors and district managers in support of quality learning and teaching	Range of monitoring and evaluation instruments with supporting manual completed for training national and provincial EMGD coordinators to be able to monitor and evaluate EMGD programmes nationally.	Training manual developed and approved for use. Initial training planned for the 2006/07 financial year.	<ul style="list-style-type: none"> <li>Training will ensure that EMGD coordinators are able to use the tool for their projects to ensure implementation at both national and provincial levels.</li> <li>Departmental officials will work collaboratively with district officials to ensure implementation at all levels.</li> </ul>
	NCS provincial core training teams are trained in each province.  Post-training tests indicate an increase in knowledge about the National Curriculum Statement by SMT members and each province produces a plan to train SMTs.	Based on the provincial status report on preparedness of SMTs to manage the NCS, the directorate has developed a module on curriculum management for the training manual and is developing a separate training manual for school managers on the NCS.	There is still a concern that the recommendations of the 2000 Chisholm Report on the lack of school and district management involvement in the new curriculum is not being taken seriously in many provinces.
	ABET-related courses for non-literate SGB members and community courses are formulated.	Standard generating body for school governing body standards is being established.	Urgent meetings need to be held with key role players to start this process during the first quarter of the 2006/07 financial year.
	First SGB simulation board for training non-literate SGBs is completed and tested.	A service provider was appointed in late 2005 to develop this new concept-training course. The service provider submitted the final draft of the simulation package in March 2006.	The service provider to assist in the testing of the simulation package in nine provinces in May and June 2006.
	Three national workshops are held. Pre-tests and post-tests during workshops indicate district managers have an increased knowledge of their roles and responsibilities.		Identified three clusters for two-day capacity building of all district directors.
	There is a demonstrable improvement in target districts' systems, planning and delivery.	<ul style="list-style-type: none"> <li>Agreed on reducing number of districts from six to two to ensure funds and focus are adequate to drive sustained improvement.</li> <li>Siyanda and Metropole S districts identified by relevant Heads of Departments (HoDs).</li> <li>Tool developed and administered in the two districts to gather data leading to development of two district profiles.</li> </ul>	



# General Education and Training Branch

## Directorate: Education Management and Governance Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		<ul style="list-style-type: none"><li>• Profiles of the two districts developed and discussed with the district directors and provincial chief directors.</li><li>• Draft handbook for district management and towards a model for district management produced.</li></ul>	

## Directorate: Teacher Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To ensure a quality, competent, enthusiastic and committed corps of education practitioners capable of delivering the curriculum and quality education to all	National core training team and nine provincial core training teams are established and trained adequately to perform their mandated training roles for NCS orientation of officials and teachers.	1 200 provincial officials and 40 000 Grade 7 teachers oriented to the NCS through 653 orientation workshops for provincial officials and teachers.	Orientation reports have indicated that learning has taken place. Areas needing further support have been identified and this information has been shared with provinces for action via the monitoring reports.
	Grade 7 manual developed and distributed to all teachers and school managers who require it.	Manuals were developed and distributed to provinces for NCS orientation of officials and teachers.	Some provinces amended the manuals to suit their contextual needs and made their own distributions.
	Monitoring schedule is in place and provincial visits have been completed. The lessons learnt are fully documented and shared.	Monitoring at national, provincial and district levels took place and comprehensive reports were compiled.	Monitoring reports highlighted a range of strengths and limitations. These were factored into succeeding plans.
	ECD practitioners and teachers at special schools indicate through post-tests that they understand the implications of the NCS for their teaching and materials to reflect the requirements of the NCS.	Inclusive education issues were incorporated into the manual and orientation sessions.	Further support for ECD practitioners and special school teachers will have to be taken into account in the succeeding teacher development work.
	Monitoring and evaluation report is completed and available.	Monitoring instruments have been developed and a sample of 2 000 schools with foundation phase classes has been selected for the study.	The project started in January 2006 and will continue until August 2006. The evaluation of NCS implementation in the intermediate phase is planned for 2006/07.
	A total of 270 teachers are trained in Technology and 45 trained in English Second Language (ESL) to an agreed standard.	<ul style="list-style-type: none"> <li>• Training of 800 teachers for English Second Language has taken place. Reports on the training have been compiled.</li> <li>• On-site support has commenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional funding has resulted in the number of teachers for the ESL project increasing from 45 to 800.</li> <li>• Teachers from rural districts across the provinces have been targeted.</li> <li>• Monitoring is being conducted in all sites.</li> </ul>
	<ul style="list-style-type: none"> <li>• National task team is appointed.</li> <li>• The Teacher Development Framework is completed and workshops have been held widely.</li> <li>• Public comments are analysed and the framework is modified.</li> </ul>	The NFTE document was developed for internal discussion and comment.	<ul style="list-style-type: none"> <li>• Discussions were held with various stakeholders.</li> <li>• Public comment process is scheduled for later in 2006.</li> </ul>
	Approximately 900 teachers have been newly registered for Mathematics, Science and Technology.	<ul style="list-style-type: none"> <li>• 278 MST teachers have graduated and received an Advanced Certificate in Education (MST).</li> <li>• 1 076 teachers have been newly registered for an ACE in Mathematics, Science and Technology.</li> </ul>	The number of GET senior phase teachers was increased from 900 to 1 080 because of funding received from the Netherlands Government.
	A report is produced on external evaluation of Mathematics, Science and Technology programmes and an action plan developed to deal with the issues highlighted in the report.	The final external evaluation report of the MST project was produced and recommendations taken into account for 2006/07 implementation.	The report has prompted a stronger focus on monitoring and reporting of programmes.

# General Education and Training Branch

## Directorate: Teacher Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	About 3 000 new NPDE teachers are registered with registration data on the teachers available from the higher education institutions.	<ul style="list-style-type: none"> <li>A total of 2 649 (9%) teachers graduated to become professionally qualified to the minimum professional requirement of REQV 13.</li> <li>Successful registration of 3 000 school-based under-qualified and unqualified teachers.</li> </ul>	The decrease in under-qualified teachers in the system will be accelerated by the implementation of the amended NPDE programme (360 credits) which targets a broader scope of under-qualified and unqualified teachers in the sectors such as the Early Childhood Development (ECD), Adult Basic Education and Further Education and Training (FET) in the technical colleges.
	Regular monitoring reports are produced and analysed.	<ul style="list-style-type: none"> <li>Monitoring conducted at all delivery sites by the Department of Education and an external evaluator.</li> <li>Evaluation report has been published.</li> </ul>	
	<ul style="list-style-type: none"> <li>Revised National Teacher Awards (NTA) information booklet and nomination forms are distributed to all schools in all provinces.</li> <li>Provincial finalists are selected according to set and agreed criteria within set time frame.</li> <li>Provincial and national NTA ceremonies are held successfully.</li> </ul>	<ul style="list-style-type: none"> <li>9 provincial ceremonies successfully held.</li> <li>27 national finalists awarded certificates of excellence during the national gala dinner.</li> <li>Four teachers from the NTA finalists selected for the Fulbright exchange programme to teach in the US for one year.</li> </ul>	Selection criteria for finalists are under revision to address social cohesion issues and a wider process of recognition of teachers, including retired teachers, is being planned.
To align the norms and standards for educators and criteria for the recognition and evaluation of qualifications for employment in education.	<ul style="list-style-type: none"> <li>All public teacher education providers' qualifications and programmes have been aligned with the norms and standards for educators and approved for employment in education and funding, and accredited by the HEQC.</li> <li>Higher education institutions respond to the needs of the education system by designing relevant and quality programmes for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A total of 33 new teacher education programmes have been evaluated successfully to meet norms and standards for educators requirements.</li> <li>Guided six institutions in the design of new programmes.</li> </ul>	<ul style="list-style-type: none"> <li>All applications for approval of new programmes are either in the process of evaluation or have already been approved by the Evaluation Committee.</li> <li>Some private providers are showing interest in providing teacher education programmes.</li> <li>Most of the applications are in line with the policy.</li> </ul>
	Test exercises indicate that provincial evaluators understand the policy and can interpret and apply it.	A series of one-day training sessions were conducted in six provinces and a total of 212 provincial evaluators were trained to interpret and apply the criteria effectively.	The feedback indicates that there is a core group of competent provincial evaluators of qualifications in the country.
	Qualifications have been evaluated correctly in accordance with the criteria, and approved by the Evaluation Committee.	A total of 2 094 sets of individual qualifications have been correctly evaluated and the applicants have been informed within six weeks of application.	<ul style="list-style-type: none"> <li>There has been an increase by 310 individual sets on qualifications evaluated compared to the previous year.</li> <li>There is a marked increase in applications from individuals from neighbouring and other countries who have sought, employment in South Africa.</li> </ul>

## Directorate: Teacher Development

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To capture in a database the achievement records of participants in staff development programme	Database of records of participants oriented to the effective application of protocols for screening, identification and assessment.	There has been a delay in executing this item on the plan. However, the staff needs have been identified and a report produced. This informed the development of training manuals on the draft Strategy on Identification, Assessment and Support of Learners with Special Educational Needs and the draft inclusive learning programmes. These have been finalised.	<p>The actual training to field test the protocols was deferred to the 2006/07 financial year.</p> <p>Once the training has taken place a database of all staff will be developed and the protocols will be revised for use in follow-up staff development sessions and application in schools.</p>

# General Education and Training Branch

## Directorate: Whole School Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To set up a national Quality Promotion and Assurance (QPA) database system and provide regular training in data capturing and manipulation	Design and develop the second phase of the QPA database system.	Phase 2 of the professional and technical development on the QPA database system was successfully completed. It is web-enabled for easy access in a user-friendly manner from any location via the Internet, but also has a stand-alone functionality for capturing data off-line and updating the system without user intervention.	
	Prepare a Service Level Agreement (SLA): <ul style="list-style-type: none"> <li>For supporting the current QPA database.</li> <li>To include skills transfer and training.</li> </ul>	An SLA in place until March 2008, which will provide on-site support to the QPA database system and its officials. Training schedules in place.	
	Capture in the database system hard-copy Whole-School Evaluation (WSE) reports of schools that have been externally evaluated.	Database system populated with data from school evaluations.	
	Visit provinces to do needs analysis in terms of readiness to implement the QPA database system.	Four provinces were visited to evaluate the level of readiness in setting up provincial databases in terms of the WSE policy.	
To develop and maintain a culture of self-evaluation by education institutions against the nine cross-organisational aspects identified as key characteristics of effective schools, to ensure continuous institutional improvement	Train approximately 50 newly appointed (by PEDs) supervisors on the basics for the implementation of whole school evaluation policy.	Only 12 newly appointed supervisors were reported to the DoE and thus trained.	
	Train approximately 100 principals on the implementation of the whole school evaluation policy and make them competent to do objective school self-evaluation as well as preparing a school improvement plan with achievable milestones.	Development of training materials for this purpose with special reference to school self-evaluation documentation was prioritised.	
To establish viable support and monitoring mechanisms for providing meaningful feedback to schools, based on the recommendations of evaluation and monitoring activities to ensure that areas of weaknesses are followed up, and to disseminate good practices across all schools.	Visit provinces to do an audit on district support.	A draft report is produced.	These could not be achieved due to shortage of funds. The funds that were allocated for the project were prioritised for the development of QPA Monitoring and Evaluation System (QPA MES)
	Write and finalise a report on provincial visits.	A final report published.	
	Work on the draft post-evaluation support (PES) document.	A draft PES document is available.	



## Directorate: Systemic Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To conduct and commission assessments and research on learner and school performance to inform policy and improve service delivery in education	Collect, process and present system baseline data on learner performance at the intermediate phase (Grade 6), coupled with information on contextual factors that might influence the effectiveness of teaching and learning in schools.	Baseline data for planning and monitoring available on learner performance in the LOLTs, Mathematics and Natural Sciences collected in a survey that involved a random sample of more than 35 000 (over 5% of population) Grade 6 learners across the country.	The survey has provided much needed baseline data for improving learner performance and general service delivery in the system.
		<p>Findings of the survey 'packaged' for different audiences as follows:</p> <p>(a) A national report and nine provincial reports compiled for use by policy and decision-makers at the respective levels;</p> <p>(b) Teacher guides in LOLTs, Mathematics and Natural Sciences based on the findings of the survey and prepared for use by all Grade 6 teachers of LOLTs, Mathematics and Natural Sciences (about 48 000) to address areas for development in learner performance; a policy brief compiled to inform teachers, parents and the general public about the health of the education system; and</p> <p>(c) a comprehensive plan of action that outlines how each unit in the system will respond to the findings of the survey.</p>	<p>(a) The findings of the survey have revealed generally low levels of performance in all the three learning areas that were assessed, particularly in Mathematics,</p> <p>(b) worrying inequalities of performance with learners in predominantly rural and farm schools (characteristically former socio-economically disadvantaged homelands) performing far lower than their counterparts in urban schools and</p> <p>(c) that learners who receive instruction in a language that they do not use at home perform significantly worse than those who are instructed in their mother tongue.</p>
To ensure the availability of up-to-date and credible data on performance of learners on specified educational outcomes	Printed copies of the findings of the survey on learner performance in the three learning areas are disseminated to key role players.	<p>The findings of the Grade 6 survey have been 'packaged' and disseminated for appropriate responses/actions by each of the following key role players:</p> <p>(a) a national report and nine provincial reports compiled for use by policy and decision-makers at the respective levels;</p> <p>(b) teacher guides in the LOLT, Mathematics and Natural Sciences based on the findings of the survey and prepared for use by all Grade 6 teachers of the affected learning areas to address identified areas for development in learner performance; and</p> <p>(c) "policy brief" compiled to inform teachers, parents and the general public about the findings of the survey.</p>	

# General Education and Training Branch

## Directorate: Systemic Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Various indabas (colloquia) held to discuss the findings of the survey and explore possible interventions to improve the quality of learner performance in the system.	<ul style="list-style-type: none"> <li>• A Ministerial press conference was convened to release the findings of the survey to the public.</li> <li>• Provincial and district colloquia were convened and possible strategies were advanced on how to address the areas of learning that needed improvement.</li> </ul>	
	Report is available on identified problem areas in learner performance, which deepens understanding of the indicated performance.	Actual research could not commence as planned but learner competence in the foundational skills of numeracy and literacy has been identified as a priority area for in-depth research.	An appropriate strategy for research will be developed in the 2006/07 financial period.
	Draft framework for an alternative national assessment model is available for public participation.	A draft discussion document has been produced which proposes, among other things, the need to strengthen school-based assessments and expand national assessments beyond the use of samples of schools and learners.	

## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To improve the quality of learning and teaching in FET schools through curriculum transformation	Teacher orientation plan for Grades 10, 11 and 12 developed.	Teacher orientation plan for Grades 10, 11 and 12 completed.	Provinces will use common presentation on the National Curriculum Statement, National Senior Certificate, planning and assessment for all 29 subjects for teacher training.
	Training reports on all 29 subjects submitted.	Completed report on the training of provincial core training for Grades 10, 11 and 12.	Provinces sent low numbers of officials for training.
	Compliance with DoE training template. Reports completed on training in all provinces.	A comprehensive report on training of provincial officials in each of the 29 subjects has been submitted. A composite report has been completed. Subject reports for training for Grades 11 and 12 have been received.	Report submitted to the Minister and Director-General.
	Subject statements for all 29 subjects distributed.	Completed. The service provider has provided evidence of delivery to district offices.	Provinces utilise documents for implementation and teacher training.
	Learning programme guidelines developed.	Learning programme guidelines developed for Grades 11 and 12, provided to all provincial departments, unions and on the Thutong website.	Documents used for training the national training team and provincial training team in February and March 2006.
	Completed training courses for ML and LO.	Completed. Teacher training manuals for Mathematical Literacy and Life Orientation developed, consulted, printed and distributed to provinces.	Documents used for training provincial officials in Mathematical Literacy and Life Orientation in February and March 2006.
	English Second Language strategy available in provinces.	English Second Language strategy reviewed.	English Second Language strategy aligned to the teaching of language in the National Curriculum Statement.
	LTSM available in schools for Grade 10.	Majority of provinces budgeted for procurement and delivery of textbooks for Grade 10. However, there is evidence that there are schools that have not received books for Grade 10. Screening of Grade 11 textbooks completed.	Catalogue will be utilised for the selection of textbooks by schools.
	Provision of details to PASA on monthly basis.	Six meetings have been held with PASA. PASA has been informed of developments relating to the national catalogue on a monthly basis.	The development of smaller subjects, e.g. dance, music poses a challenge.
	Subject statements approved and National Curriculum Statement (NCS) policy finalised.	All additional subject statements for Agriculture subjects, Technology subjects and Religion Studies were approved and distributed to schools. NCS policy finalised and distributed to provinces.	Documents are in schools and also used for teacher training.
	National Curriculum Statement (NCS) registered	Completed. NCS registered on NQF and gazetted as policy in July 2005.	Policy document distributed to provinces.

## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To design the institutional landscape and develop the capacity to deliver quality learning and teaching programmes	Schools landscape framework available to provinces.	The Planning Branch is working on the landscape for schools framework.	Framework will assist provinces in the consolidation and conversion of schools.
To enhance performance and participation in Mathematics, Science and Technology at FET level	Setting participation and performance targets for 2006.	Participation and performance targets were set for the period 2006 – 2008.	
	Cuban tutor programme supports Mathematics, Science and Technology education in provinces.	<ul style="list-style-type: none"> <li>The Cuban tutor programme was implemented from 2002 and ended on 17 August 2005.</li> <li>An evaluation of the programme was conducted.</li> <li>The Fourth Cuba-South Africa Joint Bilateral Commission took place in Cuba on 28-29 September 2005. New programmes were negotiated.</li> <li>Materials developed by the Cuban tutors were quality assured and are available on the educational portal, Thutong.</li> </ul>	Future collaboration will focus on teacher exchange and attending short courses/programmes in Cuba.
	Norms and Standards are established for Mathematics and Science schools participating in the second phase of the Mathematics, Science and Technology Strategy	Norms and standards for Dinaledi schools were developed and agreed by provinces.	
	Enhance the performance of current Dinaledi schools and expand the Dinaledi initiative.	<p>The 102 Dinaledi project was evaluated, best practices were identified and lessons learnt shared with provinces.</p> <p>Based on the recommendations from the report, the 102 schools were increased to 400.</p>	
	Interaction between Dinaledi schools performing well enhanced.	Best practices were shared at provincial levels.	Limited interaction was observed due to pressures of implementation, e.g. the NCS.
	Electronic content distributed to all Dinaledi schools.	Electronic content was distributed to all Dinaledi schools through the provincial coordinators (CDs), the Cuban tutors and the educational portal, Thutong.	Connectivity still remains a stumbling block to access the content on the educational portal.
To support curriculum implementation through the use of ICTs	Support curriculum implementation through the use of digital content.	<p>The educational portal Thutong was established to support curriculum implementation through the use of digital content. The following are to be noted:</p> <ul style="list-style-type: none"> <li>11 367 users have registered and 17 601 curriculum and 1 539 research and other resources are available on the portal.</li> <li>A curriculum site was developed that provides access to the National Curriculum Statement, Learning Programme Guidelines for FET, Subject Assessment</li> </ul>	

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		<p>Guidelines for FET, Teacher Guides for Life Orientation and Mathematic Literacy and other policy documents.</p> <ul style="list-style-type: none"> <li>• Subject sites were developed for History and Mathematics.</li> <li>• A lesson planning tool was developed for Computer Applications Technology and Information Technology.</li> <li>• Ongoing collaboration with content providers such as Mindset, Intel, Microsoft and several publishers.</li> <li>• A project management tool was developed and integrated into the curriculum development of FET colleges.</li> </ul>	
	Audit conducted.	The e-START Framework was developed to determine the e-readiness of schools and to assist in the aggregation of ICT data at provincial level. The framework was used to aggregate datasets regarding ICT infrastructure, usage, teacher development and connectivity. Several stakeholders participated in the audit.	The frameworks developed and the datasets obtained will be used in 2006 to conduct an audit in all FET schools.
	Models developed.	Models of the use of ICT in efficient management and administration and in teaching and learning were developed.	The Nepad e-schools demo project, <i>Khanya</i> in the Western Cape and Gauteng Online inform this development.
	Standards of teacher competencies in ICT developed.	A framework for teacher competencies in ICT was developed.	The framework will be integrated in the National Teacher Development Framework.
	E-rate finalised.	Although the e-rate was enacted in 2001, only isolated projects like the Telkom project have access to a discounted rate for connectivity.	Implementation through published regulations for service providers did not take place.
	Provinces use developed teacher training manual.	All provinces are implementing teacher development programmes (at various levels) focusing on the – <ul style="list-style-type: none"> <li>• introduction of ICT;</li> <li>• basic use of ICT;</li> <li>• integration of ICT in teaching and learning;</li> <li>• management of ICT in schools; and</li> <li>• technical support to schools.</li> </ul>	Partnerships were formed with Microsoft, Intel, SchoolNet SA and Comptia.
To develop an integrated planning and funding system that supports the delivery of national goals for FET colleges.	A draft document on norms and standards for funding completed.	The draft norms and standards for the funding of FET colleges have been completed. The draft policy makes provision for programmatic funding of FET colleges, ensures a mechanism for access to FET for the poor and also has a formula for driving efficiency and effectiveness	The policy will be piloted at a few colleges during the latter half of 2006, and will be implemented for NQF Level 2 from 2007, Level 3 for 2008 and Level 4 for 2009.



## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		of college management. The document was subjected to public scrutiny and has now been revised into its final form. The draft norm will be published as policy in the <i>Gazette</i> during the third quarter of 2006.	
	FETMIS is in place and functional.	FETMIS is being developed by the EMIS component of the Department. As an interim measure the FET Branch has developed and implemented an audit of FET colleges programmes. This will be utilised until the FETMIS has been developed and implemented. The information gained from this system has guided the recapitalisation process, and these results will also be used for the next three years of the programme.	The FETMIS to be phased in over the next three years so that by the end of the recapitalisation process all the necessary software and infrastructure is in place to sustain it.
	Provinces report performance of colleges using the framework.	The framework for reporting the indicators targeted for the recapitalisation programme has been completed. This framework will be used for the next three years to monitor and guide the recapitalisation process. The framework draws extensively on the college operational plans for recapitalisation and will ensure that the national level of project management is sustained.	The framework will be revised over the next three years to take account of the changes in the recapitalisation process, and also to take on board the final FETMIS framework as it becomes operational.
To increase the capacity of institutions to fulfil their mandate	New staff establishment norms developed and implemented.	Staff establishment norms for FET colleges were developed and tested. During this process it became necessary to review this approach and as a result, the norms were taken up into the cost determination structure of the FET funding norms	The design of the FET funding norms has included the provision of staff, and the final impact of these norms will be that the determination of the college staff establishments will be made by individual colleges based on the programmes offered.
	Manuals and procedures developed.	Guidelines for the management of multi-campus institutions were developed. These manuals will be used as part of the recapitalisation process once the FET Act has been passed.	
	Recapitalisation preparation phase plan developed and implemented.	The recapitalisation plans have been successfully completed according to schedule. These have now been approved and include the allocation for 2006/07 and the provisional allocation per college for the 2007/08 and 2008/09 budgets.	
	Proposal completed for legislative purposes.	The allocations and requirements for the recapitalisation of the FET colleges has been completed and	

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		published in the Division of Revenues Act. The funds have been ring-fenced to ensure that the FET colleges receive their draft allocation. FET Bill to replace existing Act has been developed, but consultation process not complete.	
To increase learner participation, retention and throughput rates	A comprehensive student support services policy is developed.	A national workshop to draft a student support services framework was convened and a draft report developed. The next phase will be to ensure that student support services are fully functional in all colleges.	
	Youth development strategy for the education system is developed	The TECL funded by the International Labour Organisation programme on the study of out of school youth is now located in the Inclusive Education Directorate.	
	Consultations on draft framework conducted.	Project abandoned. This is because the Department decided to focus its youth activities on supporting colleges to enrol more young people.	
	Career development and guidance strategy is finalised.	<ul style="list-style-type: none"> <li>• 700 000 copies of <i>Youth guide to opportunities for further study</i> were distributed to the Grade 12 candidates with the Senior Certificate results in December 2005.</li> <li>• These guides are also given out to stakeholders.</li> <li>• Established cooperation with National Information Services for public Higher Education (NISHE) for information dissemination to school-going youth.</li> </ul>	
	List of available bodies that offer career information compiled.	Database of relevant agencies is continuously updated and used whenever required.	
	Partnerships with relevant agencies established.	The directorate provided support to Amathuba projects for career guidance and 3 <sup>o</sup> Communications for career exhibitions, and held discussions with SABC on possible partnerships.	
	Register of available funding sources for college access established.	This is being updated in line with partnerships being formed.	
	Database of career opportunities developed.	Discussions between the DoE and the Umsobomvu Youth Fund (UYF) are continuing to explore how to link the Thutong portal and the UYF webpage on career opportunities for youth.	

## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		These are available through partnerships and collaboration with PACE and Umsobomvu counselling information and contact unit (C/C).	
	Partnerships established.	<ul style="list-style-type: none"> <li>• Collaboration agreement with UYF to support youth at FET colleges continued.</li> <li>• Discussion held with Eduloan to extend their loan facility to FET college students.</li> </ul>	
To ensure that the youth participate as active and responsible adults	Increased youth participation in community service programmes.	The National Youth Service has made a list of the total 27 601 youth in programmes available to the Department. No new projects were found to be linked to the FET colleges	
	Partnership agreements finalised.	The Department developed a map of the location of FET colleges against municipalities and has submitted the list to the national youth service unit at Umsobomvu to match the projects with relevant FET colleges in terms of the DoE/UYF partnership agreement.	
	Technical support provided to FET college youth initiatives.	The UYF made a presentation at the workshop of the FET college student support services to explain how colleges could access the services afforded by the Fund in respect of youth support.	
	Increased youth participation in the governance processes of the country.	<ul style="list-style-type: none"> <li>• A project to mobilise youth to acquire identity documents and register to vote was launched by the Department of Home Affairs, the IEC and the DoE at Ehlanzeni FET College, Mpumalanga, and at Capricorn FET College, Limpopo.</li> <li>• The directorate facilitated and supported the establishment of South African College Student Association (SACSA).</li> </ul>	
	FET colleges celebrate national days and are encouraged to develop programmes on significant South African and international days.	<ul style="list-style-type: none"> <li>• Democracy imbizos were organised to coincide with national days.</li> <li>• A year calendar of activities was developed and distributed to colleges.</li> </ul>	
To conduct credible assessment and quality practices in FET/GET schools and colleges	Question papers of a high quality and standard produced.	<ul style="list-style-type: none"> <li>• The National Strategy for Learner Attainment (NSLA) was launched by the Minister in May 2005. Monitoring instruments to be used in monitoring visits to under-performing schools were distributed to the PEDs.</li> </ul>	

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		<ul style="list-style-type: none"> <li>• The Chief Director and two directors visited each of the PEDs and a sample of schools, to support PEDs in the implementation of the NSLA.</li> <li>• In addition monitoring teams from the DoE visited selected districts and schools in the provinces to ensure that meaningful improvement strategies are being embarked on.</li> <li>• A total of 54 under-performing schools, under 20%, were visited in all provinces.</li> <li>• The number of under-performing schools was reduced from 183 in 2004 to 147 in 2005.</li> <li>• A report on the implementation of the NSLA strategy was presented to CEM.</li> <li>• A workshop was convened with representatives from each of the PEDs in January 2006, to assess the achievements of 2005 and to review their plans for 2006.</li> </ul>	
	<p>Ensure the SCE is administered in accordance with the policy on the conduct of the SCE.</p>	<ul style="list-style-type: none"> <li>• The state of readiness of PEDs to administer the 2005 examination was evaluated by a team comprising the Chief Director and two directors. A report on the state of readiness of the PEDs was submitted to HEDCOM and CEM.</li> <li>• The National Examinations Irregularities Committee (NEIC) was established by the Minister to coordinate the handling of examination irregularities across the PEDs. This committee convened three meetings to review the examination irregularities.</li> <li>• Eighty-two schools and 24 marking centres across the nine provinces were monitored during the writing of the 2005 Senior Certificate examinations.</li> <li>• A report on the Senior Certificate examinations was completed and released on 29 December 2005.</li> </ul>	<p>The intensive monitoring of the examinations and the establishment of the NEIC has contributed to a decrease in the number and nature of irregularities identified in the 2005 examination.</p>
<p>The intensive monitoring of the examinations and the establishment of the NEIC has contributed to decrease in the number and nature of irregularities identified in the 2005 examination.</p>	<p>The intensive monitoring of the examinations and the establishment of the NEIC has contributed to decrease in the number and nature of irregularities identified on the 2005 examination.</p>	<ul style="list-style-type: none"> <li>• National question papers and accompanying memoranda in 23 learning areas were set and approved by Umalusi for the June and October 2006 examinations.</li> </ul>	<p>At the Standardisation meeting held in December 2005, it was indicated that the standard and quality of the ABET Level 4 question papers have improved.</p> <p>The national pass rate in certain learning areas has also stabilised.</p>

## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Chief Markers' reports.	<ul style="list-style-type: none"> <li>• All provincial education departments completed the Chief Marker's report, which indicated that the question papers were of the correct standard and quality.</li> <li>• The ABET examinations were successfully monitored in June and October 2006.</li> <li>• Two back-up question papers were released to provincial education departments due to administrative irregularities.</li> <li>• National memoranda discussions for both the June and October examinations were coordinated at national level to ensure standardised marking.</li> </ul>	<p>At the standardisation meeting held in December 2005, it was indicated that the standard and quality of the ABET level 4 question papers have improved.</p> <p>The national pass rate in certain learning areas has also stabilised.</p>
	Ensure standardised marking.	Internal moderators visited provinces to moderate a sample of marked scripts in selected subjects (Mathematical Sciences, English, Economic and Management Sciences and Natural Sciences).	This exercise showed minor inconsistencies in marking which were immediately corrected at marking centres.
	Examination records are scanned and converted to electronic format.	<ul style="list-style-type: none"> <li>• Examination records of the ex-departments are in hard copy format in KwaZulu-Natal, Eastern Cape, Western Cape, Free State and Gauteng.</li> <li>• The Gauteng and Free State records were scanned at the end of 2004.</li> <li>• In 2005, all the books in KwaZulu-Natal and Eastern Cape were scanned and images created.</li> <li>• 80% of the hard copies in the Western Cape have been scanned.</li> <li>• Historical records in microfilm format are currently being converted into electronic format and will be completed at the end of May 2006.</li> <li>• The indexing of the scanned images is currently in progress and would be concluded by end June 2006.</li> <li>• The scanning of the hard copies is accompanied by a quality assurance process and problems identified through this process are being corrected.</li> <li>• The data will be available for provincial access by December 2006.</li> </ul>	The appointment of a dedicated co-ordinator by SITA for this project has expedited progress.



Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Security alarm systems and electronic locking gates are installed.	<ul style="list-style-type: none"> <li>• Security alarm systems and electronic locking of gates have been installed for the Senior Certificate, ABET and FET colleges.</li> <li>• The Chief Directorate has started a tender process for a data-management system that will secure question papers.</li> </ul>	The data-management system has been submitted with the printing solution to the ITC for tender, and this was approved in principle by the committee on 20 April 2006.
	All college examinations are conducted successfully.	<ul style="list-style-type: none"> <li>• The FET college examinations were conducted in February (Supplementary), April, June, August and two in November 2005. A total of 1 254 question papers were set for Natural Sciences and General Studies examinations. A total of 2 030 980 instructional offering entries were handled for the year.</li> <li>• 479 709 candidates were involved in the examinations in total. Examinations were conducted in 1 452 examination centres in South Africa, SADC and in embassies.</li> </ul>	
	Quality assurance gains are reported via the monitoring and reporting system.	Successful college examinations have been conducted with error-free question papers through quality assurance of question papers, training of examiners and moderators, monitoring of the conducting of examinations and the marking of examination scripts.	
	Examiners and moderators are appointed for setting the question papers for 2007.	Examiners and moderators have been appointed to conduct examinations based on Report 190/191 for the year 2007. This has been finalised and draft question papers are due in the Chief Directorate on 30 June 2006. No new appointments will be made due to the phasing in of the new National Certificate (Vocational) Level 2-4 on the NQF.	
	Marking centres are aligned according to merged FET colleges.	Marking centres have been aligned to the current landscape of merged FET colleges.	Provincial departments and the DoE will monitor mega marking centres
	Reports are made available to management and interventions made.	Reports will be submitted to the Director FET Colleges by provinces and a composite report will be submitted to the senior management and Umalusi by the Chief Directorate. The National Intervention Strategy for under-performing colleges is being crafted.	The intervention strategy for underperformance is targeted for the phasing in of the new curriculum because- trimesters and semesters had limited time.

## Further Education and Training Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Amendments to examination policy are completed.	The National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational) has been completed.	

## Higher Education Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To support the production of quality graduates needed for the social and economic development of the country	The enrolment planning framework for 2005-2006 academic years is finalised.	Inputs have been received from all institutions and consultations are scheduled with each institution during 2006 before final plans are approved by the Minister.	Institutions have been asked to identify HRD priority areas.
	The National Plan for HE is revised.	Work is ongoing to refine and develop performance indicators for higher education.	
	New HE qualifications framework is adopted.	The new HE qualifications framework has been developed but finalisation is awaiting the resolution of the NQF review.	
To achieve equity in the South African higher education system	Equity and graduation rate targets for higher education institutions are established.	This work is ongoing along with the work on performance indicators (see above).	
To achieve diversity in the South African higher education system	Completing the consolidation of the higher education landscape through mergers and incorporations.	The merger of the University of Transkei and the Border and Eastern Cape Technikon on 1 July 2005, to form the Walter Sisulu University for Technology and Science, EC, completed the formal institutional restructuring process.	
To facilitate and monitor the implementation of the restructuring of institutions including providing technical support	New governance structures and the consolidation of academic and administrative systems and processes.	<ul style="list-style-type: none"> <li>All merged institutions have their substantive councils in place. Except for WSU and University of Limpopo, all merged institutions have appointed their substantive Vice Chancellor.</li> <li>Most merged institutions have made substantial progress towards integrating key academic and administrative processes, especially those that merged in 2004 and those that have incorporated campuses towards integrating key academic and administrative processes.</li> </ul>	The University of Limpopo has advertised the position of Vice Chancellor.
		Monitor and facilitate the restructuring process by way of providing technical and financial support.	The Department's Merger Unit has been providing ongoing technical support and assistance to all merged institutions, including incorporations.
			<ul style="list-style-type: none"> <li>Of the R550 million allocated for the HE restructuring process in 2005/06 financial year, R393 million was allocated to institutions to support direct merger costs, and to address infrastructure upgrade and deferred maintenance in the case of Fort Hare (Alice campus), Tshwane University of Technology (Soshanguve and Ga-Rankuwa campuses) and North West (for the Mafikeng campus).</li> </ul>

## Higher Education Branch

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To provide institutional support to higher education institutions	Framework for student governance for consideration by higher education institutions and constituencies. Student governance structure is launched.	The South African Union of Students (SAUS) launched on 31 March 2006.	
	Report on the review role, function and operation of institutions forum.	Tender documents for the scope of work on the review of institutional forums completed.	This work was delayed due to the focus on the student governance component.
To promote and sustain research in the higher education system	Facilitate and monitor the implementation of the new policy (commencing in January 2005) for the measurement and reward of research output at public higher education institutions.  Report on the review of the measurement and reward of arts research output.	<ul style="list-style-type: none"> <li>• The policy is implemented to measure research output.</li> <li>• The implementation of the new research policy is facilitated and monitored.</li> <li>• The terms of reference for the review have been drafted</li> </ul>	There are ongoing engagements with the research offices of higher education institutions to support enhanced management of the research output evaluation process.
To promote a leadership role for South Africa in responding to the African Renaissance and NEPAD	A conference on African Studies is convened.	The Conference on African Studies took place on 26-28 February 2006 and included participants from the African continent and beyond.	

