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Department of Education
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REPORT

2004/2005



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Department:
Education
REPUBLIC OF SOUTH AFRICA

5 biU Department of Education REPORT 2004/2005

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 2005.



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Director-General: Education

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Department of Education

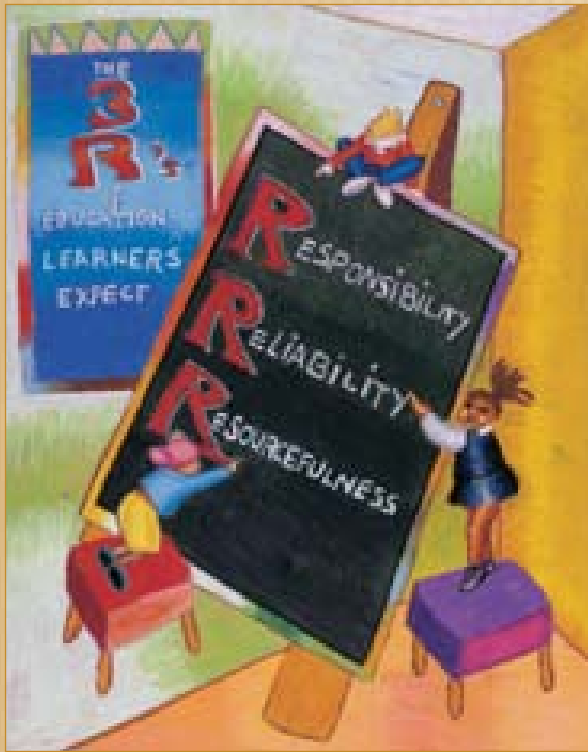
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Introduction

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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 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, to Government and to the people of South Africa.

Excellence

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

Teamwork

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

Learning

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

Innovation

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

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

1. The Constitution of the Republic of South Africa (1996), which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted, as its point of departure, the 1994 education policy framework of the African National Congress. After extensive consultation, negotiation and revision, it was approved by Cabinet and has since served as a fundamental source of 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 relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as for the Heads of Education Departments Committee (HEDCOM) as intergovernmental forums, which were to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and for further education and training pertaining to, *inter alia*, curriculum, assessment and language policy, as well as for 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 it makes schooling compulsory for children aged 7 to 14. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance via school governing bodies is now in place in public schools country-wide. The school funding norms, as outlined in SASA, prioritise redress and target poverty in terms of the allocation of funds for the public schooling system.
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), provide the basis for the development of a nationally coordinated further education and training system, comprising the senior secondary component of schooling and Further Education and Training (FET) colleges. 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.
5. The Higher Education Act (1997) provides for a unified and nationally planned system of higher education. It furthermore provides 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 on Higher Education (1999) constituted the basis for the transformation of the higher education sector via an institutional planning and budgeting framework. In 2001, this culminated in the National Plan for Higher Education.
6. The Employment of Educators Act (1998) and the SACE Act, aimed at regulating the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The 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 (ABET) Act (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 provides 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

Legislative Mandate



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 young and adult learners.

9. The General and Further Education and Training Quality Assurance Act (2001) provides for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council. The Act further provides for control over norms and standards of curriculum and assessment, the conduct of assessment and to repeal the South African Certification Council Act (1986). This Council is called Umalusi (Zulu name for Shepherd). The main function of Umalusi is to provide for quality assurance in general and further education and training and to issue certificates at exit points.
10. The National Curriculum Statement 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 the training strategies, this reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned with the NQF in theory and practice.
11. 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 programmes, curricula and teacher development pertaining to 0 to 4-year-olds and 6 to 9-year-olds.
12. Education White Paper 6 on Inclusive Education (2001) explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This, in turn, will improve the participation and retention levels of learners in the education system, particularly with regard to those learners who are prone to dropping out.

Introduction by the Director-General

The year 2005 marks the beginning of our second decade of democracy and, as the country celebrates ten years of freedom, we must look ahead to, and plan for the next ten years.

The Department of Education continues to pursue the education vision of the Freedom Charter, adopted at the Congress of the People in Kliptown 50 years ago, as well as the liberating education agenda that was shaped during the struggle prior to 1994. The Department has remained true to the mandate of the ANC-led Government since the advent of our non-racial democracy in 1994, and it is with some pride that we look back on the achievements during our brief period in government.

While much remains to be done so as to ensure that every child receives quality education, the Department has been able to contribute towards turning the vision of a better life for all into reality. We witnessed the participation of thousands of African children who would hitherto have been excluded from school, including some who may have been refused entry on grounds of their special needs. Many more were able to attend university, which was made possible by Government's financial support for the poor. Participation by girls has increased, especially in the fields of Mathematics, Science and Technology. The quality of education, although still below that which we desire, has shown a dramatic increase, especially in those schools where the extraordinary dedication and commitment of teachers and principals, in partnership with parents and pupils, enabled them to overcome a legacy of deprivation and achieve remarkable success.

We achieved these gains by ensuring that all our legislation and policies are strongly biased towards the poor and the vulnerable. We tried to ensure that our teachers are better qualified and equipped to teach, that they act in a professional manner, and that they are held accountable for the quality of their work. We have tried to ensure that the conditions under which they teach and learners learn are indeed conducive to effective education. In the past year we have constructed new classrooms in an effort to eradicate the phenomenon of "learners under trees", and we provided water and sanitation services to a large number of schools. We remain committed to the goal of achieving Education for All, and are well on track to achieving the Millennium Development Goals.



Duncan Hindle
Director-General: Education

In this Annual Report I outline the performance of the Department as measured against the Strategic Plans that had been agreed upon at the beginning of the year and which were subsequently tabled in Parliament. The Report starts with a section outlining the highlights and achievements of each branch, followed by detailed reports that are in accordance with every strategic objective of the branch in question. The Annual Report also includes a section on the human resources activities of the Department, as well as a section indicating how the funds, allocated through Parliamentary Vote 15, have been utilised, as certified by the Auditor-General.

I want to commend all involved in the delivery of education services to the people of South Africa. Particular mention must be made of the former Director-General, Mr Thami Mseleku, for his guidance and leadership over many years before his transfer to the Department of Health at the end of 2004.

I have pleasure in presenting this Annual Report of the Department of Education to the Minister, Ms Naledi Pandor, and commend her to table it in Parliament as required.

A stylized, handwritten signature in black ink, appearing to read 'Duncan Hindle', positioned above a horizontal line.

Duncan Hindle
Director-General: Education

Five-year Broad 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, resulting from the 2003 Cost of Education study. While all funding policies had been pro-poor, the DoE prepared draft legislation for 2005 that will result in the establishment of "zero-fee schools" in cases where institutions are receiving an "adequate" number of non-personnel and an "adequate" amount of non-capital funding. The Revised Norms and Standards for School Funding were compiled to give effect to the legislation, once approved. 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 during the next financial year.

The National Schools Nutrition Programme (NSNP)

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

To enhance the programme, the DoE 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. The gardens are also utilised 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 thus far. The programme will be extended to the Eastern Cape next year.

The DoE has taken care to ensure that the menus are well balanced, especially where manufactured products are used, and the quality of the latter is approved by the Department of Health. Partnerships were established with the Woolworth's Trust, SABC Education, as well as with other departments, in order to ensure sustained food security. Discussions are

also underway with deciduous fruit producers regarding the transport of excess fruit to poor schools in the provinces.

Rural Education

The Minister established a Committee on Rural Education during 2004, which is expected to submit a report early in the next financial year. The committee's brief is to provide the DoE with practical recommendations, aimed at improving the quality of education in rural areas. 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 focal point of this priority area during the year under review was the 52 FET colleges that were established. A major plan for the recapitalisation and revival of these colleges was initiated, and it will be implemented during the period 2006 to 2008.

With regard to schools, 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. It is gratifying to report that the total number of learners, who passed Mathematics at the end of 2004, had increased by 36% (from 3 485 to 4 746 learners), and by 38% in the case of Physical Science (from 2 724 to 3 766 learners).

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 11% to the Mathematics (HG) pass rate and 9% to the Physical Science (HG) pass rate, despite the fact that they only constituted a small sample of the total number of secondary schools. As a result of the success achieved with this initiative, it is envisaged that the number of Dinaledi schools across the country will be increased during the coming year.

Adult Basic Education and Training (ABET)

The Department formed a partnership with the Sector Education and Training Authorities (SETAs) for the delivery of skills programmes in 60 Public

Five-year Broad Priorities

Adult Learning Centres (PALCs) in the nodal areas. This partnership focused on agricultural, 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 the provision of ABET.

A total of 236 900 adults enrolled at PALCs for ABET Level 1 to 4 programmes, which is a significant increase on the previous year's figures.

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 it will be introduced in the remaining Grades (7 to 9) over the next two years. 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 has been finalised and will be introduced into schools as from 2006. This is a high-skills curriculum, which will place increased demands on learners to achieve the required standards, while introducing a compulsory Mathematics programme.

Various instruments were developed and used to promote and assure quality within the system with regard to teachers. An Integrated Quality Management System introduced the concept of performance measures and performance-related pay for teachers, which should increase the levels of accountability amongst teachers. Systemic evaluations, involving large samples of learners, were also introduced and, during 2004, some 30 000 Grade 6 learners were tested against national standards. A report on the systemic evaluation will be published in the near future.

Infrastructure had become a major impediment to the delivery of quality education and major steps were taken to improve the conditions under which teachers teach and learners learn. The phenomena

of "learners under trees" has not been finally eradicated, thus failing to meet a commitment made by the President.

The DoE 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 is receiving monthly reports on infrastructure delivery, but projections are yet again indicating that part of the work will not be finalised during the course of this 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 continued to focus on HIV and Aids, and peer education programmes were implemented in all provinces.

The DoE is furthermore in the process of responding to a study undertaken by the Education Labour Relations Council (ELRC) regarding the incidence of HIV amongst teachers. The study established that, from a sample of 30 000 teachers, some 11% of persons in the profession are infected by the virus.

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

The restructuring of the higher education landscape took shape, with various mergers and incorporations successfully concluded during the year under review. 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 will be concluded during the course of 2005.

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.

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

Ministry: Highlights, Achievements and Challenges

Prelude

The Minister started her term of office by outlining her strategic direction for education. In terms of policy, there has been no major departure from the overall policy trajectory of the past decade with the transition into the next decade, but for the emphasis on ensuring access to quality education for all South Africans. However, as a result of new priorities, a re-alignment of planned programmes, as well as interventions were effected in existing programmes where required, in order to deliver the objectives outlined in the Strategic Plan for 2005 to 2009. During the past year, the Ministry has placed a great deal of emphasis on the need to encourage dialogue with all its social partners and with the many other people with an interest in education, in order to foster greater coherence in the education system. At present, the emphasis is on lending greater depth to the education policy dialogue, so as to achieve positive educational outcomes. Evident from all this, is a discernible trend of commonality, continuity and consistency with regard to the goals South Africa has set itself to achieve along this developmental path. The Ministry, as the vanguard of this development, is responding in a positive manner to these challenges by way of a systemic approach, as well as by its conduct, which reflects the spirit of Batho Pele.

Investing in Education

The quest for excellence and quality education still requires a determined drive to search for latent talent, achievement and, subsequently, reward. A combination of a passion for education and provision of the required resources to educational institutions will result in positive outcomes. The key challenges in the system will have to be met by the marshalling of considerable resources, as well as support for the progressive vision of developing a quality education system for South Africa in the next decade. To this end, the Ministry has, *inter alia*, set itself the following goals and priorities:

- **Quality education for all**

In its endeavour to ensure quality education for all, all sectors have been investigated, so as to consolidate and strengthen achievements, highlight innovations and review and adjust those areas where there are shortcomings with regard to implementation and provision.

- **Infrastructure development**

The conditions under which learning and teaching take place constitute a priority, as the provision of water, sanitation and adequate infrastructure enhance learner performance, particularly in rural and poor areas.

- **Restoring the professional integrity and status of teachers**

Teachers are one of the key strategic resources in a system that holds the promise of improving access to quality education for all people.

- **Skills development through the revival of FET colleges**

The challenge over the next five years is to ensure that increased participation in FET colleges is meaningful, translating into improved throughput and an increase in graduation figures. Fields of study at FET colleges must be relevant and in step with the skills needs of the country.

- **Adult Basic Education and Training**

Literacy levels are a matter of great concern and there is a need to expand the scope of basic literacy and formal Adult Basic Education Programmes.

- **Monitoring and evaluation**

The instruments that have been developed over the past ten years for the formal evaluation of the schooling system constitute an achievement. These systems, however, have to be strengthened, in order to ensure an improvement in learner performance, in the achievement of programme and project objectives, and to allow for the education and training system to be steered in a direction that will make a meaningful contribution to the country's human resources development objectives.

- **Institutional reform**

Greater intervention is required in order to drive the reform and transformation of South Africa's educational institutions, so as to facilitate Government's development agenda. This could be achieved via changes in

Ministry: Highlights, Achievements and Challenges

management, in governance, in administrative systems, in the staff and student profile, as well as in the internal environment of institutions. All the afore-mentioned issues affect the institutions' ability to deliver graduates who exhibit high levels of cognitive achievement and who adhere to the values, behaviour and attitudes envisaged in the Constitution.

- **Dealing with poverty, improving social cohesion and enhancing constitutional values**

Via Government's social cluster, the Department continues to explore and take advantage of the increased learning and employment opportunities to be derived from the roll-out of Adult Basic Education and Training, as well as from the Reception Grade in Early Childhood Development. The National Schools Nutrition Programme continues to make a difference in the health, nutritional and educational status of learners. The model of delivery promotes local economic development and poverty alleviation via the participation of women in rural communities as providers of nutritional food to schools.