# Quality Promotion and Development

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Gender Equity in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To deepen the education system's understanding of gender issues in education and its focus on gender equity	Seminars, workshops and indabas held for various levels of educators and other stakeholders centred on Issues on Gender in Education.	Made presentation at the SADTU conference and finalising national seminars on the topic which will start as part of Women's Month.	
		The Directorate managed an exhibition stand at the <i>Mutingati</i> Conference organised by the Department of Communications. Materials were distributed to at least 600 participants and are continually requested by schools.	
	Publication of sexual harassment draft policy, draft policy on learner pregnancy and report of Ministerial Committee on Gender Equity.	The contract of the Ministerial Committee on Gender Equity was extended to September 2005. In March 2006 the final report was submitted to the Gender Equity Directorate for synthesis.	The development of a national plan of action on gender equity will be included in the 2006/07 financial year. The need to develop such a plan is emerging from the interim recommendations of the Ministerial Committee and its predecessor, the gender equity task team. The current programmes and intervention are <i>ad hoc</i> .
	Commemoration of the International Day of Disability.	The International Day of Disability was commemorated in the Western Cape Province on 3 December 2005. Awards were presented to those who achieved despite the obstacles to learning they encountered. The Minister engaged in a round-table dialogue with learners with disabilities.	
	Community dialogue on gender-based violence.	On 29 November 2005 a community dialogue on gender-based violence was conducted in Limpopo. It was recommended that the Department should engage in a dialogue with learners and parents about the problems affecting learners' schooling.	
		A workshop on gender-based violence was conducted for 87 boys from nodal areas in the Western Cape, including boys from private schools. The workshop revealed the need for more empowerment programmes for boys, as they lack skills to deal with pressures in survival strategy.	
Draft policy on learner pregnancy.	Not achieved.	The draft learner pregnancy guidelines were referred back by CEM for refinement and will now be finalised in the coming financial year.	

# Quality Promotion and Development

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Gender Equity in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	All provinces and 20% of all schools mark national Women's Day and 16 Days of Activism against Violence against Women.	Provincial events were organised in all provinces. Provincial gender focal persons were provided with the theme for the Women's Month, and advised to ensure that schools participate.	Programmes directed at schools to be organised in future.
	Report on visits to special schools to assess programme on gender issues.	School visits at special schools were conducted in all provinces during the Women's Month. The purpose of the visits was to solicit first hand information from learners and educators on the challenges the schools are facing in terms of violence, safety, sexual harassment and teenage pregnancy.	The Department noted that most special schools are neglected, and that it should ensure that districts continue visiting these schools to address the problems faced by educators and learners.
	Launch of the 16 Days of Activism against Violence against Women and Children.	A special event was held in the Department to launch the 16 Days of Activism against Violence against Women and Children. The DG addressed the DoE officials. On 25 November 2005 officials from the Branch distributed pamphlets on gender-based violence at bus stations and taxi ranks in Pretoria and held brief discussions with commuters about the campaign.	Schools do not fully participate as the campaign takes place during the examination period and extends over the December school holidays.
	Keeping the Torch of Peace burning in education.	Cabinet extended the 16 Days campaign to 365 days, with the Torch of Peace to be used as a symbol to spread the message of non-violence. The Torch of Peace was passed to the Department of Education by the Department of Transport. A programme was developed for the torch to be handed over to MECs in all provinces. The torch travelled from one province to another with the message of creating safe schools. At the end of March 2006 the Minister passed the torch to the Minister of Justice and Constitutional Development. In total, the torch was taken to 49 schools.	The challenge is for provinces to continue with the campaign and to ensure that as many schools as possible are visited so that children and parents are encouraged to report cases of abuse, violence and discrimination in schools.
	Baseline information available to guide further work on gender equity.	The draft questionnaire was designed, field-tested with experts to ensure its effectiveness and refined. The instrument has been forwarded to all gender focal persons to assist with the research. Inputs are awaited from the gender focal persons.	The issue of capacity to conduct research needs to be addressed as a matter of urgency.
	National Gender Coordinating Committee (NGCC) members are trained in relevant training needs.	A HEDCOM subcommittee was established on equity in education. The gender focal persons met to plan for the Women's Month events and the 16 Days campaign.	Consultations are ongoing. The committee creates space to learn from best practices.



## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Gender Equity in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	EFA country report on gender equity goals in education.	Consultants were appointed to draft the EFA country report on gender equity goals in education. A consultative workshop was convened after the draft report was finalised and submitted on 8 March 2006. The draft report is under review and will be presented to senior management and the Minister for approval and launch.	South Africa has already achieved the first part of EFA Goal 5 and target 3 of the Millennium Development Goal (MDG), both of which aim to eliminate gender disparities in primary and secondary education by 2005.
To create a positive learning experience for girls throughout the education system	Report on threats to girls' education identified and documented.	Report on the threats drafted. The draft will be incorporated as an annexure in the guidelines on the formation of the GEM clubs.	The booklet is awaiting editing, printing and distribution to schools.
	All school management teams, SGBs in the 21 nodal areas trained.	The Minister has approved a manual on gender-based violence – <i>Opening our eyes</i> .	Training has been postponed to the coming financial year.
	Information available on schools with GEM clubs from all provinces.	A list of all girls in the provinces who were trained during the GEM workshops is in place.	Tracking the learners must be initiated to monitor whether there is an increase in the number of girls pursuing maths, science and technology fields.
	GEM clubs extended to nodal areas.	100 nodal schools in Sekhukhune and East London were also added. Further launch of GEM clubs conducted at four schools in the far north of Limpopo.	
	Guidelines sent to all provinces on GEM, its objectives and how to set up GEM.	Not achieved.	Draft guidelines on the formation of GEM clubs in schools are ready for printing. Printing is targeted for the 2006/07 financial year.
	Seminars, workshops and Internet Chat for SA GEM movement to have active links and exchanges with other African GEM movements.	Discussions held with UNICEF on involving other countries with regard to Internet Chat. An SADC Girls' Education conference was planned for August 2006 to coincide with the 50th anniversary of the Women's March.	There is a strong relationship emerging between the Department, UNICEF and NGOs. One of UNICEF's priorities is the expansion of the GEM movement.
	Increased participation of girls in nationally organised sports, arts and cultural activities.	In collaboration with School Enrichment Programmes, the Directorate organised a national tournament for girls and an inter-generational dialogue with women of stature in sport development who exchanged ideas with young girls.	From the 2006/07 financial year the Girls' Games will be extended and organised at provincial and lower levels.
	Sports facilities and equipment conducive to participation of girls available to 50% of schools in nodal areas.	The scrutiny of the national sport audit (conducted by School Enrichment Programmes) did not provide conclusive evidence on gender gaps.	Facilities and equipment currently used do cater for the needs of the girl learners.
		A large number of girls participated in the 2005 national indigenous music, movement and games festival hosted by Mpumalanga.	In the 2006/07 financial year the project will be hosted by Limpopo around 24 September 2006.

# Quality Promotion and Development

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Gender Equity in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	National strategy on mentoring girls is formulated.	National strategy adopted by the Department.	
	National strategy for mentoring girls is implemented.	Meetings were held with various selected companies to place learners as interns. 25 girls from Limpopo were placed during the April school holidays; while 36 girls in the Eastern Cape were placed in companies during December 2005 for job shadowing.	Buy-in by companies poses a challenge, as contact with executives responsible for social upliftment programmes has proven very labour intensive, with very little output.
Set targets and monitor gender parity and equality at all levels of the system	Targets set in critical areas that have been identified.	Relevant plans and reports from stakeholders have been collected and studied to identify problems and progress made and targets set.	The documents will also be used to set targets for the next five years.
	Monitoring instrument developed and canvassed widely.	Not achieved.	The tool could not be developed as it was linked to the Ministerial Committee on Gender Equity report. Now that the report is finalised, the tool is to be developed to ensure that its indicators assist the Department in reaching its equity targets. The development of the tool has been deferred to the 2006/07 financial year.

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Race and Values in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To ensure that all schools are supported to promote non-racism and equality in their ethos, policies and practices	Key personnel in school support structures closest to school trained to render support to schools in order to promote non-racism and equality in their school ethos, policies and practices.	<ul style="list-style-type: none"> <li>• 600 district and provincial officials were trained to support schools through the Advanced Certificate in Education (ACE). The first group graduated in 2005.</li> <li>• A report on the external evaluation of the ACE programme is available.</li> <li>• A database of district managers has been completed and a rollout of further training will begin during the 2006/07 financial year.</li> </ul>	No funding has been secured to continue offering the ACE programme, though some institutions have requested to retain it in their course offerings.
	The whole school development model is tested and piloted in ten schools each in Mpumalanga and the Western Cape.	Work on the project is ongoing: A service provider has been appointed and presentations on the implementation plan have been made in Mpumalanga and the Western Cape.	The transfer of donor funds delayed the programme significantly.
	All training programmes for school governing bodies (SGBs), managers, school management teams (SMTs) and representative councils of learners (RCLs) contain modules on how to govern schools in terms of non-racism and equality.	Most training programmes contain modules on non-racism and equality and work in this area is ongoing.	The availability of the Strategy on Racial Integration will assist the training processes.
		Values training supported by EMGD was conducted in Mpumalanga and the Eastern Cape for all districts and SGBs.	There is buy-in on the training programme from the national forum of school governing bodies.
	Advocacy to all schools via SGBs, SMTs and RCLs showing the links between the value of democracy at school level and the local government elections.	A seminar was held with Higher Education Institutions (HEIs) to reflect on the lessons of ACE.	The work is ongoing.
	Guidelines to all schools on how to manage schools in relation to the values of the Constitution.	Guidelines were distributed to schools on how to manage schools in relation to the values of the Constitution.	This is a supplement of the <i>Values in Education</i> book already distributed to schools.
To ensure the implementation of the Racial Integration Strategy that promotes racial integration as a positive aspect of education throughout the system	Strategy for Racial Integration is distributed to all education institutions.	The Strategy on Racial Integration has been produced and the first phase of the distribution has taken place as part of the advocacy campaign.	The implementation and close monitoring of the implementation process will be crucial. Non-racism is a constitutional imperative. If schools are assisted in their social transformation, social cohesion and national building initiatives, the future of this country will be bright indeed.
	A coordinated advocacy strategy to accompany the distribution of the strategy is in place.	In the next phase of the campaign, a series of workshops will be held in provinces to build capacity among officials and educators in the implementation of the strategy.	

# Quality Promotion and Development

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Race and Values in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To monitor compliance with regard to the values of non-racism and equality in all education institutions	An instrument which monitors compliance with the values of non-racism and equality has been developed and is used in all provinces.	The instrument is undergoing internal approval processes.	Monitoring functions to be concretised to ensure the existence of a comprehensive database on the incidences of racism and human rights violations.
	First national monitoring report is developed and sent to the Minister.	Media monitoring is ongoing and the first report to the Minister is being finalised.	This is one of the most difficult, but necessary tasks. Integration must be internalised in order for it to be successfully implemented.
	Database of racism and human rights violations in education is available.	Database of human rights violations compiled. Ongoing training of provincial and district officials on how to monitor and assess compliance with the values of the Constitution is taking place in partnership with the South African Human Rights Commission (SAHRC).	
		An initial roll-out of the materials to all schools was completed and additional material is still being distributed to schools on request.	
To ensure that all teacher development programmes prepare teachers to teach in a manner that promotes the values of non-racism and equality	All In-service Training (INSET) programmes for retraining teachers in line with the RNCS, and reflect the values of the Manifesto with particular emphasis on non-racism and equality.	There is ongoing work with the Teacher Development Directorate to ensure that the new Teacher Development Framework reflects the values of the Constitution.	The values enshrined in the Constitution must anchor all Teacher Development Programmes.
	Support materials for teachers in each GET phase and FET to 1 800 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	A pilot was conducted in two provinces where support materials were provided to 200 schools, and over 1 000 teachers trained to use the materials effectively.	The train-the-trainer model could be intensified in all provinces.
	Registration of short courses in values and human rights for educators.	A report of the pilot was disseminated and approval granted to roll out to the remaining provinces.  An initial roll-out of the materials to all schools was completed and additional material is still being distributed to schools on request.	It is strongly advisable to sustain the ACE programme in HEIs already providing the training. The expansion to other HEIs could be considered in the coming financial years.
To promote social cohesion and a national identity through celebrating unity in diversity within a South African and broader continental identity	30% of all schools celebrate national days and develop programmes on significant South African and international days.	A number of celebrations were held around significant days, including the following: <ul style="list-style-type: none"> <li>• A national concert to commemorate Youth Day</li> <li>• A youth camp on Robben Island to celebrate Heritage Day, the highlight of which was an inter-generational dialogue chaired by the Minister of Education.</li> <li>• Africa Day celebrated in partnership with Constitutional Hill.</li> </ul>	The branding of programmes on historically significant events, such as the 50th anniversary of the adoption of the Freedom Charter, was strategic, and should be sustained whenever possible.
	A booklet on the national symbols finalised and distributed to all districts		The Flag in Every School project launched in the Western Cape is gaining momentum in other provinces.
	Training programme for provincial and district officials finalised to mediate the usage of the national symbols booklets in schools		The school choral eisteddfod provides for the proper singing of the national anthem.
	All schools in the nodal areas raise the national flag and learners are able to sing all the verses of the national anthem.		

## CHIEF DIRECTORATE: EQUITY IN EDUCATION

### Directorate: Race and Values in Education

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Strengthen cooperation with Constitution Hill to promote constitutionality and the Bill of Rights.	The national symbols booklet has gone to print, and mass production is targeted for the coming financial year. The Ministers of Education and Arts and Culture launched the Flag in Every School project in September 2005.	The booklet <i>South Africa: My Country</i> will be produced in the 2006/07 financial year. Layout and design of the booklet is underway. The popular version of the final TRC report and the publication on apartheid education will be invaluable resource materials for public schools.
	A popular version of the final TRC reports is finalised and distributed to all schools.	Discussions with a range of organisations to finalise a popular version are ongoing.	
	A publication on the apartheid education submissions is finalised and distributed to all FET and HE institutions.	The book has been developed and will go to print in the 2006/7 financial year.	
To ensure that all youth are able to participate as active and responsible citizens	Representative Councils of Learners (RCLs) in nodal areas are trained to participate constructively in governance processes in schools.	The content of this training is being finalised in partnership with Project Citizen.	Learners must learn at an early age how to participate in democratic processes and the reverence for and promotion of the human rights and the values system of the democratic South Africa.
	Increased youth participation in the local government elections.		

# Quality Promotion and Development

## CHIEF DIRECTORATE: HEALTH IN EDUCATION

### Directorate: Health Promotion

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To improve the understanding of health related issues that impact on the system	Joint strategic framework based on the school health policy is provided in collaboration with the Departments of Health and Social Development.	A HEDCOM subcommittee on health and wellness in education was set up. Terms of reference for the subcommittee were drafted and approved by DDG/Q. A process began to draft the framework on health and wellness.	As soon as the framework has been approved, implementation will begin.
To ensure comprehensive and integrated planning in health education across all levels of the system	Strategic leadership and support are provided to provinces to ensure the integration of health education across the system.	Areas of intervention were identified for learners and educators. School health project on screening of learners was launched in the Eastern Cape in October 2005.	Screening of learners for minor ailments will be phased in, beginning in nodal areas and continuing to semi-rural and lastly urban areas.
To ensure adequate access to appropriate information on health promotion by all within the system	The most common health risk behaviour among educators, non-educators and learners identified.	The most common health risks have been identified. This has led to the development of the school health calendar and the educator poster. The school health calendar indicates important health events in education.	The calendar will be distributed to schools annually. It provides themes and messages that can be used for campaigns, lessons and health events.
		The educator poster advocating voluntary counselling and testing was developed.	The poster will be distributed to all schools to motivate educators to undertake voluntary counselling and testing.
	Wellness programmes are developed.	A national health and wellness programme for educators has been developed for presentation to provinces.	Implementation will take place after presentation to provinces.
To ensure intersectoral collaboration in and support of health education programmes	A programme of collaboration and participation between DoE and stakeholders developed and implemented.	Provincial site visits were conducted to learn from experiences based on the peer education life skills programme; and engage officials and service providers to observe practical sessions amongst peers. The objective was to build provincial activities into the national peer education programme and to ensure the assessment of the implementation of the peer education programmes for learners. This resulted in the development of a concept document on peer education.	A consultative workshop will be held in the new financial year to develop a standardised peer education programme.
		The directorate continued to participate in activities that involve engaging with communities, e.g. door-to-door visits during the World Aids Day build-up. There was also collaboration with the School Nutrition Directorate in establishing school gardens in Limpopo and KZN provinces.	Interdepartmental collaboration was strengthened as a result of working together with other departments during World Aids Day, school health project launch, school nutrition month, and the drafting of the health and wellness framework.

## CHIEF DIRECTORATE: HEALTH IN EDUCATION

### Directorate: National School Nutrition Programme (NSNP)

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To contribute to enhanced active learning capacity through school feeding	Monthly and quarterly reports showing compliance with the specifications of the Conditional Grant Framework.	All monthly and quarterly reports submitted as required.	Isolated instances of late submissions and unsigned reports by provinces.
		An analysis template was developed to accompany the quarterly reporting form.	The cost analysis sections of the quarterly reporting template have been improved. School monitoring visits have identified systemic gaps in the support of schools at the district level.
		DoE and provinces jointly conducted 6 440 school visits for monitoring purposes.	
	Revised targeting and selection completed in provinces to inform DORA of 2006.	NSNP lists audited and the number of Q1 and Q2 schools not accessing feeding dropped from 1 500 to about 300 for 2006/07.	Tracking of access to school feeding will be done annually in May. This is for purposes of verification of statistics and to ensure inclusion of targeted schools and learners.
	Existing menu options revised by provinces. A literature review of best practice in school nutrition completed.	A revised document for menu options developed and being used in 2006/07. Stringent guidelines for manufactured foodstuffs were developed in collaboration with the Department of Health. A report of the desktop study of international best practice was concluded by the contracted service provider.	An improvement in selected menu combinations has been seen in provincial menus for 2006/07.  Recommendations of the desktop study of best practice have been used to affirm and inform issues like learner targeting, the role of national government agenda, the importance of parental involvement and partnerships with other sectors.
	Four interprovincial meetings held for coordinators.	The four interprovincial meetings were held as scheduled.	In future interprovincial meetings will be working meetings of a HEDCOM subcommittee for school health and nutrition. Apart from planning and sharing of best practice, the meetings provide a forum to interact directly with National Treasury, procurement and development support.
Nine approved business plans and the Conditional Grant Framework submitted.	Provinces were supported to develop business plans that met minimum requirements of the Department of Education and National Treasury.	Generally the standard of business plans is satisfactory although substantive improvements had to be effected in the business plan of one province.	
To generate food production and economic activity in communities in order to improve household food security	Intersectoral teams for food production are in place and more than 90 gardens are established in nodal districts.	3 017 food gardens were established with the support of district level partnerships with school communities. Departments: Agriculture, Water Affairs and Forestry, Health and Local Government also gave support.	Apart from setting up food gardens, the DoE trained groups of educators, learners and parents in gardening skills. Three provinces held competitions for school gardens and these will become an annual event.  Availability of water and fencing still poses a problem in many areas.
	Researched business models, Service Level Agreements (SLAs) and commitments of various partners are in place.	A business analysis of the cost of school feeding was completed for Northern Cape and North West.	Where local cooperatives or SMMEs are contracted and the cost of actual food per learner specified, cost savings have allowed for raising the honorarium to R500.  At national and district levels, the DoE has enjoyed the support of the DoA, DoH and DWAF.



# Quality Promotion and Development

## CHIEF DIRECTORATE: HEALTH IN EDUCATION

### Directorate: National School Nutrition Programme (NSNP)

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To strengthen nutrition education in the school curriculum and the community in general	Teaching and learning materials are developed in preparation for support of master trainers for learners and parents.	Teaching and learning materials with messages on healthy lifestyles and good nutrition were developed for the Grade R –7 levels.	Some of the materials have been translated into nine main languages and will be linked to work programmes for various specific outcomes in the National Curriculum Statement.
	Guideline document on health in education is in place.	A School Index for Health and Nutrition has been drafted and must still be piloted and evaluated for effectiveness by a group of schools.	
	Baseline study report is available.	Phase 1 of the baseline study has been completed as per contract.	The contracted service provider used desktop analysis of databases, developed questionnaires and conducted interviews. Important recommendations are made on quality of DoE data, targeting strategy, and "notions" of poverty.
To consolidate institutional capacity	Determine the capital expenditure for offices.	Purchases are made.	The analysis on the office needs was completed. A national school nutrition office was established and equipment (computers, fax, printers, etc.) purchased.
	Perform office administration.	Administration is effective.	Administration systems were developed and a national schools nutrition programme registry was created in the national office.
	Finalise the HR appointments.	All approved positions for national level and 12 assistant directors (latter tenable in provinces) are finalised.	Twelve assistant directors appointed in all nine provinces, with KZN, Limpopo and the Eastern Cape appointing two assistant directors each.
	Purchase hardware and office aids for 12 assistant directors (tenable in the provinces).	Purchases are made.	Laptops, printers, faxes and office furniture were purchased and distributed to all provincial offices.
	Purchase 12 vehicles for 12 assistant directors (tenable in provinces).	Purchases are made.	Twelve vehicles were purchased and distributed to all provinces.

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: Adult Basic Education and Training (ABET)

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To expand the reach of basic literacy and formal programmes in Adult Education and Training	A total of 3 000 educators are provided with work opportunities.	1 348 educators were employed on contract to provide basic literacy programmes. 133 coordinators were employed on contract to monitor delivery of basic literacy programmes. 16 946 educators were employed on contract to deliver formal ABET programmes in PALCs.	Further massification is expected with the implementation of the recommendation of the Ministerial Committee on Literacy expected in June 2006.
	Database showing 45 500 basic literacy learners is established.	24 974 learners have been provided with basic literacy classes and 1 348 basic literacy classes have been set up.	
	A total of 268 800 learners are enrolled in formal ABET programmes in public adult learning centres (PALCs).	246 335 learners have enrolled for and attended formal ABET classes in PALCs. At least 89 092 learners have enrolled for programmes beyond ABET Level 4 (learners who are doing Grades 10 – 12 programmes). 2 901 departmental PALCs have been registered as well as an additional 20 from other government departments.	The NSDS – 2010 targets can be reached with cooperation from the SETAs.
	A database on the ABET formal and non-formal programmes offered by non-governmental organisations (NGOs) has been developed and is available.	A database has been compiled from catalogues, programmes provided by NGOs and other service providers' catalogues and offered through their institutions.	A multi-pronged approach to the provision of adult literacy programmes and formal ABET studies is crucial to meet the set targets.
	An audit report on the use of multi-purpose community centres – (MPCCs) for ABET is available.	Limpopo has targeted several MPCCs for use as learning sites in the BFI-SA pilot project.	
	Develop information packs on ABET for MPCCs.	The current pamphlets are being revisited to ascertain relevance of information for distribution whilst unit standards are being recommended for review to include as part of an information package for distribution.	A meeting with SAQA has been requested to discuss the process for review of unit standards. The pamphlet is being reviewed. The pamphlet could include information on provinces to facilitate dialogue with other provinces in the event of queries.
	Set up a consultative forum with ABET and literacy stakeholders.	A stakeholder forum was established to work on Adult Learner Week (ALW) 2005. A more permanent forum is being proposed for the new financial year.	ALW was successfully hosted in Johannesburg in September 2005.
	ABET advocacy and programmes on creative literacy are developed.	Posters and pamphlets were provided for Adult Learner Week celebrations in 2005.	Advocacy needs to be developed to the level that it serves to highlight and market ABET all year round and not only for ALW events.
	3 000 new learners on SETA skills based programmes.	8 042 learners participated in skills programmes funded from provincial funds.	Some provinces have begun to implement skills programmes out of project funds, thus maintaining a level of sustainability in the skills programmes.
	Formulate a revised funding strategy and funding norms for PALCs.	The approval of the norms and standards for the funding of PALCs is earmarked for the coming financial year.	The new financial year needs to produce a communication strategy and proposed implementation plan.

# Quality Promotion and Development

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: Adult Basic Education and Training (ABET)

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To develop and implement appropriate and relevant curricula and learning and teaching support materials for ABET programmes (including the Expanded Public Works Programme)	Conduct an audit of provincial systems for the evaluation of LTSM and develop guidelines for the evaluation of LTSM.	Provinces have provided inputs towards the development of an LTSM evaluation document.	An evaluation of materials to ascertain relevance to curriculum will be conducted in 2006.
	Set up effective procurement systems in 250 PALCs.	Current provincial procurement systems are effective for provincial procurement practices.	Provinces to facilitate procurement to ensure sufficient provisioning of materials for all learners.
	Update the current LTSM database.	The catalogues supplied by providers give details of LTSM on offer.	Need for national and provincial databases to link up to ensure uniformity of data.
	Procure LTSM for learners in informal ABET programmes.	Materials for 45 500 learners were dispatched to province in April 2005.	Provinces are beginning to assume responsibility for the procurement of LSMs in basic literacy projects.
	A feasibility report on the scope for utilising open learning and distance education in ABET and literacy is available.	Report scheduled to be submitted on 12 May 2006.	Recommendations emanating from report to inform planning for 2007/08 financial year.
	Draft ABET assessment policy approved.	Draft generic assessment policy produced. However, the approval of the assessment policy must be preceded by a review of the ABET qualification and curriculum.	The recommendations for the rules of combination for the GETC to take place with Umalusi and relevant stakeholders.
	Assessment guidelines have been drafted.	Draft assessment guidelines that will facilitate effective administration of assessment in the current assessment paradigm.	Finalised assessment guidelines will need to take in developments related to the new curriculum envisaged for ABET.
To enhance the quality of ABET practitioners	Training manuals have been developed for ABET literacy educators.	A tourism manual has been completed and has been submitted to provinces for inputs.	Manuals and programmes for the electives need to be revisited to ensure uniformity between programmes offered by SETAs and in PALCs.
	A joint educator development implementation plan has been developed in conjunction with the ETDP SETA and Umalusi.	The implementation plan has been developed ETDP SETA is assisting with the training of educators on learnerships.	New financial year plans include the extension of educator development to include the training of assessors.
	A strategy for INSET developed in collaboration with the relevant structures.	This strategy is currently linked to the process above.	Terms of reference for training of assessors will be submitted for approval.
To monitor and evaluate the delivery of adult learning programmes	Electronic monitoring system is in place for ABET and literacy programmes.	The current ABET survey will continue to function as a monitoring tool.	Discussions with EMIS are continuing to ascertain the scope for inclusion of the monitoring of ABET programmes within the EMIS system.
	Monitoring and support plan is approved and functional.	A draft M and E framework has been tabled at NCCABET for provincial engagement.	Provinces are to enhance the proposal for effective implementation in provinces.
	Monitor and support the provincial implementation of ABET.	Reports on ABET programmes in provinces have been submitted at NCC ABET meetings.	The reporting system needs to factor reporting into priorities such as the GPoA and revise the current reporting regularity.

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: School Enrichment Programme

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To promote social cohesion through school sport, arts and culture as well as music	<p>An increase in learners participating in national athletics and cross-country especially girls.</p> <p><b>All sporting codes reflect demographics of country.</b></p> <p>40% increase in participation of farm and rural communities in school sports.</p>	<p>1. The directorate coordinated and organised, in partnership with provinces, the following activities as part of the celebration of the 50th anniversary of the Freedom Charter.</p>	The activities for the celebrations of the 50th anniversary of the Freedom Charter nurtured South Africa's cultural life and further developed and encouraged national talent and appreciation of diversity.
		<p>(a) National schools language festival where learners from all provinces participated in public speaking, poetry and debate to promote and preserve languages as the living heritage and working towards better understanding and respect for others.</p>	
		<p>(b) National concert where learners participated in various national and international music genres to ensure a commitment to the development and promotion of national identity for the enhancement of our cultural life through music, dance and movement.</p>	
		<p>(c) Girls' Games – In celebrating Women's Month the directorate organised the Girls' Games Festival and inter-generational dialogue in collaboration with the gender equity unit.</p>	
		<p>1. Tirisano Schools Choral Eisteddfod (TISCE) – A joint venture with First National Bank. TISCE competitions took place at school, district, provincial and national levels to promote unity in diversity, and the integration of racial and cultural groups.</p>	A tremendous increase in the participation levels of diverse cultural and racial groups historically renowned for non-participation in schools choral music.
		<p>2. The Department of Education in collaboration with Sports Recreation South Africa coordinated and organised the following activities: Winter Games; Cross-Country; and Summer Games.</p>	The identified school sport programme was the minimum activity that formed a basis for a strategic engagement of collaboration with the SRSA, which yielded positive outcomes.
		<p>3. The Department of Education in collaboration with Transnet Foundation organised the Farm and Rural School Games in promoting the principles of access, inclusivity and for talent identification.</p>	More learners had the opportunity to participate from the lowest levels of the Games. Some athletes were identified for participation in national sport competition.
<p>4. The National Indigenous Games, Music and Movement Festival – indigenous games, music and dance, language and indigenous knowledge systems.</p>	The National Indigenous Games, Music and Movement Festival were held as part of the Department's celebrations of Heritage Month.		

# Quality Promotion and Development

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: School Enrichment Programme

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
		<p>5. The National Coordinating Committee on School Sport (NACOC) led by the Departments of Education and Sport and Recreation organised the following events:</p> <p>(a) National schools aquatics for both primary and secondary schools</p> <p>(b) National schools athletics for both primary and secondary schools</p> <p>(c) As part of promoting inclusivity the Department and SRSA synergised and supported the sporting codes of the mildly mentally handicapped, the intellectually impaired and the physically disabled.</p>	National schools aquatics, athletics and LSEN for both primary and secondary schools were the first activities organised and coordinated after the establishment of NACOC and were held successfully.
To improve the ability of teachers to deal with matters of the curriculum in human movement, arts and culture and music	<p>Teacher development initiatives for sport, arts and culture in place and teachers developed.</p> <p>National programmes for sports, arts and culture initiated. (human movement/life skills programmes).</p>	Edu-Dance Workshop to enrich arts and culture with training in the use of choreographic and educational dance methodologies in their respective fields of education and the arts. The project was coordinated with the support of DAC.	Educators were able to improvise, engage in choreography, and plan their own dance lessons. Provinces have already ploughed back the knowledge and experience acquired from the workshop.
To develop and implement a legislative and policy framework with regard to school sport	National coordinating committee for school sport programmes established as a HEDCOM sub-committee.	The two Ministers signed the framework document for collaboration between the Departments of Education and Sport and Recreation. After the signing of the framework the National Coordinating Committee on School Sport (NACOC) was established.	The composition of NACOC anchors the role of the volunteers in sport.
To build strategic partnerships	Partnership to promote access to music, sport, arts and culture established.	<ul style="list-style-type: none"> <li>• Sport and Recreation South Africa managed to solicit funding through the collaboration framework, which will be utilised for providing equipment to schools in a sequential fashion determined by the quintiles.</li> <li>• Transnet Foundation is building facilities, providing equipment and developmental programmes to nodal areas in provinces on an incremental basis.</li> </ul>	The Department of Education and the Department of Arts and Culture are initiating discussions towards a collaborative framework document.

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: Social Issues Management

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To make all education institutions safe and secure learning environments	School safety teams have been established in order to address the challenges of safety.	Schools are incrementally "adopting a cop", to assist and advise on all matters related to crime, violence, safety in schools and substance abuse.	The framework for safety in schools will be finalised in the 2006/07 financial year.
	Distribution of the <i>Signpost for Safe Schools</i> to all provinces.	Workbooks have been distributed to all provinces, and schools are using this workbook to develop their school safety plans.	The challenge is for schools and district managers to utilise the workbook as a resource to address issues of crime and violence.
	School safety coordinators have been trained in the issues of school safety and its management.	Training on the usage of a monitoring tool has been piloted through the <i>Hlayiseka</i> project in Limpopo. Coordinators in the Western Cape have been trained and will be afforded six weeks to implement. Training in the Eastern Cape is planned for the 2006/07 financial year.	The effectiveness of the monitoring tool will be assessed in the 2006/07 financial year, and the final report is envisaged mid-year in 2006.
	Context-specific policies have been developed to enable schools to manage incidents of crime and violence.	The process to draft the framework on school safety has begun. The final draft will include an implementation plan and a communication strategy.	The finalisation is envisaged in the 2006/07 financial year, and implementation in the 2007/08 financial year.
	Schools have been declared weapon-free zones.	In compliance with legislation, some schools in Gauteng and Western Cape have been declared weapon-free zones. Visible signs have been mounted.	Progress to be monitored in the 2006/07 financial year.
	Schools are enabled to apply the suggested structures and processes to support and monitor safe and healthy learning institutions.	Training on the usage of a monitoring tool has been piloted through the <i>Hlayiseka</i> project in Limpopo. Coordinators in the Western Cape have been trained and will be afforded six weeks to implement. Training in the Eastern Cape is planned for the next financial year.	The effectiveness of the monitoring tool will be assessed in the next financial year, and the final report is planned for mid-2006.
To create safety nets for vulnerable children	Learners living in circumstances of extreme poverty are enabled to access social grants.	Poverty in schools dealt with comprehensively by the Department. This includes declaration of no fee schools, the provision of the NSNP, and other programmes.	Coordination is across branches, and departments, but the actual implementation is done by provinces.
	The health status of the Grade 1 learners entering school has been improved.	Children in quintiles 1 and 2 schools are provided with school nutrition. There is an emerging strategy to de-worm in KwaZulu-Natal.	The role of the unit is that of providing support whenever required.
	Schools are able to manage incidences of drug use/abuse among learners in a restorative manner.	Implementation delayed as approval of the guidelines was sought and procurement processes adhered to.	Monitoring of implementation to commence in the fourth quarter of the 2006/07 financial year.
	There is a clear and useful document for educators on managing substance use/abuse in schools.	The guidelines for the management of drug use/abuse have been developed. The guidelines will be formally launched in KwaZulu-Natal in the 2006/07 financial year.	It is envisaged that two copies will be sent to each public school in the 2006/07 financial year.