- **International development in education**

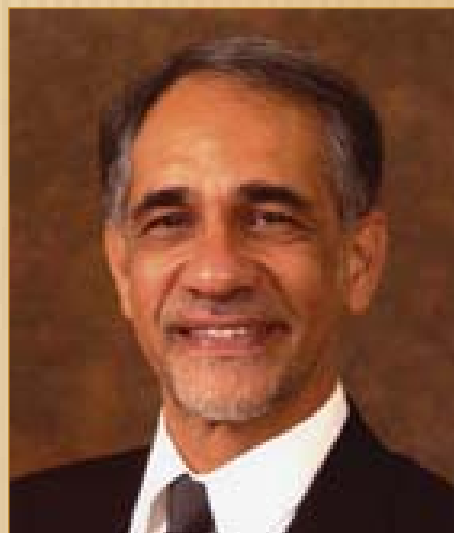
Technical advice and leadership emanating from the Department of Education has gained greater visibility in departmental interventions. These interventions remain aligned with the initiatives of the New Partnership for Africa's Development (NEPAD), in order to develop an education system of quality for all South Africa's people, as well as for the people of the African continent.

Contact with Educational Institutions

Visits to schools, Further Education and Training colleges and to universities continued to take a prominent place in the Minister's and Deputy Minister's diaries. These visits presented the Ministry with the opportunity to gain first-hand knowledge of the situation at grassroots level. They also enabled the Ministry to assess the progress, or lack thereof, in the system. In turn, they afforded South Africans the opportunity to



*Naledi Pandor
Minister: Education*



*Enver Surty
Deputy Minister: Education*

Ministry: Highlights, Achievements and Challenges

inform Government about their problems, which is in line with the objectives of the Imbizo programmes. These were not mere events, but meetings that impacted on the policy trajectory of the democratic state.

The visits to schools and the interaction with teachers, with members of school management teams, as well as members of school governing bodies, constitute an integral part of the drive for quality education for all. During these visits, the Minister and Deputy Minister dealt with issues that bedevil the education system – from curriculum to school management issues. The visits also presented the Minister and Deputy Minister with the opportunity to turn the focus of communities and of all spheres of Government to the central role that education plays in the development of the country. The Minister and Deputy Minister visited a number of schools in all provinces in a short space of time, and they will continue to do so. The positive spin-offs from these visits are immediate delivery and an instant response to specific requests.

Following on the Year of Further Education and Training (FET), i.e. 2003/04, the Minister identified the revival of FET colleges as a pivotal aspect of the Human Resource Development Strategy. The finalisation of the valuable work done by the College Collaboration Fund coincided with a system-wide initiative to redefine the scope and functions of FET colleges. The commitment to recapitalise the 50 merged colleges constituted a recognition of both the central role that the colleges will be expected to play in future, and the need to address the functions and quality of delivery at these colleges. The recapitalisation process acts as a catalyst for the re-assessment of the programmes and qualifications offered by colleges, the infrastructure that is required to deliver these, and the ability of staff members to ensure that the students, and the nation as a whole, benefit from the development of world class skills. During the period under review, preparatory engagement with the provinces, FET colleges, the national Treasury, the Department of Labour, as well as with a number of other stakeholders started to play a role in placing FET colleges at the centre of the delivery of intermediate and high-level skills.

During the period under review, the feasibility of the implementation of the National Curriculum Statement (NCS) Grades 10 to 12 (General) in

2006 came under scrutiny. The Ministry appointed an Implementation Readiness Task Team to assess whether the provinces were ready for this step. The roll-out of the NCS in 2006 also gave rise to the need for an investigation into the Department's vision to make Mathematics or Mathematical Literacy a compulsory component of the new curriculum. An expert team was appointed to advise the Minister in this regard.

Transformation of the higher education system was achieved with the merger of higher education institutions, reducing the number of universities and technikons from 36 to 21 higher education institutions. Some of the mergers resulted in the amalgamation of historically black and historically white institutions. The Department also started to drive the higher education system, using planning, funding and quality as instruments of change. In this regard, there are no "untouchable" institutions, as may be perceived by some people.

There are still a number of pressing sectoral challenges facing the higher education system. The key challenges facing the South African higher education system remain, as outlined in the White Paper: "To redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (White Paper 1.1). The system is also facing a number of specific challenges at present, namely:

- Ensuring continued access to quality education.
- Improving quality and equity of outcomes in higher education.
- Strengthening human rights, constitutional principles, values and attitudes in higher education.
- Improving the quality of academic life for students in higher education.

Participation in other Government Structures and Programmes

The Minister visited Alexandra as part of her responsibilities as the Champion of this Urban Renewal Development Node. It was her first visit to Alexandra following her appointment as Champion. Minister Mangena (Co-Champion), MEC Mokonyane and Mayor Masondo accompa-

Ministry: Highlights, Achievements and Challenges

nied the Minister on her visit to the node. The visit to Alexandra was highly successful. The visitors were taken on a tour of Alexandra to view the housing and the road construction projects. The Minister also utilised the opportunity to interact with the local community. A report on the Minister's visit to the node was submitted to the President on 4 May 2005. This was done to ensure that the Presidency remains informed on the progress made with the implementation of the Urban Renewal Programme (URP) and the Integrated Sustainable Rural Development Strategy Programme (ISRDP).

International Programmes and Visiting Delegations

International relations, with a particular focus on Africa, formed an integral part of the ministerial programme. As part of the broader Government plan for South Africa to play an active and constructive role in the community of nations, during year under review, the Minister attended various international conferences and meetings, including the Commonwealth Teacher Recruitment Protocol, the Ministerial Summit on HIV/AIDS and Education, the World Conference on the Right to and Rights in Education, and the UNESCO 47th Session of the International Conference on Education.



General Education and Training

Chief Directorate: Curriculum and Assessment Development

The Revised National Curriculum Statement was implemented in Grades 4 to 6 during 2005. A massive training programme for 1 500 provincial core trainers was conducted to ensure successful implementation of the curriculum. Learning Area Committees were established to support the implementation of the curriculum. A multimedia advocacy campaign was conducted to promote the curriculum.

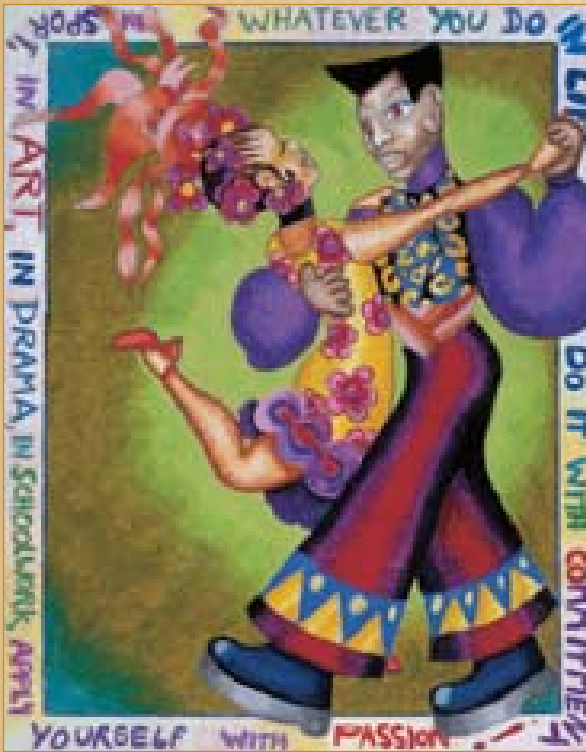
An Integrated Plan on Early Childhood Development (ECD) was developed in collaboration with the Departments of Health and Social Development.

An ECD Conference was held at the Birchwood Conference Centre in Kempton Park, Johannesburg, from 28 February to 2 March 2005. A total of 514 delegates from 19 countries attended the conference.

In July 2004, the Minister announced that the first stage of the implementation of Education White Paper 6 would be extended to 2009. The extension was necessitated by the fact that significant preliminary work was required before the actual implementation could commence. The Report on the Audit of Special Education Provision was completed. Draft Guidelines for Developing Inclusive Learning Programmes, as well as the Draft National Strategy on Screening, Identification, Assessment and Support were completed. A costing study on physical and material resources in 30 full-service schools was completed with funds from Finnish and Swedish grants.

In terms of environmental issues, religion and education, as well as school uniforms, nine curriculum support documents (environment) were developed and distributed to all schools. A national colloquium was also held during February 2005, via the National Environmental Education Project. A source booklet and posters were developed to assist teachers with the implementation of the Religion and Education Policy. Draft National Guidelines on School Uniforms were finalised and published for public comment.

From 6 to 11 September 2004, the Ministry of Education, the Adult Learning Network (UNIE) and the UNESCO Cluster Office in Windhoek co-



Department: Highlights, Achievements and Challenges

hosted the International Adult Learners Week in Cape Town. The Department of Education, in partnership with four SETAs (CETA, ESETA, THETA and PAETA) offered programmes to 7 800 ABET learners. The Eastern Cape Provincial Literacy Project reached 19 000 learners, as well as 1 000 previously unemployed volunteer educators. A further 200 persons were employed as project supervisors. A total of 236 900 Abet Level 1 to 4 learners were registered for programmes offered by Public Adult Learning Centres.

A total of 10 800 HIV and Aids pamphlets were distributed to the provinces via the Life Skills and HIV and Aids Education Programmes, while 222 425 educators and learners were trained as master trainers and peer educators, with a view to offering care and support to those infected with, and affected by HIV and Aids. Advocacy workshops on the management of HIV and Aids were conducted for SMTs, SGBs, traditional leaders and parents in all nine provinces, reaching 205 717 people.

Chief Directorate: Education Human Resources Development

This Chief Directorate achieved remarkable success and the following constitute some of its achievements:

A policy framework for the National Education Management Guidelines was almost completed during the year under review, resulting in the development of a Standard for Principalship. Furthermore, a range of Education Management Qualification Standards was completed and submitted to SAQA for registration purposes. The provincial capacity to roll out the Women In Management Leadership Positions, Alternatives to Corporal Punishment and the Management of HIV and Aids projects were increased in all nine provinces. The management of the School Records Manual was completed and it was tailored to be EMIS compliant. At the same time, a review of the present status of financial management in schools was completed and a report was compiled to serve as the basis for an intervention programme. A total of 1,5 million pamphlets on The Rights and Responsibilities of Parents, Learners and Schools were distributed via clinics, Home Affairs offices, social pay-points and Post Offices country-wide. These pamphlets inform members of the public about their rights in terms of learner admission, language and religion in

schools, as well as access to social grants.

The Report on the National Framework for Teacher Education was submitted to the Minister, to HEDCOM and to the CEM during December 2004, and the recommendations contained in the report were further discussed, both nationally and internally within the DoE.

With regard to teacher qualifications, 85% of educators country-wide, who had registered for Mathematics, Science and Technology courses during 2002, graduated with either an ACE or a B.Ed. in 2004, while the third group of MST teachers registered for their second year of study. Furthermore, approximately 62% of teachers, who had registered for the two-year National Professional Diploma in Education (NPDE) in 2002, received certificates and qualified for REQV 13.

There was an increase in the participation of schools from all provinces in the National Teaching Awards (NTA). In 2004, a total of 2 500 teachers received Certificates of Excellence at regional level, 72 received certificates at provincial level and 24 at national level. A National Core Training Team was established and Provincial Core Training Teams received orientation in all provinces for the implementation of the Revised National Curriculum Statement (RNCS), Intermediate Phase .

All public higher education institutions, offering teacher training courses, responded positively to the request to align their teacher education programmes with the revised Norms and Standards for Educators. At the end of March 2005, a total of 498 new/revised teacher education programmes were received, evaluated and approved. Last, but not least, each province now has a core team of competent evaluators of teaching qualifications, resulting in improved service delivery.

Further Education and Training

The Purpose of the branch is to impact decisively on skills development for the youth of South Africa.

Senior Certificate Examinations

There had been a steady increase in the Senior Certificate examinations pass rate over the past years and, in 2004, the pass rate reached 70,7%. There was also an increase in endorsement passes from 82 010 in 2003 to 85 117 in 2004, while

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537 schools obtained a 100% pass rate. The number of under-performing schools (schools with a pass rate below 20%) decreased from 1 034 in 1999 to 183 in 2003, while the number of female learners passing Mathematics HG and Physical Science HG increased significantly.

In general, there were few irregularities during the 2004 Senior Certificate examinations, with 1 456 papers written by 49 3447 full-time and 20 3353 part-time learners.

Although the irregularities at Mpumalanga examination centres caused concern, the 2004 Senior Certificate examinations maintained their credibility.

Schools

During 2004, the Further Education and Training Branch planned for the implementation of the National Curriculum Statement (NCS) Grades 10 to 12 (General) in 2006. Preparations included the following:

- The development of subject statements.
- The establishment of a national Core Training Team and the provincial teams in the nine provinces.
- A national educational Portal was launched in January 2005 to provide educators and learners with a single point of access to a vast array of electronic, quality assured learning and teaching support materials.
- An educator guide was developed to assist educators with the current syllabi.

An Interprovincial Working Committee on Mathematics and Science was established to consolidate the National Strategy for Mathematics and Science Technology Education. In addition, the White Paper on E-Education was published during September 2004.

Colleges

The FET College Curriculum Conference was successfully concluded, resulting in two programmes being completed for registration with the NQF.

Over the 4-years period of this programme, 3 182 personnel have been trained. Further focused support in terms of resources and skills development is now required to consolidate this process.

Strategic plans for colleges, including funding requests for implementation, were assessed and a recapitalisation plan was developed.

The Department of Education, in conjunction with the Umsobomvu Youth Fund, offered learnership training programmes for 1 349 youths at 23 FET colleges.

Higher Education

The Higher Education Branch succeeded in meeting most of the strategic objectives that had been identified in the Department's Strategic Plan, in addition to executing the range of regular functions and responsibilities assigned to the Branch. The work of the Branch continues to be guided by the priorities articulated in the National Plan for Higher Education (2001).

The key instruments guiding the public higher education system towards the policy goals articulated in Education White Paper 3: A Programme for the Transformation of Higher Education, are funding, planning and quality assurance.