# Quality Promotion and Development

## CHIEF DIRECTORATE: SOCIAL INCLUSION

### Directorate: Social Issues Management

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Educators have an increased ability to manage substance use/abuse in schools. The capacity of teachers and communities has been enhanced to implement effectively the policy guidelines and the management of drug use/abuse in public schools.	Training, in collaboration with the UNODC, and the production of training materials was dependent on the finalisation of the terms of reference on the Department's partnership with the UNODC and the production guidelines.	The terms of reference have been approved, and the UNODC is to identify a service provider to produce the training materials. Collaboration with the Department of Social Development and UNODC on the implementation of <i>Ke Moja</i> gaining momentum.
	Teachers are equipped to take preventive support measures for learners who are contemplating suicide.  Street children have access to formal education and/or training.	A process to develop a policy framework on safety nets for vulnerable children has begun. It is envisaged that the final document to be tabled for approval will include an implementation plan and a communication strategy. Social challenges affecting vulnerable children are dealt with in the draft framework document.	It is envisaged that the framework on safety nets for vulnerable children will be finalised, produced and distributed in the 2006/07 financial year. Cooperation with relevant stakeholders is, however, continuing.



# Planning and Monitoring Branch

## CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCE PLANNING

### Directorate: Education Labour Relations and Conditions of Service

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To create a positive framework and maintain conditions of service for educators	IQMS is implemented.	All provinces, excluding Limpopo and Eastern Cape, completed the process and made payments by 31 March 2006.	The Eastern Cape experienced disruptions by teacher unions. Limpopo had to retrain educators and lacked human capacity. Teacher trade unions declared a dispute, which is being set down for April/May 2006.
	Obtain HEDCOM and CEM's mandate on performance rewards and submit it to ELRC for negotiations and consultation.	Agreements were concluded in March 2006 on improved career-pathing opportunities for post Level 1 educators and accelerated pay progression for educators on all levels (ELRC Collective Agreement No. 5 of 2006). Also an agreement was concluded on a new system and norms for the grading of school principal posts (ELRC Collective Agreement No. 3 of 2006).	Agreements on performance rewards have been developed and were finalised in ELRC in this financial year.
	Review the existing policy on conditions of employment and the report presented at ELRC for a 10-year plan.	No meetings held to date to finalise the report by the parties to the ELRC.	The task team could not meet due to numerous meetings on issues for negotiations.
To monitor and evaluate quality improvement in the education system	Keep a national register of educators seeking employment.	The database has been populated with the details of more than 11 000 unemployed educators. The database has been updated with new applicants.	Separate database for foreign recruits is being set up.
	Provide information to PEDs on educators seeking employment.	The database has been made available to all provinces.	
	Provide educators who seek employment with a list of vacant posts.	List of vacant posts provided on request by provincial departments.	
To maintain and promote labour peace in education	Implement the dispute prevention strategy by ELRC.	The ELRC dispute resolution procedure was amended to be aligned to the LRA and CCMA regulations in March 2006. The website is continuously updated and a newsletter, the ELRC Labour Bulletin, was printed and circulated to all stakeholders.	The publication dealt with dispute issues such as dismissals, harassment, appointments and promotion.
	MTEF budget consultations (three national workshops, if necessary)  Post-budget consultation for 2005/06 held in April. Feedback and input from unions May/June 2005. Final consultation on 2006/07 budget held by September/October 2005.	Completed three national workshops.	No further national meetings were required.
To develop partnership and strengthen relationships on labour relations in Africa and the rest of the world	Establish and participate in an organising committee to plan for a conference with participants from other parts of Africa (SADC in particular) to discuss the recruitment and migration of educators.	The organising committee completed plans for the ELRC-SADC conference, which was postponed to 14-16 December 2006.	The ELRC-SADC conference was to be held in August 2005, but was postponed due to tensions on negotiation issues with teacher trade unions.

# Planning and Monitoring Branch

## Directorate: Education Planning, Provisioning and Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To facilitate quality improvement in the education system through the Integrated Quality Management System (IQMS)	All provincial departments implement the IQMS effectively in all schools and colleges.  All provincial departments are able to implement salary and grade progression based on IQMS results.	With the exception of Limpopo and the Eastern Cape provinces the IQMS has been implemented and salary and grade progression was implemented in all provinces.	Progress with the implementation of the IQMS largely depends on capacity and commitment of provincial officials. In the Eastern Cape the lack of cooperation with SADTU seems to be the biggest problem while a lack of commitment and accountability seems to be the reason why Limpopo is unable to make any progress. In both provinces some intervention will be required to bring the processes back on track. The IQMS system is being reviewed to improve implementation and outcomes.
To establish an effective education human resource planning system	Development of a strategic plan regarding the collection and management of information required for EHR planning. This would include a strategy on the collection of information, what systems will be put in place and what each system will accomplish.	Progress has been made with the development of a strategic plan. Current information systems do not make sufficient provision for all the required information to be readily accessible. A service provider will soon be appointed to assist with the development of an HRMIS for education.	Considerable time and energy was put into the investigation into the possible introduction of incentives to address scarce skills and hard to staff schools. Other aspects of the work will receive more dedicated attention after completion of this project.
	Development of database and computer programs to analyse data for purposes of EHR planning.	Database developed with information collected to date.	
	Profile of all publicly employed teachers.	Profile developed based on available information.	
	Model for the utilisation of incentives in recruiting and retraining teachers in certain hard to staff skills and in certain hard to staff schools.	Reports completed of investigation into secondary and primary schools and draft models developed. Models of incentives have been developed but a preferred one has not yet been finalised.	
	Participation in ILO investigation into the future needs for teachers and assistance to the ILO in preparing a report and arranging a SADC conference.	Investigation completed and report printed. SADC conference successfully hosted.	
To develop norms for the provisioning of posts in respect of support staff, inclusive education and FET colleges	Post-provisioning norms for FET colleges.	Norms developed for FET colleges and provided to Directorate: FET colleges. These norms will not be implemented immediately in view of developments regarding the future governance of FET colleges. Norms are likely to be used for funding purposes of colleges in future.	Norms in respect of all posts in provinces need to be developed in the 2006/07 financial year in terms of a Cabinet decision. This will include all unfinished work of the previous year.
	Post-provisioning norms for inclusive education.	Norms for inclusive education still need to be developed after completion of field-testing by the relevant Directorate.	

## Directorate: Education Planning, Provisioning and Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Post-provisioning norms for support staff in schools.	Draft norms have been developed but are in the process of being reviewed in terms of a HEDCOM decision. An interprovincial task team has been set up to finalise norms and recommendations should be ready for submission to HEDCOM by June 2006.	
To review the post-provisioning norms in respect of schools	Adjustment of post-provisioning model in accordance with needs of new curriculum.	Model adjusted but still needs to be tested and declared as national policy.	The ELRC still needs to engage with the report of the research project and recommendations may flow from this engagement once it is completed.
	Adjustment of the model if so required in terms of an ELRC research project.	Research project of ELRC has not indicated a need for urgent revision of the model except for purposes of making provision for the new curriculum.	
	Adjustment of the computer program used by provinces to implement post-provisioning model.	Program adjusted but needs to be tested in provinces to verify correctness.	
To create a positive framework and maintain conditions of service for educators	List of priorities with regard to the improvement of educators' conditions of service, creation of posts, providing incentives and professional development.	List of priorities determined.	The implementation of the plan on utilising additional funds in provinces is being monitored and the effect of the various interventions will be assessed.
	A plan to address the identified areas in terms of additional funds allocated by National Treasury.	Plan developed.	The implementation of the agreements in provinces requires a considerable amount of information and training. Workshops are currently being conducted in provinces where such needs exist.
	Obtaining support of plan from unions and approval by provincial heads, the Minister and the Mandate Committee.	Support and approval obtained.	
	A model for improved career pathing for teachers and agreement reached in ELRC.	Model developed and agreement reached.	
	A model for accelerated progression and agreement reached in ELRC.	Model developed and agreement reached.	
	Grading norms of schools and agreement reached in ELRC.	Model developed and agreement reached.	

## Planning and Monitoring Branch

### CHIEF DIRECTORATE: HUMAN RESOURCES PLANNING

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To ensure compliance with objectives of the National Human Resource Development (NHRD) strategy	Report on the assessment of compliance with objectives of the National Human Resource Development (NHRD) Strategy.	A gap assessment analysis of the current HRD strategy that was launched in 2001 was completed and, based on the gap analysis, a revised draft concept of the NHRD Strategy was developed.	It is anticipated that the finalisation of the revised NHRD Strategy in conjunction with other key stakeholders will start in May 2006.
	Revised labour market indicators related to the NHRD Strategy.	The labour market indicators project was put on hold.	Due to the nature of the revised draft NHRD Strategy concept the labour market study was put on hold.
	Develop a national framework for the public education sector skills plan and facilitate its implementation through the responsible ETDP SETA.	The first National Skills Development Framework was developed and approved by HEDCOM.	The framework will go a long way in assisting us in the development of a credible public education sector skills plan. The framework will be implemented from the 2006/07 financial year. All key stakeholders were consulted and supported the development of the first national skills development strategy.

## Directorate: Monitoring and Evaluation

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To facilitate organisational effectiveness by strengthening the use of education service delivery indicators	Monitoring and Evaluation (M and E) Framework is tested for use in the DoE and provinces.	The M and E Framework has been developed.	The adoption of the framework is subject to approval by senior management.
	Macro indicators for the delivery of the education service.	Macro indicators have been identified, defined and aligned with international and national requirements.	
	The 2004 annual report on education service delivery indicators is released.	The report has been finalised. Discussions are underway with Communications regarding the release of this report.	The report has to be approved by Cabinet prior to its release.
To strengthen capacity building and skills development in education planning	Resources and interns are identified for the wider implementation of education planning skills development programmes.  Identification of opportunities for strengthening capacity for system monitoring and evaluation.	Discussions are underway with the IIEP and the HSRC regarding the provision of planning as well as monitoring and evaluation programmes.	
To coordinate and enhance the integration of reporting on Education for All initiatives and activities	The 2005 Gender Equity Education for All Report is produced in collaboration with the Gender Equity Directorate.	The Gender Equity Report has been produced and awaits approval from senior management.	
To facilitate research and analysis to support indicative planning in education	A report on strategies to improve learner attendance and participation.	The terms of reference (ToR) for a study on learner absenteeism from schools has been developed.	The ToR has taken longer to finalise than envisaged.
	Report on a study on learner transport systems, and on how these can be optimised to improve participation, especially in rural areas.	A status quo report on learner transport schemes has been developed with recommendations.	A national framework on learner transport is in the process of being developed.
	Report on an education production function study to quantify the determinants of learner performance.	Resources have been mobilised and three production function study reports have been produced.	The research reports are presently being validated against their terms of reference.
To liaise with and participate in social research networks on education development initiatives	Seminar on the development issues related to education service delivery.	The proposal for a seminar has been approved in principle by the DG.	A seminar planned for February 2006 was postponed.
To facilitate internal training and capacity development for sustainable education planning	Staff members are developed for at least two weeks according to a developmental plan.	One staff member is presently attending a World Bank course on school reform in Washington. Arrangements have been made for a second member of staff to participate in a nine month IIEP programme in Paris from September 2006 to May 2007.	

# Planning and Monitoring Branch

## CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION

### Directorate: EMIS

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To develop and monitor implementation of an education information policy	The education information policy is amended and approved.	The education information policy is gazetted in August 2005.	
	A standards subcommittee is functional and begins to develop a set of standards and guidelines derived from the Policy.	All scheduled education information standards meetings were conducted as planned (four annual meetings).	
	Development of education information standards.	First set of education information standards were approved; they are now being amended to include headcount surveys for all education sectors. The second set of education information standards is being completed and will be submitted for approval.	Established the need to count learners in all sectors of education in the country to ensure a national accounting of access to education.
	Reports on compliance with education information standards.	An ongoing process applied to (i) the design of all national survey instruments (ii) data processing tools adhere to national education information standards.	A monitoring tool will still be developed during the financial year 2006/2007.
	National advocacy of the implementation of education information policy and standards.	Achieved during 2004/2005. Further advocacy continues as an agenda item of the HEDCOM subcommittee meeting.	
	Synchronisation of education information standards with digital system solutions, e.g. Business Intelligence in the DoE.	Synchronisation has been achieved by reformatting the second set of standards to include (i) concept and definition of terms (ii) incorporate data coding into the data dictionary and (iii) alignment of the education information standards framework to the rest of the standards.	
To develop and maintain education management information systems	Updated master lists.	National master list updated. Procedure for the updating of the list has now been developed internally and will be shared with provinces during the second HEDCOM subcommittee on EMIS meeting.	
	Learner performance data is integrated into EMIS.	The EMIS improvement project has now completed its task and the learner performance system and framework is now being integrated into EMIS through the SA-SAMS/LURITS assembled project.	The system of collecting school-based learner performance data has not yet been finalised. The system is designed to be district-based.
	School fees data is collected by all provinces.	School fee data has now been integrated in provincial submissions.	No data has yet been forthcoming as provinces are setting up collection systems.
	Schools data is linked to census data to obtain an accurate measure of poverty levels.	The project to effect the linkage was completed during the year. Schools are now linked to ward information and the Index of Multiple Deprivation has been determined for all national schools. Currently provinces are revising the old poverty rankings and dealing with deviations.	

## CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION

### Directorate: EMIS

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	The next 25% (575) of schools in the nodal areas utilise school management information systems for school administration and data collection.	Training manuals have been updated. Project plan has been finalised and training will be conducted by provinces using Treasury Bid Finance.	
	A status report on the implementation of part 1 of the Further Education and Training Management Information Systems (FETMIS) in FET schools is released.	Good progress has been achieved in FETMIS. FETPAC I and II have been upgraded to solve problems with NATED college subjects. Installation and training will now be conducted in the next financial year.	
	Conceptual framework for the development of a learner-unit record level system approved by HEDCOM.	The learner unit record and tracking system plan is complete, aligned with provincial projects and will go out on tender during May 2006. A due diligence of the Western Cape system will be conducted.	
	A strategy for Human Resource Management Information System (HRMIS) for all personnel	The EMIS improvement project has completed its task. The HRMIS framework is now available and has been handed over to HR Planning.	
To improve quality of data by developing and implementing data quality control systems	Approved data quality control systems and procedures.	Through the same project the data quality control procedure is now available. EMIS has compiled a set of procedural manuals emanated from the outcome of the data quality control project. The manuals will be finalised with provinces and printed booklets distributed to schools.	The progress in this project is very slow given the delivery time frame.
	Established credibility of the 1997 – 2002 EMIS national data sets.	National EMIS data credibility was also addressed by the EMIS improvement project. An imputed dataset is now with EMIS with the only task being to assess its quality through comparisons with previous data.	
To develop and improve EMIS capacity	Number of competent personnel resources increased by number of interns and existing personnel trained.	DoE EMIS staff has undergone advanced training in Access and Excel 2003 and two interns receiving training.	
	Data analysis and indicator module developed through participation in the NESIS capacity-building project submitted for approval.	This task is now performed jointly with Monitoring and Evaluation.	Waiting for feedback from NESIS on the outcome of the submitted questionnaire regarding the capacity of member countries and to determine the level and degree of technical assistance required for member countries.



# Planning and Monitoring Branch

## CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION

### Directorate: EMIS

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To collect, process and analyse and disseminate data and to report on information assembled	Servers and Storage Area Networks installed.	Servers and Storage Area Networks (SAN) installed to achieve terabytes (1 024 gigabytes) levels of information storage to improve the technical digital capacity at EMIS for the system to enable the warehousing of large databases; network installed.	Already installed.
	Data on schools, LSEN, ABET, FET and ECD institutions, supplied by provincial education departments, collected and processed.	Repositories (warehouse) of integrated data from the institutions named.	
	Publication of <i>Education Statistics in South Africa at a Glance</i> .	2003 publication issued by March 2005. 2004 publication issued by September 2005.	
	Dissemination of education information on requests from statutory bodies for planning, monitoring and accountability; to international education monitoring bodies and to the public.	Reports disseminated.	
	Report on desktop information analysis on education questions, e.g. Afrikaans schools research	Reports produced.	
	Reporting system for learner performance at district level established.	Recommendations for an integrated system developed.	

## Directorate: Legal and Legislative Services

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
Legislation	Education Laws Amendment Act, 2005.	The Education Laws Amendment Act 24 of 2005 was promulgated on 26 January 2006.	
	Draft National Qualifications Framework Bill.	Not drafted.	The policy was not finalised and the Bill is dependent on the policy. Policy to be drafted by Higher Education and Ministerial advisors.
	Regulations for the issuing of certificates by the General and Further Education and Training Quality Assurance Council: Amendment.	Regulations published in Government Notice 158, GG 227249 dated 4 February 2005.	
	Regulations for the conduct, administration and management of assessment for the Senior Certificate.	Regulations published in Government Notice 1044, GG 28156 dated 21 October 2005.	
	The regulations for the exemption of parents from payment of school fees has been drafted and is in its final format.	Regulations are ready but the norms and standards for school funding must first be published before the draft regulations can be promulgated by the Minister.	
Litigation	All cases were dealt with within time frames.	Achieved all targets.	

# Planning and Monitoring Branch

## CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS

### Directorate: Financial Planning

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To ensure equitable distribution of financial resources and education funding relating to education policies	Amended norms and standards for funding public schools by March 2006.	The amended norms have been finalised and will be published in the Government Gazette in June 2006.	Time frames adjusted as Minister was consulting draft.
	Approved norms and standards for funding ABET (March 2006).	Draft norms and standards for funding ABET public adult learning centres were developed and discussed intensively in the Department of Education and with other stakeholders. It is envisaged that the final approved norms will be published in the <i>Government Gazette</i> in June 2006.	Time frames adjusted because of substantive redrafting required after considering public comment.
	Draft norms and standards for funding FET Colleges (March 2006).	<ul style="list-style-type: none"> <li>Draft funding norms and standards for FET Colleges were developed and discussed intensively in the Department and with other stakeholders.</li> <li>It is envisaged that the final norms and standards for funding FET Colleges will be published in the <i>Government Gazette</i> in June 2006.</li> </ul>	Time frames adjusted because of substantive redrafting of document.
	Draft norms and standards for funding Grade R.	The draft norms have been developed and it is envisaged that these will be published in the <i>Government Gazette</i> in June 2006.	Time frames adjusted because of challenges in aligning draft norms to policy on ECD.
	Draft interim funding mechanism for funding special schools (March 2006).	An interim funding framework for funding special schools is being developed and will be presented to HEDCOM in July 2006.	Time frames adjusted because of a lack of capacity in DoE and untimely data submission by PEDs.
To facilitate and support organisational and systems improvements in regard to funding policies	Audit of existing systems for budgeting, auditing and procurement in PEDs, piloting the best solution in the Free State and Northern Cape Education Departments. Computerised systems developed by November 2005.	Developed computerised system on budgeting, auditing and procurement in PEDs.	The project is completed.
	A set of recommendations and guidelines regarding expenditure of non-section 21 schools (March 2005).	A set of recommendations and guidelines was developed that would assist PEDs in retaining non-personnel, non-capital funds of non-section 21 schools. and has been developed.	Time frames adjusted due to lack of capacity in unit.

**CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (Previously known as: BUDGET OFFICE)**

**Directorate: Physical Planning**

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To develop a strategy to provide and improve basic services to all public schools	A national strategy is developed and approved on the provision of school infrastructure and basic services.	Service provider has been appointed to develop a strategy, norms and standards and BMP for school infrastructure.	On approval of space norms by education the national Department of Public Works will gazette these norms.
	The norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources are developed and approved.	First section of a draft document was circulated among provinces for discussion.	
	A draft policy is formulated on under-utilised education facilities.	Space norms and standards have been completed by National Public Works and forwarded to HEDCOM for approval and recommendation.	
	National guidelines are developed for learner transport and hostel provisioning.	Not addressed.	Delay due to procurement issues.
	Departmental and inter-departmental stakeholders' working group is established to coordinate medium to long-term strategy for better matching institutional design to learning outcomes at schools.	Not addressed.	Delay due to capacity constraints.
	Models are developed for alternative funding mechanisms for constructing and maintaining school buildings.	Not fully addressed.	Costing models will be developed via the NEIMS (audit of public schools)
To eliminate the shortage of school infrastructure in education	The incidence of learning under trees is eliminated and a strategy to deal with platooning schools is designed.	All schools identified in September 2004 with "so-called learners under trees" have been addressed.	Provincial budget allocation and implementing agents responsible for implementing infrastructure projects did have impact on the delivery of these facilities and delays have been experienced in the delivery of some of these projects.
	No registered schools where learners are being taught under trees instead of in classrooms.	Good progress has been made in the provision of basic services to schools and some of the provinces exceeded the targets set for the 2005/06 financial year.	
	Funding is secured for the delivery of basic services to all public schools and a report is drawn up on the provision of basic services.	Provincial departments realigned their budget allocation to address the issue but experienced lack of funding. Provinces achieved progress in sanitation 107% and water 140% of the target set for the 2005/06 financial year.	
	Report on an analysis of the impact of demographic changes on infrastructure provision.	Not achieved.	Not addressed directly but via the NEIMS this could be addressed in the future if the system is maintained and updated.
	Participate actively in the development of Integrated and Sustainable Urban and Rural Development Planning (ISURDP).	Addressed via DoRA quarterly reports of Treasury indicating projects in this area.	

# Planning and Monitoring Branch

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (Previously known as: BUDGET OFFICE)

Directorate: Physical Planning

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
	Implement Workplan 1 of the school infrastructure support programme in the provinces of Limpopo, Eastern Cape and KwaZulu-Natal.	Workplan 1 activities were rolled over to Workplan 2, to ensure that implementation timeframes are achieved.	
	The implementation of Workplan 2 of the school infrastructure support programme is approved and contracts are awarded.	Workplan 2 was approved in August 2005, and all contracts will be awarded by December 2006. PSU has been contracted from 24 October 2005.	
	Establish sustainable partnerships with the private sector and other role players to invest in building and rehabilitating the school infrastructure.	The DoE is assisting the Free State Education Department in the investigation and implementation of PPP in the provisioning of infrastructure.	
To monitor capital expenditure for school infrastructure development.	Four quarterly reports and an annual report are produced on monitoring the 2005/06 budget statements, priority list and quarterly reports, as presented by provincial education departments in the format requested by National Treasury.	Monthly reporting system was implemented by the Department of Education during April 2005 where the "so-called learners under trees", water, sanitation, electricity and the provision of classrooms were monitored.	Provincial educational departments also indicated monthly new or additional needs as well as progress made on needs identified during September 2004.
To develop, maintain and manage information systems to support the planning, implementation, monitoring and evaluation of capital investment in education	A technical school infrastructure audit in all public schools.	The technical audit commenced in October 2005 and the target set to audit 8 000 sites by March 2006 has been achieved. 9 829 sites have been audited until 31 March 2006.	The progress in the capturing of data in the format as agreed to will be achieved as a process has been developed to scan the data from the original audit templates.
	Information systems are developed for the effective management and monitoring of school infrastructure.	It is estimated that the physical audit can be completed by November 2006 and that the data capturing could be complete by December 2006.	
	Key indicators and information required for inclusion in the development of education management information systems.	Not achieved.	Will be addressed via the National Education Infrastructure Management System (NEIMS).
	Guidelines are produced for effective asset management including the preventive maintenance of schools, and distributed to provincial education departments.	Not achieved.	Will be addressed via the National Education Infrastructure Management System (NEIMS).
To recapitalise FET colleges	Ongoing provision support and advice in the planning of development of infrastructure aspects of the model for FET colleges.	Supported the FET recapitalisation programme and ensured that capital infrastructure would meet the demand for the restructured FET colleges.	This programme is being implemented by Higher Education.
To convert schools into full service schools for inclusive education	Provision of support for and advice in the conversion of 30 schools for inclusive education.	Supported the development of designs for full service schools for inclusive education.	This programme is being implemented by Inclusive Education.
To develop capacity for physical planning in all the education departments	Areas are identified for skills development in physical planning.	Will be partially addressed via NEIMS and the IDIP programme.	

### Directorate: Economic Analysis (Previously known as Budget Monitoring and Support Office)

Strategic Objective	Performance Measures	Achievements/Outcomes	Comments
To promote optimal budgeting processes in provincial education departments (M and E for education system)	All staff in the newly created Budget Monitoring and Support Office are in place and orientated to their functions. A comprehensive report is produced on the linkages required in fulfilling the function of the office.	Staff in place and have been orientated. Technical assistant used to produce the comprehensive report on linkages.	The DoE restructured the functions of the directorate. The directorate was renamed from Budget Monitoring and Support to Economic Analysis. The functions of provincial in-year monitoring were moved to the office of the CFO.
To ensure the effective allocation and utilisation of financial resources in education by provincial education departments (PEDs)	A report on the assessment of economic credibility and policy compliance of the strategic plans for 2004/05 that are compiled by PEDs.	An analysis of provincial strategic and operational plans was done and the report circulated to PEDs for improvement.	
To ensure that standard and uniform reporting formats and programme structures of PEDs are developed	Revised formats for PEDs: a) Budget programme structures b) Strategic plans for PEDs c) Chart of accounts d) MTEC process e) Annual reports	Revised formats provided to PED. Ongoing support and maintenance undertaken.	
To support provincial planning and reporting and to assess the future financial needs of the education system (M and E for education system)	A draft long-range education financing, resourcing and costing plan is developed.	Partly achieved. 2006 MTEF. priorities process was managed and culminated in the November 2005 medium-term budget policy statement inputs.	Delay due to procurement issues, service provider has already provided draft of research and model.  Model to be complete by the end of June 2006.
To monitor and provide support to the provincial education budgeting processes (M and E for education system)	Report on analyses of provincial expenditure and budget figures, strategic plans and annual reports including interprovincial comparisons, efficiency analyses and policy compliance reports.	A comprehensive education expenditure review has been completed and submitted to the Minister for comment and advice on distribution. The 2005/06 budget allocations of PEDs was analysed and a report presented to Cabinet and the PCC.	

# Human Resources Management

## OVERSIGHT REPORT

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

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

The annual report is produced after the end of the financial year. This is aimed at strengthening the accountability of the Department to key stakeholders.





# Human Resources Management

## 1. Expenditure

Kindly take note that an average of 2 697 employees are appointed annually as examiners and are not on the fixed establishment of the Department. During 2005/06 a total amount of R28 325 million was spent on this service but 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 of the personnel numbers and cost in the tables. The following figures are also not included in the personnel expenditure tables: HIV and Aids, project, R2,751 million; Interns, R1,440 million and a combined expenditure for secondments and projects, R1,619 million.

**Table 1.1 Personnel costs by programme, 2005/06**

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a percent of total expenditure	Average personnel cost per employee (R'000)
1	91 255	41 639	307	4 981	45.63	180
2	36 005	18 733	269	5 768	52.03	302
3	221 100	20 230	246	8 331	9.15	244
4	238 462	35 958	256	23 151	15.08	166
5	1 147 902	16 339	268	2 406	1.42	292
6	10 646 832	9 720	196	48	0.09	270
7	38 525	12 064	70	50	31.31	228
<b>Total</b>	<b>12 420 081</b>	<b>154 683</b>	<b>1 612</b>	<b>44 735</b>	<b>1.25</b>	<b>210</b>

**Table 1.2 Personnel costs by salary bands, 2005/06**

Salary bands	Personnel expenditure (R'000)	Percent of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	4 223	2.73	58
Skilled (Levels 3-5)	10 926	7.06	75
Highly skilled production (Levels 6-8)	24 884	16.09	132
Highly skilled supervision (Levels 9-12)	73 010	47.20	281
Senior management (Levels 13-16)	41 640	26.92	586
<b>Total</b>	<b>154 683</b>	<b>100.00</b>	<b>210</b>

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, 2005/06**

Programme	Salaries		Overtime		Home owners' allowance		Medical assistance	
	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	27 075	65.02	699	1.68	500	1.20	1 806	4.34
2	12 588	67.20	5	0.03	210	1.12	621	3.32
3	13 469	66.58	4	0.02	145	0.72	600	2.97
4	25 542	71.03	3	0.01	426	1.18	1 541	4.29
5	11 269	68.97	1	0.01	180	1.10	609	3.73
6	6 402	65.86	0	0.00	61	0.63	286	2.94
7	8 107	67.20	57	0.47	115	0.95	501	4.15
<b>Total</b>	<b>104 452</b>	<b>67.53</b>	<b>769</b>	<b>0.50</b>	<b>1 637</b>	<b>1.06</b>	<b>5 964</b>	<b>3.86</b>

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**Table 1.4 Salaries, overtime, home owners' allowance and medical assistance by salary bands, 2005/06**

Salary bands	Salaries		Overtime		Home owners' allowance		Medical assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	3 281	77.69	172	4.07	117	2.77	270	6.39
Skilled (Levels 3-5)	7 871	72.04	271	2.48	226	2.07	797	7.29
Highly skilled production (Levels 6-8)	18 169	73.01	170	0.68	352	1.41	1 455	5.85
Highly skilled supervision (Levels 9-12)	51 247	70.19	156	0.21	686	0.94	2 349	3.22
Senior management (Levels 13-16)	23 884	57.36	0	0.00	256	0.61	1 093	2.62
<b>Total</b>	<b>104 452</b>	<b>67.53</b>	<b>769</b>	<b>0.50</b>	<b>1 637</b>	<b>1.06</b>	<b>5 964</b>	<b>3.86</b>

## 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 3.1), salary band (Table 3.2) and critical occupations (Table 3.3). Departments have identified critical occupations that need to be monitored. Table 3.3 provides establishment and vacancy information for the key critical occupations of the Department.

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

**Table 2.1 Employment and vacancies by programme, 31 March 2006**

Programme	Number of posts	Number of posts filled	Vacancy rate	Number of posts filled additional to the establishment
1	264	231	12.50	0
2	83	62	25.30	0
3	113	83	26.55	0
4	260	217	16.54	0
5	73	56	23.29	0
6	59	36	38.98	1
7	73	53	27.40	1
<b>Total</b>	<b>925</b>	<b>738</b>	<b>20.21</b>	<b>2</b>

# Human Resources Management

**Table 2.2 Employment and vacancies by salary bands, 31 March 2006**

Salary band	Number of posts	Number of posts filled	Vacancy rate	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	75	73	2.67	0
Skilled (Levels 3-5)	188	146	22.34	0
Highly skilled production (Levels 6-8)	228	188	17.54	0
Highly skilled supervision (Levels 9-12)	346	260	24.86	0
Senior management (Levels 13-16)	88	71	19.32	2
<b>Total</b>	<b>925</b>	<b>738</b>	<b>20.21</b>	<b>2</b>

**Table 2.3 Employment and vacancies by critical occupation, 31 March 2006**

Critical occupations	Number of posts	Number of posts filled	Vacancy rate	Number of posts filled additional to the establishment
Educators	153	116	24.18	0
<b>Total</b>	<b>153</b>	<b>116</b>	<b>24.18</b>	<b>0</b>

The information in each case reflects the situation as at 31 March 2006. For an indication of changes in staffing patterns over the year under review, please refer to section 5 of this report.

### 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. This was complemented by a decision by the Minister for the Public Service and Administration that all SMS jobs must have been evaluated before 31 December 2002 and Deputy Director posts must be evaluated before 30 November 2007.