The new funding framework was implemented without any destabilisation of the system. Arrangements were put in place to facilitate a smooth migration from the old to the new formula. The review of the National Student Financial Aid Scheme (NSFAS) was completed and resulted in policy changes in respect of the formula for the allocation of NSFAS funds to institutions. Although the review resulted in confirmation of the confidence displayed in the current scheme, it also identified areas requiring further investigation. This will be undertaken by the NSFAS Board, while the scheme will be receiving the constant attention of the Department.

A planning process was implemented to finalise proposals for ensuring sustainable growth in the system by means of agreements on growth parameters for the system as a whole, as well as for individual institutions. Discussions with, *inter alia*, the vice-chancellors of higher education institutions in this regard are continuing.

The responsibility for quality assurance in higher education rests with the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). The HEQC receives financial support via the Department in order to discharge its responsibilities. The Higher Education Branch also worked closely with the HEQC in developing proposals for a new qualifications framework for

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higher education, which will be finalised in the near future.

The institutional restructuring of higher education, by means of mergers and incorporations, proceeded in terms of decisions taken by Government. Four mergers took place on 1 January 2005, resulting in the establishment of the Nelson Mandela Metropolitan University, the Cape Peninsula University of Technology, the University of Johannesburg and the University of Limpopo. The establishment of the Walter Sisulu University for Science and Technology in the Eastern Cape was postponed until 1 July 2005.

The formal establishment of the newly merged institutions proceeded smoothly. However, the Higher Education Branch continues to work closely with these institutions in order to support the consolidation of the mergers towards substantive new institutions. The funds allocated for institutional restructuring for the year under review were spent in full to support direct merger costs, as well as the recapitalisation of some of the qualifying institutions.

The Higher Education Branch furthermore continues to support higher education institutions in various areas, such as the development of international linkages (more in particular with partners in the SADC), as well as in the area of HIV and Aids.

The establishment of the proposed National Higher Education Information and Applications Service could not be finalised during the year under review. However, discussions are underway with vice-chancellors regarding the functions intended for the Service. It is anticipated that this matter will be finalised by the end of 2005.

Quality Promotion and Development

The Department of Education (DoE) intensified its activities to collect credible and up-to-date data on the performance of both learners and the system, measured against critical indicators for transformation, as well as on the development of policies and programmes to increase the chances of learners from poor and marginalized communities to benefit maximally from the school system.

The systemic evaluation survey was conducted successfully in Grade 6, in order to establish baseline information on learner performance in Mathematics, Science and languages, and to gain insight into the reasons behind the findings. The

findings of the survey will be released in a national report and these findings will guide the refinement of policies and intervention programmes, so that quality education becomes a reality for all. An exciting addition to the baseline study is a report, specifically designed with classroom educators in mind, to assist them to focus their teaching on areas that present learners with the most difficulties. It will be made available to all Intermediate Phase teachers to serve as a classroom resource, as well as to provide baseline information aimed at tracking learner performance over time. Baseline data was also collected from the nodal areas that form part of the ISRDP and URP processes, in order to monitor progress in the quality of education in these nodes.

Within Whole-School Evaluation (WSE), the Chief Directorate succeeded in going beyond its target of training 400 new WSE supervisors. The significance of the WSE supervisors lies in the increase in the system's capability to assist schools, as well as to set and implement developmental targets, aimed at improved quality of education.

Significant progress was also made in increasing the participation of hitherto marginalized groups of learners in critical areas such as Music, Arts and Sport, as well as working towards ensuring social cohesion of the schooling system. Over 20 000 girls and farm and rural learners successfully took part in a range of activities. Highlights during the year included Farm and Rural Schools' Games; Girls' Games; the Ngoma Indigenous Music and Dance Festival; and the TIRISANO Music Festival. Some of the outstanding musicians and athletes from these games were awarded university scholarships and are now developing their talents further. The national TIRISANO Youth Choir performed at the Choir Olympics, held in Bremen, Germany during July 2004, where they were awarded two silver medals.

The DoE also worked in close cooperation with the Departments of Sport and Recreation and Arts and Culture, as well as with a number of South African businesses, in a concerted effort to build much needed sporting and recreational facilities in both rural and urban nodal areas. Special attention was paid to the strengthening of the Girls' Education Movement, so as to develop a strong cadre of self-confident and achieving young girls.

During 2004, significant teacher training took place in all of these areas, via development assistance.

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The administration and management of the National Schools Nutrition Programme was successfully transferred to the Department of Education from the Department of Health during April 2004. The programme presently services 4 970 schools and 16 000 learners, and 87% of the conditional grant allocated to it was spent during the first year. The programme currently provides employment to 22 000 women across the provinces, whose responsibility it is to prepare and serve school meals. Many schools, either individually or in partnership with communities and/or NGOs, have established vegetable gardens, of which the produce is used to improve the nutritional value of school meals. Anecdotal reports from educators and members of the communities indicate that the programme is alleviating hunger amongst learners from poor households, that it is attracting learners to school and keeping them at school, reducing absenteeism and, most importantly, that it is contributing to enhanced mental capacity amongst learners. A desktop study to document good practice in school nutrition globally was completed and the recommendations emanating from the study will be used to consolidate the programme.

A study, commissioned by the Education Labour Relations Council in 2003, to establish the impact of health factors on the supply and demand of educators, has been completed during June 2005. The results indicate that the health status of educators is comparable to that of the general population, but that implementation of the policies developed in this area remains a challenge. The results of the study were submitted to Cabinet and circulated widely within the education sector, so as to guide current programmes and policies.

Planning and Monitoring

Financial Planning, Budget Analysis and Development Support

The objectives of this Chief Directorate were to facilitate the equitable distribution of financial resources and education funding within the pre-tertiary sub-sectors. This had to be done in accordance with education funding norms policies, so as to facilitate organisational and systems improvement of provincial education departments in the monitoring of allocations to schools, as well as to monitor and evaluate the allocation of financial resources by the provincial education depart-

ments. The establishment of a budget monitoring and support unit constituted an additional activity. The Development Support Directorate was tasked with the responsibility of managing and supporting donor and conditional grants, developing systems and databases for monitoring grants and proposal submissions, as well as providing support to African countries in distress.

Substantive amendments to the school funding norms, aimed at effecting free schooling for the poor and equity in school funding across provinces were consulted upon and are now being finalised for approval by the Council of Education. Norms and standards for ABET centres were published for public comment, comments received were studied, draft norms and standards for grade R funding were developed, and the latter will be published for public comment. A task team is in the process of developing norms and standards for funding FET colleges. Slow progress is reported in the drafting of the inclusive education funding norms. The reason for this is a lack of capacity and the time and effort required to deal with the substantive consultations for the other norm. An audit of systems for monitoring school allocation was completed and work has commenced on the development of provincial systems. Provincial education expenditure reports were produced and published up to the 2003/04 financial year. A uniform chart of account classifications was finalised.

The Directorate: Budget Monitoring Support Office was established in order to monitor and evaluate the allocation to, and the utilisation of financial resources by provincial education departments. This office is in the process of finalising a comprehensive review of education resourcing trends. All donor and conditional grant activities were managed and supported. However, progress with the finalisation of the database is not progressing all that well, and no major initiatives have been started with regard to lending support to African countries in distress.

Physical Planning, Education Management Information Systems and Policy Support

The objectives of this Chief Directorate were to develop, implement and monitor the following initiatives: A policy of norms and standards for school infrastructure development; a strategy to

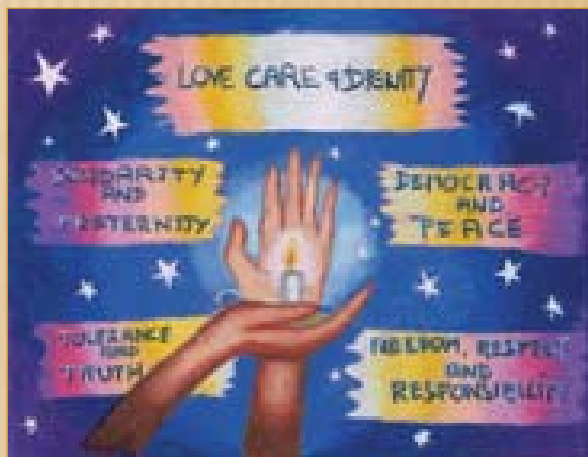
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improve basic services to all schools; a plan to eliminate unsafe school structures; as well as a model for rural education infrastructure. The objectives for developing and maintaining a national Education Management Information System (EMIS) were to implement the Education Information Policy and to improve collection, processing, retrieval analysis, as well as quality of data. Policy support was aimed at monitoring and evaluating education service delivery via the development of frameworks, capacity-building, reporting and research.

With regard to physical planning, draft policy documents are in the process of being finalised for internal approval. Reports from PEDs have been collected and collated and presented to HEDCOM and CEM. These reports are not always received on time and they are not always of an acceptable quality. In conjunction with the national Treasury and the MECs, reporting accuracy and frequency are in the process of being improved. No progress was made with regard to the development of a model for rural education infrastructure. The Ministerial Committee on Rural Education had incorporated this objective as part of its duties. The provision of basic services, such as water, sanitation and electricity was monitored and meetings were held with DWAF and DME. To coordinate short-term priorities, neither the strategy for accelerated delivery, nor the national plan aimed at the elimination of these needs was developed. This was due to capacity constraints in the Unit.

The target of eliminating the incidence of learners under trees was not met, as serious coordination issues emerged between PEDs and the provincial departments of public works. A joint task team, comprising representatives from the Departments of Education and Public Works, under the auspices of a joint MinMec, has been established to deal with the log jams.

The school register of needs was not updated, due to budgetary and capacity constraints, but plans are in an advanced stage to complete this register during the 2005/06 financial year. The implementation of the Education Information Policy is proceeding well. However, serious administrative, logistical and capacity problems, both in the provinces and in the Unit itself, have resulted in many of the objectives not being met within the specified time-frames. This, in turn,



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resulted in significant under-expenditure on the budget.

With regard to policy support, the 2003 Annual Education Service Delivery Indicator Report was produced; a country report was developed for the UNESCO 47th Internal Conference on Education; and the Ministerial Committee on Rural Education (MCRE) was appointed to review the state of rural education. A report on rural education was subsequently produced and a study on learner dynamics was conducted. The study on learner transport schemes was discontinued due to problems experienced during the tender process.

Legal and Legislative Services, Educator Planning, Provisioning, Conditions of Service and Labour Relations

The objectives of this Chief Directorate were as follows: To ensure that the necessary bills were tabled in Parliament and that legal advice was provided in terms of legislation and legal matters; to maintain healthy labour relations; to conclude and enforce labour agreements; to enhance the capacity of the ELRC; to deal with dispute resolution issues; to develop and implement an integrated quality management system (IQMS) for education staff in pre-tertiary education institutions; to revise the salary systems of educators; to develop norms for the allocation of support staff to schools; and to revise and improve the post-provisioning model. An additional function was the establishment of educator human resources planning capacity.

The Education Laws Amendment Bill and the draft amendments in terms of the exemption of payment of school fees by parents were published for public comment. Good progress was made in this regard, as well as with regard to other activities of the Legal and Legislative Unit. Good labour relations were maintained and the deadlock with regard to the payment of backlogs was amicably resolved and major industrial action was averted. The IQMS system was implemented and educators were assessed for the first time in the past ten years. Slow progress was reported regarding the development of norms for support staff, norms for inclusive education and incentives for educators. This was mainly as a result of the inadequate provision of information by the provinces. The establishment of human resources planning in education is proceeding well and the DoE is engaged in educator supply and demand studies via the International Labour Organisation projects, as well as via the ELRC/HSRC process.

Chief Financial Officer

The main purpose of this Branch is to provide administrative support for all the 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, finance, administration, security and asset management, as well as other auxiliary services.

The Branch provided the Department with budgetary processes, financial services and internal auditing. During the year under review, the Branch's Financial Services Unit endeavoured to comply with the financial legislative framework, resulting in the Department receiving an unqualified audit report.

During the year under review, Corporate Services catered for the Department's needs with regard to human resources, they facilitated capacity-building and skills development and provided facilities and other resources aimed at fast-tracking service delivery.

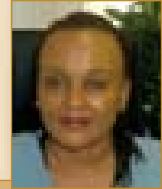
The International Relations and UNESCO Chief Directorate strengthened the country's involvement with, and leadership in education within the SADC, in Africa and in other regions of the world. The Department also forged a strong relationship with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) via its National Commission. Funding was solicited from various funding agencies and donor countries, in order to support the Department's priority programmes.

The National Coordination and Administration Chief Directorate promoted intergovernmental relations and communication between the Department and the provincial departments of education, by providing administrative support and support in terms of corporate services to the provincial departments. The DoE deployed a team of officials to assist the Eastern Cape Department of Education with corporate and administrative functions, resulting in the stabilisation of the province.

The Chief Directorate: Communications provided communication support to all branches of the Department and coordinated communication within the Department, as well as with external stakeholders.



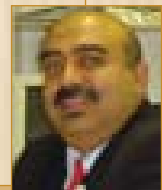
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Mr Phillip Benadè
Chief Financial Officer

Department of Education

D^Ufi& Programme Performance

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Programme Performance

1. General Education and Training Branch

Directorate: Early Childhood Development

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure implementation of national policies, so as to increase access to quality education and training for children from birth to 9 years of age.	A total of 300 000 learners enrolled in Grade R classes.	A total of 356 487 learners enrolled in public and independent schools in 2004.	A total of 338 054 learners were enrolled in public schools.
	Approved guidelines for conditions of service for practitioners in Grade R classes.	Draft guidelines were developed.	This document will be finalised once the Norms and Standards for Funding Grade R have been approved.
	Eighty percent of the 4 500 practitioners meet the requirements of the Level 4 Early Childhood Development (ECD) qualification.	A total of 4 500 practitioners completed their Level 4 training.	Currently, the Education and Training Development Quality Assurance Body (ETDQA) is verifying the assessment results. It is envisaged that the certification process will take place in June 2005. There was a delay in starting in the North West Province and therefore the certification in that province will take place in October 2005.
To ensure effective delivery of viable ECD learning programmes to children from birth to 9 years of age.	An approved sustainable model for multimedia curriculum support, in collaboration with SABC Education.	A draft model for multimedia curriculum support was developed.	A Memorandum of Agreement between the DoE and SABC Education is required to develop an effective partnership.
	The Revised National Curriculum Statement (RNCS) is successfully implemented and supported in all Grade R classes.	The RNCS includes Grade R as part of the Foundation Phase. All supporting documentation was delivered to schools.	In some provinces the educators in Grade R classes were not part of the orientation programmes conducted in the province. This is receiving attention.
	Approved curriculum guidelines for children from birth to 4 years of age distributed to all provinces.	A draft framework has been developed and is being negotiated with the relevant departments.	The curriculum guidelines must provide a basis for the provision of quality stimulation programmes for children in different settings.
	Approved plan for the creation of 4 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years of age, via the Expanded Public Works Programme.	A plan was developed and approved by the Social Cluster.	The finalisation of the Integrated ECD Plan will assist in the implementation of the Expanded Public Works Programme.
To develop and maintain operational systems for effective delivery of Outcomes-Based Education (OBE) in the GET band, with particular focus on ECD.	Approved integrated service delivery strategy that includes all the relevant government departments.	The Departments of Education, Social Development and Health, as well as the Office on the Rights of the Child, developed an integrated plan.	
	Models for implementation identified to facilitate the South African model(s) of delivery.	A total of 514 delegates attended a conference, held at the Birchwood Conference Centre from 28 February to 2 March 2005. Representatives from 19 countries shared their models of delivery. The report will soon be finalised for distribution.	The deliberations at the conference will contribute to shaping the models identified for implementation in South Africa.
To monitor and evaluate the delivery of OBE in the GET band, with special emphasis on ECD.	Approved monitoring and support plan for each provincial ECD team.	Plans were developed for each province.	Monitoring and support constitute a major challenge.
	Update and maintain the ECD database.	The database was not updated with new information, but it has been integrated into the departmental database.	

Directorate: School Education

Strategic Objectives	Performance Measures	Achievements	Comment
To increase access to learning sites and opportunities for all learners of compulsory school-going age in the GET band.	Formulate the School Uniform Policy.	The School Uniform Policy was drafted and a decision was taken to call it a School Uniform Guideline.	The document is ready for submission to HEDCOM, followed by publication in the <i>Government Gazette</i> .
To increase access to quality curricula and programmes for all learners of compulsory school-going age in the GET band.	The implementation of the RNCS is supported in the Foundation and Intermediate Phases.	Teachers Guides for the development of learning programmes for the implementation of the RNCS in the Intermediate Phase were distributed to all schools.	
		An advocacy campaign was conducted.	The Parents Guide, which was inserted into the Sunday newspapers, has been very well received.
		A National Core Training Team was established. Training Manuals – a Participants Guide and a Facilitators Guide – were developed and distributed to all provinces.	Training was conducted in all provinces. Monitoring and support teams were established and they monitored the training. A composite report was produced and forwarded to the CMC.
	Reading and writing promotion programmes developed, promoted and supported.	One hundred of Africa's best books were distributed to schools. Readathon day was commemorated.	Learners were requested to write their own short stories after reading 100 of Africa's best books. A total of 67 stories were received, which will be adjudicated and published.
		The DoE and the Japanese Association have entered into an agreement, whereby the Japanese Association will distribute 30 mobile libraries throughout South Africa. This project will be rolled out during the next financial year. Vodacom pledged three computers and one printer to 405 schools country-wide in quintiles 1 and 2, intended for resource centres in schools, in order to improve E-Libraries in schools.	This agreement gives thrust to the Minister's priority of getting books to the rural areas.
	The structured integration of Religious Education in the implementation of the RNCS is facilitated and supported.	Posters for the main religions and a Teacher Resource Booklet were prepared and distributed to all schools.	Training of teachers for the implementation of the Religion and Education Policy will commence in the new financial year, once funds have been secured.
	The structured integration of Social Justice, Human Rights, Inclusivity and a Healthy Environment into the curriculum activities across all 8 learning areas is promoted and supported.	Learning and Teaching Support Materials (LTSMs), to support and facilitate environmental learning in the curriculum, were developed for all learning areas and printed and distributed to schools. Professional development activities, focusing on Social Justice, Human Rights, Inclusivity and a Healthy Environment, as well as their integration into the curriculum, was undertaken. A colloquium on the above social objectives took place in January to share experiences and showcase achievements.	
	Co-ordination and support of the structured integration of Life Skills and HIV/Aids into the curriculum.	Existing Life Skills/HIV and Aids LTSMs were adapted to be in line with the RNCS. Professional development activities, focusing on Life Skills and HIV/Aids in the curriculum, were undertaken.	Meetings of the Life Skills and HIV/Aids HEDCOM Subcommittee were held regularly to manage and monitor the conditional grant.

Strategic Objectives	Performance Measures	Achievements	Comment
	An authentic assessment programme in the GET band is developed and its implementation is supported.	Common Tasks for Assessment (CTAs) were developed for 2004. CTAs for all learning areas for 2005 were developed by the respective provinces and all CTAs have already been moderated within the Directorate. A Draft National Protocol on Assessment was prepared and circulated for comment and forwarded to the Curriculum Management Committee (CMC).	CTAs were forwarded to external moderators for comment and feedback.
	The implementation of the Language-in-Education Policy (LiEP), with particular attention to the five-point strategy, is supported.	A partnership was entered into with USAID/Hampton to develop materials to enhance the implementation of the LiEP. A training workshop was conducted in March for all provincial officials and union representatives, in preparation for the training of teachers to implement the project in the provinces. PEDs have identified schools to participate in the literacy project.	This partnership will ensure that reading books are produced in all official languages by the learners themselves. These books will be published by Hampton University.
	Norms and Standards for the development and use of quality LTSMs are formulated.	A draft document for developing, evaluating and selecting was compiled.	PEDs and other stakeholders commented on the document.
	The teaching and learning of History in the schooling system is strengthened and promoted.	A workshop on the role of school managers in the promotion of History was held. The UNESCO volumes were distributed to high schools in the 9 provinces. These were accompanied by a History series, entitled <i>From Darkness to Light</i> . A workshop on the promotion of heritage in the school system was held during September 2004. Provincial workshops for the promotion of Oral History were conducted in Limpopo.	The School Management Workshop sensitised principals with regard to the importance of accommodating History programmes in the school calendar. The <i>From Darkness to Light</i> Series was used in schools in the place of apartheid era textbooks. Subject advisers and History teachers may implement Oral History methodology and plan for Oral History projects, as required by the new History curriculum.
To develop and maintain operational systems that will promote the effective delivery of OBE in the GET band.	The curriculum Management Information System (MIS), to track the implementation of OBE from Grade R to Grade 9, is developed.	An analysis of the operational systems currently being used in the DoE in terms of tracking implementation of OBE was undertaken. A business plan for the curriculum MIS was compiled and circulated for comment.	
	An electronic learner profiling system is operational for Grade 9 and for the Foundation Phase.	A learner profiling system was developed. All learners were registered for 2004. Ninety percent of data for 2004 was captured.	
To monitor and evaluate the implementation OBE in the GET band.	Monitoring and evaluation of the implementation of policies in the GET band are conducted.	Instruments were developed and monitoring activities undertaken. A report was produced.	

Directorate: Inclusive Education

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure implementation of national policies, in order to increase access to quality education and training for vulnerable children.	Framework for physical and material resource development in 30 full-service schools in place.	The service provider conducted the investigation and a final report was submitted.	The submission of this report sets in motion the conversion of 30 designated primary schools into full-service schools.
	Award tender for physical and material resources for full-service schools.	A different strategy for the actual upgrading of the 30 designated primary schools was proposed.	
	Guidelines for screening, identification and assessment development for implementation in the 30 nodal areas.	Working group produced a draft document.	Document is being refined.
	Establish 30 district-based support teams.	Framework for DBST staff drafted. Audit on designated districts completed.	The tender process impacted on delivery.
To ensure effective delivery of viable learning programmes for vulnerable children.	Curriculum guidelines for vulnerable children completed.	Working group produced a draft document.	Document is being refined.
	Phase 4 of the advocacy campaign completed in 30 nodal areas.	Communication strategy for the advocacy campaign completed.	Differentiated advocacy strategy for provinces proposed.
To develop and maintain operational systems for effective delivery of OBE, with special emphasis on vulnerable children in the GET band.	Draft funding norms for full-service schools, special schools/resource centres and district-based support teams completed.	First stage of reviewing the funding of special schools underway.	Funding norms depend on the result of field tests, which are underway.
	First phase of human resources development completed for 30 full-service schools, 30 special schools/resource centres, as well as for district-based support teams.	Phase to be activated within the new financial year (2005/06), which commences on 1 April 2005.	
	Mechanism to be developed to identify, select, place and remunerate staff.	A need to realign the objectives of EPWP with ABET was identified.	
To monitor and evaluate the delivery of OBE in the GET band, with special focus on vulnerable children.	Monitoring and evaluation mechanism in place.	In terms of children who are in conflict with the law, a monitoring tool, for tracking purposes, was developed.	A need to refine the instrument was identified.

Directorate: South African National Literacy Initiative

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure implementation of national policies, in order to increase access to quality education and training for illiterate and unemployed adults in the GET band.	Engage service providers via tender procedures to deliver literacy classes to 119 000 unemployed adult learners.	Tenders were put out and awarded. Contracts and service level agreements were concluded with service providers.	Tenders were not put out in time for the implementation of tasks during the 2004/05 financial year. However, engagement with PEDs resulted in the implementation of provincial literacy projects, which reached 19 000 unemployed adult learners.
	Engage service providers to train and create job opportunities for 794 unemployed volunteer teachers, as part of the Expanded Public Works Programme.	Service providers have a database, of unemployed volunteer teachers delivering literacy classes, available.	Provincial literacy projects reached 1 000 previously unemployed volunteer educators. A further 200 persons were employed as project supervisors. Provinces have developed databases to this effect.
To ensure effective delivery of viable learning programmes to illiterate and unemployed adults in the GET band.	Conduct advocacy campaign to heighten learner and volunteer teacher awareness of new SANLI projects.	Posters and pamphlets were procured and widely distributed in terms of all projects.	A total of 40 000 posters were procured and distributed nationally as part of the advocacy campaign, as well as for the International Adult Learner Week Celebrations in September 2004.
	Service providers utilise the advocacy campaign to design an effective learning programme for learners in terms of their respective contracts.	Learning programmes were approved for each SANLI project in all the targeted provinces.	New learning programmes, comprising skills programmes, such as poultry and basic gardening projects, were introduced as part of the broader learning programmes.
To develop and maintain operational systems for effective delivery of adult literacy programmes.	Procure and deliver LTSMs, catering for 11 900 learners and 794 volunteer teachers.	Sufficient LTSMs were procured and distributed to all teachers and learners in SANLI projects.	LTSMs were procured for 45 000 learners and distributed in the provinces.
	Hold workshops and meetings with provincial and district education officials and service providers to establish viable provincial management, administration and delivery support systems for basic literacy programmes.	Management, administration and delivery support systems for SANLI projects are operational in all provinces.	Management and administration of provincial tasks were primarily carried out by means of reports tabled at ABET NCC meetings.
	Develop an ICT-based information and deployment system, in conjunction with EMIS.	An ICT-based information system has been developed and is available for testing.	System has not yet been developed.
	Test the ICT system at 50% of SANLI literacy sites.	Data for 50% of all literacy sites is captured onto the information system to test the effectiveness of the system.	System has not yet been developed.
	Develop a skills enhancement programme for volunteer teachers, in conjunction with the AET Directorate and the ETDP SETA.	A viable programme was registered with the ETDP SETA and at least 25% of volunteer teachers were enrolled in the pilot skills enhancement programme.	The Educator Development Programme is currently being developed, in conjunction with the AET Directorate.
To monitor and evaluate the delivery of adult literacy programmes.	Establish and implement a monitoring and evaluation system to track delivery of basic literacy programmes.	Reports of monitoring and evaluation site visits, workshops and meetings are available.	Final report on KwaZulu-Natal project was submitted. Final project reports on skills programmes, via SETAs, are being compiled for completion by 30 June 2005.
	Develop a database of all learners and volunteer teachers in SANLI projects.	Database of all learners and teachers for all projects is available.	Details for projects concluded in Free State, KwaZulu-Natal, the Western Cape and the Northern Cape were submitted to the DoE.

Directorate: Adult Education and Training

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure implementation of national policies, in order to increase access to quality education and training for adults in the GET band.	Funding strategy and funding norms for Public Adult Learning Centres (PALCs) piloted in 15% of sites.	Funding norms redrafted and document finalised.	Phased approach to the implementation of the funding norms adopted. A pilot project was not conducted, as the norms still have to be finalised.
	An increase of 29 000 learners being retained within the system.	A total of 236 900 learners enrolled for ABET Levels 1 to 4 in PALCs.	
	A 10% increase in the number of learners being retained within the system.	Not yet confirmed.	
To ensure effective delivery of viable learning programmes to adults in the GET band.	Registration of refined unit standards on NQF 1 completed.	Several meetings held with South African Qualifications Authority (SAQA) officials, which resulted in a management plan for the refinement and registration of unit standards.	
	Refined unit standards in general use in PALCs.	PALCs are implementing the draft standards. Those submitted to SAQA are awaiting registration.	
	Compiling a Practitioner Development Strategy for EPWP practitioners.	Strategy developed with budgetary implications.	
	Compiling a strategy to absorb SANLI learners into PALCs.	Draft strategy developed.	Strategy still needs refinement and has to be circulated to the provinces.
	Systems for the retrieval of LTSMs functioning in all PALCs.	No progress.	This task was carried over to the 2005/06 financial year.
	Procurement and delivery system functioning in all PALCs.	No progress.	This task was carried over to the 2005/06 financial year.
	Database of ABET practitioners and their development needs fully populated and protocols for updating in place.	A questionnaire was sent to the provinces, but information still needs to be verified.	
	Differentiated course outlines to be translated, by tender, into training programmes by accredited training organisations.	Training strategy and draft practitioner development plan was developed.	
	Training programme available for use by ABET officials.	Training manuals were developed and printed.	Distribution to provinces still has to be done.
	Develop a negotiated strategy with all key education and training stakeholders, based on the revised Multi-Year Implementation Plan.	Draft report is in place.	
To develop and maintain operational systems for effective delivery of OBE in the GET band, with special emphasis on PALCs.	Conduct an institutional audit, focusing on both progress and gaps in terms of further development.	LTSMs on HIV/AIDS have to be circulated to the provinces	These will also be sent to community libraries.
	Ten percent of teachers trained in skills programmes and learnerships.	Training strategy and draft practitioner development plan was developed.	
	Forty percent of PALCs transformed.	No progress.	