**Table 3.1 Job evaluation, 1 April 2005 to 31 March 2006**

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)	75	0	0.00	0	0.00	0	0
Skilled (Levels 3-5)	188	1	0.53	1	100.00	0	0
Highly skilled production (Levels 6-8)	228	1	0.44	1	100.00	0	0
Highly skilled supervision (Levels 9-12)	346	7	2.02	0	0.00	0	0
Senior Management Service Band A	61	0	0.00	0	0.00	0	0
Senior Management Service Band B	20	0	0.00	0	0.00	0	0
Senior Management Service Band C	6	1	16.67	1	100.00	0	0
Senior Management Service Band D	1	0	0.00	0	0.00	0	0
<b>Total</b>	<b>925</b>	<b>10</b>	<b>1.08</b>	<b>3</b>	<b>30.00</b>	<b>0</b>	<b>0</b>

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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 2005 to 31 March 2006**

Beneficiaries	African	Indian	Coloured	White	Total
Female	1	0	0	0	1
Male	1	0	0	1	2
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>
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 exceeds the grade determined by job evaluation, 1 April 2005 to 31 March 2006 (in terms of PSR 1.V.C.3)**

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Director	1	13	14	Personal notch due to scarce skills
Total number of employees whose salaries exceeded the level determined by job evaluation in 2005/06				1
Percentage of total employment				0.14

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

**Table 3.4 Profile of employees whose salary levels exceed the grade determined by job evaluation, 1 April 2005 to 31 March 2006 (in terms of PSR 1.V.C.3)**

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	1	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
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 4.3]

	Total
Total number of employees whose salaries exceeded the grades determined by job evaluation in 2005/06	1

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## 4. Employment Changes

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

**Table 4.1 Annual turnover rates by salary band for the period 1 April 2005 to 31 March 2006**

Salary band	Number of employees per band as on 1 April 2005	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Lower skilled (Levels 1-2)	74	17	16	21.62
Skilled (Levels 3-5)	171	43	46	26.90
Highly skilled production (Levels 6-8)	180	31	41	22.78
Highly skilled supervision (Levels 9-12)	242	63	48	19.83
Senior Management Service Band A	48	6	8	16.67
Senior Management Service Band B	17	2	4	23.53
Senior Management Service Band C	6	0	0	0.00
Senior Management Service Band D	1	0	0	0.00
<b>Total</b>	<b>739</b>	<b>162</b>	<b>163</b>	<b>22.06</b>

**Table 4.2 Annual turnover rates by critical occupation for the period 1 April 2005 to 31 March 2006**

Occupation	Number of employees per occupation as on 1 April 2005	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Educators	114	16	9	7.89
<b>Total</b>	<b>114</b>	<b>16</b>	<b>9</b>	<b>7.89</b>

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	3	1.84
Resignation	27	16.56
Expiry of contract	68	41.72
Discharged due to ill-health	2	1.23
Retirement	5	3.07
Transfers to other Public Service departments	43	26.38
Other	15	9.20
<b>Total</b>	<b>163</b>	<b>100.00</b>
Total number of employees who left as a % of the total employment		22.09

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**Table 4.4 Promotions by critical occupation**

Occupation	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	114	11	9.65	77	67.54
<b>Total</b>	<b>114</b>	<b>11</b>	<b>9.65</b>	<b>77</b>	<b>67.54</b>

**Table 4.5 Promotions by salary band**

Salary band	Employees 1 April 2005	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)	74	0	0.00	57	77.03
Skilled (Levels 3-5)	171	1	0.58	178	104.09
Highly skilled production (Levels 6-8)	180	8	4.44	74	41.11
Highly skilled supervision (Levels 9-12)	242	39	16.11	71	29.34
Senior management (Levels 13-16)	72	11	15.28	23	31.94
<b>Total</b>	<b>739</b>	<b>59</b>	<b>7.98</b>	<b>403</b>	<b>54.53</b>

## 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 numbers of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2006**

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior managers	23	4	4	15	15	3	3	4	71
Educators and middle managers	94	12	7	25	76	2	10	34	260
Officers and clerks	49	5	0	11	168	6	4	89	332
Machine operators	1	0	0	0	1	0	0	0	2
Elementary occupations (cleaners, messengers, food service aid, security)	19	0	0	1	53	0	0	0	73
<b>Total</b>	<b>186</b>	<b>21</b>	<b>11</b>	<b>52</b>	<b>313</b>	<b>11</b>	<b>17</b>	<b>127</b>	<b>738</b>
Employees with disabilities	6	0	0	1	3	0	0	1	11

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**Table 5.2 Total numbers of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2006**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	0	0	1	2	1	0	1	1	6
Senior management	23	4	3	13	14	3	2	3	65
Educators and middle managers	94	12	7	25	76	2	10	34	260
Skilled and academically qualified workers	18	2	0	8	78	3	4	60	173
Semi-skilled and discretionary decision making	32	3	0	3	91	3	0	29	161
Unskilled and defined decision making	19	0	0	1	53	0	0	0	73
<b>Total</b>	<b>186</b>	<b>21</b>	<b>11</b>	<b>52</b>	<b>313</b>	<b>11</b>	<b>17</b>	<b>127</b>	<b>738</b>

**Table 5.3 Recruitment for the period 1 April 2005 to 31 March 2006**

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	5	1	0	2	2	3	1	0	14
Educators and middle managers	22	1	2	1	15	0	1	6	48
Skilled and academically qualified workers	8	0	0	0	18	0	1	1	28
Semi-skilled and discretionary decision making	3	0	0	1	19	0	0	1	24
Unskilled and defined decision making	1	0	0	0	1	0	0	0	2
<b>Total</b>	<b>39</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>55</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>116</b>
Employees with disabilities	0	0	0	0	2	0	0	0	2

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**Table 5.4 Promotions for the period 1 April 2005 to 31 March 2006**

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	4	1	0	2	2	2	0	0	11
Educators and middle managers	17	0	2	1	13	0	1	5	39
Skilled and academically qualified workers	5	0	0	0	3	0	0	0	8
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	0	1
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>26</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>59</b>
Employees with disabilities	0	0	0	0	1	0	0	0	1

**Table 5.5 Terminations for the period 1 April 2005 to 1 March 2006**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	0	0	0	0	0	0	0	0	0
Senior management	2	0	2	2	4	1	0	1	12
Educators and middle managers	18	2	2	7	8	1	0	10	48
Skilled and academically qualified workers	7	0	1	3	17	1	3	9	41
Semi-skilled and discretionary decision making	6	0	1	1	32	1	1	4	46
Unskilled and defined decision making	2	0	0	0	13	1	0	0	16
<b>Total</b>	<b>35</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>74</b>	<b>5</b>	<b>4</b>	<b>24</b>	<b>163</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 5.6 Disciplinary actions for the period 1 April 2005 to 31 March 2006**

	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	0	0	0	0	0	0	0	0	0



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**Table 5.7 Skills development for the period 1 April 2005 to 31 March 2006**

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior managers	16	2	5	15	15	0	0	7	60
Educators and middle managers	8	0	0	1	8	1	0	3	21
Officers and clerks	1	0	0	1	9	0	0	1	12
Elementary occupations (cleaners, messengers, food service aid, security)	1	1	0	0	4	0	0	0	6
<b>Total</b>	<b>26</b>	<b>3</b>	<b>5</b>	<b>17</b>	<b>36</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>99</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

## 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 5.1), salary bands (Table 5.2) and critical occupations (Table 5.3).

**Table 6.1 Performance rewards by race, gender, and disability, 1 April 2005 to 31 March 2006**

Salary band	Beneficiary profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee
African Male	47	197	23.86	678	14
African Female	74	304	24.34	793	11
Indian Male	5	11	45.45	144	29
Indian Female	6	18	33.33	196	33
Coloured Male	5	20	25.00	95	19
Coloured Female	4	10	40.00	28	7
White Male	26	52	50.00	528	20
White Female	71	126	56.35	818	12
<b>Total</b>	<b>238</b>	<b>738</b>	<b>32.25</b>	<b>3 280</b>	<b>15</b>
Employees with a disability	3	15	20.00	27	9

**Table 6.2 Performance rewards by salary bands for personnel below senior management service, 1 April 2005 to 31 March 2006**

Salary band	Beneficiary profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	9	73	12.33	27	3	0.64
Skilled (Levels 3-5)	36	146	24.49	133	4	1.22
Highly skilled production (Levels 6-8)	73	188	38.30	536	7	2.15
Highly skilled supervision (Levels 9-12)	84	260	51.92	1 717	13	2.35
<b>Total</b>	<b>202</b>	<b>667</b>	<b>37.72</b>	<b>2 413</b>	<b>9</b>	<b>2.13</b>

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**Table 6.3 Performance rewards by critical occupations, 1 April 2005 to 31 March 2006**

Critical occupations	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee (R'000)
Educators (Levels 8-12)	38	116	32.76	816	21
<b>Total</b>	<b>38</b>	<b>116</b>	<b>32.76</b>	<b>816</b>	<b>21</b>

**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	20	48	41.67	386	19	1.51
Band B	13	17	76.47	358	28	3.22
Band C	3	5	60.00	123	41	3.00
Band D	0	1	0.00	0	0	0.00
<b>Total</b>	<b>36</b>	<b>71</b>	<b>50.70</b>	<b>867</b>	<b>24</b>	<b>2.08</b>

## 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 2005 to 31 March 2006, by salary band**

Salary band	1 April 2005		31 March 2006		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled supervision (Levels 9-12)	1	100.00	1	100.00	0	0.00
<b>Total</b>	<b>1</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>0</b>	<b>0.00</b>

**Table 7.2 Foreign workers, 1 April 2005 to 31 March 2006, by major occupation**

Major occupation	1 April 2005		31 March 2006		Change	
	Number	% of total	Number	% of total	Number	% change
Educators and middle managers	1	100.00	1	100.00	0	0.00
<b>Total</b>	<b>1</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>0</b>	<b>0.00</b>

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## 8. Leave Utilisation for the Period 1 January 2005 to 31 December 2005

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 8.1) and disability leave (Table 8.2). In both cases, the estimated cost of the leave is also provided.

**Table 8.1 Sick leave, 1 January 2005 to 31 December 2005**

Salary band	Total days	% days with medical certification	Number of employees using sick leave	% of total employees using sick leave	Average days per employee	Estimate cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	473	86.00	55	74.32	9	70	407
Skilled (Levels 3-5)	873	67.50	123	71.93	7	167	589
Highly skilled production (Levels 6-8)	1 245	71.30	158	87.78	8	445	888
Highly skilled supervision (Levels 9-12)	1 109	81.80	172	71.07	6	904	907
Senior management (Levels 13-16)	191	84.80	31	43.06	6	329	162
<b>Total</b>	<b>3 891</b>	<b>75.89</b>	<b>539</b>	<b>72.94</b>	<b>7.2</b>	<b>1 915</b>	<b>2 953</b>

**Table 8.2 Disability leave (temporary and permanent), 1 January 2005 to 31 December 2005**

Salary band	Total days taken	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimate cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	219	100.00	7	9.46	31	32	219
Skilled (Levels 3-5)	227	100.00	15	8.77	15	47	227
Highly skilled production (Levels 6-8)	555	100.00	20	11.11	28	197	555
Highly skilled supervision (Levels 9-12)	352	99.70	14	5.79	25	285	351
Senior management (Levels 13-16)	8	100.00	1	1.39	8	1	8
<b>Total</b>	<b>1 361</b>	<b>99.90</b>	<b>57</b>	<b>7.71</b>	<b>24</b>	<b>562</b>	<b>1 360</b>

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 2005 to 31 December 2005**

Salary bands	Total days taken	Average per employee
Lower skilled (Levels 1-2)	1 576	20
Skilled Levels 3-5)	2 682	17
Highly skilled production (Levels 6-8)	4 280	21
Highly skilled supervision (Levels 9-12)	5 151	20
Senior management (Levels 13-16)	1 537	20
<b>Total</b>	<b>15 226</b>	<b>19.6</b>

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**Table 8.4 Capped leave, 1 January 2005 to 31 December 2005**

Salary bands	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 December 2005
Lower skilled (Levels 1-2)	5	2	49
Skilled Levels 3-5)	53	6	30
Highly skilled production (Levels 6-8)	154	5	39
Highly skilled supervision (Levels 9-12)	126	4	64
Senior management (Levels 13-16)	51	10	62
<b>Total</b>	<b>389</b>	<b>5</b>	<b>51</b>

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

**Table 8.5 Leave payouts for the period 1 April 2005 to 31 March 2006**

Reason	Total amount (R'000)	Number of employees	Average payment per employee
Leave payout for 2005/06 due to non-utilisation	43	11	3 909
Capped leave payouts on termination of service	212	39	5 436
Current leave payout on termination of service	75	31	2 419
<b>Total</b>	<b>330</b>	<b>81</b>	<b>4 074</b>

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## 9. HIV/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 trained on the usage thereof
	Condom distribution

**Table 9.2 Details of health promotion and HIV/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 C Mgijima, Chief Director
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		1 person from special programmes
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 distribution
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	X		Through information sharing and pre-test counselling. Results are few, as people will not be tested voluntarily without encouragement.
8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	X		Training in first aid programmes. Distribution of condoms. Protective gloves distribution. Awareness campaigns. Information sessions. Distribution of booklets and pamphlets on HIV and Aids.

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## 10. Labour Relations

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

**Table 10.1 Collective agreements, 1 April 2005 to 31 March 2006**

Subject matter	Date
Telephone policy	23/01/2006
Appointment of interns	03/08/2005
PMDS	03/08/2005

If there were no agreements, then use the following table

Total collective agreements	None

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 2005 to 31 March 2006**

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	33.33
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	0	0.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal (suspended)	1	33.33
Not guilty	0	0.00
Case withdrawn	1	33.34
<b>Total</b>	<b>3</b>	<b>100.00</b>

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

Disciplinary hearings – 2005/06	None

**Table 10.3 Types of misconduct addressed at disciplinary hearings**

Types of misconduct	Number	% of total
Theft	1	100.00
<b>Total</b>	<b>1</b>	<b>100.00</b>

**Table 10.4 Grievances lodged for the period 1 April 2005 to 31 March 2006**

	Number	% of total
Number of grievances resolved	3	100.00
Number of grievances not resolved	0	0.00
<b>Total number of grievances lodged</b>	<b>3</b>	<b>100.00</b>

# Human Resources Management

**Table 10.5 Disputes lodged with councils for the period 1 April 2005 to 31 March 2006**

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	0	0.00
Number of disputes lodged	1	100.00
<b>Total</b>	<b>1</b>	<b>100.00</b>

**Table 10.6 Strike actions for the period 1 April 2005 to 31 March 2006**

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

**Table 10.7 Precautionary suspensions for the period 1 April 2005 to 31 March 2006**

Number of people suspended	1
Number of people whose suspension exceeded 30 days	1
Average number of days suspended	43
Cost (R'000) of suspensions	12

## 11. Skills Development

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

**Table 11.1 Training needs identified 1 April 2005 to 31 March 2006**

Occupational categories	Gender	Number of employees as at 1 April 2005	Training needs identified at start of reporting period			
			Learnerships	Skills programmes and other short courses	Other forms of training	Total
Senior managers	Female	26	0	27	1	28
	Male	46	0	20	0	20
Educators and middle managers	Female	120	0	62	14	76
	Male	122	0	57	7	64
Officers and clerks	Female	276	0	83	12	95
	Male	75	0	38	5	43
Machine operators	Female	0	0	0	0	0
	Male	2	0	0	0	0
Elementary occupations (cleaner, messenger, food service aid, security)	Female	46	0	17	2	19
	Male	26	0	18	2	20
Sub-total	Female	468	0	189	29	218
	Male	271	0	133	14	147
<b>Total</b>		<b>739</b>	<b>0</b>	<b>322</b>	<b>43</b>	<b>365</b>

# Human Resources Management

**Table 11.2 Training provided 1 April 2005 to 31 March 2006**

Occupational categories	Gender	Number of employees as at 1 April 2005	Training provided within the reporting period			Total
			Learnerships	Skills programmes and other short courses	Other forms of training	
Senior managers	Female	26	0	22	0	22
	Male	46	0	38	0	38
Educators and middle managers	Female	120	0	12	7	19
	Male	122	0	9	5	14
Officers and clerks	Female	276	0	10	21	31
	Male	75	0	2	6	8
Machine operators	Female	0	0	0	0	0
	Male	2	0	0	0	0
Elementary occupations (cleaner, messenger, food service aid, security)	Female	46	53	4	2	59
	Male	26	34	2	3	39
Sub-total	Female	468	53	48	30	131
	Male	271	34	51	14	99
<b>Total</b>		<b>739</b>	<b>87</b>	<b>99</b>	<b>44</b>	<b>230</b>

## 12. Injury on Duty

The following table provides basic information on injury on duty.

**Table 12.1 Injury on duty, 1 April 2005 to 31 March 2006**

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
<b>Total</b>	<b>3</b>	<b>100.00</b>



# Human Resources Management

## 13. Utilisation of Consultants

**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 (R'000)
Conference organiser	3	730	47 304
Project management: Implementation of White Paper	4	730	3 710
Provision of physical and material resources for 30 full service (inclusive schools) in the nodal areas: Implementation of White Paper	5	90	692
Technical assistance in identification of functional financial management information system	9	300	1 550
Impact of Mathematics, Science and Technology in all nine provinces	7	180	325
EMIS	12	962	4 972
Editing and proofreading of learning programme guidelines for Grades 10–12	3	100	139
Professional and technical support: Research on Intermediate Phase (Grade 6) Systemic Evaluation	12	289	1 473
Human Resource Development: Implementation of first stage of Education White Paper on Inclusive Education	6	493	24 676
Travel agent to conduct travel and accommodation arrangements	5	730	45 000
National Education Portal	5	774	2 199
Upgrade of National Schools Register of Needs	13	415	72 073
Survey: FET schools	5	259	880
Audit: 50 Public FET colleges	5	60	2 613
Whole School Development Intervention	5	105	1 106
Maintenance and Enhancement: Management Info System	9	730	820
Alternative Training: Financial School Development	7	83	970
English Second Language: Intermediated Phase: KwaZulu Natal	5	204	496
English Second Language: Intermediated Phase: North West	6	63	418
English Second Language: Intermediated Phase: Eastern Cape	5	204	482
English Second Language: Intermediated Phase: Western Cape	6	63	418
English Second Language: Intermediated Phase: Northern Cape	6	63	418
English Second Language: Intermediated Phase: Free State	6	63	418
English Second Language: Intermediated Phase: Gauteng	6	63	418
English Second Language: Intermediated Phase: Mpumalanga	5	204	482
English Second Language: Intermediated Phase: Limpopo	6	63	418
Impact of life skills: HIV & Aids	5	328	1 160
Revised National Curriculum Statement	5	82	3 089
Learner Transport Scheme	6	103	431
Financial Tool Medium and Long Term Expenditure	5	150	650
Provision of Fictional Books	5	40	1 280
Company A	4	90	30 303
Company B			
Provision of 40 books from "Africa's Best Books"	5	30	4 724
Procure and deliver 40 000 calculators	Unknown (purchase and delivery only)	30	5 160
<b>Total</b>	<b>34</b>	<b>8 873</b>	<b>261 267</b>

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**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
Conference organiser	60.40	60.40	3
Project management: Implementation of White Paper	CSIR no claim	0.00	0
Provision of physical and material resources for 30 full service (inclusive schools) in the nodal areas: Implementation of White Paper	50.00	50.00	1
Technical assistance in identification of functional financial management information system	85.00	85.00	9
Impact of Mathematics, Science and Technology in all nine provinces	100.00	100.00	7
EMIS	14.62	Unknown	Unknown
Editing and proofreading of learning programme guidelines for Grades 10–12	100.00	100.00	1
Professional and technical support: Research on Intermediate Phase (Grade 6) Systemic Evaluation	HSRC Statutory Research Council: no claim	HSRC Statutory Research Council: no claim	HSRC Statutory Research Council: no claim
Human Resource Development: Implementation of first stage of Education White Paper on Inclusive Education	Did not complete claim form: Win bid on highest number of points	Did not complete claim form: Win bid on highest number of points	Did not complete claim form: Win bid on highest number of points
Travel agent to conduct travel and accommodation arrangements	66.50	66.50	Unknown
National Education Portal	40.00	40.00	Unknown
Upgrade of National Schools Register of Needs	15.70	15.70	Unknown
Survey: FET schools	100.00	100.00	2
Audit: 50 Public FET colleges	100.00	100.00	5
Whole School Development Intervention	100.00	100.00	5
Maintenance and Enhancement: Management Info System	65.25	65.25	9
Alternative Training: Financial School Development	75.30	75.30	7
English Second Language: Intermediated Phase: KwaZulu Natal	No forms completed	No forms completed	No forms completed
English Second Language: Intermediated Phase: North West	51.00	51.00	Unknown
English Second Language: Intermediated Phase: Eastern Cape	No forms completed	No forms completed	No forms completed
English Second Language: Intermediated Phase: Western Cape	51.00	51.00	Unknown
English Second Language: Intermediated Phase: Northern Cape	51.00	51.00	Unknown
English Second Language: Intermediated Phase: Free State	51.00	51.00	Unknown
English Second Language: Intermediated Phase: Gauteng	51.00	51.00	Unknown
English Second Language: Intermediated Phase: Mpumalanga	No forms completed	No forms completed	No forms completed
English Second Language: Intermediated Phase: Limpopo	51.00	51.00	Unknown
Impact of life skills: HIV & Aids	Did not claim (Trust)	Did not claim (Trust)	Unknown
Revised National Curriculum Statement	75.30	75.30	7
Learner Transport Scheme	33.00	33.00	3
Financial Tool Medium and Long Term Expenditure	37.50	37.50	1

# Human Resources Management

**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)
None – all donor money paid in at DoE – Departmental process followed	0	0	0

**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
None	0	0	0

DEPARTMENT OF EDUCATION – VOTE 15

# Management Report

for the year ended 31 March 2006

**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**

A budget of R12 397,064 million was originally included for the Department in the Estimates of National Expenditure 2005. Of this amount, sums of R9 769,598 million and R864,092 million (85,78% of the Department's total budget) were allocated to subsidise higher education institutions and the National Student Financial Aid Scheme (NSFAS), respectively. Included in the Adjusted Budget for 2005/06 was an additional amount of R216,126 million, which increased the Department's allocation to R12 613,190 million. This increase was made up as follows, in R'000:

• Roll-overs in respect of normal operations	15 626
• Additional allocation in respect of the National School Nutrition Programme Conditional Grant	200 000
• Donations from Investec	500
<b>Total</b>	<b>216 126</b>

The total expenditure for the 2005/06 financial year amounted to R12 420,081 million, which represents a spending rate of 98,47%. The expenditure, in R'000, was made up as follows:

	2004/05	2005/06	Increase/ (Decrease)
Compensation of employees	174 565	181 236	6 671
Departmental operational costs	211 106	228 533	17 427
Departmental earmarked funds	6 077	68 162	62 085
Subsidies to higher education institutions	9 302 907	9 740 336	437 429
National Student Financial Aid Scheme	583 200	864 092	280 892
Subsidies to public entities in education	49 341	76 334	26 993
Conditional grants to provinces for:			
• Early Childhood Development	2 470	-	(2 470)
• Financial Management and Quality Enhancement	21 683	-	(21 683)
• HIV and Aids	134 151	136 293	2 142
• National School Nutrition Programme	832 200	1 112 151	279 951
Other transfers	7 221	12 944	5 723
<b>Total allocation</b>	<b>11 324 921</b>	<b>12 420 081</b>	<b>1 095 160</b>

The surplus on the Vote for the 2005/06 financial year amounts to R193,109 million.

**Important policy decisions and strategic issues facing the Department**

The lack of sufficient, timely and quality information about the education system is a major challenge for the Department of Education. Prioritising of the development of a national Education Management Information System (EMIS), as well as injecting more funding for improvements, will assist the Department to manage this challenge.

In order to improve the quality of teaching and learning, the recruitment and retention of quality educators through incentives, especially for those with scarce skills and in remote areas, and the improvement of the skills level and morale of educators need to be addressed. The Department also has to review and coordinate the Human Resource Development Strategy for South Africa.

The Education Laws Amendment Act, 2005, was promulgated to amend the SA Schools Act, 1996, and the Employment of Educators Act, 1998, in order to improve access to schooling for the poor and to ensure that educator appointments are made more efficient. Amendments were also made to the National Norms and Standards for School Funding to provide for no-fee schools. The Norms and Standards for Funding Adult Learning Centres are in the final stages of development. The current Adult Basic Education and Training (ABET) curriculum needs to be reviewed. This will have an impact on the development of an ABET assessment policy.

In order to strengthen the delivery of education infrastructure and to eradicate the phenomenon of "learners under trees", a rigorous and systematic standard of reporting of provincial education infrastructure delivery with regard to new school buildings and existing schools, monitoring of infrastructure budgets and expenditure, and monitoring of delivery of basic infrastructure services to schools was maintained. A comprehensive audit commenced to update the school register of needs and to determine the education infrastructure backlog. A comprehensive analysis of education funding was also undertaken and a database of financial and non-financial information was put in place to support this analysis.

The implementation of the National Curriculum Statement (NCS) in General Education and Training (GET), which requires the provisioning of Learning and Teaching Support Materials (LTSM), as well as the training of educators and officials, began in 2005 and was successfully implemented in the intermediate phase. Implementation in Grade 7 is currently taking place. Approximately 2 100 provincial officials and 200 000 foundation phase and intermediate phase teachers across the nine provinces have been orientated to implement the national curriculum statement. In 2007, the NCS will be implemented in Grades 8 and 9. In the FET band, the NCS is being introduced as follows: Grade 10 in 2006, Grade 11 in 2007 and Grade 12 in 2008.

The National Protocol on Assessment to address teacher administrative workloads in terms of assessment was finalised, and National Guidelines on School Uniforms were also approved.

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The Department is playing a leading role in the planning for and implementation of the National Integrated Plan for Early Childhood Development (ECD), which is aimed at ensuring that all children, especially in those areas with fewer resources, have access to good quality ECD programmes, making use of the opportunities created by the Expanded Public Works Programme. The primary focus is on expanding ECD services in poor areas. The secondary objective is the creation of a number of sustainable jobs, built upon qualification-based skills development. Draft Norms and Standards for Funding Grade R were published for public comment and will be finalised in 2006/07.

The Department is further committed to expanding access to education for children with disabilities through the improvement of infrastructure in schools for learners with special educational needs, as well as increasing access to education for children in the poorest areas through increased accessibility to full service schools.

The entry-level qualification for principals was approved and will be initiated by mid-2006. The Education Labour Relations Council (ELRC) Collective Agreement No. 3 of 2006 was also concluded in March 2006, providing a new system and new norms for the grading of school principal posts, based on all the factors that affect the management complexities of a principal's post. This measure will mean that the salaries of some principals will be increased with effect from 1 July 2005. The Standard for Principals, as well as the National School Governing Body (SGB) Elections Guidelines were approved. The Education Management Policy Framework was finalised and approved during 2005/06. SGB elections will be conducted and an SGB database set up. A report on these elections will be produced by the end of 2006.

The medium-term goals of the Department are to ensure that the phenomenon of unqualified and underqualified teachers is eliminated, the teaching of English Second Language in schools is improved, the educators in the system are recognised, and the number of learners studying Mathematics, Science and Technology is increased. A National Framework for Teacher Education, accompanied by an implementation strategy, will be tabled for approval in 2006. The Mathematics, Science and Technology (MST) Strategy, which includes 400 Dinaledi schools, will be expanded.

The National Certificate (Vocational) and the National Senior Certificate for schools, both qualifications at level 4 on the National Qualifications Framework, and a Grade 11 national textbook catalogue, were developed in 2005/06.

The Strategy on Racial Integration to address racial discrimination in the system will be further implemented in the 2006/07 financial year.

In order to improve the understanding of health-related issues that impact on the system, a Framework on Health and Wellness is being developed. A memorandum of understanding was signed between the South African

Department of Education and the Ministers of Education of Malawi, Mozambique, Swaziland and Zambia, the United Nations Children's Education Fund and the Media in Education Trust on the subject of schools as centres of care and support for learners.

The formation of partnerships and the provision of supportive resources to build safe schools were the main outcomes of the strategic objectives. "Signposts for Safe Schools" books were distributed and a partnership was formed between the Department and the United Nations Office of Drugs and Crime, to assist the Department in implementing the National Drug Policy Framework for Public Schools and FET Institutions.

While the new policy for the measurement of research outputs of higher education institutions was implemented, the process of extending it to the creative and performing arts has been delayed and will be undertaken in 2006. Work on a database of the activities of South African higher education institutions operating outside of the country has yet to be completed.

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

*Statistics at a Glance in South Africa 2003, Statistics at a Glance in South Africa 2004* and broad statistics in *School Realities 2005* were published. The 2006 10th Day School Census on learner enrolment, educators and institutional data was successfully conducted. The Department organised and facilitated the training of school and district personnel on the implementation of the South African School Management System (SA-SAMS) in 575 nodal schools in the Presidential Nodal Areas, hosted the National Consultative Conference on Education, and developed a draft monitoring and evaluation framework for the education system.

The ELRC Collective Agreement No. 5 of 2006, on improved career pathing opportunities for post level 1 educators, which will allow these educators to progress to salary level 9 without applying for and being promoted to higher vacant posts, and accelerated pay progression for educators on all levels, was concluded in March 2006. The accelerated salary progression for educators on all levels provides for educators who consistently perform well to qualify for the awarding of more than a single notch per annum, or up to five notches over a three-year period. The integrated quality management system with regard to the evaluation of educators' performance was implemented for the first time and seven of the nine provinces successfully completed evaluations of educators and financially rewarded educators who performed satisfactorily.

A report on the review of financing, resourcing and costs of education in public schools was approved by Cabinet in June 2003 as a plan of action for improving access to free quality basic education for all. On the basis of this report the school funding norms and the South African Schools Act were amended in 2005/06 to abolish school fees for the poor and ensure that parents unable to afford school fees are exempt from paying them. The Department also

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developed management systems for school budgeting, auditing and procurement for use by provincial education departments.

No-fee schools became a reality with the promulgation of the Education Laws Amendment Act, 2005. For the first time since 1996 schools could be declared no-fee schools. Provinces undertook voluntary implementation of the no-fee schools policy in 2006. In 2007 the Minister will declare certain schools as no-fee schools after consulting Education MECs.

All 179 schools with “learners under trees” identified in September 2004 had been assisted by the provincial education departments by the end of March 2006. Targets set for the 2005/06 financial year by provincial education departments in respect of providing basic services, namely water, sanitation and electricity, have been achieved and in some cases targets have been exceeded.

A comprehensive analysis of education expenditure was completed and the database containing financial and non-financial information was completed.

Various projects were undertaken to eradicate illiteracy in young learners in a coherent and accelerated manner. The delivery of 100 storybooks for Foundation Phase learners in 5 233 primary schools took place in 2005/06 with the support of the Netherlands. Forty of Africa’s best books were also provided for Grade 9 learners in 751 secondary schools.

Learning and Teaching Support Materials for the implementation of the Religion and Education Policy were prepared in the year under review.

There is a significant increase in Grade R learners and the target of enrolling 400 000 learners in Grade R classes at both schools and community-based sites was met in 2005.

With regard to inclusive education, a costing study on the conversion of selected primary schools into full-service schools was conducted, and district-based support teams were established in 30 districts. Furthermore, a draft strategy for screening, identification, assessment and support and guidelines for inclusive learning programmes have been finalised.

A total of 1 080 General Education and Training Senior Phase educators attended the Advanced Certificate in Education course at six higher education institutions.

A baseline study on learner achievement in literacy, mathematics and natural sciences was conducted on a sample of 35 000 learners at Grade 6 level in 2004/05. The findings of the study were reported at national, provincial and classroom levels for appropriate interventions. The study provided a scientific basis for identifying quality “gaps” in the system, as well as contextual factors that impact significantly on the transformational goals of access, equity and quality in education.

Phase 2 of the professional and technical development of the Quality Promotion and Assurance Database System, which is a user-friendly web-enabled system, was successfully completed. The system is used for capturing, collating, storing and disseminating data related to quality promotion and assurance in graphical and spatial (map) formats.

In respect of the Further Education and Training (FET) colleges recapitalisation programme, recapitalisation plans have been completed and approved. An audit of FET college programmes and staff establishment norms for FET colleges was carried out, and guidelines for the management of multi-campus institutions were developed. The recapitalisation of all 50 FET colleges will continue and priority skills programmes for South Africa will be introduced. Draft norms and standards for the funding of FET colleges, which cover the programmatic funding of FET colleges, are in the final stages of development.

The National Curriculum Statement for Grades 10 to 12 was declared policy and gazetted in July 2005. Subject Assessment Guidelines were developed and distributed in November 2005 and national core training teams trained provincial training teams in all provinces on the implementation of the National Curriculum Statement for Grades 10 to 12. Monitoring and support was provided during both generic and subject-specific training. Furthermore, learning programme guidelines were finalised and aligned with subject statements, and have been distributed for printing by provinces.

With regard to external examinations for schools and colleges, the examinations at all FET colleges were administered successfully. Marking centres have been aligned to the current landscape of the 50 FET colleges. The Senior Certificate examinations were administered successfully and a report on them was released on 29 December 2005. The security of the examination system was also upgraded.

The Department continues to implement e-learning strategies. During 2005, the Department collaborated with private sector companies (i.e. Microsoft and Symantec) for software for schools. Negotiations are continuing, and the Department of Communication will connect schools at a discount.

A framework for educator competencies in Information and Communication Technology (ICT) as well as models for the use of ICT in efficient management, administration, teaching and learning were developed. The e-START framework was developed to determine the e-readiness of schools and to assist in the aggregation of ICT data at provincial level.

With regard to teacher training in Mathematics and Science, electronic content was distributed to all Dinaledi schools through the provincial coordinators, the Cuban Tutors and the Educational Portal, Thutong. Training courses for Mathematics Literacy and Mathematics have been completed and teacher-training manuals were developed and distributed to the provinces.

## DEPARTMENT OF EDUCATION – VOTE 15

# Management Report

for the year ended 31 March 2006

A report on the status of gender in education was submitted and a workshop on gender-based violence was conducted for 87 boys from nodal areas in the Western Cape. The Torch of Peace (a non-violence campaign) reached 49 schools in six weeks.

The Strategy on Racial Integration has been produced and is being distributed to schools. Approximately 1 200 school and office-based educators and district officials were trained in Human Rights in the curriculum. Guidelines on how to manage schools in line with the values of the Constitution were distributed to schools. The Department held a language festival in celebration of Youth Day, and the Flags in Schools project was launched in September 2005.

To address the challenges faced by provinces with regard to food safety in the National School Nutrition Programme, the Department conducted provincial workshops on food safety and hygiene and trained 240 district officials as master trainers for food handlers.

In 2005/06 activities and events related to school enrichment programmes included the Tirisano Competitions that were held at school, district, provincial and national level in July 2005, the Girls Games Festival that was held in Gauteng at the University of the Witwatersrand, the Farm and Rural School Games that were held from 19 to 21 August 2005, the cross country event that took place in Kimberley, an indigenous music, dance and games festival, the Summer Games, the 2006 National Schools Aquatic Championship, the National Schools Language Festival and the National Concert where learners performed in various national and international musical genres.

The institutional restructuring process for the higher education institutions (HEIs) through mergers and incorporations has been completed. The merger of the University of the Transkei, Border Technikon and Eastern Cape Technikon to establish the Walter Sisulu University of Science and Technology, Eastern Cape, took place on 1 July 2005, having been postponed from 1 January 2005.

Substantive councils are now in place in all newly established institutions and two (North West University and Unisa) have finalised new institutional statutes. The process of harmonising salaries, conditions of service, and administrative and management systems has been concluded at most institutions. However, as anticipated, academic restructuring will require more time and careful planning.

A number of institutions have completed their institutional operational plans, including the University of KwaZulu-Natal, which received R150 million to support the relocation of its academic faculties, and the University of Fort Hare, which received recapitalisation funds of R100 million. A number of others are expected to complete their institutional operating plans during 2006.

Funds from the restructuring budget were made available to a number of HEIs for the refurbishment of student residences and other infrastructure – R30 million went to Fort Hare, R42 million to North West University, R36 million to Tshwane University of Technology and R18 million to Cape Peninsula University of Technology.

In respect of student enrolment, discussions continued with all public HEIs regarding the management of enrolment growth in line with national policy goals and objectives. In order to support national human resource development goals, all public HEIs were asked to identify priority areas in which they had the potential to increase enrolments. This process has delayed the approval of individual institutional and national enrolment plans. It is anticipated that these will now be finalised only by the end of 2006. In the interim, funding allocations have been made in such a way that institutional shares of the teaching input component of the block grant have been maintained in order to ensure that there is no de-stabilisation of the higher education system.

A national conference was convened in February 2006 on the Status of African Studies in HEIs. The conference brought together local, continental and international experts in the field.

### Spending trends

The under-expenditure of R193,109 million on the Department's programmes, measured against the allocations after virement, is as follows:

Programme	Under-expenditure in R'000	Percentage
1. Administration	2 241	2,40%
2. Planning and Monitoring	5 316	12,87%
3. General Education	15 111	6,40%
4. Further Education and Training	4 531	1,86%
5. Quality Promotion and Development	2 836	0,25%
6. Higher Education	160 220	1,48%
7. Auxiliary and Associated Services	2 854	6,90%
<b>Total</b>	<b>193 109</b>	<b>1,53%</b>

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

## 2. SERVICES RENDERED BY THE DEPARTMENT

The Department is responsible, mainly, for the formulation of a national education policy and for monitoring its implementation. However, services were rendered on a national basis in respect of FET college examinations and certificates and the registration of private HEIs. The total revenue collected in this regard for the year under review amounts to R673 819.