Strategic Objectives	Performance Measures	Achievements	Comment
To monitor and evaluate the delivery of OBE in the GET band, with special emphasis on PALCs.	A set of nationally agreed upon performance indicators for curriculum implementation, management of information and organisation and governance, applied in at least 60% of PALCs.	Desktop research conducted, coupled with an analysis of United Nations Educational and Cultural Organisation (UNESCO) and UNESCO Institute for Education (Namibia) (UIE) indicators. Integrated Quality Management System (IQMS) documents in the department completed.	Based on the preliminary analysis of documents, technical assistance is required.
	Quality and a variety of LTSMs are developed and used in PALCs.	No progress.	There was an oversight in the budgetary process.

Chief Directorate: Education Human Resources Planning

Directorate: Teacher Development

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure effective teacher preparation for the implementation of the RNCS by the end of 2004.	Intermediate Phase teachers prepared for the implementation of the RNCS. A monitoring tool in place and used to monitor the implementation of the RNCS, in order to identify gaps with a view to follow-up training.	A National Core Training Team established. Orientation manuals produced. Provincial Core Training Teams orientated with regard to the RNCS in all provinces. Monitoring of National Core Training Team (NCTT) delivery to Provincial Core Training Team (PCTT). Monitoring report written.	Monitoring of reports showed that more weighting needs to be allocated to classroom practice issues. This matter will be addressed during the orientation for 2005.
To ensure a policy environment for effective teacher education and support of high quality.	A policy framework for a coherent Teacher Development Strategy in place.	A Report on the National Framework for Teacher Education was submitted to HEDCOM and CEM. Two DoE interbranch workshops were held during January and February 2005, to discuss the gaps and shortcomings in the recommendations contained in the Report on the National Framework for Teacher Education. An interprovincial task team was established. The team met during a workshop in February 2005 to discuss gaps and shortcomings in the recommendations contained in the Report on the National Framework for Teacher Education. A report, identifying gaps and shortcomings in the recommendations contained in the Report on the National Framework for Teacher Education was compiled, which was to guide the report for the next CEM meeting.	A Ministerial Committee on Teacher Education was appointed at the beginning of 2003 to develop recommendations, comprising a National Framework for Teacher Education. The National Framework for Teacher Education was not completed during 2004/05. The implication, in the absence of a Teacher Development Strategy, is that teacher development is practised in a fragmented and uncoordinated manner.
To ensure that teachers in the system meet the minimum required levels of qualifications of REQV 13.	Implementation of the National Professional Diploma in Education (NPDE) monitored and supported.	About 62% of registered teachers are qualified. Out of 12 000 teachers who were registered in 2002 for the two-year programme, 7 529 have received certificates and qualified to REQV 13. An evaluation of the delivery of the programme by 17 higher education institutions was conducted, with a view to further improvements in the delivery of the programme.	There has been a positive response from teachers to upgrade their professional status, hence the high registration numbers of 12 000, when the target was set at 10 000 at the inception of the programme. The challenge facing the programme is the fact that it is offered by distance education to teachers who are school-based and not allowed to attend classes during school hours. Unmonitored attendance, combined with the travelling distances in some cases, results in high drop-out rates.
To create a critical mass of competent and qualified teachers for gateway subjects across the system.	Support programmes for Foundation, Intermediate and Senior Phase teachers, registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology, are in place.	A total of 1 150 out of 1 350 teachers, who had registered for Mathematics, Science and Technology in 2002 in 9 higher education institutions in the 9 provinces, graduated with either an ACE or a B.Ed. A total of 85% of the Foundation, Intermediate, and Senior Phase teachers, who had registered in 2002, graduated.	The majority of MST teachers, who registered in 2002, have graduated in all provinces.

Strategic Objectives	Performance Measures	Achievements	Comment
To enhance the professional status and morale of teachers.	<p>Increased participation of schools in the National Teaching Awards.</p> <p>A strategy for an intensive campaign on the national status and profiling of the teaching profession in place.</p> <p>An induction and orientation programme for newly qualified teachers in place.</p>	Almost 2 000 schools in all provinces participated in the National Teaching Awards (nationally).	<p>There are constraints pertaining to the advocacy campaign, and to the availability of dedicated district officials to manage the project. Most schools do not receive the nomination forms.</p> <p>No funds had been allocated, therefore the campaign never took place.</p> <p>No funds had been allocated, therefore the campaign never took place.</p>
To equip teachers (PRESET and INSET) for teaching on HIV and Aids.	<p>Provincial officials trained to deliver on HIV and Aids to teachers (INSET).</p> <p>HIV and Aids PRESET modules on peer education management in place.</p>	<p>Training did not take place.</p> <p>The HIV and Aids Resource Guide is printed and training packs are prepared. An implementation plan is in place for the training of both school-based teachers and district officials.</p>	The Directorate: Teacher Development, the Directorate: HIV and Aids and the Directorate: Education Management and Governance Development consolidated their efforts, so as to facilitate the development of a guide for facilitators, which will be used to empower school and office-based educators in the use of the HIV and Aids Resource Guide. This process is pending approval from Senior Management.

Subdirectorate: Educator Qualifications and Programmes

Strategic Objectives	Performance Measures	Achievements	Comment
To develop Norms and Standards for Educators.	<p>Teacher education qualifications and programmes redesigned and aligned with the Norms and Standards for Educators.</p> <p>Public teacher education providers' qualifications and programmes aligned with the Norms and Standards for Educators and approved for implementation in education, for funding and for accreditation by the HEQC.</p>	<p>Applications from institutions for approval of new programmes were received, evaluated and tabled at the Interim Joint Committee (IJC) – (DoE, CHE and SAQA) for accreditation and approval.</p> <p>Most of the applications are in line with the policy. A total of 27 new programmes were evaluated and tabled at the IJC/HEQC for approval and accreditation.</p>	<p>There are no backlogs. All applications for approval of new programmes are either in the process of evaluation or have already been approved by the IJC.</p> <p>There has been a drop in the number of new programmes received. Almost all institutions' programmes were aligned with the new policy.</p> <p>The first group of initial teacher education students, who completed the new four-year B. Ed. degree, graduated at the end of 2004.</p>
To assist institutions in the interpretation and implementation of the Norms and Standards for Educators.	Institutions understand and apply the policy.	<p>Meetings with institutions (UPE, UNISA, Tshwane University of Technology, University of North West, Cape Peninsula University of Technology).</p> <p>The attendance of, and participation in, a two-day National Conference on Teacher Education at TUT, assisted institutions with the interpretation and implementation of the Norms and Standards for Educators (with specific reference to the design of new programmes and admission requirements).</p>	
To develop criteria for the recognition and evaluation of qualifications for employment in education.	<p>Sets of individual qualifications received to be evaluated and the teachers/provinces to be informed of the outcome.</p> <p>Qualifications evaluated in accordance with the criteria and approved by the Evaluation Committee within four weeks of date of receipt.</p> <p>Evaluation letters drafted, approved and posted within one week after the meeting.</p>	<p>Qualifications were evaluated in accordance with the required procedure and the applicants were informed within 6 weeks.</p> <p>A total of 1 784 sets of individual qualifications were evaluated and approved.</p>	There was an increase of 610 in the individual sets of qualifications evaluated, compared to the previous report.
To provide the provinces with support and assist with capacity-building with regard to the evaluation of qualifications for employment in education.	Provincial evaluators understand the policy and interpret and apply it correctly.	<p>Ongoing one-day training sessions were conducted in the provinces to train the provincial evaluators to interpret and apply the criteria effectively.</p> <p>A total of 400 provincial officials were trained.</p>	Judged by the feedback received, there is a core group of competent provincial evaluators of qualifications.

Directorate: Education Management and Governance Development

Strategic Objectives	Performance Measures	Achievements	Comment
To prepare and support school principals and School Management Teams (TMSs) with regard to the implementation of the RNCS.	SMT members in primary schools are able to manage the implementation of the RNCS, in accordance with the required standards, and they have the necessary know-how to access support and training if required.	SMT members from primary schools trained in all provinces.	There are still concerns surfacing via the monitoring of provincial delivery of the RNCS, in terms of the depth of understanding by SMT members and their ability to use training in order to improve the management of the RNCS.
To deliver a programme to support and empower women managers in the system, as well as potential women managers (Women in and into Management and Leadership Positions – WIIM).	Key provincial trainers in all provinces prepared to roll out training and support, using the manuals developed in 2002/03. Women managers and potential managers in the system identified and put onto a national database.	Roll out in provinces completed and 1 720 copies of manuals distributed. The database still has to be developed.	
To provide teachers with cooperative disciplinary methods as alternatives to corporal punishment.	Key provincial and nodal area trainers trained, using guidelines supporting alternatives to corporal punishment. Fifty percent of sample schools, where training was undertaken, are able to implement cooperative disciplinary approaches.	Provincial core training teams established in the Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga, to drive implementation and roll-out at school level. Seminars on alternatives to corporal punishment held in all provinces to develop a core training team in each province. National Action Plan developed during a seminar on communication via the education system.	PEDs are to use core training teams to roll out the Alternatives to Corporal Punishment Programme. Direct intervention took place in schools where complaints had been received via the Directorate's toll-free line and via the press, regarding the illegal use of corporal punishment.
To establish a National Education Management Institute.	The format and purpose of such an institute is researched and a report produced.	No progress.	
To assist provinces in the appropriate training of Representative Councils of Learners (RCLs) to perform their functions better.	Thirty percent of RCLs in nodal areas are actively involved in SGB activities and meetings.	Draft messages on the rights and responsibilities of RCLs were developed.	Recommendations, emanating from the seminar, were submitted to HEDCOM. An alternative route will be followed to collect data through statutory forms that are to be completed by new SGBs at the time of elections in 2006.
To assist the provinces in managing the impact of HIV and Aids on schools.	Training programme for primary school SMTs and SGBs, based on 3 national HIV management guides, to develop school HIV and Aids training in selected nodal area schools – 30 schools per province to receive training. District HIV and Aids management plans in place in 18 nodal districts.	Developed an HIV and Aids facilitator's guide in collaboration with the Directorate: Teacher Development, to support educators and district officials in the management of HIV and Aids in schools. Monitoring of provincial training teams in rolling out the training to SGBs and SMTs.	

Strategic Objectives	Performance Measures	Achievements	Comment
To improve the management of education districts.	Programme of training for district directors (PL6) established.	Reference and working group workshop held to finalise the structure and content of the <i>Operational Handbook for District Management</i> , as a basis for training district directors.	
	A total of 91 district directors trained.	A workshop for all district directors and chief directors was held, with 79 delegates attending. The purpose of the workshop was to discuss policies, which have an impact on districts, as well as on the mandate of district directors.	
	Report on good practice in districts published.	<p>Challenges facing districts and the sharing of good practices also formed part of the workshop. The following recommendations were made:</p> <ul style="list-style-type: none"> • Development of District Education Norms and Standards • Generic delegations • National Calendar (dedicated times for district visits within a year) • Post-provisioning norms <p>The national calendar was approved at the 99th HEDCOM.</p>	

2. Further Education and Training Branch

Strategic Objectives	Performance Measures	Achievements	Comment
To improve the quality of teaching and learning.	Schools		
	Subject statements for additional subjects developed.	First Phase of the development of the National Curriculum Statement (NCS) Grades 10–12 (General) completed. Additional subject statements for Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology and Religious Studies were approved by the CEM at its meeting on 18 April 2005.	Scheduled to be published in the <i>Government Gazette</i> during May 2005.
	Teacher supply and training needs determined and teacher preparation strategy developed.	A teacher orientation programme was initiated to ensure smooth implementation. A National Core Training Team was established, with the objective of training Provincial Core Training Teams. The training of Provincial Core Training Teams in all provinces by the National Core Training Team, for both generic and subject-specific training, was completed. Monitoring and support of both the generic and subject-specific training was done during this national training process.	The monitoring report on national teacher training was submitted.
	English Second Language Strategy developed and distributed.	A task team, comprising a university subject specialist and two teachers, was established to develop a concept paper that will guide the process. The paper has been circulated to the provinces for comment and suggestions.	The purpose of the English Second Language concept paper is to identify challenges relating to poor performance of learners in schools, and to recommend strategies to help teachers in improving the teaching of English as a language of teaching and learning in schools.
	LTSM development strategy designed.	Subject-specific criteria were developed to be used for the screening of LTSMs by provinces. The basic minimum package was developed and will be used for planning purposes. A document entitled, <i>Consolidated National Strategy on the Development and Procurement of Learning and Teaching Support Materials</i> , was developed. As from November 2004, the publishers forwarded LTSMs to all provinces for screening purposes. A national Educational Portal was launched in January 2005 to provide educators and learners with a single point of access to a vast array of electronic, quality-assured LTSMs.	The document sets norms and nationally agreed-upon timelines for the LTSM process and therefore ensures LTSM readiness for Grade 10 implementation in 2006. The Portal needs to be populated with relevant local content by developing strategic partnerships, by ongoing sourcing and by providing opportunities for content development and sharing. The level of Internet access will determine levels of utilisation.
	A strategy is developed for the testing of the key aspects of the new curriculum.	There are subjects in which minor changes were brought about, while others are completely new.	The findings of the teacher survey on educator qualifications (2003) confirm the need for greater teacher awareness of the requirements of the new curriculum. This is mainly due to changes and configurations between Report 550 and the new curriculum.
	Conduct an analysis of the performance of the Grade 10 class of 2003, and develop measures to improve teaching and learning.	An Educator Guide on using an OBE approach to implement the current syllabi was developed. Educators were assisted with, <i>inter alia</i> , learning programmes and	The Educator Guide uses and promotes the same principles that underpin the NCS Grades 10–12 (General). Such strategies also involve the