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# Management Report

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## Tariff policy

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

Entrance fee for examinations	Tariff in R
(a) Fields of study such as Engineering (N1 to N3), Business (N1 to N3), General Studies, the National Senior Certificate (NSC) and the National Intermediate Certificate (NIC)	18,00
(b) Higher than Senior Certificate	24,00
(c) Exemption: Hair Salon Practice N1 to N3	-

## Application for remarking of examination scripts

(a) For all standards and grades	73,50
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## Application for certificates

(a) For a certificate stating that a candidate has complied with the minimum requirements to pass the point of withdrawal, or where a certificate is issued to replace previous certificates of subjects passed	15,75
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## Other

(a) Reissue of statement of 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: <ul style="list-style-type: none"> <li>• Local and neighbouring countries</li> <li>• Other countries</li> </ul>	105,00 125,00
(f) Application for additional time and/or assistance	44,10
(g) Viewing of scripts	-
(h) Late entry or amendments penalty	10,50
(i) Syllabuses (only applicable to examining bodies that supplied syllabuses to other examining bodies or candidates)	0,35
(j) 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

## Free Services

None

## Inventories

The inventories on hand at year-end amounted to R2,092 million and were made up as follows:

Item	Amount, in R'000
Stationery	1 948
Domestic consumables	144
<b>Total</b>	<b>2 092</b>

The costing method used was the average price.

## 3. CAPACITY CONSTRAINTS

The revised staff establishment of the Department consists of 925 posts and was approved on 4 July 2005. On 31 March 2006, 738 posts were filled, leaving 187 vacancies. 151 Posts were filled in 2005/06. However, taking the above into account, it is evident that the vacancies would have had a negative impact on capacity and on implementation. The Department also suffers from a relatively high staff turnover rate. Furthermore, the Planning and Monitoring Branch lacks capacity with regard to the skills required to develop information systems, particularly in respect of the management of education human resources and infrastructure planning. Proposals have been made regarding the use of better technical skills from South Africa or elsewhere. Donors have been approached to fund some of these capacity constraints. A number of personnel have been identified for high level international training in planning and monitoring.

## 4. UTILISATION OF DONOR FUNDS

The Department received donations totalling R80,802 million in cash from foreign donors in the 2005/06 financial year. Expenditure of R78,587 million has been incurred against funds held in the RDP Fund. The balance of funds available to the Department in the RDP Fund, as at 31 March 2006, is R105,814 million.

### Donor funds were utilised mainly as follows:

- The European Union (EU) has made 60 million euros available for the upgrading of 100 schools in Limpopo, the Eastern Cape and KwaZulu-Natal by 2008. The amount includes the appointment of an international technical assistant (TA) to assist with programme management and the appointment of a project implementation team to assist with procurement. These appointments are grants in kind and funded out of the budget managed by the EU. The TA and programme implementation team are housed by the departments of education. The annual work plans have been developed and approved by the EU. Tender documentation for the construction of schools has been finalised and construction will start in September 2006.
- In terms of an agreement between the Government of South Africa and the EU, a grant of 20 million euros (approximately R150 million at the current exchange rate) has been made available to the Department over a period of four years (2005 to 2009). The EU funding for the HEAIDS programme supports the Department of Education and South Africa's HEIs in developing and strengthening their capacities, systems and structures to address the challenges posed by the HIV and AIDS pandemic. The financing agreement was signed in 2005, although no transfers were made in the period under consideration.
- The allocation for the year of R81 million for the Sectoral Budget Support Programme funded by the Netherlands was utilised mainly as follows:



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## Funding of the audit of provincial education facilities, provincial monitoring and section 14 schools

A comprehensive technical audit of education facilities in provincial education institutions to determine the state of education facilities, including shortages and backlogs, and to cost the extent of the backlogs was conducted. The target of auditing 8 000 sites by 31 March 2006 has been achieved.

## National Curriculum Statement 2005

The funds were utilised for the translation of the National Curriculum Statement into all the official languages, as well as the translation of various teacher guides.

## Reading Books

The provision of storybooks to schools was also funded from the Netherlands donor funds (R15 million).

## National Framework for Teacher Education

The funds were utilised for the editing of the first draft of the framework.

## National Professional Diploma in Education

R12 million has been utilised to pay for the bursaries of a total of 2 539 second-year NPDE teachers in nine public HEIs.

## National Curriculum Statement (GET)

R1 million was utilised for the monitoring and evaluation of implementing the NCS in the Foundation Phase.

- Training manuals for the human resource development component of the Inclusive Education project were compiled using funds made available by Finland and Sweden. A linkage programme (study visit to Finland) and remuneration of a project management service provider for the field-testing of Inclusive Education was undertaken. The balance of the two donations, amounting to R52,427 million, will be spent on the actual conversion process in the course of 2006.
- The Canada-South Africa Teacher Development project, funded by the Canadian International Development Agency (CIDA), supported the Department in coordinating in-service educator training policies and strengthening the capacity of the Gauteng, Free State and Mpumalanga Education Departments. The following activities took place during the 2005/06 financial year:
  - The development of the skills of both national and provincial teacher education officials by funding their training in practical project management at the Unisa School of Business Leadership.
  - The development of internal project monitoring tools.
  - The development of a continuous professional educator development database system.
  - A closing conference held in May 2005 and further collaboration produced a model for school-based teacher development in October 2005.
- The grant agreement between the Government of South Africa and the Royal Government of Norway provides R65 million to the Department over a period of four years (2005 to 2009). The purpose of the programme is to give support to the Department in meeting its national objective of building a higher education system that is based on principles of social justice and equity and that has the capacity to operate effectively and efficiently to meet the educational, cultural and economic needs of a diverse society. Planned interventions include the access, retention and successful education of students; capacity building, through building administrative, academic and management capacity; and SADC collaboration, through enhancing cooperation and building partnerships between HEIs in South Africa and other SADC countries.
- In terms of an agreement between the Government of South Africa and the European Community, a grant of 4,950 million euros (approximately R37 million at the current exchange rate) has been made available to TABEISA through the Department over a period of four years (2004 to 2009). The purpose of the programme is to generate increased employment of people from disadvantaged groups through the dissemination of entrepreneurial skills, and the creation of confidence towards the development of small business.
- A budget of R2,9 million was provided for the 2005/06 financial year in terms of an arrangement between the Department and the United Kingdom Department for International Development (DfID) in respect of higher education. This funding was used to support (i) the activities of the Department's Merger Unit in the restructuring and transformation of the South African higher education system, (ii) a review of resourcing and funding of the higher education system, and (iii) for work done by the Council on Higher Education (CHE) on accreditation and coordination, institutional audits, quality promotion and capacity development.
- The promotion, communication and distribution of the National Curriculum Statement for FET was made possible by the funds from the Taiwanese Government.
- Teacher resource packs for the Dinaledi project and teacher development for curriculum implementation have been funded by the French.
- The development of Learning and Teaching Support Materials for the implementation of Religious Education in the curriculum, funded by DfID, was conducted in 2005.
- The development of the Advance Certificate in Education was funded by the Shuttleworth Foundation.
- The Government of South Africa and the Government of Finland entered into a grant agreement of 8,3 million euros (approximately R62 million at the current exchange rate) to support the Department over a period of four years (2005 to 2008). The programme is divided into three components (i) support for HEIs' merger-related ICT expenditure, (ii) the development of quality assurance at the merged institutions by the CHE and the Higher Education Quality Committee (HEQC), and (iii) to improve research and collaboration.
- The United States Agency for International Development (USAID): Integrated Education Programme provides assistance to the Department for support to the Planning and Monitoring Branch in the form of the appointment of three full-time local, one part-time foreign and one part-time local technical assistants to assist the Department with Financial, Education Economics, Human Resources and Information policy, planning and monitoring matters.

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- The Carnegie Corporation of New York has given scholarships to 150 female undergraduate students at eight South African universities, primarily for studies in the fields of science, engineering and health sciences, with some students in education and economics, and a small number in the humanities. The first recipients of the scholarship are currently in their fourth year of study. There were 14 first-time graduates in 2005. These students are continuing with postgraduate degrees. More students will graduate in 2006. Formal and informal career development and student support sessions are held during the academic year and the scholarship office maintains fairly regular contact with the students. Although the last recipients have been selected, the project will continue as students progress through their undergraduate degrees (students receive a maximum of five years of funding, depending on the length of their course). In addition the project is conducting research related to the experiences of women students in higher education in South Africa. A research team has been put together and the research is in progress.
- The Tirisano competitions were partially funded by First National Bank, which subsidised the provincial choir championships, covered most of the costs of the national choir championships, and provided incentives and financial support for outstanding performances by schools and learners competing in the opera categories.
- Undertaking an audit of Rhodes University and preparing for the forthcoming audit of the University of Stellenbosch. The profiles will be made available to institutions before institutional audit visits.
- Conducting national HEQC workshops with colleagues from Australia and India.
- Finalising a synchronised database for the accreditation, registration and approval of programmes and qualifications.
- The accreditation of 132 out of 143 programmes of private providers and 198 out of 236 programmes of public providers.

### 5.2 Education Labour Relations Council (ELRC)

The ELRC is 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. It also analyses the education situation in the country and keeps abreast of relevant international developments and trends. The ELRC does not receive direct transfers from Government, but relies on membership fees from educators, employer contributions and interest on investments for its revenue.

During 2005/06, five collective agreements were concluded at provincial level and seven at national level. Among these are the agreements dealing with the permanent employment of temporary educators in Limpopo, school grading norms, improved career pathing for qualified level 1 educators, and accelerated progression for all educators on applicable salary scales. These measures improved general conditions of service for educators.

In 2005/06, 649 disputes were referred to the Council, a decrease of 3,3% compared to the 671 cases in 2004/05. The majority of disputes referred were about unfair labour practices (60%) or dismissals (23%). The achievement rate in resolving disputes was slightly lower than the previous year (just over 5%).

The Council approved a new constitution that is in line with the Public Finance Management Act and the Labour Relations Act.

During 2005/06, reports on Educator Supply and Demand in the SA Public Education System, as well as Educator Workloads were made public at a press conference. The ELRC also participated in the Southern African Policy Dialogue of the International Labour Organisation, which culminated in the adoption of the Pretoria Declaration on Teachers.

### 5.3 National Student Financial Aid Scheme (NSFAS)

The NSFAS is 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

## 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 established in terms of the Higher Education Act, 1997. It is responsible for advising the Minister on higher education matters, including new funding arrangements, language policy and the appropriate structure for the higher education system. It is also responsible for designing and implementing a system for quality assurance in higher education through its subcommittee, the Higher Education Quality Committee (HEQC). It promotes students' access to higher education, publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. The CHE's income comprises government subsidy, donor funds and interest on investments. The Department transferred an amount of R28,906 million to the CHE during 2005/06.

In 2005/06 the CHE carried out a number of projects, which included the following:

- The production of a policy advice report on student enrolment planning in higher education.
- The production of a policy on minimum admission requirements for the higher certificate, diploma and bachelor's degree programmes requiring an FET certificate.
- Undertaking reviews of Master's degree programmes.

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student financial aid. An amount of R864,092 million was transferred to the NSFAS in 2005/06. Other revenue comprises donor funds, money repayable on study loans, and interest on investments.

### *During 2005/06:*

- An amount of R1,217 billion was awarded to 106 852 students at South Africa's 23 public HEIs. Of the recipients, 54% were women, 92,4% African, 5,4% coloured or Indian and 2,2% white. For the first time, NSFAS made advance payments available to institutions to cover upfront payments for those students who were likely to be NSFAS loanees and who would require NSFAS funding to meet their upfront payments.
- NSFAS completed research on the allocations formula with particular reference to including a more accurate factor for need in the formula, rather than merely race and gender, and a formal report is being drafted for the Minister's consideration.
- Workshops and information sessions were held in three provinces (Limpopo, KwaZulu-Natal and the Eastern Cape) with Non-Governmental Organisations (NGOs), community structures and student structures. NGOs with which NSFAS will be developing a longer-term relationship have been identified in Limpopo and KwaZulu-Natal.
- NSFAS has also distributed posters and flyers to more than 6 000 public and private secondary schools in the country. Posters and booklets for the 2006 academic year have been sent to all HEIs. Advertisements have been placed in a number of mass-marketed publications aimed primarily at NSFAS's target market.

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

SACE is established in terms of the South African Council for Educators Act, 2000. It is responsible for the registration, promotion and professional development of educators, and for setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from government, but relies on employees' registration fees and interest on investments for its revenue.

### *During 2005/06:*

- A total of 14 690 new educators were registered.
- SACE commenced with the separate registration of ECD practitioners and 1 803 educators are already registered on their database.
- SACE updated the printing of educators' registration numbers to promote better communication with educators at the end of March 2006.
- The verification of data for public school educators was accomplished via state payroll.
- A review of registration criteria for foreign educators directed that such registrations should be dealt with separately to safeguard the ethics of the profession. The criteria also include proof of professional standing and legal entry into South Africa.
- Research was undertaken on teacher professionalism, teacher relief and the possibility of a professional development policy for educators.
- 4 300 educators benefited from professional development portfolio workshops in four provinces.

- 1 412 educators participated in IQMS performance standard workshops in two provinces.
- The Council adopted a comprehensive resolution regarding Continuous Professional Development informing participants in the National Framework for Teacher Education.
- 242 complaints of which 102 were related to the SACE Code of Ethics were received.
- 17 investigations and six hearings resulted in four educators being struck off the roll for abuse and theft. The Council decided not to allow "plea bargaining" procedures.

### 5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, 1995. Its main function is to develop and implement the National Qualifications Framework. It focuses on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. An amount of R38,567 million was transferred to SAQA during 2005/06. Other revenue comprises donor funds received, fees charged for processing the applications of private HEIs and interest on investments.

### *During 2005/06:*

- The outcome of the first quality audit cycle of Education and Training Quality Assurance bodies (ETQAs) led SAQA quality auditors to develop *The Qualitative and Quantitative Analysis Report*.
- After the audits, SAQA assisted several ETQAs to deal with all identified non-compliance. As a result these ETQAs received accreditation for the next three-year cycle on 27 September 2005. SAQA's intervention gives learners and providers of education and training the certainty that all ETQAs are compliant with their legislative responsibilities and that the quality of education is maintained.
- SAQA was engaged in the NQF Impact Study, which intends to support, in particular, evidence-based decision-making at all levels of the education and training system. South Africa is the first country in the world to attempt to measure the progress of their NQF in such a comprehensive and empirical manner.
- A total of 91,2% of the 741 qualifications has been allocated to ETQAs. One example of where the NQF is making a major impact is in improving the quality of financial advice given to consumers. NQF-registered qualifications and skills programmes and the Financial Advisory and Intermediary Services Act are working together to ensure that all financial advisors are appropriately qualified.
- Most of SAQA's work entails capacity building for the implementation of the new education and training system. SAQA has established the NQF Support Link and the NQF Community Gateway, which are intended specifically to support the FET recapitalisation project. Five hundred learners have registered for the capacity building programme. The NQF Gateway, launched in 2005, provides an online entry point to NQF-related information and services and already has over 1 000 subscribers to the site.

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- Two extensible markup language (XML) facilities, one to enable clients to download the contents of the searchable database and the other to enable clients to download the report, Trends in Public Higher Education in SA 1992 to 2001, were implanted in the National Learners' Record Database (NLRD). Work on the update to the latter report up to 2004 has commenced. Reports on the uptake of qualifications in terms of their allocations to ETQAs for quality assurance and of learners' endorsements and achievements were produced.
- A minimum standard for ETQA submissions to the NLRD was introduced and implemented. Seven ETQAs met the standard and intensive effort was expended in assisting the other 24 to meet it. A contract with the Umsobomvu Youth Fund allowing NLRD learner achievement data to appear on the Umsobomvu Youth Fund website, was signed and implemented.

## 5.6 Umalusi (Council for General and Further Education and Training Quality Assurance)

Umalusi is established in terms of the General and Further Education and Training Quality Assurance Act, 2001. Its main functions are monitoring the suitability and adequacy of standards and qualifications, promoting quality improvement among providers, assuring the quality of learner assessment at exit points, and issuing certificates for learner achievement in terms of standards or qualifications registered on the NQF. An amount of R11,119 million was transferred to Umalusi during 2005/06. Other revenue comprises fees charged for services, donor funds, contributions received and interest on investments.

The 2005/06 financial year was spent reviewing and improving Umalusi's examinations quality assurance processes, and revising and improving examination systems guided by the results from the comprehensive research into the comparability of the Senior Certificate examinations. Particular attention was given to the cognitive challenge of question papers, and this has resulted in more challenging papers. The monitoring of examinations has also improved, in respect of the three key stages, namely, the state of readiness of assessment bodies, the conduct of the examination and the results stage. Feedback was provided on a daily basis to assessment bodies on marking samples sent to Umalusi.

Since examinations are used as an effective tool to control the quality of education systems in South Africa, Umalusi had to develop an accreditation role in the area of examination. In order for Umalusi to ensure that both private and public assessment bodies had the capacity to deliver and manage examinations that were credible and of the highest standard, all assessment bodies were evaluated. Most of the assessment bodies' conditions for provisional accreditation were satisfied, and those whose conditions were not satisfied were allowed limited time to adjust and correct their programmes.

In 2005, Umalusi provided provisional accreditation to 180 independent schools, 60 adult education and training centres and 102 FET colleges. Approximately 400 of the providers that were already in the system submitted self

evaluation reports to Umalusi in March 2005. Umalusi also started with compliance site inspections in the FET colleges sector, an initiative that will be extended to other sectors in the next financial year.

Umalusi conducted research to obtain a better understanding of the relative standards of different courses and subjects offered at FET Colleges and high schools in South Africa, and to establish the extent to which these different courses prepared learners for higher education. The two main findings were that, firstly, college subjects were not of the same standard as school subjects and, secondly, college subjects did not prepare learners for degree study at HEIs. Umalusi observed that many countries with successful vocational education had programmes that continued at higher education levels.

In April 2005, Umalusi launched a new certificate which has new security features such as watermarks, holograms and the national coat of arms, and which should withstand new technology used by forgers.

## 6. OTHER ORGANISATIONS TO WHICH TRANSFER PAYMENTS HAVE BEEN MADE

### 6.1 Higher education institutions (HEIs)

Funds are transferred in order to support HEIs to enable them to perform their core functions, that is, 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 the sustainability, affordability and responsiveness of the higher education system, to enable it to contribute to the social and economic development of South Africa. A total amount of R9 740,336 million was transferred to HEIs in 2005/06.

### 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 R101 000 was transferred to the ETDP SETA in 2005/06.

### 6.3 Fulbright Commission

The Commission was established to give effect to the South African Government's obligations in terms of its agreement with the Government of the United States of America concerning the establishment of the South African-United States Commission for Educational Exchanges, for the purpose of providing educational and professional exchanges of students between the two countries. An amount of R1,753 million was transferred to the Fulbright Commission in 2005/06.

### 6.4 Other transfers

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

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, make these agencies aware that their practices should be adapted to the needs of nationally-driven education policies, programmes and projects, and develop a consensus between ministries and agencies on approaches to the major issues facing education in Africa. An amount of R10 000 was transferred to ADEA in 2005/06.



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

An amount of R61 000 was transferred to this Centre in 2005/06.

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

An amount of R5,610 million was transferred to UNESCO in 2005/06 as South Africa's annual membership fees.

- **Commonwealth of Learning**

An amount of R1,669 million was transferred to the Commonwealth of Learning in 2005/06.

- **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 R310 000 was transferred to the University of KwaZulu-Natal for this Commission in 2005/06.

## 6.5 Conditional grants to provincial education departments

Two conditional grants, the HIV and Aids Life Skills Programme and the National School Nutrition Programme (NSNP), were allocated to the Department during the period under review. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2005, had been met.

The total allocation per conditional grant for 2005/06, in R'000, is as follows:

Conditional grant	Total allocation	Amount transferred	Total Amount spent	% spent
HIV and Aids Life Skills Programme*	136 293	136 293	166 833	122,41
National School Nutrition Programme	1 112 151	1 112 151	1 016 931	91,44
<b>Total</b>	<b>1 248 444</b>	<b>1 248 444</b>	<b>1 183 764</b>	<b>94,82</b>

\* *Overspending is possible due to under-expenditure in 2004/05 rolled over to 2005/06 in the provinces, as well as possible supplementary allocations by provinces from provincial funds.*

### 6.5.1 HIV and Aids

The main objective of this conditional grant is to integrate the Life Skills: HIV and Aids programme into the school curriculum and to care for and support educators and learners infected with and affected by HIV and Aids.

Achievements during the 2005/06 financial year:

- 505 750 principals, educators and communities were reached by way of creating awareness and advocating support for the implementation of the programme.
- 1 700 district officials were trained as master trainers to train educators to teach life skills in schools.
- 21 000 educators were trained to teach the Life Skills programme as part of the curriculum.
- 39 000 learners were trained in peer education and 3 900 educators were trained to support and guide peer education activities in schools.

- 4 700 educators were trained on care and support for the affected and infected learners.
- 7 000 schools were provided with age appropriate learning, support and teaching materials.

### 6.5.2 National School Nutrition Programme (NSNP)

The main objective of this programme is to alleviate short-term hunger and enhance learning capacity among the poorest school learners through school feeding.

Achievements for the 2005/06 financial year include:

- The Department monitored the implementation of the programme in all provinces through visits to identified schools every two weeks. Together, the national and provincial departments conducted 6 440 monitoring visits.
- Expenditure trends and the achievement of objectives were monitored and reported every month and every quarter. An analysis template, which allows for a clearer analysis of expenditure on unit costs, was developed to accompany the quarterly reporting form received from provinces.
- The following best practices were developed for feeding models in different provinces:
  - A revised document for menu options, which will be used in 2006/07.
  - Stringent guidelines for manufactured foodstuffs were developed in collaboration with the Department of Health.
  - 3 017 food gardens were established with the support of communities and partners at district level in order to improve household food security.
  - Teaching and learning materials with messages on healthy lifestyle and good nutrition were developed for Grades R to 7 levels.
  - Phase 1 of the Baseline Study on NSNP strategic objectives and the nutritional status of learners was completed. A report with recommendations is available.
  - All provinces complied with the requirement to feed learners in the programme a minimum of 156 days per school year. As a result of the additional funding of R200 million, provinces were able to increase the number of days in the fourth quarter and to procure cooking and eating utensils.
  - The Department conducted workshops on food safety and hygiene in provinces and trained 240 district officials as master trainers for food handlers. Workshops will continue throughout the country, with master trainers training food handlers who work in schools. The role of the Department's officials will be to provide mentorship and quality assurance.

### 6.5.3 Compliance with DoRA

In terms of section 20(5) of the Division of Revenue Act, 2005 the duties of the transferring national officer include to submit a monthly report to National Treasury not later than 20 days after the end of each month in the format determined by National Treasury. This obligation was adhered to. In terms of section 22(1)(a) of the Division of Revenue Act, 2005 the duties of the receiving officer include to submit a monthly report to the relevant provincial treasury and the transferring national officer by the 15th of the month. All provinces did not adhere to this obligation for all months of the financial year.

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At the beginning of the financial year when provinces are notified of their allocations for the new financial year, a paragraph on reporting is included in the letters to the provincial Heads of Departments. This is to ensure that provinces do submit their reports on the 15th of a month as required by both the PFMA and the Division of Revenue Act (DORA).

The Department implemented additional measures in cases where provinces were still not complying with this requirement. As a first step, reminders in the form of letters are addressed to the Provincial Heads. Provinces were also contacted telephonically and by e-mail on a monthly basis to request the submission of inputs on the prescribed date. Provinces were also reminded in the provincial meetings held with provincial coordinators to comply with DORA.

#### 6.5.4 Late approval of business plans

On 27 September 2004, a workshop was held with the provincial coordinators to support provinces in the development of business plans for 2005/06. The past performance including the risks and constraints identified in 2004/05 were taken into account in formulating a risk management strategy for 2005/06. It was agreed with provinces that on 30 October 2004, draft business plans must be submitted to the Department for evaluation, before they can be signed off in the provinces. The Eastern Cape did not submit the business plan.

Business plans were evaluated during December 2004. On 10 January 2005, comments were sent to provinces to amend and circulate for signatures in the province. Provinces further submitted the signed business plans and on 7 April 2005, the Director-General approved these plans. The Eastern Cape submitted the draft business plans on 30 March 2005 for the first time, which had to be evaluated, amended and signed in the province.

In order to comply with the requirements of the DoRA, the Department informed the Province and National Treasury about the outstanding business plan. To this effect, the first transfer payment to the Province was delayed. Further to this, the Province submitted the business plan. Hence the Certificate of Compliance dated 27 May 2005.

## 7. PUBLIC-PRIVATE PARTNERSHIPS (PPPs)

The Department is currently entering into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department. The concession agreement could not be signed in 2005/06 as intended, since the request for a proposal was issued to the preferred bidder only in May 2005. In July the preferred bidder submitted the bid documentation, after which negotiations to finalise the concession agreement started. It is envisaged that negotiations will be finalised, financial close reached and construction commenced during 2006.

## 8. CORPORATE GOVERNANCE ARRANGEMENTS

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

The Internal Audit Unit assisted management with the Department's annual risk assessment process. The Internal

Audit Unit has a Forensic Audit component for the purpose of investigating alleged fraud and corruption in the Department. A Fraud Prevention Plan is in place and was reviewed to ensure that it meets the requirements of the Department.

### 8.2 Internal Audit Unit

The Internal Audit Unit is operational, with appropriately-skilled personnel. It functions effectively in terms of the Treasury Regulations and the Public Finance Management Act, No. 1 of 1999 (PFMA). In 2005/06 an audit plan was developed from the risk assessment conducted in the Department and was approved by the Accounting Officer. During the year under review, internal audit engagements were performed in accordance with the Standards for Professional Practice of Internal Auditing, and according to the audit plan. Where appropriate, the Department implemented the recommendations made in the Internal Audit reports on controls. Internal Audit quarterly reports were compiled and submitted to the Audit Committee. An anti-corruption unit was established and presentations were made to all staff in the Department on fraud and corruption.

The Unit also performed the internal audit functions at three of the Department's public entities, namely, the CHE, Umalusi and the ELRC.

### 8.3 The Audit Committee

The Audit Committee is in place and functions effectively in terms of the Treasury Regulations and the PFMA. The Committee meets four times a year.

### 8.4 Management processes for minimising conflict of interest

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

### 8.5 Implementation of a code of conduct

The code of conduct 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 management ensures that all staff adheres to it. The two Codes of Conduct – one for Public Servants and one for CS 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 and the Disciplinary Code and Procedures for educators/CS 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 was approved and implemented in the Department. The policy aims to create a conducive work environment for all staff in the Department.

# Management Report

for the year ended 31 March 2006

## 8.7 Other Governance Structures

- Departmental Standing Tender Committee

The Committee is responsible for the evaluation of tenders or bids and makes recommendations to the Director-General on how these are awarded. The Committee also ensures that tender processes are fair, equitable, transparent, competitive and cost-effective, and that they comply with the PFMA and other relevant legislation, and National Treasury guidelines. The members of the Committee are appointed by the Director-General and are chief directors from the various branches in the Department. The Committee meets at least once a month.

- Information Technology Committee (ITC)

The purpose of the ITC, which meets once a month, is to regulate the purchasing of computer equipment and software and of labour-saving devices in the Department. The ITC considers the purpose for which the equipment is needed and how the equipment requested 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 AND ACTIVITIES TO BE DISCONTINUED

- The South African National Literacy Initiative – This activity was incorporated into the Adult Basic Education and Training Directorate.
- Information Technology – The State Information Technology Agency (SITA) is now rendering this support service to the Department.
- Fulbright Commission - The agreement with the Fulbright Commission came to an end in the 2005/06 financial year.

## 10. NEW AND PROPOSED ACTIVITIES

- Greater focus on building relations and playing a leadership role within SADC and the African continent, in the field of education.

The main functions of this activity are to co-ordinate the SADC protocol on Education and Training, and the AU and NEPAD programmes, and to promote partnerships with other African countries.

- Research

The purpose of this activity is to conduct ongoing research towards improved education.

- FET Policy and Planning

The purpose of this activity is to develop policy and plans and to monitor the implementation of policy in the FET college system.

## 11. ASSET MANAGEMENT

### Progress with regard to capturing assets in the register

- All the old and newly acquired assets are captured on the asset register with the financial value.
- Minor assets of less than R5 000 are valued at R1 and major assets of more than R5 000 are valued at the original purchase price less depreciation.
- The Department has updated the asset register from 1999 until 2006.

### Establishment of asset management units and asset management teams

The Asset Management Unit was established in 2004. Asset Management Teams are not applicable to this Department since our provincial departments are autonomous.

### Indication of the extent of compliance with the minimum requirements

The asset register complies with the minimum requirements.

### Indication of the extent of compliance with asset management reforms milestones

All assets have been recorded in the asset register and a draft policy has been developed.

## 12. EVENTS AFTER THE REPORTING DATE

None

## 13. PERFORMANCE INFORMATION

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

Monthly and quarterly progress reports in respect of the projects outlined in the strategic plan for 2005/06 were submitted to the Minister during the year.

For information concerning the Department's performance, please see the information on pages 95 to 97 of this Report. For more detail you are referred to the contents of the Annual Report.

## 14. SCOPA RESOLUTIONS

None

## 15. OTHER

None

### APPROVAL

The annual financial statements set out on pages 108 to 151 have been approved by the Accounting Officer.

Mr D Hindle  
Director-general  
25/07/2006

# Report of the Audit Committee

We are pleased to present our report for the financial year ended 31 March 2006.

## 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. A new audit committee was appointed with effect from 1 November 2005.

Name of member	Number of meetings attended
Mr S Sithole (Chairperson)	4
Mr CS Khuzwayo	0
Mr CL Ledwaba	3
Mr P Benadè	4
Ms L Moeketsi	2
Mr J Perks*	1
Ms C Mpati*	1

\* New members

## 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 has discharged the responsibilities set out in it.

## 3. THE EFFECTIVENESS OF INTERNAL CONTROL

The internal 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, Internal Audit provides the Audit Committee and management with assurance that 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, particularly the Emphasis of Matter paragraph, and the management letter of the Auditor-General, it is evident that there was no significant or material non-compliance with prescribed policies and procedures. We can therefore report that the internal control systems for the period under review were effective and efficient.

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

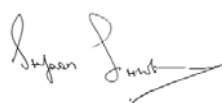
The Audit Committee is satisfied with the content and quality of the monthly and quarterly reports prepared and issued by the Accounting Officer and the Department during the year under review.

## 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 letter and the Department of Education Management's response to it.

The Audit Committee concurs with 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 Auditor-General's report.



Chairperson of the Audit Committee  
31/07/2006



# Report of the Auditor-General to parliament on the financial statements of Vote 15 – Department of Education for the year ended 31 March 2006

## 1. AUDIT ASSIGNMENT

The financial statements as set out on pages 108 to 151, for the year ended 31 March 2006, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996, read with sections 4 and 20 of the Public Audit Act, 2004 (Act No. 25 of 2004). The fixed asset opening balances have not been audited because of the timing of guidance from National Treasury to the departments relating to the treatment, valuation and disclosure of fixed assets. These financial statements are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

## 2. SCOPE

The audit was conducted in accordance with International Standards on Auditing read with General Notice 544 of 2006, issued in Government Gazette no. 28723 of 10 April 2006 and General Notice 808 of 2006, issued in Government Gazette no. 28954 of 23 June 2006. Those standards require that I plan and perform the audit to obtain reasonable assurance that the financial statements are free of material misstatement.

An audit includes:

- examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements
- assessing the accounting principles used and significant estimates made by management
- evaluating the overall financial statement presentation.

I believe that the audit provides a reasonable basis for my opinion.

## 3. BASIS OF ACCOUNTING

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

## 4. AUDIT OPINION

In my opinion, the financial statements present fairly, in all material respects, the financial position of the department of Education at 31 March 2006 and the results of its operations and its cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by the National Treasury of South Africa, as described in note 1.1 to the financial statements, and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999).

## 5. EMPHASIS OF MATTER

Without qualifying the audit opinion, attention is drawn to the following matters:

### 5.1 Conditional Grants

In terms of section 38(i) of the PFMA the accounting officer of the department must ensure that the provisions of the Division of Revenue

Act, 2005 (Act No. 1 of 2005) (DoRA) are complied with when the transfer of funds take place whilst the department has put a framework in place to monitor that conditional grants are transferred to the provinces in accordance with the DoRA, it has indicated that it is not able to enforce timely compliance. Further information has been included in paragraph 6.5 of the management report of the accounting officer.

### 5.2 Asset register

In terms of section 10.1 of the Treasury Regulations issued in terms of the PFMA the accounting officer of an institution must take full responsibility and ensure that proper control systems do exist for assets. Although an asset register was in place the following shortcomings occurred:

- The financial information was inconsistently valued in the asset register.
- Intangibles assets were not included in the asset register at all.
- Certain capitalised assets were not included in the asset register.
- Certain capital assets had been misallocated to repairs and maintenance.
- Certain assets which had been disposed of had not been removed from the asset register.

## 6. APPRECIATION

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



**L Zondo**  
*for Auditor-General*

Pretoria  
29/07/2006



## DEPARTMENT OF EDUCATION – VOTE 15

# Accounting Policies

for the year ended 31 March 2006

The Annual Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Annual 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), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 1 of 2005.

### 1. PRESENTATION OF THE ANNUAL FINANCIAL STATEMENTS

#### 1.1 Basis of preparation

The Annual 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. Under the accrual basis of accounting, transactions and other events are recognised when incurred and not 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.

A comparison between actual and budgeted amounts per major classification of expenditure is included in the appropriation statement.

### 2. REVENUE

#### 2.1 Appropriated funds

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 received during the year are presented in the statement of financial performance.

Unexpended appropriated funds are surrendered to the National Revenue Fund, unless otherwise stated. Amounts owing to the National Revenue 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.

##### 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 & 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 & forfeits

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

##### 2.2.4 Interest, dividends and rent on land

Interest, dividends and rent on land is recognised in the statement of financial performance when the cash is received.

##### 2.2.5 Sale of capital assets

The proceeds received on the 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 the 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 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 as part of the disclosure notes to the annual financial statements.

All in-kind gifts, donations and sponsorships are disclosed at fair value in the annexures to the annual financial statements.

## DEPARTMENT OF EDUCATION – VOTE 15

# Accounting Policies

for the year ended 31 March 2006

### 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 amounts 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. A receivable is recognised in the statement of financial position to the value amounts expensed prior to the receipt of the funds.

A payable is raised in the statement of financial position where amounts have been inappropriately expensed using local and foreign aid assistance, unutilised amounts are recognised in the statement of financial position.

## 3. EXPENDITURE

### 3.1 Compensation of employees

Salaries and wages comprise payments to employees. 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 (by no later than 31 March of each year). The expenditure is classified as capital where the employees were involved, in a full time basis, on capital projects during the financial year. Capitalised compensation forms part of one or all of the expenditure for capital assets categories in the statement of financial performance.

All other payments are classified as current expense.

Social contributions include the department's contribution to social insurance schemes paid on behalf of the employee. Social contributions are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system.

#### 3.1.1 Short-term employee benefits

Short-term employee benefits comprise of leave entitlements, thirteenth cheques and performance bonuses. The cost of short-term employee benefits is expensed as salaries and wages in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

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

#### 3.1.2 Long-term employee benefits

##### 3.1.2.1 Termination benefits

Termination benefits such as severance packages are recognised as an expense in the statement of financial performance as a transfer when the final authorisation for

payment is effected on the system (by no later than 31 March of each year).

##### 3.1.2.2 Post employment retirement benefits

The Department provides medical benefits for certain of its employees. Employer contributions to the medical funds are expensed when the final authorisation for a payment to fund is effected on the system (by no later than 31 March of each year).

### 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 (by no later than 31 March of each year). The expense is classified as capital if the goods and services were used on a capital project.

### 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 (by no later than 31 March of each year). This item excludes rental on use of buildings or other fixed structures.

### 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.

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

## DEPARTMENT OF EDUCATION – VOTE 15

# Accounting Policies

for the year ended 31 March 2006

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 (by no later than 31 March of each year).

### 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 (by no later than 31 March of each year).

## 4. ASSETS

### 4.1 Cash and cash equivalents

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

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.

### 4.3 Receivables

Receivables included in the statement of financial position arise from cash payments that are recoverable from another party, when the payments are made.

Revenue receivable not yet collected is included in the disclosure notes. Amounts that are potentially irrecoverable are included in the disclosure notes.

### 4.4 Loans

Loans are recognised in the statement of financial position at the nominal amount. Amounts that are potentially irrecoverable are disclosed as part of the disclosure notes to the annual financial statements.

## 5. LIABILITIES

### 5.1 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.

### 5.2 Lease commitments

Lease commitments represent amounts owing from the reporting date to the end of the lease contract. These 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.

Operating and finance lease commitments are expensed when the payments are made. Assets acquired in terms of finance lease agreements are disclosed as part of the annexures to the annual financial statements.

### 5.3 Accruals

Accruals represent goods/services that have been received, but where no invoice has been received from the supplier at the reporting date, or where an invoice has been received but final authorisation for payment has not been effected on the system.

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.

### 5.4 Contingent liabilities

A contingent liability is a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the Department; or

A contingent liability is a present obligation that arises from past events but is not recognised because:

- It is not probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation; or
- The amount of the obligation cannot be measured with sufficient reliability.

Contingent liabilities are included in the disclosure notes.

### 5.5 Commitments

Commitments represent goods/services that have been approved and/or contracted, but where no delivery has taken place at the reporting date.

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.

## 6. NET ASSETS

### 6.1 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.

### 6.2 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made and recognised in a previous financial year becomes recoverable from a debtor.

## 7. KEY MANAGEMENT PERSONNEL

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the Department.

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

## 8. PUBLIC PRIVATE PARTNERSHIP

A public private partnership (PPP) is a commercial transaction between the Department and a private party in terms of which the private party:

- Performs an institutional function on behalf of the institution; and/or
- acquires the use of state property for its own commercial purposes; and
- assumes substantial financial, technical and operational risks in connection with the performance of the institutional function and/or use of state property; and
- receives a benefit for performing the institutional function or from utilising the state property, either by way of:
  - consideration to be paid by the Department which derives from a Revenue Fund;
  - charges fees to be collected by the private party from users or customers of a service provided to them; or
  - a combination of such consideration and such charges or fees.

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

DEPARTMENT OF EDUCATION – VOTE 15  
**Appropriation Statement**  
for the year ended 31 March 2006

Appropriation per programme									
2005/06								2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>1. Administration</b>									
Current payment	94 536	–	(7 536)	87 000	86 071	929	98.9	81 043	71 334
Transfers and subsidies	281	–	17	298	317	(19)	106.4	257	262
Payment for capital assets	2 388	–	3 810	6 198	4 867	1 331	78.5	5 341	2 786
<b>2. Planning and Monitoring</b>									
Current payment	43 685	–	(3 612)	40 073	35 612	4 461	88.9	32 271	23 836
Transfers and subsidies	62	–	19	81	75	6	92.6	21 738	21 728
Payment for capital assets	1 167	–	–	1 167	318	849	27.2	1 459	1 353
<b>3. General Education</b>									
Current payment	115 921	–	(19 667)	96 254	81 437	14 817	84.6	108 880	94 674
Transfers and subsidies	136 577	–	2 512	139 089	139 056	33	100.0	137 841	137 760
Payment for capital assets	839	–	29	868	608	260	70.0	763	561
<b>4. Further Education and Training</b>									
Current payment	177 010	–	8 988	185 998	182 545	3 453	98.1	135 107	110 684
Transfers and subsidies	39 970	–	10 021	49 991	49 986	5	100.0	38 655	38 634
Payment for capital assets	7 004	–	–	7 004	5 930	1 074	84.7	3 802	1 046
<b>5. Quality Promotion and Development</b>									
Current payment	39 089	–	(2 831)	36 258	33 839	2 419	93.3	49 817	36 024
Transfers and subsidies	1 112 210	–	11	1 112 221	1 112 205	16	100.0	832 256	832 249
Payment for capital assets	2 259	–	–	2 259	1 858	401	82.2	1 168	678
<b>6. Higher Education</b>									
Current payment	15 857	–	(1 540)	14 317	13 769	548	96.2	13 519	12 223
Transfers and subsidies	10 792 025	–	438	10 792 463	10 632 860	159 603	98.5	9 898 937	9 898 921
Payment for capital assets	272	–	–	272	203	69	74.6	282	247
<b>7. Auxiliary and Associated Services</b>									
Current payment	22 758	–	8 734	31 492	30 549	943	97.0	37 792	35 838
Transfers and subsidies	8 883	–	597	9 480	7 651	1 829	80.7	3 609	3 620
Payment for capital assets	397	–	10	407	325	82	79.9	558	463
<b>Total</b>	<b>12 613 190</b>	<b>–</b>	<b>–</b>	<b>12 613 190</b>	<b>12 420 081</b>	<b>193 109</b>	<b>98.5</b>	<b>11 405 095</b>	<b>11 324 921</b>
<b>Reconciliation with Statement of Financial Performance</b>									
<b>Add:</b> Departmental receipts				13 429				9 374	
Local and foreign aid assistance received				68 892				103 159	
<b>Actual amounts per Statement of Financial Performance</b>									
<b>(Total revenue)</b>				12 695 511				11 517 628	
<b>Add:</b> Local and foreign aid assistance					78 587				120 327
<b>Actual amounts per Statement of Financial Performance</b>									
<b>(Total expenditure)</b>					12 498 668				11 445 248

DEPARTMENT OF EDUCATION – VOTE 15  
**Appropriation Statement**  
for the year ended 31 March 2006

Appropriation per economic classification									
2005/06								2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	197 199	–	(6 951)	190 248	188 818	1 430	99.2	190 571	174 565
Goods and services	311 657	–	(10 513)	301 144	264 507	36 637	87.8	267 858	184 985
Financial transactions in assets and liabilities	–	–	–	–	10 497	(10 497)	0.0	–	25 063
<b>Transfers and subsidies</b>									
Provinces and municipalities	1 249 072	–	–	1 249 072	1 249 019	53	100.0	991 168	991 023
Departmental agencies and accounts	930 598	–	12 429	943 027	943 091	(64)	100.0	632 622	632 679
Universities and technikons	9 899 491	–	438	9 899 929	9 740 336	159 593	98.4	9 302 919	9 302 907
Foreign governments and international organisations	10 673	–	600	11 273	9 413	1 860	83.5	5 574	5 529
Households	174	–	148	322	291	31	90.4	1 010	1 036
<b>Payments for capital assets</b>									
Buildings and other fixed structures	–	–	–	–	–	–	0.0	2 000	–
Machinery and equipment	13 410	–	3 879	17 289	13 830	3 459	80.0	10 145	5 906
Software and other intangible assets	916	–	(30)	886	279	607	31.5	1 228	1 228
<b>Total</b>	<b>12 613 190</b>	<b>–</b>	<b>–</b>	<b>12 613 190</b>	<b>12 420 081</b>	<b>193 109</b>	<b>98.5</b>	<b>11 405 095</b>	<b>11 324 921</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Appropriation Statement**  
for the year ended 31 March 2006

**Detail per programme 1 – Administration**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>1.1 Minister</b>									
Current payment	1 014	–	(6)	1 008	998	10	99.0	912	857
<b>1.2 Deputy Minister</b>									
Current payment	791	–	(3)	788	772	16	98.0	707	667
<b>1.3 Management</b>									
Current payment	28 489	–	1 135	29 624	29 453	171	99.4	31 790	27 058
Transfers and subsidies	61	–	–	61	86	(25)	141.0	70	80
Payment for capital assets	506	–	60	566	510	56	90.1	1 959	1 848
<b>1.4 Corporate Services</b>									
Current payment	64 242	–	(8 662)	55 580	54 848	732	98.7	47 634	42 752
Transfers and subsidies	220	–	17	237	231	6	97.5	187	182
Payment for capital assets	1 882	–	3 750	5 632	4 357	1 275	77.4	3 382	938
<b>Total</b>	<b>97 205</b>	<b>–</b>	<b>(3 709)</b>	<b>93 496</b>	<b>91 255</b>	<b>2 241</b>	<b>97.6</b>	<b>86 641</b>	<b>74 382</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	42 808	–	(500)	42 308	42 191	117	99.7	46 968	40 063
Goods and services	51 728	–	(7 036)	44 692	43 830	862	98.1	34 075	31 265
Financial transactions in assets and liabilities	–	–	–	–	50	(50)	0.0	–	6
<b>Transfers and subsidies</b>									
Provinces and municipalities	136	–	–	136	128	8	94.1	135	117
Departmental agencies and accounts	101	–	–	101	128	(27)	126.7	81	92
Households	44	–	17	61	61	–	100.0	41	53
<b>Payments for capital assets</b>									
Buildings and other fixed structures	–	–	–	–	–	–	0.0	2 000	–
Machinery and equipment	2 191	–	3 922	6 113	4 799	1 314	78.5	3 230	2 703
Software and other intangible assets	197	–	(112)	85	68	17	80.0	111	83
<b>Total</b>	<b>97 205</b>	<b>–</b>	<b>(3 709)</b>	<b>93 496</b>	<b>91 255</b>	<b>2 241</b>	<b>97.6</b>	<b>86 641</b>	<b>74 382</b>



DEPARTMENT OF EDUCATION – VOTE 15  
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**Detail per programme 2 – Planning and Monitoring**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>2.1 Education Human</b>									
<b>Resources Planning</b>									
Current payment	9 911	–	481	10 392	9 882	510	95.1	10 518	10 158
Transfers and subsidies	22	–	2	24	22	2	91.7	18	16
Payment for capital assets	124	–	–	124	96	28	77.4	99	89
<b>2.2 Financial and Physical Planning, Information and Policy Support</b>									
Current payment	26 831	–	(3 355)	23 476	21 074	2 402	89.8	17 136	9 535
Transfers and subsidies	25	–	17	42	41	1	97.6	25	21
Payment for capital assets	876	–	30	906	156	750	17.2	1 078	1 070
<b>2.3 Budget Monitoring and Support</b>									
Current payment	6 943	–	(738)	6 205	4 656	1 549	75.0	4 617	4 143
Transfers and subsidies	15	–	–	15	12	3	80.0	21 695	21 691
Payment for capital assets	167	–	(30)	137	66	71	48.2	282	194
<b>Total</b>	<b>44 914</b>	<b>–</b>	<b>(3 593)</b>	<b>41 321</b>	<b>36 005</b>	<b>5 316</b>	<b>87.1</b>	<b>55 468</b>	<b>46 917</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	19 930	–	(89)	19 841	18 877	964	95.1	18 600	17 706
Goods and services	23 755	–	(3 523)	20 232	16 733	3 499	82.7	13 671	6 129
Financial transactions in assets and liabilities	–	–	–	–	2	(2)	0.0	–	1
<b>Transfers and subsidies</b>									
Provinces and municipalities	62	–	–	62	56	6	90.3	21 738	21 728
Departmental agencies and accounts	–	–	–	–	19	(19)	0.0	–	–
Households	–	–	19	19	–	19	0.0	–	–
<b>Payments for capital assets</b>									
Machinery and equipment	652	–	(37)	615	229	386	37.2	654	479
Software and other intangible assets	515	–	37	552	89	463	16.1	805	874
<b>Total</b>	<b>44 914</b>	<b>–</b>	<b>(3 593)</b>	<b>41 321</b>	<b>36 005</b>	<b>5 316</b>	<b>87.1</b>	<b>55 468</b>	<b>46 917</b>

DEPARTMENT OF EDUCATION – VOTE 15  
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for the year ended 31 March 2006

**Detail per programme 3 – General Education**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>3.1 Curriculum Development and Assessment (GET)</b>									
Current payment	75 765	–	(17 137)	58 628	45 458	13 170	77.5	69 098	61 183
Transfers and subsidies	136 439	–	2 498	138 937	138 893	44	100.0	136 857	136 811
Payment for capital assets	567	–	(51)	516	335	181	64.9	325	241
<b>3.2 Education Human Resources Development</b>									
Current payment	40 156	–	(2 530)	37 626	35 979	1 647	95.6	39 782	33 491
Transfers and subsidies	138	–	14	152	163	(11)	107.2	984	949
Payment for capital assets	272	–	80	352	273	79	77.6	438	320
<b>Total</b>	<b>253 337</b>	<b>–</b>	<b>(17 126)</b>	<b>236 211</b>	<b>221 101</b>	<b>15 110</b>	<b>93.6</b>	<b>247 484</b>	<b>232 995</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	24 627	–	(1 312)	23 315	23 198	117	99.5	33 428	31 822
Goods and services	91 294	–	(18 355)	72 939	58 218	14 721	79.8	75 452	62 849
Financial transactions in assets and liabilities	–	–	–	–	21	(21)	0.0	–	3
<b>Transfers and subsidies</b>									
Provinces and municipalities	136 362	–	(3)	136 359	136 354	5	100.0	136 772	136 710
Departmental agencies and accounts	–	–	2 500	2 500	2 514	(14)	100.6	–	6
Foreign governments and international organisations	100	–	–	100	61	39	61.0	100	62
Households	115	–	15	130	127	3	97.7	969	982
<b>Payments for capital assets</b>									
Machinery and equipment	811	–	32	843	608	235	72.1	637	436
Software and other intangible assets	28	–	(3)	25	–	25	0.0	126	125
<b>Total</b>	<b>253 337</b>	<b>–</b>	<b>(17 126)</b>	<b>236 211</b>	<b>221 101</b>	<b>15 110</b>	<b>93.6</b>	<b>247 484</b>	<b>232 995</b>

DEPARTMENT OF EDUCATION – VOTE 15  
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**Detail per programme 4 – Further Education and Training**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>4.1 Curriculum Development and Assessment (FET)</b>									
Current payment	76 414	–	6 717	83 131	82 521	610	99.3	51 530	34 268
Transfers and subsidies	39 793	–	9 927	49 720	49 716	4	100.0	38 490	38 484
Payment for capital assets	285	–	–	285	226	59	79.3	295	257
<b>4.2 National Examinations and Administration</b>									
Current payment	83 420	–	356	83 776	80 993	2 783	96.7	73 633	68 980
Transfers and subsidies	163	–	92	255	254	1	99.6	154	142
Payment for capital assets	6 419	–	–	6 419	5 631	788	87.7	3 172	500
<b>4.3 Special Interventions</b>									
Current payment	17 176	–	1 915	19 091	19 031	60	99.7	9 944	7 436
Transfers and subsidies	14	–	2	16	16	–	100.0	11	8
Payment for capital assets	300	–	–	300	73	227	24.3	335	289
<b>Total</b>	<b>223 984</b>	<b>–</b>	<b>19 009</b>	<b>242 993</b>	<b>238 461</b>	<b>4 532</b>	<b>98.1</b>	<b>177 564</b>	<b>150 364</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	66 145	–	(50)	66 095	66 046	49	99.9	53 905	51 870
Goods and services	110 865	–	9 038	119 903	116 451	3 452	97.1	81 202	51 766
Financial transactions in assets and liabilities	–	–	–	–	48	(48)	0.0	–	7 048
<b>Transfers and subsidies</b>									
Provinces and municipalities	213	–	3	216	212	4	98.1	194	170
Departmental agencies and accounts	39 757	–	9 929	49 686	49 690	(4)	100.0	38 461	38 464
Households	–	–	89	89	84	5	94.4	–	–
<b>Payments for capital assets</b>									
Machinery and equipment	6 871	–	42	6 913	5 922	991	85.7	3 702	978
Software and other intangible assets	133	–	(42)	91	8	83	8.8	100	68
<b>Total</b>	<b>223 984</b>	<b>–</b>	<b>19 009</b>	<b>242 993</b>	<b>238 461</b>	<b>4 532</b>	<b>98.1</b>	<b>177 564</b>	<b>150 364</b>

DEPARTMENT OF EDUCATION – VOTE 15  
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**Detail per programme 5 – Quality Promotion and Development**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>5.1 Quality Promotion and Assurance</b>									
Current payment	9 032	–	(1 134)	7 898	7 669	229	97.1	8 725	7 080
Transfers and subsidies	21	–	(4)	17	15	2	88.2	16	13
Payment for capital assets	230	–	80	310	227	83	73.2	216	173
<b>5.2 HIV and Aids and School Nutrition</b>									
Current payment	12 556	–	(528)	12 028	10 532	1 496	87.6	9 177	4 126
Transfers and subsidies	1 112 166	–	7	1 112 173	1 112 169	4	100.0	832 211	832 208
Payment for capital assets	1 829	–	(145)	1 684	1 497	187	88.9	682	310
<b>5.3 Special Programmes in Education</b>									
Current payment	17 501	–	(1 169)	16 332	15 638	694	95.8	31 915	24 818
Transfers and subsidies	23	–	8	31	21	10	67.7	29	28
Payment for capital assets	200	–	65	265	134	131	50.6	270	195
<b>Total</b>	<b>1 153 558</b>	<b>–</b>	<b>(2 820)</b>	<b>1 150 738</b>	<b>1 147 902</b>	<b>2 836</b>	<b>99.8</b>	<b>883 241</b>	<b>868 951</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	18 064	–	(1 485)	16 579	16 507	72	99.6	15 796	12 013
Goods and services	21 025	–	(1 346)	19 679	17 331	2 348	88.1	34 021	24 010
Financial transactions in assets and liabilities	–	–	–	–	1	(1)	0.0	–	1
<b>Transfers and subsidies</b>									
Provinces and municipalities	1 112 210	–	3	1 112 213	1 112 201	12	100.0	832 256	832 237
Departmental agencies and accounts	–	–	–	–	–	–	0.0	–	12
Households	–	–	8	8	4	4	50.0	–	–
<b>Payments for capital assets</b>									
Machinery and equipment	2 243	–	(108)	2 135	1 744	391	81.7	1 147	664
Software and other intangible assets	16	–	108	124	114	10	91.9	21	14
<b>Total</b>	<b>1 153 558</b>	<b>–</b>	<b>(2 820)</b>	<b>1 150 738</b>	<b>1 147 902</b>	<b>2 836</b>	<b>99.8</b>	<b>883 241</b>	<b>868 951</b>

DEPARTMENT OF EDUCATION – VOTE 15  
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**Detail per programme 6 – Higher Education**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>6.1 Higher Education Planning and Management</b>									
Current payment	8 786	–	(1 792)	6 994	6 559	435	93.8	7 624	6 730
Transfers and subsidies	10 792 006	–	438	10 792 444	10 632 844	159 600	98.5	9 898 921	9 898 907
Payment for capital assets	126	–	–	126	110	16	87.3	154	131
<b>6.2 Higher Education Policy</b>									
Current payment	7 071	–	252	7 323	7 210	113	98.5	5 895	5 493
Transfers and subsidies	19	–	–	19	16	3	84.2	16	14
Payment for capital assets	146	–	–	146	93	53	63.7	128	116
<b>Total</b>	<b>10 808 154</b>	<b>–</b>	<b>(1 102)</b>	<b>10 807 052</b>	<b>10 646 832</b>	<b>160 220</b>	<b>98.5</b>	<b>9 912 738</b>	<b>9 911 391</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	11 422	–	(1 578)	9 844	9 815	29	99.7	9 810	9 604
Goods and services	4 435	–	38	4 473	3 952	521	88.4	3 709	2 616
Financial transactions in assets and liabilities	–	–	–	–	2	(2)	0.0	–	3
<b>Transfers and subsidies</b>									
Provinces and municipalities	41	–	–	41	31	10	75.6	34	29
Departmental agencies and accounts	890 740	–	–	890 740	890 740	–	100.0	594 080	594 081
Universities and Technikons	9 899 491	–	438	9 899 929	9 740 336	159 593	98.4	9 302 919	9 302 907
Foreign governments and international organisations	1 753	–	–	1 753	1 753	–	100.0	1 904	1 904
<b>Payments for capital assets</b>									
Machinery and equipment	245	–	18	263	203	60	77.2	217	183
Software and other intangible assets	27	–	(18)	9	–	9	0.0	65	64
<b>Total</b>	<b>10 808 154</b>	<b>–</b>	<b>(1 102)</b>	<b>10 807 052</b>	<b>10 646 832</b>	<b>160 220</b>	<b>98.5</b>	<b>9 912 738</b>	<b>9 911 391</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Appropriation Statement**  
for the year ended 31 March 2006

**Detail per programme 7 – Auxilliary and Associated Services**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>7.1 Media Liaison and National and Provincial Communication</b>									
Current payment	8 490	–	(1 416)	7 074	6 927	147	97.9	8 118	7 506
Transfers and subsidies	14	–	(1)	13	12	1	92.3	12	35
Payment for capital assets	225	–	(30)	195	153	42	78.5	341	293
<b>7.2 International Relations and UNESCO</b>									
Current payment	6 270	–	45	6 315	6 192	123	98.1	5 208	4 483
Transfers and subsidies	8 834	–	601	9 435	7 610	1 825	80.7	3 582	3 573
Payment for capital assets	65	–	50	115	98	17	85.2	86	56
<b>7.3 National Co-ordination and Support</b>									
Current payment	7 998	–	10 105	18 103	17 430	673	96.3	24 466	23 849
Transfers and subsidies	35	–	(3)	32	29	3	90.6	15	12
Payment for capital assets	107	–	(10)	97	74	23	76.3	131	114
<b>Total</b>	<b>32 038</b>	<b>–</b>	<b>9 341</b>	<b>41 379</b>	<b>38 525</b>	<b>2 854</b>	<b>93.1</b>	<b>41 959</b>	<b>39 921</b>

Economic classification	2005/06							2004/05	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	14 203	–	(1 937)	12 266	12 184	82	99.3	12 064	11 487
Goods and services	8 555	–	10 671	19 226	7 992	11 234	41.6	25 728	6 350
Financial transactions in assets and liabilities	–	–	–	–	10 373	(10 373)	0.0	–	18 001
<b>Transfers and subsidies</b>									
Provinces and municipalities	48	–	(3)	45	37	8	82.2	39	32
Departmental agencies and accounts	–	–	–	–	–	–	0.0	–	24
Foreign governments and international organisations	8 820	–	600	9 420	7 599	1 821	80.7	3 570	3 563
Households	15	–	–	15	15	–	100.0	–	1
<b>Payments for capital assets</b>									
Machinery and equipment	397	–	10	407	325	82	79.9	558	463
<b>Total</b>	<b>32 038</b>	<b>–</b>	<b>9 341</b>	<b>41 379</b>	<b>38 525</b>	<b>2 854</b>	<b>93.1</b>	<b>41 959</b>	<b>39 921</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Appropriation Statement**  
for the year ended 31 March 2006

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

Detail of these transactions can be viewed in note 7 (Transfers and subsidies) and Annexure 1 (A-F) 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 special functions (theft and losses)) to the annual financial statements.

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

**4.1 Per programme:**

Programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Administration	93 496	91 255	2 241	2.4

Under-expenditure is due, mainly to the following:

- The slow filling of vacancies due to the search for suitable candidates.
- Delays in the delivery of equipment ordered through the SITA contract that needs to be imported. The routers/switches representing an amount of R1,3 million arrived late for payment in March 2006. It has been received (currently at Customs) and will be processed for payment as soon as it has been checked and certified.

Planning and Monitoring	41 321	36 005	5 316	12.9
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Under-expenditure is due, mainly to the following:

- The slow filling of vacancies due to the search for suitable candidates.
- Delays in the implementation of the Education Management Information System improvement programme.

General Education	236 211	221 101	15 110	6.4
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Under-expenditure is due, mainly to the following:

- The printing of the National Curriculum Statement (NCS): Curriculum 2005 documents were delayed because the quality of the original translations was not acceptable and therefore for many of the documents it was necessary for the quality assurers to redo the translations which is taking much longer than anticipated.
- The development of the Grade R materials in respect of Life Skills took longer than anticipated.
- The slow filling of vacancies due to the restructuring of the Department and the concomitant lack of capacity to implement projects.

A saving was realised on the Reading Books project due to the fact that part of this project was funded through donor funds and as a result of VAT claims the actual amount spent was less than anticipated.

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Appropriation Statement**  
for the year ended 31 March 2006

Further Education and Training	242 993	238 461	4 532	1.9
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Under-expenditure is due, mainly to the late receipt of invoices in respect of the Historical Records project.

Quality Promotion and Development	1 150 738	1 147 902	2 836	0.2
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Under-expenditure is due, mainly to the following:

- Delays in the finalisation of the Sexual Harrassment guidelines and the Learner Pregnancy Guidelines.
- The postponement of the second leg training of Volunteer Food Handlers and workshops for school governing bodies and school management teams as peer monitors in respect of the National School Nutrition Programme that did not take place as projected.

Higher Education	10 807 052	10 646 832	160 220	1.5
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The saving was due mainly to funds allocated to the Tshwane University of Technology, the University of Zululand and the University of Venda for merger costs. Although provision was made in the 2005/06 financial year's budget to re-capitalise these three institutions, the institutional operating plans required by the Department which are a prerequisite for the release of re-capitalisation funds, were not submitted by the three institutions as expected and accordingly it was not possible to release the funds. The institutions are, however, close to finalising their operating plans in order for these funds to be released.

Auxiliary and Associated Services	41 379	38 525	2 854	6.9
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Under-expenditure is due, mainly to the slow filling of vacancies due to the search for suitable candidates.

**4.2 Per economic classification:**

**2005/06  
Balance  
R'000**

**Current payments:**

Compensation of employees	1 430
Goods and services	36 637
Financial transactions in assets and liabilities	(10 497)

**Transfers and subsidies:**

Provinces and municipalities	53
Departmental agencies and accounts	(64)
Universities and technikons	159 593
Foreign governments and international organisations	1 860
Households	31

**Payments for capital assets:**

Machinery and equipment	3 459
Software and other intangible assets	607



DEPARTMENT OF EDUCATION – VOTE 15  
**Statement of Financial Performance**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>REVENUE</b>			
Annual appropriation	1	12 613 190	11 405 095
Departmental revenue	2	13 429	9 374
Local and foreign aid assistance	3	68 892	103 159
<b>TOTAL REVENUE</b>		12 695 511	11 517 628
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	4	188 818	174 565
Goods and services	5	264 507	184 985
Financial transactions in assets and liabilities	6	10 497	25 063
Local and foreign aid assistance	3	78 587	89 446
<b>Total current expenditure</b>		542 409	474 059
<b>Transfers and subsidies</b>	7	11 942 150	10 933 174
<b>Expenditure for capital assets</b>			
Machinery and equipment	8	13 830	5 906
Software and other intangible assets	8	279	1 228
Local and foreign aid assistance	3	–	30 881
<b>Total expenditure for capital assets</b>		14 109	38 015
<b>TOTAL EXPENDITURE</b>		12 498 668	11 445 248
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		196 843	72 380
<b>Reconciliation of Surplus/(Deficit) for the year</b>			
Voted Funds	13	193 109	80 174
Departmental revenue	14	13 429	9 374
Local and foreign aid assistance	3	(9 695)	(17 168)
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		196 843	72 380

DEPARTMENT OF EDUCATION – VOTE 15  
**Statement of Financial Position**  
as at 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>ASSETS</b>			
<b>Current assets</b>		204 113	213 272
Cash and cash equivalents	9	15	15
Loans	12	1 215	1 102
Prepayments and advances	10	203	109
Receivables	11	174 773	193 783
Local and foreign aid assistance receivable	3	27 907	18 263
<b>Non-current assets</b>		36 499	37 714
Loans	12	36 499	37 714
<b>TOTAL ASSETS</b>		240 612	250 986
<b>LIABILITIES</b>			
<b>Current liabilities</b>		202 896	212 156
Voted funds to be surrendered to the Revenue Fund	13	193 109	80 174
Departmental revenue to be surrendered to the Revenue Fund	14	1 308	71
Bank overdraft	15	2 393	125 639
Payables	16	1 775	1 910
Local and foreign aid assistance repayable	3	3 869	3 869
Local and foreign aid assistance unutilised	3	442	493
<b>TOTAL LIABILITIES</b>		202 896	212 156
<b>NET ASSETS</b>		37 716	38 830
<b>Represented by:</b>			
Capitalisation reserve		37 714	38 816
Recoverable revenue		2	14
<b>TOTAL</b>		37 716	38 830

DEPARTMENT OF EDUCATION – VOTE 15  
**Statement of Changes in Net Assets**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>Capitalisation Reserves</b>			
Opening balance		38 816	39 816
Transfers		(1 102)	(1 000)
Closing balance		37 714	38 816
<b>Recoverable revenue</b>			
Opening balance		14	32
Transfers		(12)	(18)
Debts recovered		(16)	(34)
Debts raised		4	16
Balance at 31 March		2	14
<b>TOTAL</b>		<b>37 716</b>	<b>38 830</b>

## DEPARTMENT OF EDUCATION – VOTE 15

**Cash Flow Statement**

for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		12 695 511	11 517 628
Annual appropriated funds received	1.1	12 613 190	11 405 095
Departmental revenue received		13 429	9 374
Local and foreign aid assistance received	3	68 892	103 159
Net (increase)/decrease in working capital		18 781	(72 898)
Surrendered to Revenue Fund		(92 366)	(72 219)
Current payments		(542 409)	(474 059)
Transfers and subsidies paid		(11 942 150)	(10 933 174)
<b>Net cash flow available from operating activities</b>	17	137 367	(34 722)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets		(14 109)	(38 015)
(Increase)/decrease in loans		1 102	1 000
<b>Net cash flows from investing activities</b>		(13 007)	(37 015)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Increase/(decrease) in net assets		(1 114)	(1 018)
<b>Net cash flows from financing activities</b>		(1 114)	(1 018)
Net increase/(decrease) in cash and cash equivalents		123 246	(72 755)
Cash and cash equivalents at the beginning of the period		(125 624)	(52 869)
<b>Cash and cash equivalents at end of period</b>	18	(2 378)	(125 624)

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

**1. Annual Appropriation**

**1.1 Annual Appropriation**

Included are funds appropriated in terms of the Appropriation Act for National Departments (Voted Funds)

Programmes	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Appropriation Received 2004/05 R'000
Administration	93 496	93 496	–	86 641
Planning and Monitoring	41 321	41 321	–	55 468
General Education	236 211	236 211	–	247 484
Further Education and Training	242 993	242 993	–	177 564
Quality Promotion and Development	1 150 738	1 150 738	–	883 241
Higher Education	10 807 052	10 807 052	–	9 912 738
Auxiliary and Associated Services	41 379	41 379	–	41 959
<b>Total</b>	<b>12 613 190</b>	<b>12 613 190</b>	<b>–</b>	<b>11 405 095</b>

A surplus of R193,109 million was realised and an amount of R174,720 million has been included in the Department's request to roll funds over to 2006/07.