Strategic Objectives	Performance Measures	Achievements	Comment
		choosing relevant and appropriate LTSMs.	simultaneous management of the implementation of different curricula.
	A strategy for the training of district curriculum support staff, governing bodies and SMTs is developed.	No information.	
	Colleges		
	An academic policy for TVET programmes to replace NATED 190 is developed.	An interim policy for the development of programmes was developed and approved.	This policy will serve until the publishing of the new Further Education and Training (FET) Qualification Framework, which will replace the NATED 190 policy.
	A national skills need-driven framework, based on institutional capacity and a planned trajectory, is developed.	A framework for the establishment of curriculum development links between SETAs and FET colleges was developed by the DoE. This was utilised for the planning of an FET College Curriculum Conference during November 2004.	The initial responses to skills needs by FET colleges and SETAs resulted in an expansion of Learnerships and Skills Programmes, which are linked to the strategic plans of the respective colleges.
	College educator needs, as well as supply determined and communicated.	A report entitled, <i>The challenge of staffing: Responsiveness in FET Colleges</i> , was completed and published. The findings of the report indicate that college responsiveness is hampered by the current legislative environment.	The findings of the report were utilised to guide college staff utilisation practices, and also to guide the national debate on employment conditions for FET college staff.
	Norms for College TVET Educators and Non-educators developed.	A set of draft Norms for FET college staffing was developed. These norms are currently being assessed for utilisation in guiding the 2006/07 budgeting cycle.	These norms also took the new college functions, which will require the employment of additional staff, into consideration.
To design the institutional landscape and develop the capacity to deliver quality programmes.	Schools		
	The landscape for Senior Secondary Schools is defined and a national framework is designed.	The first report on the process was submitted and the Second Phase planned. EMIS is to conduct data collection, whereafter the data will be analysed.	
	A policy framework for Schools of Focused Learning is developed.	A draft policy was developed.	
	Colleges		
	FET colleges are supported in the establishment of academic boards, student support services, marketing committees and partnerships and linkages.	College level training programmes for councils and management were completed by the College Collaboration Fund Programme, in line with DoE requirements. The impact was limited by the mergers and ongoing structural changes in the FET college sector. Draft Guidelines for policy development in the management of HIV and Aids in the FET college sector were developed.	Over the four-year period of this programme, 3 182 staff members were trained. Further focused support in terms of resources and skills development is now required to consolidate the process. The project was supported by DFID.
	Policy guidelines, strategies and programmes for student support, curriculum development, marketing strategies and partnerships are developed.	Draft policies and guidelines for colleges to provide student support were developed. Curriculum development started and two programmes have been completed for registration with the NQF.	

Strategic Objectives	Performance Measures	Achievements	Comment
	Monitor and report on the implementation of institutional plans and set new targets for the next MTEF.	<p>College strategic plans and the financial estimates for implementing these were assessed.</p> <p>Based on this, a recapitalisation plan was developed, which spells out the delivery targets for governance, management, marketing and partnerships, curriculum development, as well as HRD.</p> <p>This process, however, required a revision of the college strategic plans, in order to determine the actual costs of infrastructure and equipment, linked to curriculum programme development and delivery.</p>	<p>This initial plan was used for the initiation of resource planning and bids to the national Treasury, in order to expand resource allocations to colleges by both PEDs and the Treasury.</p> <p>Since the first process was limited to estimates of recapitalisation, a full review and a revised plan were developed for the purpose of guiding the recapitalisation of the FET college sector for the next four years.</p>
	Colleges develop plans to consolidate college sites and establish appropriate information systems.	<p>College strategic plans and operational plans were developed, which included the initial consolidation of college sites.</p> <p>The information system for colleges was developed in two phases. Phase One was initiated at colleges, but has not been implemented as yet.</p>	<p>The information system for FET colleges proved challenging to implement. Key challenges in terms of staffing and compatibility of software remain. These will have to be dealt with in 2005.</p> <p>This is due to insufficient resources. As a result, Phase Two has not been implemented as yet.</p>
	Initiate provisional registration of private FET institutions.	This has not been done as yet.	The review of the approach to the sector and the potential negative impact of this process on skills development, resulted in a comprehensive review and has therefore been delayed until 2005.
To conduct credible assessment and quality practices in FET schools and colleges.	Schools		
	Improved security of the examination and assessment system, as well as of historic data, ensured.	Security system improved and historical records kept electronically.	<p>The project to convert historical records into an electronic system is under way. It is divided into three phases:</p> <p>Phase I: Scanning of books, housed in Gauteng, into electronic format for storage purposes and sustainability.</p> <p>Phase II: Indexing and OCRing the scanned images for easy electronic access.</p> <p>Phase III: Scanning and indexing books housed in KwaZulu-Natal, the Western Cape and King Williamstown.</p>
	A trend analysis on senior certificate participation and performance over the past five years conducted.	A report was submitted.	Findings of the study greatly impacted on the approach to the analysis of the statistical data of the Senior Certificate Examination
	A framework and implementation plan for a standardised assessment system developed.	<p>Assessment policy for FET completed.</p> <p>Standardisation policy submitted and approved by provincial heads.</p>	The National Policy on the Conduct, Management and Administration of Assessment in the Senior Certificate has been approved, and is already in operation. Regulations are in the process of being finalised.
	Develop assessment protocols for the new outcomes-based curriculum	Working committees were established under the jurisdiction of the Interprovincial Examination Committee.	

Strategic Objectives	Performance Measures	Achievements	Comment
	Senior certificate examinations conducted freely, fairly and incident-free.	A report was submitted.	A comprehensive report was published and an electronic copy was placed on the DoE website.
	Colleges		
	New TVET assessment regime and quality management guidelines for colleges developed.	Six FET college examinations were conducted successfully.	The Annual Report was published and all statistical data placed on the website for public access.
To respond to the need for scarce skills and HRD priorities.	Compile a national inventory for special programmes in Mathematics, Science and English Second Language.	A national inventory was compiled during 2004.	This inventory has to be updated annually.
	Implementation of the plan to consolidate, widen and deepen the National Strategy for Mathematics, Science and Technology Education.	An Interprovincial Working Committee on Mathematics and Science was established to coordinate provincial consolidation, as well as widening and deepening of the strategy.	The role and responsibilities of this committee are currently being revisited, so as to enable the provinces to implement the Second Phase of the NSMSTE.
	Finalise the FET E-Learning policy, develop an implementation plan and evaluate a quality promotion system.	<p>The White Paper on E-Education was published in September 2004.</p> <p>An Implementation Plan for the White Paper was approved by provincial heads, and its objectives and strategies are currently being implemented.</p> <p>Draft norms and standards were compiled on:</p> <ul style="list-style-type: none"> • teacher development • digital content • connectivity • hardware • software • community engagement 	<p>PEDs need to develop concise, practical and sustainable implementation plans, in order for the objectives of the White Paper to be met.</p> <p>Consultation and finalisation are currently underway, before the draft could be declared as national norms and standards.</p>
	Develop a strategy for the delivery of skills to unemployed youth.	<p>The DoE, in conjunction with the Umsobomvu Youth Fund, has reached a total of 1349 youths who are currently benefiting from learner-ship training programmes at 23 FET colleges.</p> <p>A research study into selected FET college curricula was completed.</p>	<p>An additional 200 learners were approved for embarking on training. These programmes cover the areas of Agriculture, Engineering, Mining and Manufacturing.</p> <p>The investigation focused on aligning college curricula with the skills demand in specific economic sectors, as well as on articulation of higher education entry requirements. The research covered areas such as Agriculture, Engineering, Mining, ICT, Manufacturing and Construction.</p>
	A framework and policy guidelines for Schools of Focused Learning finalised.	A draft framework was developed.	The Schools for Focused Learning Initiative was incorporated into the implementation strategy for FET schools, and forms part of the NCS roll-out.

3. Higher Education Branch

Strategic Objectives	Performance Measures	Achievements	Comment
To produce quality graduates required for social and economic development in South Africa.	<p>Funding policy and framework implementation completed and institutions fully briefed on the components of the framework.</p> <p>A new higher education qualifications framework policy completed and institutions fully briefed on the components of the framework.</p>	<p>Implementation of the funding framework was completed.</p> <p>A unitary qualifications framework for higher education has been completed and implemented.</p>	<p>Achieved.</p> <p>The draft framework has been published and comments were received. The finalisation of the policy will coincide with finalisation of the NQF policy.</p>
To achieve equity in the South African higher education system.	<p>Monitor equity and graduation rate targets for public higher education institutions not proposed to merge.</p> <p>Finalise the review of the role and efficacy of the National Student Financial Aid Scheme (NSFAS).</p> <p>Finalise the framework for the establishment of a National Higher Education Information and Applications Office.</p>	<p>Enrolment equity targets and graduation targets were established for each of the public higher education institutions.</p> <p>Revised framework for the NSFAS.</p> <p>Establishment of a National Higher Education Information and Applications Office.</p>	<p>Ongoing.</p> <p>Review completed and framework revised in respect of the foreign student component of the allocation formula. Further activities were identified for the NSFAS Board.</p> <p>Discussions continuing with higher education constituencies.</p>
To achieve diversity in the South African higher education system.	<p>Legal implementation of institutional mergers for 2005.</p> <p>Facilitate and monitor the implementation of the restructuring of higher education institutions by way of technical support to institutions.</p> <p>Determine the registration of private institutions in terms of the new regulations for the registration of private higher education institutions.</p>	<p>A new institutional landscape for public higher education institutions was established.</p> <p>Successful implementation of institutional restructuring.</p> <p>An improved regulatory framework for the provision of private higher education.</p>	<p>Achieved. The following mergers were implemented on 1 January 2005: The University of Port Elizabeth and Port Elizabeth Technikon, creating the Nelson Mandela Metropolitan University; Cape Technikon and Peninsula Technikon, creating the Cape Peninsula University of Technology; Rand Afrikaans University and Technikon Witwatersrand, creating the University of Johannesburg; Medunsa and the University of the North, creating the University of Limpopo; The University of Transkei, Border Technikon and the Eastern Cape Technikon, creating the Walter Sisulu University for Technology and Science, Eastern Cape. This merger, has however, been postponed to 1 July 2005,</p> <p>Ongoing support to consolidate substantive mergers.</p> <p>Ongoing.</p>
To sustain and promote research in the South African higher education system.	Finalise the review of the criteria for research outputs for the performing and creative arts.	Determine the necessity for a revision of the policy for the criteria for research outputs for public higher education institutions.	Ongoing.
To provide institutional support to higher education institutions.	<p>Implement the annual reporting framework, including financial reporting for public higher education institutions.</p> <p>Initiate a review of the annual reporting framework for private higher education institutions.</p>	<p>A new reporting framework for improved accountability by public higher education institutions is in place.</p>	<p>Achieved, under review.</p> <p>Priority is given to the registration of private institutions under the new regulations.</p>

Strategic Objectives	Performance Measures	Achievements	Comment
To provide a quality Management Information System for Higher Education.	Analyse data according to user requirements.	Production of statistical reports for planning and monitoring, for funding, as well as for the dissemination of data to other government departments and to higher education Institutions.	Ongoing
	Monitor on-site investigations and provide technical support to higher education institutions.	Ensuring accuracy of data for planning and monitoring.	Ongoing
	Coordinate the ongoing development, enhancement and maintenance of the Higher Education Management Information System.	Determine user requirements and monitor the quality of the software products delivered by the service provider.	The automation, via the HEMIS software, for the calculation of subsidies to higher education institutions was successfully completed. Changes to the validation software, used by higher education institutions for reporting purposes, were also finalised, in order to accommodate merger requirements.

4. Quality Promotion and Development Branch

Chief Directorate: Special Programmes in Education

Directorate: School Safety

Strategic Objectives	Performance Measures	Achievements	Comment
To support schools facing challenges of safety.	Collect information on schools and communities facing extreme challenges of safety.	Profile of schools, facing challenges of safety, obtained from five provinces.	Provinces established plans for intervention, even though there is a lack of effective coordinated communication between DoE and the provinces.
To ensure the implementation of the National Policy and Guidelines on Substance Abuse Prevention and Management.	Distribute the Guidelines and Policy on Substance Abuse to all nodal area schools.	The policy was distributed to all nodal area schools and the draft guidelines for implementation were developed and submitted to Senior Management.	Approval for the guidelines is still being awaited from Senior Management.
	Develop material for the training of master trainers in nodal areas.	A partnership was established with the UNODC to implement the National Policy on the Management of Drug Use/Abuse in all public schools and FET institutions.	A project manager was appointed by the UNODC, and training material is in the process of being developed. The mode of operation for the implementation was drafted.
To create an enabling and safe environment in schools.	Distributing the School Safety Framework in nodal areas and conducting training in the Signposts for Safe Schools in all the provinces.	The finalisation of the School Safety Framework was affected by a change in the mandate of the Directorate: Social Issues Management.	
		Training in the Signposts for Safe Schools was conducted in all nine provinces, in collaboration with the Department of Safety and Security.	Training in the Signposts for Safe Schools is being rolled out by the provinces themselves. The DoE does not have a sufficient budget for this activity.
To enhance the physical environment in support of school safety.	Implement the Schools Beautification Programme and conduct an audit of fenced schools in nodal areas.	Two provinces implemented the Schools Beautification Programme.	The DoE has not adopted a strategy for the implementation of the Beautification of Schools Programme at national level.
To develop structures and processes to support and monitor safe schools at all levels.	Establish school safety structures in pilot schools.	Baseline research was conducted in two provinces and feedback was provided to participants.	The project is still continuing in the two identified provinces, namely Limpopo and the Eastern Cape. The challenge is to ensure that the project becomes integrated within the system.
To develop an effective and supportive monitoring system.	Establish a national call centre, train staff in the running and management of the centre, and establish a referral system within the provinces.	The entire project was taken away from the School Safety Unit and transferred to the National Coordination/Administration Directorate.	

Directorate: Race and Values in Education

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure that all educational institutions reflect the ethos and principles enshrined in the Constitution.	Strategy on Whole School Development (WSD) successfully implemented.	A baseline study was completed in 20 schools in Mpumalanga and the Western Cape. A tender to conduct whole school intervention has also been approved.	Whole school intervention will be implemented during 2005.
	One official per district work with schools that require support in order to reflect the values in the school ethos, policies and practices.	A provincial network is in place.	Plans are in place.
	Guidelines available in schools on how to manage a school in terms of the values enshrined in the Constitution.	All schools have received the guide, "Educating for our common future".	Many requests for additional books have been received from across the country. Principals and teachers report that the book is a very useful resource.
	An instrument that monitors compliance with the values enshrined in the Constitution developed and in use in all the provinces.	A draft monitoring framework was developed.	The first monitoring report on values and human rights will be presented to the Minister in 2006.
To ensure that all teacher development programmes prepare teachers to teach in a manner that reflects the values enshrined in the Constitution.	Provide training to key officials as part of the 72 office-based teachers, SMT members and teachers in selected clusters in each province.	A total of 72 educators in all nine provinces were trained in the Advanced Certificate on Values and Human Rights. A national seminar was held to reflect on the lessons of the ACE. The first group will graduate in June 2005.	The challenge now is to institutionalise the ACE in the seven HEIs that currently offer the qualification.
To promote social cohesion by celebrating unity in diversity within a broader South African and continental context.	Organise national and international days at several levels.	Freedom day was celebrated with a gala event at the Apartheid Museum. People from across South Africa were requested to write to the Minister of Education about their experiences under apartheid education. Hundreds of submissions were received.	The DoE will publish selected submissions during 2005.
To ensure that all youths are enabled to participate in the national elections as active and responsible citizens.	To encourage the youth to participate in the national elections.	In partnership with Idasa, the IEC and Allied Newspapers, a very successful newspaper supplement series appeared in the press for 36 weeks to encourage the youth to register and vote in the national elections.	

Directorate: Gender Equity

Strategic Objectives	Performance Measures	Achievements	Comment
To uphold the principles of human rights and human dignity.	Guidelines provided on attitude changes towards upholding human rights and human dignity.	A total of 50 000 LTSMs were distributed to all district offices in KwaZulu-Natal, the Free State, Mpumalanga, Limpopo and the Western Cape, for distribution to schools. The LTSMs were sent to the remaining provinces as per request from schools and NGOs.	The Directorate delivered materials directly to district offices, from where schools collected their packages. This has resulted in an increased need, as schools and NGOs are calling for more copies to give to learners and SMTs.
	Schools deal with issues of sexual harassment, learner pregnancy and HIV and Aids in a way that upholds human rights and human dignity.	Consultative workshops on the Learner Pregnancy Guidelines were conducted in the Western Cape, Limpopo, KwaZulu-Natal and the Free State, where contact was made with religious leaders, traditional leaders, NGOs, the community including girl learners and inputs were incorporated in the draft guideline document.	Communities have realised that teenage pregnancy is a problem, which requires a comprehensive strategy to address.
Ensure gender equity in the system.	A changed attitude amongst learners.	GEM clubs were established in 50 schools per province, excluding Gauteng, North West and the Free State. Two of the learners belonging to GEM were sent to Malawi to be trained in Audio Digital. These learners then reported to their respective schools, provinces and to the national GEM workshop.	Through GEM workshops, girl learners requested their principals to invite DoE officials to talk about gender and the empowerment of girls in schools, which was an exercise in empowerment in itself, as the initiative came from learners.
		The Southern African Leadership Girls Camp was held in KwaZulu-Natal. A total of 300 South African girls, including five girls from Zimbabwe and Malawi, four from Uganda, Kenya and Tanzania, and two from Lesotho and Botswana participated in the leadership camp. The Minister of Education, the MEC for Education in KwaZulu-Natal, the representative of UNICEF, Dr E Misrak, and Members of Parliament participated in the leadership camp.	The girls proposed plans of action on how to occupy leadership positions in schools. However, some of the girls found this difficult, due to lack of support at school, since some provinces do not have officials specifically dealing with gender issues. However, the training has empowered the girls. Consequently, most of these girls are consistently calling the DoE for advice and support.
		Girls Parliaments were held in the Eastern Cape and Mpumalanga and the Eastern Cape Premier supported the Parliament.	
		Meetings were held at school level to assist in establishing school-based GEM clubs and debating forums.	
To develop and implement a monitoring framework for gender issues.	A monitoring framework on gender mainstreaming is finalised and made available to the DoE.	A draft framework is available.	
	Finalisation of the Country EFA report.	A draft Country Report on Goal 5 of the EFA was submitted during March 2005.	
To facilitate leadership by, and participation of girls in education.	Audit on the number of girls studying Science, Mathematics and Technology-related subjects is field finalised.	Of the 102 schools that were surveyed, only 45 schools responded, which is a 48% response rate. In terms of provinces, six out of the nine provinces responded, which is a 60% response rate. The study revealed that, unlike in the past, there are more girls enrolled for gate-keeping subjects. This implies that girls are motivated to venture into traditionally male-dominated fields.	The challenge faced by the DoE is the low response rate to questionnaires sent out.

Strategic Objectives	Performance Measures	Achievements	Comment
To combat gender violence in schools.	A comprehensive strategy on combating gender-based violence in schools is finalised.	Just Gender inserts were developed in partnership with UNICEF and The Teacher Newspaper. The inserts were distributed to all schools, so as to assist educators in mainstreaming gender in the classroom.	Not all schools used these inserts for teaching and learning purposes and, as a result, not many children benefited from the inserts, which were aimed at raising awareness about gender issues in education.
		The Directorate organised four Indabas for men in Limpopo, KwaZulu-Natal, the Northern Cape and in National-Gauteng. The theme for these inter-generation dialogues was: <i>Men unite to end violence against women and children</i> . Experts were invited to generate discussions at these Indabas.	The Indabas generated dialogue between learners and adults about social issues affecting young men and women. There was overwhelming commitment from men in the system to stop violence against women and children.
To enhance coordination of gender equity activities within the provinces.	Improved coordination between DoE and provinces.	The National Gender Coordinating Committee's quarterly meetings were held in KwaZulu-Natal, North West and Gauteng.	The challenge for the committee is to ensure that the provinces implement the decisions taken at these meetings. The NGCC is not a HED-COM committee, and GEFPs do not participate in management meetings, nor influence any policy decisions taken by the provinces.

Chief Directorate: Quality Promotion and Assurance

Directorate: Whole School Evaluation

Strategic Objectives	Performance Measures	Achievements	Comment
To develop and maintain education monitoring and evaluation mechanisms for tracking the performance of the education system and reporting on progress against set norms and standards.	The number of trained supervisors nationally increased to 400, proportional to the size of the provinces.	The number of trained supervisors nationally increased to 450 by the end of 2004/05.	

Directorate: Systemic Evaluation

Strategic Objectives	Performance Measures	Achievements	Comment
To evaluate the performance of the education system in Grades 3, 6 and 9, so as to guide intervention aimed at a continuous improvement in teaching and learning.	Conduct a survey in the Intermediate Phase (Grade 6) to establish baseline information on learner performance, as well as the contextual factors that may impact on teaching and learning in schools.	During September 2004, data was collected from Grade 6 in 1 000 schools, and a total of 35 000 learners and their parents, 1 000 school principals, 3 000 teachers and 174 district officials participated. The findings of the survey will be reported in a national report, nine provincial reports and a detailed report on learner achievement for classroom practitioners.	The report on the survey will be completed by June 2005.
	Produce a national report, based on the secondary analysis of the data on evaluations conducted by provinces in the Foundation Phase in the nodal areas.	A report on the conditions of teaching and learning in the nodal areas is available to guide interventions in the prioritised areas.	

Chief Directorate: Hiv and Aids and Nutrition

Directorate: School Nutrition

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure adequate access by targeted schools to the National Schools Nutrition Programme (NSNP).	A provincial allocation of the conditional grant is endorsed by the national Treasury and advertised in the Division of Revenue Act.	A total of R832 million was allocated by the national Treasury and 87% expenditure was achieved in feeding 4 977 million learners.	Challenges of coverage and access experienced were faced in some farm schools, as well as in deep rural schools. Publicised interrupted feeding and delayed payments in some provinces.
	Mandatory guidelines, with minimum standards for provinces, are compiled.	A booklet was compiled on mandatory guidelines and 15 000 copies were printed for the provinces to distribute at meetings with principals of participating schools.	Lack of workshops to discuss the guidelines in the booklet with principals in some districts resulted in low compliance with daily record guidelines and poor monitoring of food quality by some schools
	DoE has the necessary institutional capacity at national, provincial, district and school level to manage planning and actions that will ensure effective delivery of the NSNP.	Up to 7% of the allocated conditional grant is dedicated to administration in the provinces. The provinces were provided with guidelines on the skills and competencies required for effective delivery at each level of governance.	Only about 70% of provinces had succeeded in filling approved NSNP positions at end of the financial year. Gauteng, Limpopo and North West chose to use their own line-function budgets for staff.
	Meals of acceptable quality and quantity are served in compliance with health and hygiene specifications.	The provinces were supplied with printed information on the minimum requirements for compliance with food quality, quantity and safety.	Inadequate monitoring and/or an ineffective response by provinces to reported non-compliance.
		A total of 238 school monitoring visits were conducted by the Directorate: School Nutrition, over and above those by provinces.	
To ensure sustainability of the NSNP via the establishment of vegetable gardens or other food security initiatives.	90 functional school gardens are established in the nine provinces, in priority nodal areas.	The DoE toll-free number, 0800 202 933, was opened to the NSNP and to the public.	The toll-free number is still not adequately utilised by NSNP targets, namely communities in rural areas and farm schools. Community radio and Izimbizos need to be tapped.
		Advocacy to affirm the concept of NGO-led existing gardens. About 50 new gardens and/or small stock projects were started by the Directorate: School Nutrition and by schools themselves (without NGO involvement).	School Nutrition identified a number of NGOs and businesses that are supporting schools. With the necessary collaboration, unnecessary competition can be eradicated. The employment of ADs will greatly enhance the DoE's capacity to implement the project.
	The support of communities and relevant government departments in the social sector cluster is enlisted in establishing sustainable food security projects.	Parents/communities support schools by participating in the ground-breaking Letsema; by offering inputs, by the transfer of skills and by offering protection against harvest predators.	The demonstrated support for schools by communities will ensure that NSNP schools succeed in establishing vegetable gardens in 2005/06.
		The DoA provided professional service, technical advice and inputs for school-based agricultural programmes.	Integrated district committees could not be facilitated as planned, as the appointment of assistant-directors took a long time to be finalised.
		The mobilisation of communities is continuing.	
To ensure strengthening of nutrition education and healthy lifestyles for all in the school community.	Nutrition education-related activities in the Life Orientation Learning Area for Grades R to 9 are enhanced.	A generic source booklet was drafted on nutrition education, containing information on a healthy lifestyle for all.	The next challenge is structured collaboration with EMGD and curriculum on how to use the booklet as a source document for group workshops.

Strategic Objectives	Performance Measures	Achievements	Comment
	A baseline is established for the future monitoring of strategic objectives and the impact of the NSNP on learning capacity.	A desktop study of best practice was conducted by a contracted researcher.	<p>Recommendations emanating from the desktop study indicated a need to refine the following:</p> <p>Targeting, as well as targeting within schools, compliance with feeding times, food quality and quantity, packaging guidelines, immediate reporting of sub-standard services by contracted persons, a differentiated school feeding service, differentiated community involvement like in Bangladesh, the computerised adjudication of tenders like in Chile, and a locally controlled feeding service.</p>
		A potential researcher, who is to conduct a baseline study on strategic indicators for an effective NSNP was identified by the national Treasury.	Not much progress was made with the broader baseline study and the Directorate: School Nutrition is working according to its own in-house baseline.