**2. Departmental revenue to be surrendered to revenue fund**

	Note	2005/06 R'000	2004/05 R'000
Sales of goods and services other than capital assets	2.1	2 623	727
Interest, dividends and rent on land	2.2	4 300	4 393
Financial transactions in assets and liabilities	2.3	5 879	2 558
Transfers received	2.4	627	1 696
<b>Departmental revenue collected</b>		<b>13 429</b>	<b>9 374</b>

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

Sales of goods and services produced by the department	2 607	718
Administrative fees	2 508	629
Other sales	99	89
Sales of scrap, waste and other used current goods	16	9
<b>Total</b>	<b>2 623</b>	<b>727</b>

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

Interest	4 300	4 393
<b>Total</b>	<b>4 300</b>	<b>4 393</b>

**2.3 Financial transactions in assets and liabilities**

Nature of loss recovered		
Other receipts including recoverable revenue	5 879	2 558
<b>Total</b>	<b>5 879</b>	<b>2 558</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>2.4 Transfers received</b>			
International organisations		626	46
Households and non-profit institutions		1	1 650
<b>Total</b>		<b>627</b>	<b>1 696</b>
<b>3. Local and foreign aid assistance</b>			
<b>3.1 Assistance received in cash from RDP</b>			
<b>Foreign</b>			
Opening Balance		(13 901)	3 267
Revenue		68 892	103 159
Expenditure		78 587	120 327
Current		78 587	89 446
Capital		–	30 881
Closing Balance		(23 596)	(13 901)
<b>Total</b>			
Opening Balance		(13 901)	3 267
Revenue		68 892	103 159
Expenditure		78 587	120 327
Current		78 587	89 446
Capital		–	30 881
Closing Balance		(23 596)	(13 901)
<b>Analysis of balance</b>			
Local and foreign aid receivable		(27 907)	(18 263)
Local and foreign aid unutilised		442	493
Local and foreign aid payable to RDP fund/donors		3 869	3 869
Closing balance		(23 596)	(13 901)
<b>4. Compensation of employees</b>			
<b>4.1 Salaries and wages</b>			
Basic salary		105 892	97 928
Performance award		3 542	2 426
Service Based		13	41
Compensative/circumstantial		34 440	33 943
Periodic payments		773	2 220
Other non-pensionable allowances		25 364	18 868
<b>Total</b>		<b>170 024</b>	<b>155 426</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>4.2 Social contributions</b>			
<b>4.2.1 Employer contributions</b>			
Pension		12 806	13 849
Medical		5 964	5 259
Bargaining council		22	29
Official unions and associations		2	2
<b>Total</b>		<b>18 794</b>	<b>19 139</b>
<b>Total compensation of employees</b>		<b>188 818</b>	<b>174 565</b>
Average number of employees		798	821
<b>5. Goods and services</b>			
Advertising		5 155	2 944
Attendance fees (including registration fees)		775	369
Bank charges and card fees		115	110
Bursaries (employees)		238	217
Communication		5 421	6 304
Computer services		61 379	11 288
Consultants, contractors and special services		44 735	29 396
Courier and delivery services		3 467	2 331
Drivers licences and permits		3	–
Entertainment		713	518
External audit fees	5.1	4 002	3 484
Equipment less than R5 000		1 934	1 982
Freight service		–	324
Government motor transport		533	499
Inventory	5.2	26 569	8 762
Legal fees		625	1 247
Maintenance, repair and running costs		2 054	2 108
Operating leases		5 589	4 459
Photographic services		9	23
Plant flowers and other decorations		18	8
Printing and publications		23 658	35 670
Resettlement costs		2 365	1 936
Subscriptions		776	423
Translations and transcriptions		351	101
Travel and subsistence	5.3	62 873	58 270
Venues and facilities		9 417	11 545
Protective, special clothing and uniforms		61	387
Training and staff development		1 672	280
<b>Total</b>		<b>264 507</b>	<b>184 985</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>5.1 External audit fees</b>			
Regulatory audits		2 822	2 109
Performance audits		870	–
Other audits		310	1 375
<b>Total external audit fees</b>		<b>4 002</b>	<b>3 484</b>
<b>5.2 Inventory</b>			
Domestic consumables		447	493
Agricultural		7	–
Learning and teaching support material		19 217	23
Other consumables		5	149
Parts and other maintenance material		234	321
Stationery and printing		6 656	7 761
Restoration and fittings		2	13
Medical supplies		1	2
<b>Total Inventory</b>		<b>26 569</b>	<b>8 762</b>
<b>5.3 Travel and subsistence</b>			
Local		57 530	57 227
Foreign		5 343	1 043
<b>Total travel and subsistence</b>		<b>62 873</b>	<b>58 270</b>
<b>6. Financial transactions in assets and liabilities</b>			
Debts written off	6.1	10 497	25 063
<b>Total</b>		<b>10 497</b>	<b>25 063</b>
<b>6.1 Debts written off</b>			
<b>Nature of debts written off</b>			
Transfer to debts written off			
Overpayment on salary		1	6
Housing guarantee and housing payment		60	21
Theft		18	1
Claims: Eastern Cape Education Department		6 900	18 000
Claims: Gauteng Education Department		34	7 000
Claims: KwaZulu–Natal Education Department		3 438	–
Other		46	35
<b>Total</b>		<b>10 497</b>	<b>25 063</b>



DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000			
<b>7. Transfers and subsidies</b>						
Provinces and municipalities	ANNEXURE 1A & 1B	1 249 019	991 023			
Departmental agencies and accounts	ANNEXURE 1C	943 091	632 679			
Universities and technikons	ANNEXURE 1D	9 740 336	9 302 907			
Foreign governments and international organisations	ANNEXURE 1E	9 413	5 529			
Households	ANNEXURE 1F	291	1 036			
<b>Total</b>		<b>11 942 150</b>	<b>10 933 174</b>			
<b>8. Expenditure on capital assets</b>						
Machinery and equipment	ANNEXURE 3	13 830	5 906			
Software and other intangible assets	ANNEXURE 4	279	1 228			
<b>Total</b>		<b>14 109</b>	<b>7 134</b>			
<b>9. Cash and cash equivalents</b>						
Cash on hand		15	15			
<b>Total</b>		<b>15</b>	<b>15</b>			
<b>10. Prepayments and advances</b>						
<b>Description</b>						
Travel and subsistence		202	109			
Advances paid to other entities		1	–			
<b>Total</b>		<b>203</b>	<b>109</b>			
<b>11. Receivables</b>						
	Note	Less than one year R'000	One to three years R'000	Older than three years R'000	Total R'000	Total R'000
Private enterprises	11.1	13	–	554	567	554
Staff debtors	11.2	37	81	30	148	177
Other debtors	11.3	295	380	490	1 165	1 284
Claims recoverable	Annex 5	4 083	180	168 630	172 893	191 768
<b>Total</b>		<b>4 428</b>	<b>641</b>	<b>169 704</b>	<b>174 773</b>	<b>193 783</b>

The amount of R168,630 million (2005: R176,279 million) included above may not be recoverable, but has not been written off in the statement of financial performance.

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>11.1 Private enterprises</b>			
Bonitas		554	554
Travel Agencies		13	–
<b>Total</b>		<b>567</b>	<b>554</b>
<b>11.2 Staff debtors</b>			
Bursaries		3	14
Motor accidents		122	155
Other		23	8
<b>Total</b>		<b>148</b>	<b>177</b>
<b>11.3 Other Debtors</b>			
Cheque fraud		6	23
Out of service debt		163	72
Tax debt		1	5
Other		995	1 184
<b>Total</b>		<b>1 165</b>	<b>1 284</b>
<b>12. Loans</b>			
Universities and Technikons		37 714	38 816
<b>Total</b>		<b>37 714</b>	<b>38 816</b>
Cape Peninsula University of Technology		5 667	5 863
Durban University of Technology		9 226	9 420
Nelson Mandela Metropolitan University		827	884
Tshwane University of Technology		10 082	10 359
Technikon Vaal Triangle		3 697	3 783
University of Johannesburg		6 356	6 513
University of Stellenbosch		1 859	1 994
<b>Total Non-Current Loans</b>		<b>37 714</b>	<b>38 816</b>
<b>Analysis of Balance</b>			
Opening Balance		37 714	38 816
Repayments		(1 215)	(1 102)
Closing Balance		<b>36 499</b>	<b>37 714</b>
Current portion of loans		1 215	1 102

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000		
<b>13. Voted funds to be surrendered to the Revenue Fund</b>					
Opening balance		80 174	62 764		
Transfer from Statement of Financial Performance		193 109	80 174		
Paid during the year		(80 174)	(62 764)		
Closing balance		<b>193 109</b>	<b>80 174</b>		
<b>14. Departmental revenue to be surrendered to the Revenue Fund</b>					
Opening balance		71	152		
Transfer from Statement of Financial Performance		13 429	9 374		
Paid during the year		(12 192)	(9 455)		
Closing balance		<b>1 308</b>	<b>71</b>		
<b>15. Bank overdraft</b>					
Paymaster General Account		2 393	125 639		
<b>Total</b>		<b>2 393</b>	<b>125 639</b>		
<b>16. Payables – current</b>					
<b>Description</b>					
		<b>30 Days R'000</b>	<b>30+ Days R'000</b>	<b>2005/06 Total R'000</b>	<b>2004/05 Total R'000</b>
Amounts owing to other entities	ANNEXURE 6	1 230	6	1 236	1 306
Advances received	16.1	–	151	151	63
Other payables	16.2	17	371	388	541
<b>Total</b>		<b>1 247</b>	<b>528</b>	<b>1 775</b>	<b>1 910</b>
<b>16.1 Advances received</b>					
Eastern Cape Education Department				95	–
Mpumalanga Education Department: Bank Commission on Japanese donation				30	30
Limpopo Education Department: Bank Commission on Japanese donation				26	33
<b>Total</b>				<b>151</b>	<b>63</b>
<b>16.2 Other payables</b>					
<b>Description</b>					
UNESCO National Commission				371	506
Other				17	35
<b>Total</b>				<b>388</b>	<b>541</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Notes to the Annual Financial Statements**  
for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
<b>17. Net cash flow available from operating activities</b>			
Net surplus/(deficit) as per Statement of Financial Performance		196 843	72 380
Non-cash movements			
(Increase)/decrease in receivables – current		19 010	(76 451)
(Increase)/decrease in prepayments and advances		(94)	3 040
(Increase)/decrease in other current assets		(9 644)	(16 765)
Increase/(decrease) in payables – current		(135)	513
Surrenders to revenue fund		(92 366)	(72 219)
Expenditure on capital assets		14 109	38 015
Other non cash items		9 644	16 765
<b>Net cash flow generated by operating activities</b>		<b>137 367</b>	<b>(34 722)</b>

Reconciliation of other non-cash items of R9,644 million is for the movement of R9,644 million already taken into account in the statement of financial performance.

<b>18. Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Paymaster General Account		(2 393)	(125 639)
Cash on hand		15	15
<b>Total</b>		<b>(2 378)</b>	<b>(125 624)</b>

These amounts are not recognised in the financial statements and are disclosed to enhance the usefulness of the financial statements.

<b>19. Contingent liabilities</b>				
Liable to	Nature			
Motor vehicle guarantees	Employees	ANNEXURE 2A	926	835
Housing loan guarantees	Employees	ANNEXURE 2A	1 464	1 540
Other guarantees		ANNEXURE 2A	430 536	654 427
Other departments (interdepartmental unconfirmed balances)		ANNEXURE 6	1 236	–
<b>Total</b>			<b>434 162</b>	<b>656 802</b>

# Disclosure Notes to the Annual Financial Statements

for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000	
<b>20. Commitments</b>				
<b>Current expenditure</b>				
Approved and contracted		18 593	11 312	
<b>Capital expenditure</b>				
Approved and contracted		88	448	
<b>Total Commitments</b>		<b>18 681</b>	<b>11 760</b>	
<b>21. Accruals</b>				
	<b>30 Days</b>	<b>30+ Days</b>	<b>Total</b>	<b>Total</b>
<b>By economic classification</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Compensation of employees	–	282	282	381
Goods and services	–	7 599	7 599	10 854
Transfers and subsidies	–	–	–	3 666
Machinery and equipment	–	54	54	397
<b>Total</b>	<b>–</b>	<b>7 935</b>	<b>7 935</b>	<b>15 298</b>
<b>Listed by programme level</b>				
Programme 1: Administration		443	6 588	
Programme 2: Systems Planning		61	358	
Programme 3: General Education		253	1 748	
Programme 4: Further Education and Training		2 039	2 263	
Programme 5: Quality Promotion and Development		221	298	
Programme 6: Higher Education		4 835	3 790	
Programme 7: Auxilliary and Associated Services		83	253	
<b>Total</b>		<b>7 935</b>	<b>15 298</b>	
<b>Confirmed balances with other departments</b>	ANNEXURE 6	–	802	
<b>Total</b>		<b>–</b>	<b>802</b>	
<b>22. Employee benefit provisions</b>				
Leave entitlement		638	2 910	
Thirteenth cheque		4 322	3 837	
Performance awards		3 301	1 869	
Capped leave commitments		18 230	17 953	
<b>Total</b>		<b>26 491</b>	<b>26 569</b>	

## Disclosure Notes to the Annual Financial Statements

for the year ended 31 March 2006

### 23. Lease Commitments

	Land R'000	Buildings and other fixed structures R'000	Machinery and equipment R'000	Total R'000	Total R'000
<b>23.1 Operating leases</b>					
Not later than 1 year	–	–	1 683	1 683	–
Later than 1 year and not later than 5 years	–	–	1 291	1 291	2 358
Total present value of lease liabilities	–	–	2 974	2 974	2 358

	Note	2005/06 R'000	2004/05 R'000
<b>24. Receivables for departmental revenue</b>			
Sales of goods and services other than capital assets		1 307	15
Interest, dividends and rent on land		–	(14)
Financial transactions in assets and liabilities		–	71
<b>Total</b>		<b>1 307</b>	<b>72</b>

### 25. Key management personnel

Description	No of Individuals	Total R'000	Total R'000
Political Office Bearers (provide detail below)	2	1 835	1 509
Officials			
Level 15 to 16	7	4 510	3 457
Level 14	–	–	654
Family members of key management personnel	1	272	194
<b>Total</b>		<b>6 617</b>	<b>5 814</b>

Minister: R1,050 million. Deputy Minister: R0,785 million.

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
for the year ended 31 March 2006

**ANNEXURE 1A – Statement of Conditional Grant Paid to Provinces**

NAME OF PROVINCE/GRANT	GRANT ALLOCATION			TRANSFERS		SPENT			2004/05 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll overs R'000	DORA adjustments R'000	Total available R'000	Actual transfer R'000	% of available funds transferred %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
<b>Early Childhood Development</b>										
Eastern Cape	-	-	-	-	-	0.0	-	-	0.0	2 470
<b>Financial Management and Quality Enhancement</b>										
Eastern Cape	-	-	-	-	-	0.0	-	-	0.0	21 683
<b>HIV and Aids</b>										
Eastern Cape	23 692	-	-	23 692	23 692	100.0	23 692	31 279	132.0	27 816
Free State	7 947	-	-	7 947	7 947	100.0	7 947	7 961	100.2	7 715
Gauteng	18 880	-	-	18 880	18 880	100.0	18 880	19 345	102.5	17 487
KwaZulu-Natal	31 126	-	-	31 126	31 126	100.0	31 126	50 853	163.4	29 188
Limpopo	20 371	-	-	20 371	20 371	100.0	20 371	17 864	87.7	19 415
Mpumalanga	10 317	-	-	10 317	10 317	100.0	10 317	10 541	102.2	9 772
Northern Cape	2 318	-	-	2 318	2 318	100.0	2 318	2 029	87.5	2 186
North West	10 444	-	-	10 444	10 444	100.0	10 444	12 981	124.3	10 029
Western Cape	11 198	-	-	11 198	11 198	100.0	11 198	11 205	100.1	10 543
<b>National School Nutrition Programme</b>										
Eastern Cape	194 288	43 314	-	237 602	237 602	100.0	237 602	213 019	89.7	177 259
Free State	53 817	11 747	-	65 564	65 564	100.0	65 564	60 628	92.5	49 100
Gauteng	83 006	18 118	-	101 124	101 124	100.0	101 124	91 580	90.6	75 730
KwaZulu-Natal	198 849	43 402	-	242 251	242 251	100.0	242 251	198 980	82.1	181 420
Limpopo	167 836	36 633	-	204 469	204 469	100.0	204 469	191 072	93.4	153 125
Mpumalanga	70 235	15 330	-	85 565	85 565	100.0	85 565	76 479	89.4	64 079
Northern Cape	24 628	5 375	-	30 003	30 003	100.0	30 003	28 770	95.9	22 469
North West	79 357	17 321	-	96 678	96 678	100.0	96 678	107 072	110.8	72 401
Western Cape	40 135	8 760	-	48 895	48 895	100.0	48 895	49 336	100.9	36 617
	<b>1 048 444</b>	<b>200 000</b>	<b>-</b>	<b>1 248 444</b>	<b>1 248 444</b>		<b>1 248 444</b>	<b>1 180 994</b>		<b>990 504</b>

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2005/06 financial year.

## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

**ANNEXURE 1B – Statement of Transfers to Municipalities**

NAME OF MUNICIPALITY	TRANSFER ALLOCATION			TRANSFER		SPENT		2004/05 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 funds transferred %	Amount received by municipality R'000		Amount spent by municipality R'000
Regional Services Council Levies:									
Tswane Metropolitan Council	628	-	-	628	575	91.6	575	575	100.0
	<b>628</b>	<b>-</b>	<b>-</b>	<b>628</b>	<b>575</b>		<b>575</b>	<b>575</b>	<b>100.0</b>

**ANNEXURE 1C – Statement of Transfers to Departmental Agencies and Accounts**

DEPARTMENTS/AGENCY/ACCOUNT	TRANSFER ALLOCATION			TRANSFER		2004/05 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total available R'000	Actual transfer R'000	
Council on Higher Education	26 648	-	-	26 648	26 648	100.0
National Student Financial Aid Scheme	864 092	-	-	864 092	864 092	100.0
South African Qualifications Authority	32 067	-	6 500	38 567	38 567	100.0
Umalusi	7 690	-	3 429	11 119	11 119	100.0
SETA	101	-	-	101	101	100.0
ETDP SETA (Early Childhood Development)	-	-	2 500	2 500	2 500	100.0
Claims against the State	-	-	-	-	64	-
	<b>930 598</b>	<b>-</b>	<b>12 429</b>	<b>943 027</b>	<b>943 091</b>	<b>632 622</b>



## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

## ANNEXURE 1D – Statement of Transfers to Universities and Technikon

UNIVERSITY/TECHNIKON	TRANSFER ALLOCATION			TRANSFER		2004/05 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	400 564	-	38 654	439 218	439 218	-	100.0	383 507
Central University of Technology, Free State	147 373	-	3 675	151 048	151 048	-	100.0	141 383
Durban University of Technology	347 255	-	2 883	350 138	350 137	1	100.0	369 809
Nelson Mandela Metropolitan University	360 463	-	20 212	380 675	380 672	3	100.0	361 792
North West University	484 838	-	67 003	551 841	551 841	-	100.0	466 717
Rhodes University	125 313	-	2 667	127 980	127 979	1	100.0	124 012
Technikon Border	77 140	-	(26 090)	51 050	51 043	7	100.0	79 199
Technikon Eastern Cape	128 829	-	(44 573)	84 256	84 256	-	100.0	131 165
Technikon Mangosuthu	110 746	-	5 624	116 370	116 370	-	100.0	109 793
Tshwane University of Technology	707 468	-	127 254	834 722	747 789	86 933 <sup>a</sup>	89.6	665 449
University of Cape Town	480 948	-	10 036	490 984	490 984	-	100.0	476 837
University of Fort Hare	128 091	-	32 245	160 336	160 335	1	100.0	217 127
University of Free State	407 779	-	18 853	426 632	426 631	1	100.0	409 553
University of Johannesburg	613 940	-	13 727	627 667	627 664	3	100.0	604 554
University of KwaZulu-Natal	722 489	-	167 802	890 291	889 707	584	99.9	703 074
University of Limpopo	333 087	-	15 747	348 834	348 812	22	100.0	322 565
University of Pretoria	816 252	-	16 093	832 345	832 278	67	100.0	802 079
University of South Africa	922 135	-	41 044	963 179	962 905	274	100.0	862 108
University of Stellenbosch	482 504	-	6 631	489 135	489 133	2	100.0	465 311
University of Transkei	103 639	-	(1 800)	101 839	101 839	-	100.0	98 617
University of Venda	139 963	-	41 402	181 365	154 598	26 767 <sup>a</sup>	85.2	131 119
University of Western Cape	277 253	-	10 978	288 231	288 231	-	100.0	426 391
University of Witwatersrand	530 612	-	11 981	542 593	542 592	1	100.0	523 062
University of Zululand	142 053	-	49 263	191 316	147 932	43 384 <sup>a</sup>	77.3	145 693
Vaal University of Technology	195 597	-	12	195 609	195 454	155	99.9	179 387
Vista University	-	-	-	-	-	-	-	102 616
Walter Sisulu University for Technology and Science, Eastern Cape	-	-	82 275	82 275	80 888	1 387 <sup>b</sup>	98.3	-
Unallocated	72 160	-	(72 160)	-	-	-	-	-
Foundation teaching programmes	91 000	-	(91 000)	-	-	-	-	-
Restructuring	550 000	-	(550 000)	-	-	-	-	-
	<b>9 899 491</b>	<b>-</b>	<b>438</b>	<b>9 899 929</b>	<b>9 740 336</b>	<b>159 593</b>		<b>9 302 919</b>

a) These funds were for merger costs and were included for roll-overs to the 2006/07 financial year.

b) The merger of the University of Transkei, Border Technikon and the Eastern Cape Technikon to establish the Walter Sisulu University for Technology and Science, Eastern Cape took place on 1 July 2005.

## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

**ANNEXURE 1E – Statement of Transfers to Foreign Government and International Organisations**

FOREIGN GOVERNMENT INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION			EXPENDITURE		2004/05	
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total available R'000	Actual transfer R'000	% of available funds transferred %	Appropriation Act R'000
<b>Transfers</b>							
Association for the Development of Education in Africa (ADEA)	10	-	-	10	10	100.0	10
Association for African Universities (AAU)	-	-	-	-	-	-	250
Commonwealth of Learning	1 300	-	600	1 900	1 669	87.8	1 000
Fulbright Commission	1 753	-	-	1 753	1 753	100.0	1 654
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	61	61.0	100
India-Brazil-South Africa	310	-	-	310	310	100.0	-
UNESCO (United Nations organisation for educational and scientific cultures)	7 200	-	-	7 200	5 610	77.9	2 560
<b>Total</b>	<b>10 673</b>	<b>-</b>	<b>600</b>	<b>11 273</b>	<b>9 413</b>		<b>5 574</b>

**ANNEXURE 1F – Statement of Transfers/subsidies to Households**

HOUSEHOLDS	TRANSFER ALLOCATION			EXPENDITURE		2004/05	
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total available R'000	Actual transfer R'000	% of available funds transferred %	Appropriation Act R'000
Employee Social Benefits	174	-	2	176	146	83.0	79
Bursaries	-	-	-	-	-	-	5
Donations and Gifts	-	-	146	146	145	99.3	876
<b>Total</b>	<b>174</b>	<b>-</b>	<b>148</b>	<b>322</b>	<b>291</b>		<b>960</b>

See information on donations and gifts on Annexure 1I.

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
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**ANNEXURE 16 – Statement of Gifts, Donations and Sponsorships received for the year ended 31 March 2006**

NAME OF ORGANISATION	Nature of Gift, Donation or Sponsorship	2005/06 R'000	2004/05 R'000
<b>Received in cash</b>			
Investec Security Ltd	Amount included in the Adjustments Estimates for 2005/06	500	–
GTZ & 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	–
World Bank in Washington	Cover transport and conference cost	–	45
House of Commons in London	Cover accommodation expenses	–	1
Spoornet	Heritage Celebrations	–	1 250
Multi Choice	Amount included in the Adjustments Estimates for 2004/05	–	400
<b>Sub-total</b>		<b>627</b>	<b>1 696</b>
<b>Total</b>		<b>627</b>	<b>1 696</b>

**ANNEXURE 16 (continued) – Statement of Gifts, Donations and Sponsorships received for the year ended 31 March 2005**

NAME OF ORGANISATION	Nature of Gift, Donation or Sponsorship	2004/05 R'000	2003/04 R'000
<b>Received in cash</b>			
World Bank in Washington	Cover transport and conference cost	45	–
House of Commons in London	Cover accommodation expenses	1	–
Spoornet	Heritage Celebrations	1 250	–
Multi Choice	Amount included in the Adjustments Estimates for 2004/05	400	–
Education Labour Relations Council	Amount included in the Adjustments Estimates for 2003/04	–	4 933
Education Labour Relations Council	Amount included in the Adjustments Estimates for 2004/05	–	14 202
Ireland	Cover transport and accommodation expenses	–	90
<b>Sub-total</b>		<b>1 696</b>	<b>19 225</b>
<b>Received in kind</b>			
Parliament	Parliamentary Millennium Project	–	32
Spoornet	History/Heritage	–	1 982
<b>Sub-total</b>		<b>–</b>	<b>2 014</b>
<b>Total</b>		<b>1 696</b>	<b>21 239</b>

# Annexures to the Annual Financial Statements

for the year ended 31 March 2006

## ANNEXURE 1H – Statement of Local and Foreign Aid Assistance received for the year ended 31 March 2006

NAME OF DONOR	Purpose	Opening balance R'000	Revenue R'000	Expenditure R'000	Closing balance R'000
<b>Received in cash in the RDP Fund</b>					
European Union	Technical Support	57	(57)	–	–
European Union	School infrastructure	44 991	–	–	44 991
European Union	SAQA	4 061	–	4 061	–
European Union	HEADS	–	1 941	–	1 941
USAID	National Working Group for HE/Grade 6: Systemic Evaluation	159	–	194	(35)
USAID	School improvement/Grade 6: Systemic Evaluation	25	–	–	25
USAID	HIV/AIDS emergency guidelines for educators/Grade 6: Systemic Evaluation	109	–	–	109
French	Teacher development for curriculum implementation	–	8 896	–	8 896
French	Students and Youth into Science, Technology, Engineering & Mathematics (SYSTEM)/Dinaledi schools	1 511	–	–	1 511
French	Mathematics and Science/Dinaledi schools	864	–	–	864
French	Training of Education Executives/Grade 6: Systemic Evaluation	600	–	–	600
Netherlands	Sectoral Budget Support Programme	15 470	69 652	57 464	27 658
Netherlands	Reconstruction of Schools in Limpopo	2 005	(2 005)	–	–
DANCED	NEEP: Coordinator salaries	(34)	34	–	–
DANCED	KZN Literacy Initiative Programme	1 508	–	–	1 508
DANCED	VAT	–	1	–	1
DfID	Salary of Skills Development Project Coordinator	(1)	–	–	(1)
DfID	Education Support Project Phase 2: Life skills	(16)	36	64	(44)
DfID	Mergers of higher education institutions	(264)	111	286	(439)
DfID	Previous year expenditure to Voted	–	264	–	264
Sweden	Special needs education–Inclusive Education	4 493	–	–	4 493
Finland	Special needs education–Inclusive Education	12 563	–	3 577	8 986
Belgium	Whole school development	416	–	–	416
Japan	Education Africa Reform Programme	521	–	–	521
Taiwanese	Alternatives to Corporal Punishment/NCS	12	–	–	12
Taiwanese	Distribution of NCS document	–	–	9 028	(9 028)
Taiwanese	NCS advocacy and communication	–	–	3 913	(3 913)
Taiwanese	Further Education and Training/NCS	16 478	–	–	16 478
<b>Sub-total</b>		<b>105 528</b>	<b>78 873</b>	<b>78 587</b>	<b>105 814</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
for the year ended 31 March 2006

**ANNEXURE 1H (continued) – Statement of Local and Foreign Aid Assistance received for the year ended 31 March 2006**

NAME OF DONOR	Purpose	Opening balance R'000	Revenue R'000	Expenditure R'000	Closing balance R'000
<b>Received in cash in the PMG Account</b>					
European Union	Eastern Cape Schools Reconstruction	3 716	–	–	3 716
European Union	Implementation of SA Schools Act	62	–	–	62
European Union	SAGA	–	4 061	4 061	–
European Union	NSFAS	91	–	–	91
European Union	School Infrastructure	–	50	–	50
USAID	National Working Group for HE/Grade 6 Systemic Evaluation	293	–	195	98
French	Mathematics and Science/Dinaledi schools	53	–	–	53
French	Mathematics and Science/Dinaledi schools	209	–	–	209
French	Students and Youth into Science, Technology, Engineering & Mathematics (SYSTEM)/Dinaledi schools	(179)	–	–	(179)
French	Training of Education Executives/Grade 6: Systemic Evaluation	150	–	–	150
Netherlands	Sectoral Budget Support Programme	(19 312)	48 352	57 464	(28 424)
	VAT	999	132	–	1 131
	Reconstruction of Schools in Limpopo	431	–	–	431
	NEEP: Coordinator salaries	(34)	34	–	–
	VAT	–	1	–	1
	Salary of Skills Development Project Coordinator	(1)	–	–	(1)
	Education Support Project Phase 2: Life skills	(17)	37	64	(44)
	Mergers of higher education institutions	(264)	111	286	(439)
	Previous year expenditure to Voted	–	264	–	264
Sweden	Special needs education–Inclusive Education	1	–	–	1
Finland	Special needs education–Inclusive Education	1	2 750	3 576	(825)
Belgium	Whole school development	(100)	100	–	–
Taiwanese	National curriculum statement	–	13 000	12 941	59
<b>Sub-total</b>		<b>(13 901)</b>	<b>68 892</b>	<b>78 587</b>	<b>(23 596)</b>
Adjustments in respect of previous financial years					
VAT claimed from SARS in respect of previous years					
VAT claimed from SARS in respect of previous years					
Previous years expenditure to Voted not Donor					
<b>2005/06</b>					
<b>R'000</b>					
132					
1					
264					
<b>397</b>					
<hr/>					
<hr/>					
<b>2004/05</b>					
<b>R'000</b>					
3 267					
103 159					
(120 327)					
<b>(13 901)</b>					

**Reconciliation of the PMG account**

Opening balance	3 267
Transferred from the RDP Fund	103 159
Paid during the year	(120 327)
<b>Closing balance</b>	<b>(13 901)</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
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**ANNEXURE 1H (continued) – Statement of Local and Foreign Aid Assistance received for the year ended 31 March 2006**

	2005/06 R'000	2004/05 R'000
<b>Foreign aid assistance repayable to the RDP Fund</b>		
EU	3 869	3 869
	<b>3 869</b>	<b>3 869</b>
<b>Foreign aid assistance unutilised</b>		
France	233	234
DANCED	1	(34)
EU	50	–
Taiwan	59	–
Sweden	1	1
USAID	98	292
	<b>442</b>	<b>493</b>
<b>Foreign aid assistance receivable/recoverable from the RDP Fund</b>		
Netherlands	(26 862)	(17 882)
DfID	(220)	(282)
Belgium	–	(100)
Finland	(825)	1
	<b>(27 907)</b>	<b>(18 263)</b>
<b>Analysis of balance</b>		
Amounts repayable to the RDP Fund	3 869	3 869
Amounts repayable to the RDP Fund (Unutilised)	442	493
Amounts receivable from the RDP Fund	(27 907)	(18 263)
Closing balance	<b>(23 596)</b>	<b>(13 901)</b>
FOREIGN AID ASSISTANCE (incl RDP FUNDS) ROLLED OVER – INCOME STATEMENT/CASH GENERATED	9 695	17 168
<b>Received in kind</b>		<b>2005/06 R'000</b>
Carnegie South Africa Undergraduate Women's Scholarship Programme		8 003
DfID Education Support Project Phase 2:		–
DfID Whole School Evaluation		15
DfID Values, Human Rights & Anti-racism		413
DfID Higher Education		1 193
DfID CHE		1 478
DfID Life Skills		4 016
DfID FET Reform of Technical Colleges		96
DfID Emerging Initiatives in Education		780
DfID Project Management		647
DfID EMIS/HIV		43
DfID HIV		382
Finland Direct Merger expenditure – restructuring		11 015
Norwegian South African Norway Tertiary Education Development Programme (SANTED)		19 809
<b>Sub-total</b>		<b>47 890</b>
	<b>(13 901)</b>	<b>68 892</b>
	<b>78 587</b>	<b>(23 596)</b>

DEPARTMENT OF EDUCATION – VOTE 15

# Annexures to the Annual Financial Statements

for the year ended 31 March 2006

**ANNEXURE 11 – Statement of gifts, donations and sponsorships made and remissions, refunds and payments made as an act of grace for the year ended 31 March 2006**

Nature of gift, donation of sponsorship	R'000
<b>Paid in cash</b>	
Gift presented by the Minister to Ambassador of the European Union	1
Ndlela disaster fund in Mpumalanga Province	15
Donation to Stellenzicht school for the launch of the National flag in every school	3
National Teacher Awards	127
<b>Total</b>	<b>146</b>

## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

## ANNEXURE 2A – Statement of Financial Guarantees issued as at 31 March 2006 – Local

GUARANTOR INSTITUTION	Guaranteee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2005 R'000	Guarantees issued during the year R'000	Guarantees released/paid/cancelled/reduced during the year R'000	Guaranteed interest for year ended 31 March 2006 R'000	Closing balance 31 March 2006 R'000	Realised losses not recoverable R'000
	<b>Motor Vehicles</b>							
Employees	Motor Finance Scheme	1 243	835	445	354	-	926	-
		<b>1 243</b>	<b>835</b>	<b>445</b>	<b>354</b>	<b>-</b>	<b>926</b>	<b>-</b>
	<b>Housing</b>							
Employees	Housing loans	1 464	1 540	104	180	-	1 464	-
		<b>1 464</b>	<b>1 540</b>	<b>104</b>	<b>180</b>	<b>-</b>	<b>1 464</b>	<b>-</b>
	<b>Other</b>							
Technikon Free State	Tertiary Institutions	21 945	10 393	-	-	461	8 427	-
Technikon Mangosothu	Tertiary Institutions	6 882	2 387	-	-	92	1 536	-
Technikon Vaal Triangle	Tertiary Institutions	16 079	18 682	-	2 603	679	16 079	-
Durban University of Technology	Tertiary Institutions	18 913	18 060	-	872	812	16 843	-
Cape Peninsula University of Technology	Tertiary Institutions	43 331	32 756	-	5 908	1 256	29 486	-
Tshwane University of Technology	Tertiary Institutions	46 633	23 706	-	12 600	197	20 236	-
University of Cape Town	Tertiary Institutions	42 710	33 698	-	15 040	-	17 508	-
University of Fort Hare	Tertiary Institutions	5 719	11 719	-	6 000	95	5 719	-
University of Free State	Tertiary Institutions	35 078	14 147	-	89	3 621	10 892	-
University of KwaZulu-Natal	Tertiary Institutions	66 461	31 351	-	21 244	5 891	22 941	-
University of Limpopo	Tertiary Institutions	22 305	49 354	-	28 305	906	20 798	-
North West University	Tertiary Institutions	7 725	3 364	-	-	63	2 870	-
Nelson Mandela Metropolitan University	Tertiary Institutions	41 914	24 326	-	6 211	559	18 296	-
University of Potchefstroom	Tertiary Institutions	35 812	24 296	-	4 818	680	18 810	-
University of Pretoria	Tertiary Institutions	6 150	9 492	-	6 950	114	2 928	-
University of Johannesburg	Tertiary Institutions	67 795	32 038	-	16 775	2 097	25 922	-
Rhodes University	Tertiary Institutions	9 846	4 364	-	112	73	3 594	-
University of South Africa	Tertiary Institutions	42 910	26 604	-	7 376	1 055	23 025	-
University of Stellenbosch	Tertiary Institutions	54 333	23 262	-	6 640	270	15 813	-
Walter Sisulu University for Technology and Science, Eastern Cape	Tertiary Institutions	53 162	53 144	-	68 248	601	18 293	-
University of Venda	Tertiary Institutions	54 752	29 833	-	-	1 259	26 285	-
Vista University	Tertiary Institutions	66 650	110 000	-	43 350	2 607	66 650	-
University of Western Cape	Tertiary Institutions	2 010	1 082	-	1 183	22	581	-
University of Witwatersrand	Tertiary Institutions	56 440	43 087	-	24 198	670	24 017	-
University of Zululand	Tertiary Institutions	15 532	23 282	-	7 750	584	12 987	-
		<b>841 087</b>	<b>654 427</b>	<b>-</b>	<b>286 272</b>	<b>24 664</b>	<b>430 536</b>	<b>-</b>
<b>Total</b>		<b>843 794</b>	<b>656 802</b>	<b>549</b>	<b>286 806</b>	<b>24 664</b>	<b>432 926</b>	<b>-</b>



DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
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**ANNEXURE 2B – Statement of contingent liabilities as at 31 March 2006**

Nature of Liability	Opening Balance 1 April 2005  R'000	Liabilities incurred during the year  R'000	Liabilities paid/ cancelled/ reduced during the year  R'000	Liabilities recoverable   R'000	Closing Balance 31 March 2006  R'000
<b>Claims against the department</b>					
Motor Car Accidents	–	64	64	–	–
	–	64	64	–	–
<b>Total</b>	–	<b>64</b>	<b>64</b>	–	–

**ANNEXURE 3 – Capital tangible asset movement schedule for the year ended 31 March 2006**

	Opening Balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
<b>Machinery and Equipment</b>	8 835	13 880	1 410	21 305
Transport assets	2 342	1 743	1 236	2 849
Computer equipment	5 202	6 145	173	11 174
Furniture and office equipment	341	5 542	1	5 882
Other machinery and equipment	950	450	–	1 400
<b>Total capital assets</b>	<b>8 835</b>	<b>13 880</b>	<b>1 410</b>	<b>21 305</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
for the year ended 31 March 2006

**ANNEXURE 3.1 – Additions movement schedule for the year ended 31 March 2006**

	Cash R'000	In-kind R'000	Total R'000
<b>Machinery and Equipment</b>	13 830	50	13 880
Transport assets	1 693	50	1 743
Computer equipment	6 145	–	6 145
Furniture and office equipment	5 542	–	5 542
Other machinery and equipment	450	–	450
<b>Total capital assets</b>	<b>13 830</b>	<b>50</b>	<b>13 880</b>

**ANNEXURE 3.2 – Disposals movement schedule for the year ended 31 March 2006**

	Cost/Carrying Amount R'000	Cash R'000	Profit/(loss) on Disposal R'000
<b>Machinery and Equipment</b>	1 410	–	(1 410)
Transport assets	1 236	–	(1 236)
Computer equipment	173	–	(173)
Furniture and office equipment	1	–	(1)
Other machinery and equipment	–	–	–
<b>Total capital assets</b>	<b>1 410</b>	<b>–</b>	<b>(1 410)</b>

**ANNEXURE 3.3 – Capital tangible asset movement schedule for the year ended 31 March 2005**

	Additions R'000	Disposals R'000	Total Movement R'000
<b>Machinery and Equipment</b>	5 906	25	5 881
Transport assets	1 314	–	1 314
Computer equipment	2 990	25	2 965
Furniture and office equipment	877	–	877
Other machinery and equipment	725	–	725
<b>Total capital assets</b>	<b>5 906</b>	<b>25</b>	<b>5 881</b>

DEPARTMENT OF EDUCATION – VOTE 15  
**Annexures to the Annual Financial Statements**  
for the year ended 31 March 2006

**ANNEXURE 4 – Capital in tangible asset cost movement schedule for the year ended 31 March 2006**

	Opening Balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
Computer Software	2 462	279	–	2 741
<b>Total</b>	<b>2 462</b>	<b>279</b>	<b>–</b>	<b>2 741</b>

**ANNEXURE 4.1 – Additions movement schedule for the year ended 31 March 2006**

	Cash R'000	In-kind R'000	Total R'000
Computer Software	279	–	279
<b>Total</b>	<b>279</b>	<b>–</b>	<b>279</b>

**ANNEXURE 4.2 – Capital intangible asset movement schedule for the year ended 31 March 2005**

	Additions R'000	Disposals R'000	Total Movement R'000
Building and other fixed structures			
Computer Software	1 228	–	1 228
<b>Total</b>	<b>1 228</b>	<b>–</b>	<b>1 228</b>

## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

## ANNEXURE 5 – Inter-Governmental receivables

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2006	31/03/2005	31/03/2006	31/03/2005	31/03/2006	31/03/2005
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Departments</b>						
Department of Health	-	-	-	2	-	2
Department of Defence	-	-	-	2	-	2
Department of Public Works	-	-	4	4	4	4
Free State Provincial Department of Sport, Arts, Culture, Science and Technology	-	-	9	9	9	9
Gauteng Department of Education	-	-	75 100	76 126	75 100	76 126
National Treasury Pensions	-	-	254	452	254	452
South African Revenue Services	-	-	3 860	9 586	3 860	9 586
Eastern Cape Department of Education	-	-	93 270	100 639	93 270	100 639
KwaZulu-Natal Department of Education	-	-	-	4 508	-	4 508
Northern Cape Department of Education	-	-	41	41	41	41
Limpopo Department of Education	-	-	-	311	-	311
Western Cape Department of Education	-	-	39	-	39	-
Department of Foreign Affairs	-	-	9	-	9	-
GSSC	-	-	66	-	66	-
Department of Home Affairs	-	-	14	-	14	-
Department of Land Affairs	-	-	11	-	11	-
National Treasury	-	-	25	-	25	-
Department of Science and Technology	-	-	12	-	12	-
Department of Social Development	10	-	-	-	10	-
Statistics South Africa	-	-	21	-	21	-
Department of Water Affairs	-	-	7	-	7	-
GG Transport	-	-	23	-	23	-
<b>10</b>	<b>10</b>	<b>-</b>	<b>172 765</b>	<b>191 680</b>	<b>172 775</b>	<b>191 680</b>
<b>Other government entities</b>						
NSFAS	-	-	91	-	91	-
Sita	-	-	27	-	27	-
	-	-	<b>118</b>	<b>-</b>	<b>118</b>	<b>-</b>
<b>TOTAL</b>	<b>10</b>	<b>-</b>	<b>172 883</b>	<b>191 680</b>	<b>172 893</b>	<b>191 680</b>

## Annexures to the Annual Financial Statements

for the year ended 31 March 2006

**ANNEXURE 6 – Inter-Governmental payables – current**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2006	31/03/2005	31/03/2006	31/03/2005	31/03/2006	31/03/2005
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Departments</b>						
<b>Current</b>						
National Treasury– Pension	–	–	7	–	7	–
Tax–RSA	–	689	1 187	–	1 187	689
Provincial and Local Department	–	14	–	–	–	14
Communication	–	–	32	–	32	–
National Intelligence Agency	–	1	1	–	1	1
National Defence	–	–	5	–	5	–
Free State Department of Education	–	42	–	–	–	42
North West Department of Education	–	56	–	–	–	56
Water Affairs	–	–	4	–	4	–
<b>Total</b>	–	<b>802</b>	<b>1 236</b>	–	<b>1 236</b>	<b>802</b>

# Annexure 1

## STATUTORY BODIES

### Council of Education Ministers (CEM)

Chairperson: Mrs Naledi Pandor, MP, Minister of Education  
Secretariat: Directorate: Strategic Planning, DoE  
Ms Nandipha Koyana  
Tel.: (012) 312 5193  
Fax: (012) 323 5837  
Email: Koyana.n@doe.gov.za  
Sol Plaatje House  
123 Schoeman Street  
Pretoria  
Private Bag x 895  
Pretoria  
0001

### Heads of Education Departments Committee (HEDCOM)

Chairperson: Mr D Hindle  
Director-General, Department of Education  
Secretariat: Ms Busi Mbonambi  
Tel.: (012) 312 5166  
Fax: (012) 323 5837  
Email: mbonambi.b@doe.gov.za

### Council of Higher Education (CHE)

Chairperson: Mr S Macozoma  
Chief Executive Officer: Professor S Badat  
Tel.: (012) 392 9119  
Fax: (012) 392 9110  
E- mail: smacozoma@doe.gov.za

### Higher Education Quality Committee (HEQC)

Tel.: (012) 392 9119  
Fax: (012) 392 9110  
Didacta Building  
211 Skinner Street  
Pretoria  
0002  
P O Box 13354  
The Tramshed  
Pretoria  
0126

### South African Qualifications Authority (SAQA)

Chairperson: Dr. S Walters  
Executive Officer: Mr SBS Isaacs  
Tel.: (012) 431 5002  
Fax: (012) 431 5115/5039  
Email: Samuel Isaacs@doe.gov.za  
1067 Hatfield Forum West  
Arcadia Street  
Hatfield  
0083  
Postnet Suite 248  
Private Bag x 06  
Waterkloof  
0145

### Council for Quality Assurance in General and Further Education and Training (UMALUSI )

Chairperson: Mr J Pampallis  
Chief Executive Officer: Dr. P Lolwana  
Tel.: (012) 349 1510  
Fax: (012) 349 1511  
Email: info@umalusi.org.za  
37 General Van Ryneveld Street  
Persequor Techno Park  
Pretoria  
Postnet Suite 102  
Private Bag x 1  
Queenswood  
0121

### South African Council for Education (SACE)

Chairperson: Mr Glenn Abrahams  
Executive Officer: Ms Rej Brijraj  
Tel.: (012) 663 9517/8/9  
Fax: (012) 663 3331  
Email: info@sace.org.za  
Website: www.sace.org.za  
261 West Street  
Centurion  
0016  
Private bag x 127  
Centurion  
0046

### National Board for Further Education and Training (NB FET)

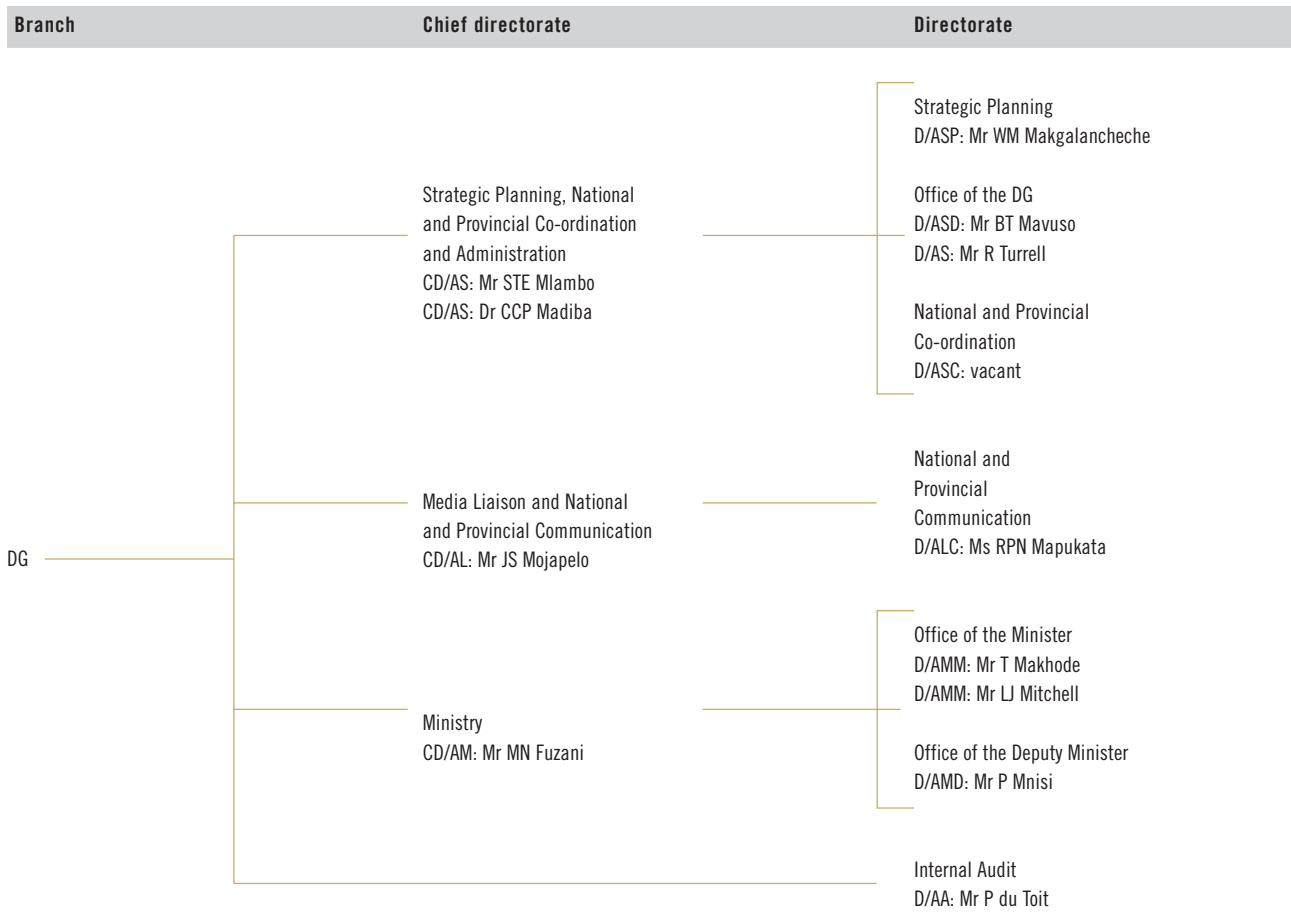
Chairperson: Mr D George  
Secretariat: Mr K Pole  
Tel.: (012) 312 5041  
Fax: (012) 321 3349  
Email: pole.k@doe.gov.za  
Website: see DoE sites at:  
education.pwv.gov.za  
Private Bag X 895  
Pretoria  
0001

### National Student Financial Aid Scheme (NSFAS)

Chairperson: Ms Vuyisa Tanga  
Chief Executive Officer: Mr A Taylor  
Tel.: (021) 797 8161  
Fax: (021) 797 8131  
Email: info@nsfas.org.za  
Website: www.nsfas.org.za  
18 – 20 Court Road  
Wynberg  
7800  
Private Bag x 1  
Plumstead  
7801

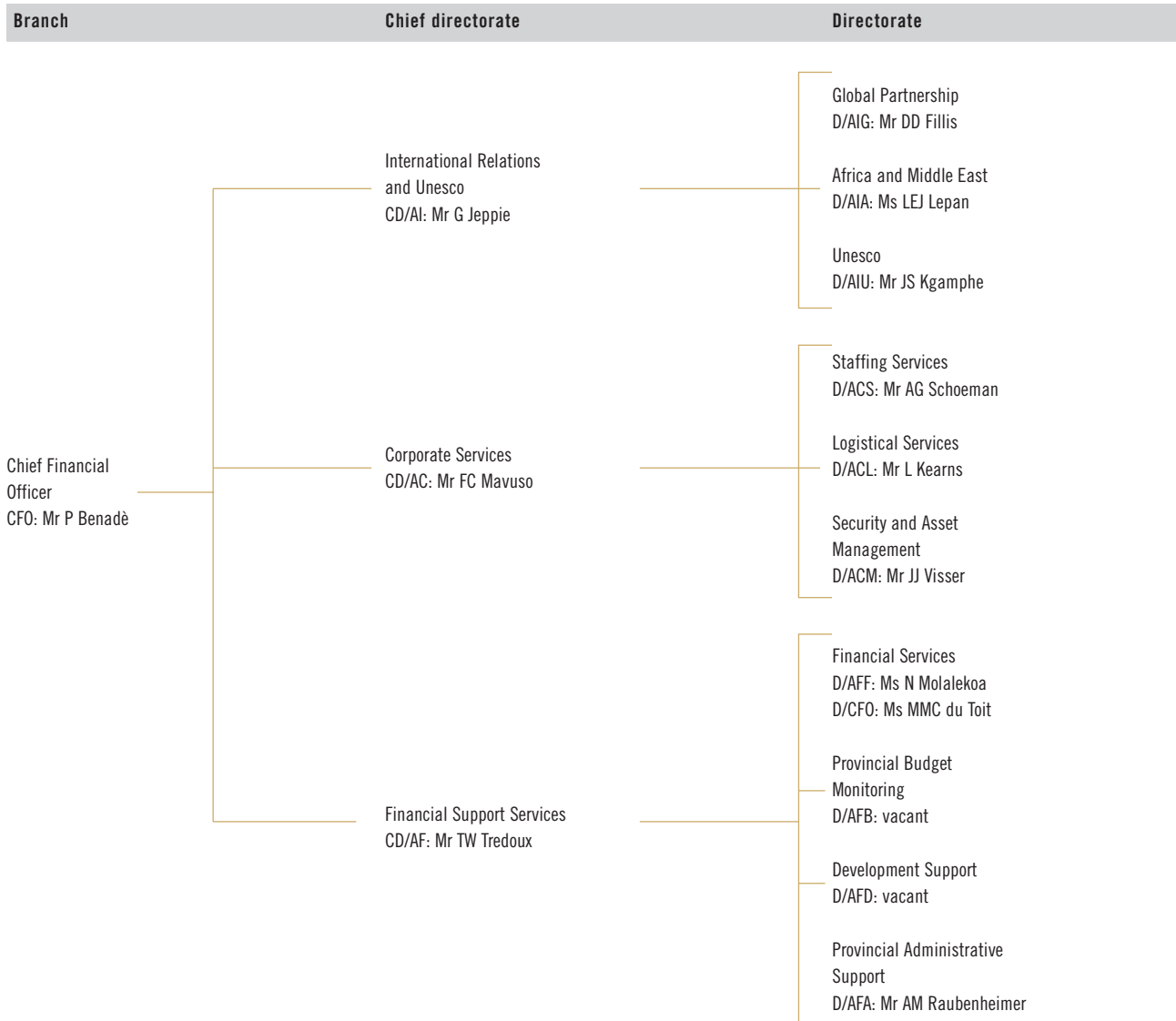
# Annexure 2

## ORGANISATIONAL STRUCTURE



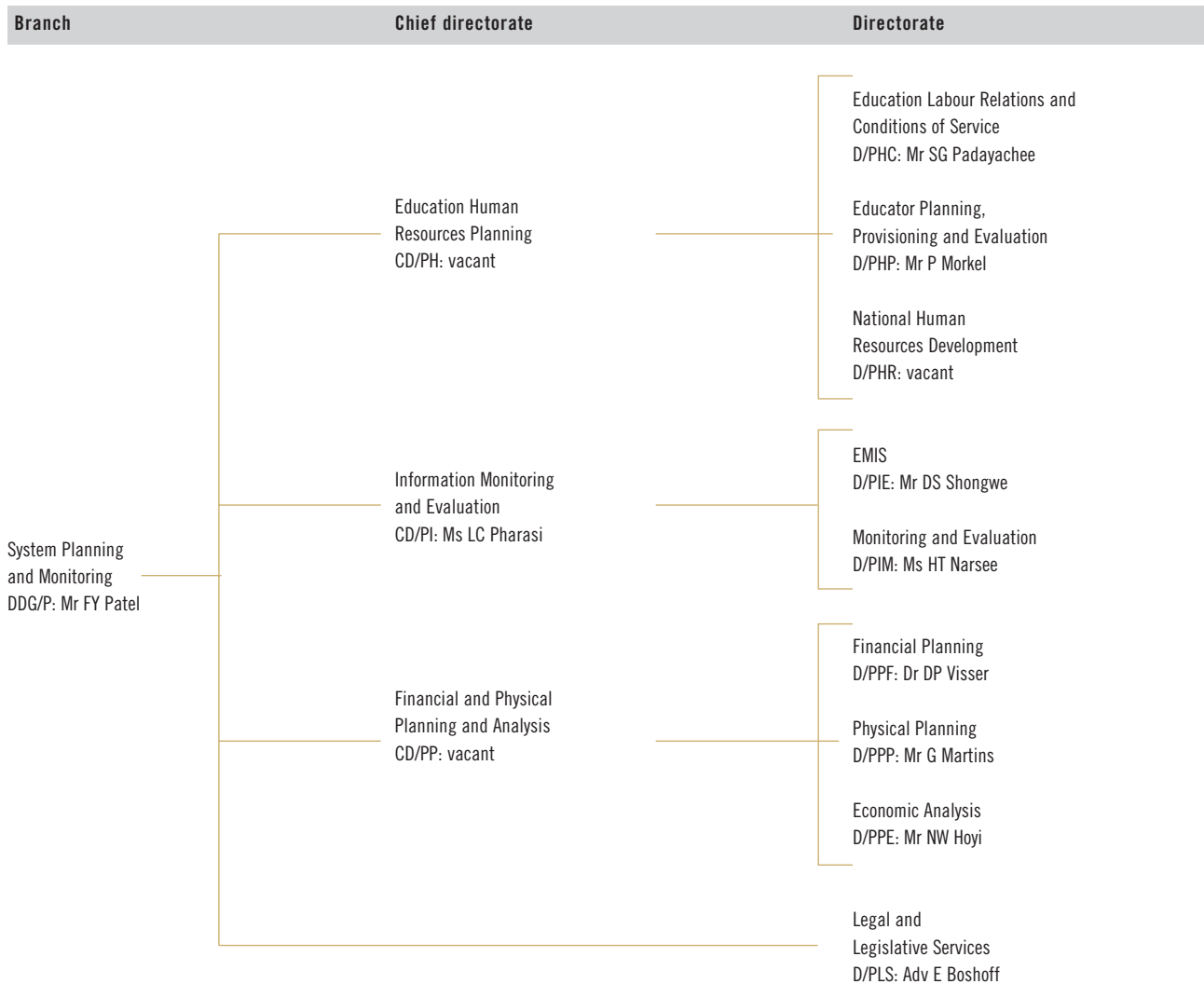
# Annexure 2

## ORGANISATIONAL STRUCTURE



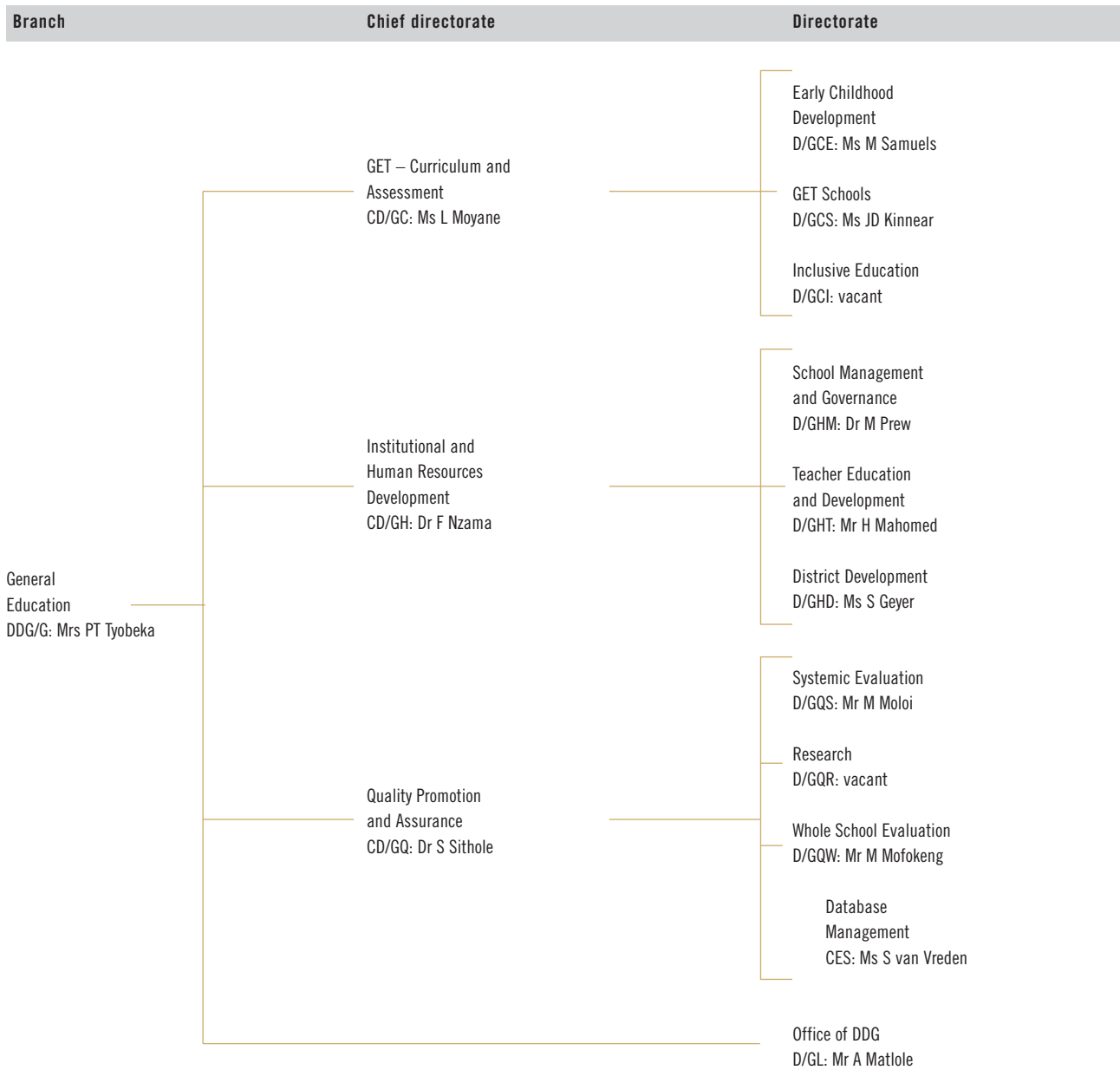


## ORGANISATIONAL STRUCTURE

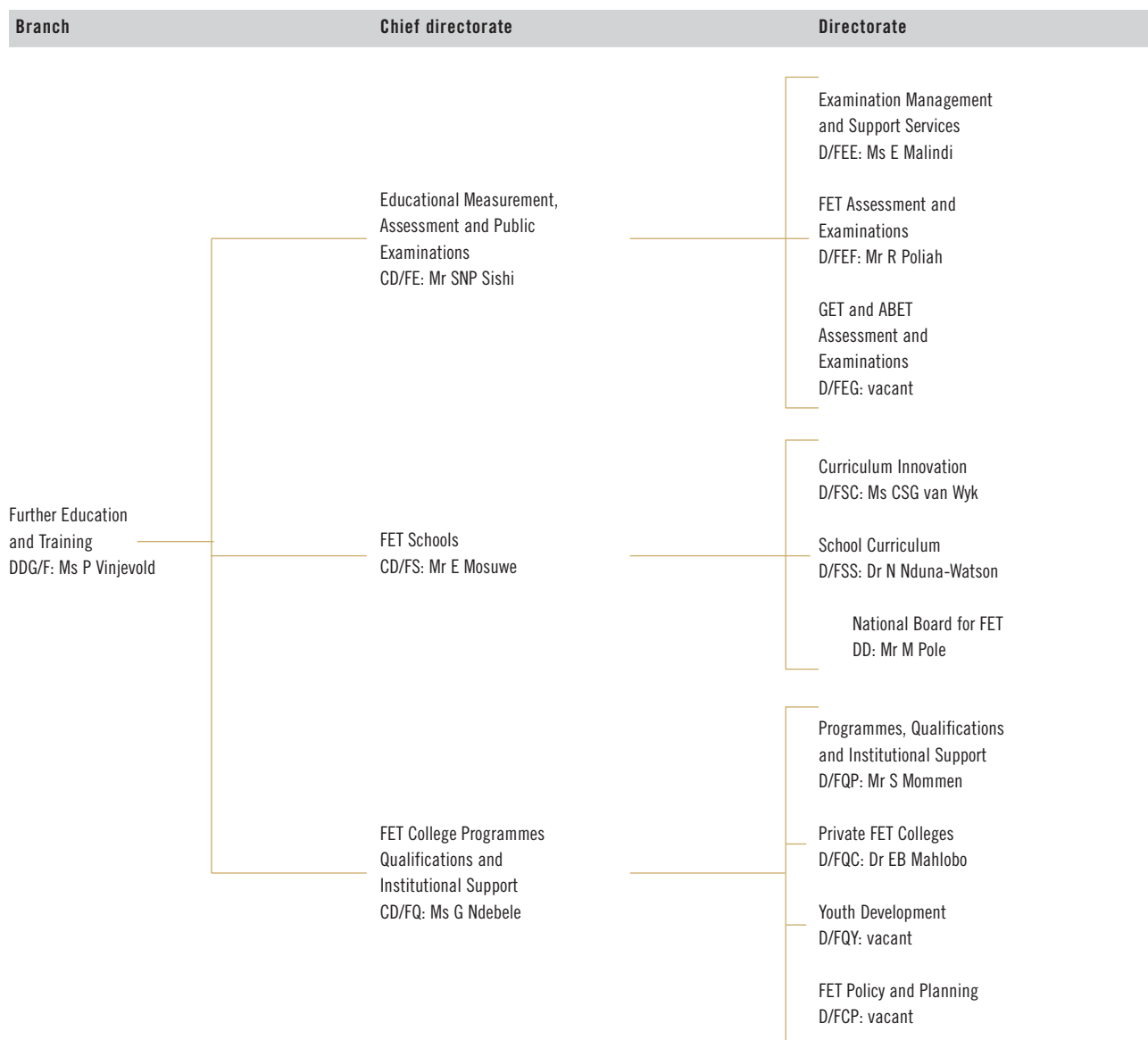


# Annexure 2

## ORGANISATIONAL STRUCTURE

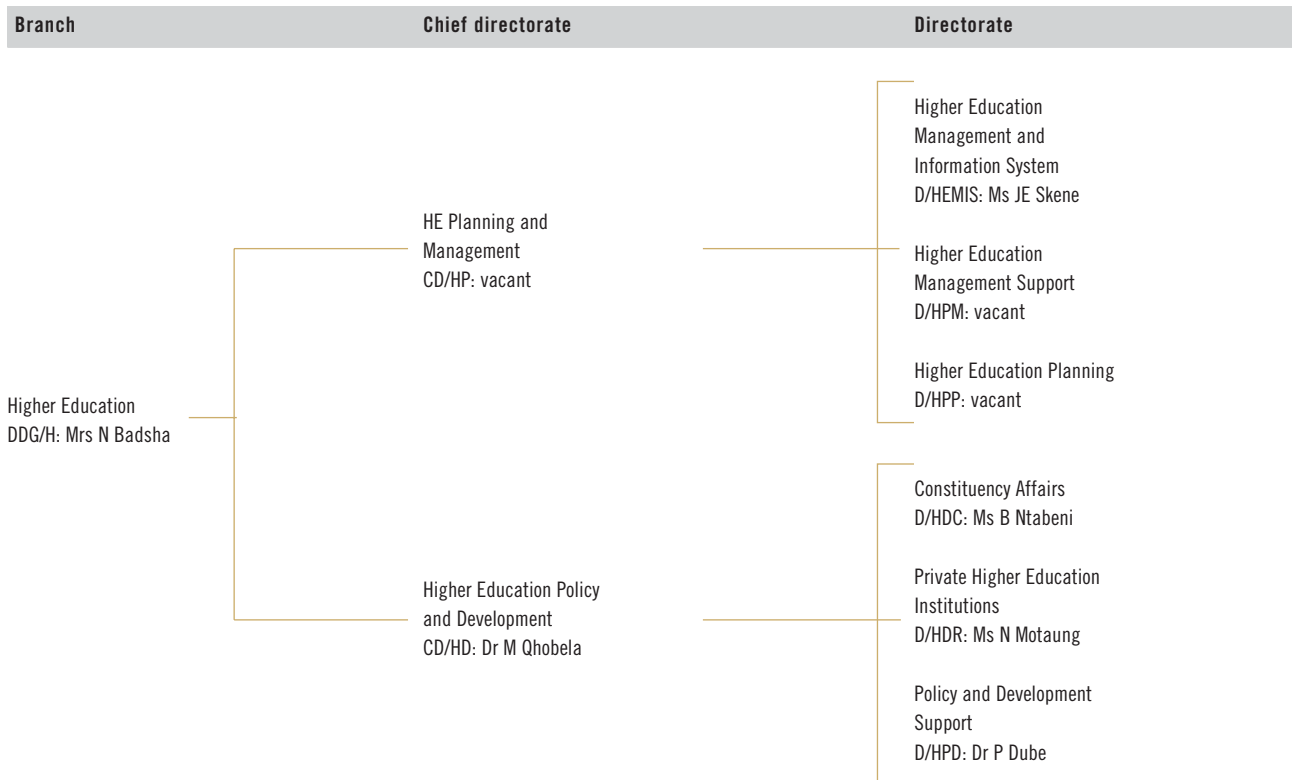


## ORGANISATIONAL STRUCTURE

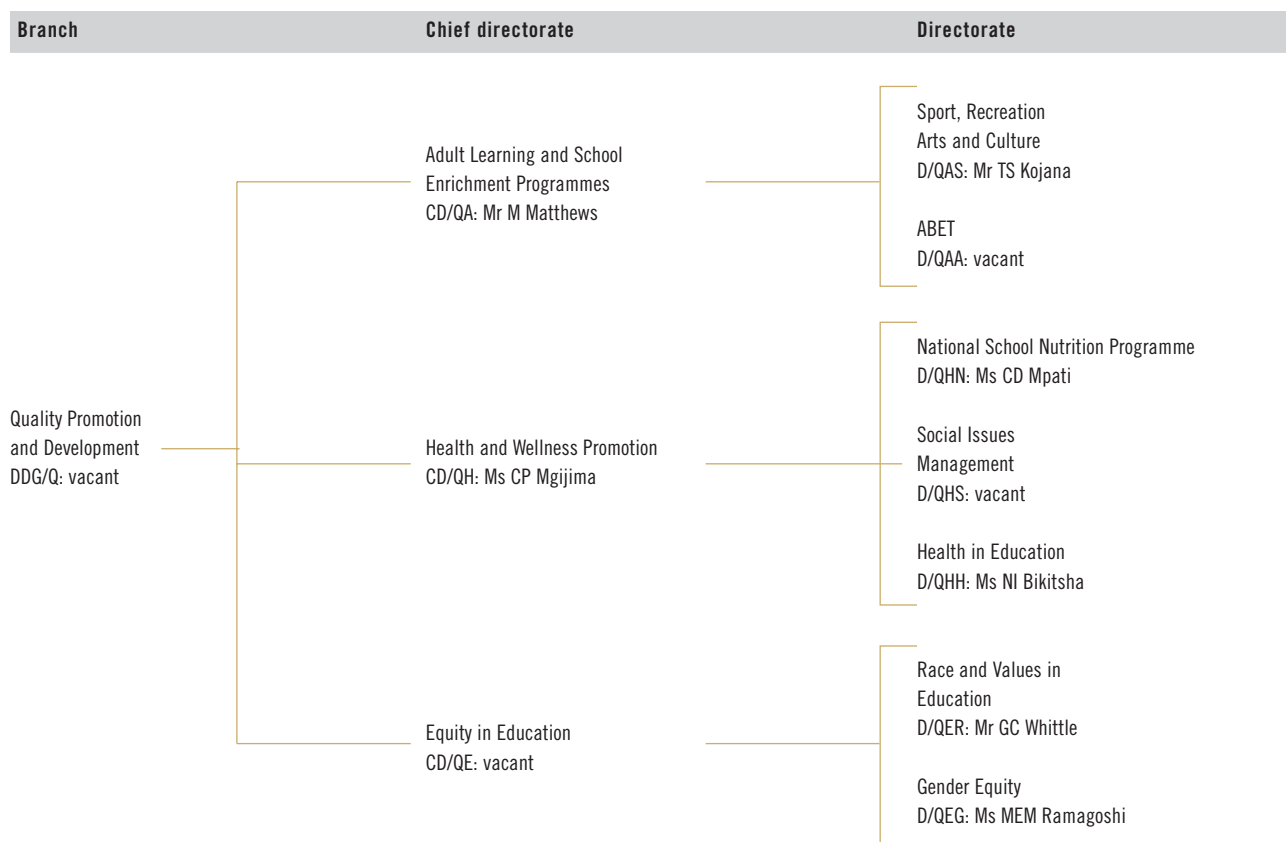


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