Directorate: HIV and AIDS

Strategic Objectives	Performance Measures	Achievements	Comment
To ensure comprehensive and integrated planning with regard to HIV and Aids across all levels of the system.	Strategic planning and implementation support provided to all the provinces.	Provinces were visited and provided with the required strategic and implementation support.	It was encouraging to note that KwaZulu-Natal advertised posts to ensure sufficient human resources capacity to address HIV and Aids issues.
	Technical support for the implementation of the system-wide HIV and Aids strategy is provided at national level.	The Directorates Teacher Development and EMGD were assisted with the development of their training manual. EMGD was supported and assisted with the evaluation of the success of the training of SGBs. Work also started in terms of the coordination of HIV and Aids activities by other directorates.	Progress of work done in this area was satisfactory. The established collaboration with the two Directorates concerned is maintained successfully and, in the next financial year, the remainder of the directorates that address HIV and Aids issues will be included.
To improve the understanding of the impact of HIV and Aids on the system.	Facilitate research to increase understanding of the impact of HIV and Aids on the education system.	Facilitated the implementation of a study on the determinants of supply and demand of teachers, and monitored progress.	The study on the determinants of supply and demand of teachers was completed. Reports were provided periodically and the final integrated report is in the process of being collated.
	Collection of education-specific data on HIV and Aids, in order to guide departmental responses.	Facilitated the implementation of the study on learner enrolment and the impact of HIV and Aids.	Education-specific data on HIV and Aids amongst learners was made available by EMIS. Discussions and collaboration between the two directorates facilitated the establishment of a database.
To monitor and evaluate the impact of the DoE response to HIV and Aids on the system.	Facilitate an impact assessment of the current Life Skills and HIV and Aids Programmes, as measured against the previously established baseline.	The impact of the current Life Skills Programme was assessed and a report was published.	The assessment was completed, interviews were conducted and provincial and site visits were conducted. A draft report is available.
To ensure adequate access to appropriate information by all within the system.	Commission an audit of existing promotional material and identify needs.	The audit was put on hold, as a decision had been taken to broaden the audit, so as to include other health-related issues.	New specifications for the audit were developed. The audit will be undertaken during the next financial year.
	Develop promotional material to address the identified needs. Develop an ARV communication programme for learners.		
	Compile information brochures on the ARV programme for teachers.	In collaboration with the Department of Health, communication materials on ARVs were reviewed, in order to determine its suitability and bring about possible adjustments.	The review process was finalised, but the remainder of the work, namely the adjustments, etc, will be done during the next financial year.
To ensure community support for, and public understanding of the HIV and Aids Programme across the system.	Finalise the procurement and distribution of condom dispensers for teachers and establish partnerships to strengthen condom distribution in rural areas.	Delays were experienced with the tender process.	This activity will be carried over to the next financial year.
	Implement the DoE/Traditional Leaders Programme on HIV and Aids in schools.	The Directorate continued to participate in activities that involve governing bodies. For example, visits to schools, to evaluate SGB training, were undertaken.	Progress made in this area was satisfactory.
	Distribute a newly compiled HIV and Aids resource guide, aimed at parents, and monitor its impact.	The resource guide on HIV and Aids in schools, aimed at parents, were distributed to parents.	Due to problems experienced with the DoE's school database of addresses, only some of the resource guides were delivered. These are addresses obtained from the provincial EMIS departments.

Strategic Objectives	Performance Measures	Achievements	Comment
	Facilitate collaboration with other government departments, as well as with other stakeholders, in order to strengthen the implementation of the education response to HIV and Aids.	Strategic partnerships to strengthen the impact of the DoE response to HIV and Aids were established and are being maintained.	Progress in this area is satisfactory. Activities, which will strengthen partnerships with the Department of Agriculture in KwaZulu-Natal, were developed. Some of the health awareness days on the Department of Health calendar will be jointly commemorated. There will be collaboration with the Department of Health for the establishment of the Health in Education HEDCOM.

5. Planning and Monitoring Branch

Chief Directorate: Financial and Physical Planning, Information and Policy Support

Directorate: Physical Planning

Strategic Objectives	Performance Measures	Achievements	Comment
To develop, implement and monitor a policy of norms and standards for capital expenditure for schools infrastructure development.	Approval of Subcommittee. (April 2004)	An Infrastructure Planning Committee {task team appointed by Heads of Education Departments Committee (HEDCOM) Subcommittee for School Infrastructure Development} was established during November 2004.	Funding for, and approval of a partner to assist the task team in drafting a policy before March 2006.
	Four background documents, completed by March 2005.	Physical Planning Manual was revised. BMP document on requirements for school sites. Minimum requirements for schools were drafted to serve as a background document. Drafting an infrastructure policy by March 2005.	Draft documents still have to be approved as background documents. Develop a policy for infrastructure before March 2006.
	Approved draft norms and standards, ready for comment and discussion at provincial level, July 2005.	Minimum norms, standards and requirements for General Education and Training (GET) schools were drafted in March 2005.	Tender document for the development of infrastructure was completed.
To develop, implement and monitor a policy of norms and standards for capital expenditure for schools infrastructure development.	Provinces submit before the due date.	The Division of Revenue Act (DoRA) quarterly reports were analysed and submitted to HEDCOM.	Data in DoRA quarterly reports does not always reflect the actual delivery by provincial education departments (PEDs).
	Revised business plan and reporting tables approved by December 2004. Expenditure on infrastructure.	Progress reports on infrastructure delivery were submitted at Council of Education Ministers (CEM) meetings. The Department of Education (DoE) and the national Treasury are in the process of revising the format of plans and reporting systems. Monthly reporting tables were approved by March 2005 and implemented as from May 2005.	Business plans and reporting formats, as implemented by the national Treasury, replaced the proposed business plans of the DoE. The Directorate did not analyse any business plans as such, but analysed the progress on infrastructure delivery as indicated in the DoRA quarterly reports.
	Quarterly reports submitted by PEDs to the Treasury annually: First quarter – 22 July Second quarter – 22 October Third quarter – 22 January Fourth quarter – 22 April	The Directorate met with PEDs to discuss the DoRA quarterly reports.	Due dates were not met by all provincial education departments.
To develop, implement and monitor a policy of norms and standards for capital expenditure for schools infrastructure development.	National School Sanitation Strategy and National School Water Strategy.	The Directorate met on an <i>ad hoc</i> basis with the Department of Water Affairs (DWA), the Department of Minerals and Energy (DME), the Independent Electoral Commission (IEC), the Department of Housing and the national Treasury, and attended regular meetings with them.	Due to a lack of capacity and to other commitments, as well as approval to attend these meetings, no formal strategy has been drafted as yet.
	Forty percent reduction in water and sanitation backlogs in schools.	Water provision: 118 schools were provided with water and 1 001 are in the process of receiving water. Sanitation: 366 schools were provided with sanitation facilities and 4 371 schools are in the process of receiving sanitation facilities. (This is a provincial function, monitored by DoE.)	There is a lack of funding for the implementation of the programme. Monitoring in accordance with DoRA quarterly reports. As from May 2005, monthly monitoring reports will be implemented.

Strategic Objectives	Performance Measures	Achievements	Comment
	Synthesis report on the strategy and plans of PEDs for the elimination of water and sanitation backlogs.	Provinces re-prioritised schools without water and sanitation and projects were implemented. PEDs adjusted their budgets.	Funding not available within DWAF budget. Due to budgetary constraints and slow delivery, implementing agents did not reach the target for elimination of the backlog in the supply of water and sanitation.
	Annual reports on delivery.	Report on infrastructure projects completed during the 2004/05 financial year and it will be submitted by the end of June 2005.	Inaccuracy of data and incomplete data in DoRA quarterly reports. Data does not always reflect the actual delivery by PEDs. The final report on the 2004/05 financial year will be available in July 2005.
To develop a strategy, in conjunction with other relevant stakeholders, for the provision and improvement of basic services to all public schools by PEDs.	National School Electricity Strategy. A 20% reduction in electricity backlogs in schools.	Schools were provided with electricity by ESKOM. ESKOM will provide a list of schools to the DoE during May 2005. Monthly monitoring and reporting by PEDs as from May 2005.	PEDs to identify schools in consultation with DME and ESKOM. DME and ESKOM budget is currently not sufficient to implement electrification programmes in all schools.
	Synthesis report on the strategy and plans of PEDs for the elimination of electricity backlogs.	DME implemented an electrification programme in consultation with PEDs.	Provincial coordination of DME and ESKOM regions.
	Quarterly meetings and annual reports on delivery.	Schools were identified and the electrification programme is being implemented by DME and ESKOM.	Data on schools electrification programme will be included in the final report in July on infrastructure delivery for the 2004/05 financial year.
To eliminate the shortage of school infrastructure in education.	No registered schools where learning is taking place under trees.	The latest information of schools with learners under trees is as follows: 75 schools in Limpopo, 101 in KwaZulu-Natal and three in Mpumalanga.	Accuracy of data from PEDs and learner demographics could hamper the elimination of all instances of learners under trees.
	DoRA quarterly reports.	Quarterly reports on the government programme of action were submitted to the CEM.	
	Completion of the construction of schools in Limpopo and Mpumalanga.	Both Japanese Building Projects were completed and handed over to the Limpopo and Mpumalanga Departments of Education.	All projects were completed.
	A work plan was developed and submitted to the EU for approval.	Projects are completed and all outstanding payments will be made, in accordance with the agreement, during the new financial year. Work Plan One (WP1) was developed, amended and forwarded to the EU for approval. Funds for WP1 were transferred by the EU to the RDP account. Programme Support Unit (PSU) Services Procurement Forecast was published. PSU Notice forwarded to EU for publication in early April.	
	Approved job descriptions and advertisements.	Technical Assistant was appointed on 10 January 2005.	
	Tender approved. Monitor spending on project.	Quarterly reports were submitted.	Tenders will be approved during 2005.
To develop, maintain and manage information systems to support planning, implementation, monitoring and evaluation of capital investment in education.	School Register of Needs Information System (SRNIS) and NSRNIS updated from 2000 database to 2003 database.	SRNIS not updated due to capacity shortages.	Shortage of funding to publish an annual revised SRN and format differences.

Strategic Objectives	Performance Measures	Achievements	Comment
	Verified and validated SRN database.	Quarterly reports, based on DoRA, were drafted but could not be completed due to capacity problems. Will be developed via the SRN update project.	Information received was not always reliable and accurate.
	Uniform asset management system approved for all PEDs.	No progress was made during 2004/05. A tender document was drawn up for the development of policy for asset management of schools by May 2005.	No funds available and vacant post hampers progress. Will form part of the School Infrastructure Support Programme (SISP) for systems development. No funding available for the development of a system.
To build capacity and train physical planners in all the PEDs.	Research completed and findings made available for the development of a draft training manual.	No research was undertaken. Task team is in the process of drafting guidelines and job descriptions for physical planners.	Lack of appropriate in-house skills and funding, as well as vacant posts hampers progress.
	Provide a temporary draft planning tool for use by planners.	Task team is in the process of developing documentation to assist physical planners.	Funding for review and enhancement of existing manual. Will also form part of the EU/SISP for systems development.

Directorate: Education Management Information Systems

Strategic Objectives	Performance Measures	Achievements	Comment
To develop and monitor the implementation of an Education Information Policy.	The Education Information Policy is amended and approved.	The Education Information Policy was published in the <i>Government Gazette</i> in August 2004.	
	A Standards Subcommittee is functional and begins to develop a set of standards and guidelines derived from the Policy.	The committee was established. The committee recommended that the draft standards be submitted and discussed at the next meeting on 24 May 2005 for recommendation to the DG.	
	Development of Education Information Standards.	First set of Education Information Standards was compiled.	Education Information Standards will be revised as per recommendation of the Education Information Standards Committee, in conjunction with proposals emanating from internal departmental consultations.
	Monitor and ensure compliance with Education Information Standards.	School, ABET and ECD survey forms and database comply with the national data dictionary. Articulated monitoring tool for Education Information Standards adherence.	
	National advocacy campaign for the implementation of the Education Information Policy and Standards.	All provinces were visited to advocate the implementation of Education Information Standards. The Education Information Policy and Standards were submitted to Provincial Senior Management. The decision was taken that progressive implementation of Education Information Standards should be considered by the DoE, because of different conditions existing in PEDs.	
	Synchronisation of Education Information Standards with Digital System Solutions, e.g. Business Intelligence in the DoE.	Comprehensive Education Information Standards to include digital information management and operational data warehousing, processing and reporting systems.	
To develop and maintain education management information systems.	All provinces implement the procedures to update master lists.	National master list is updated and data verified with provinces.	
	Learner performance data is integrated into EMIS.		Access to provincial management structures to acquire relevant information.
	School fees data is collected by all provinces.	School fees data is being integrated with provincial submissions.	
	Schools data is linked to census data to obtain an accurate measure of poverty levels.	Progress is made in that the linkage is done via the GIS coordinates. Now that EMIS GIS is functional, the linkage has been effected.	The linkage has already been used in the mapping of schools, according to municipality wards, for the revision of school funding norms.
	The next 25% (575) of schools in the nodal areas utilise school management information systems for school administration and data collection.	Training manuals are being updated. Project plan has been finalised and training is scheduled for the next quarter.	The late awarding of the tender delayed the process, resulting in the need to change the time-frames.
	A status report on the implementation of part 1 of the Further Education and Training Management Information System (FETMIS) in FET schools is released.	Not done. FET schools not yet established by FET sector.	DoE to establish FET schools.
	Conceptual framework for the development of a learner unit record level system approved by HEDCOM.	Work in progress. Briefing of the consultant working with DoE to research the process was completed.	Conceptualisation and design of the system started during the current academic year and is continuing.

Strategic Objectives	Performance Measures	Achievements	Comment
	The development of a strategy for a Human Resources Management Information System (HRMIS) for all staff members.	A strategy document on HRMIS. First Phase Situation Analysis report is now available	
To improve the quality of data by developing and implementing data quality control systems.	Approved data quality control systems and procedures.	Data quality audit on-site review tool was developed and a sample of schools to be audited has been selected.	The progress with this project is very slow, given the delivery time-frames.
	Establishment of EMIS national data credibility of the 1997 to 2002 data sets.	An objective within the EMIS improvement project, implemented in January 2005. Auditing and collecting of data sets (1997 to 2002) from both the DoE and the provinces was mobilised. Data sets, covering two years of the targeted period, were collected.	Work in progress.
To develop and improve EMIS capacity.	Pool of competent staff resources increases by number of interns and existing staff are trained.	DoE: EMIS staff members have undergone advanced training in Access and Excel 2003, and two interns are also receiving training.	
	Data analysis and indicator module developed via participation in the NESIS capacity-building project submitted for approval.		Waiting for feedback from NESIS on the outcome of the submitted questionnaire regarding the capacity of member countries, so as to determine the level and degree of technical assistance required by member countries.
To collect, process, analyse and disseminate data and to report on information assembled.	Improving the technical digital capacity at EMIS for the system, in order to enable the warehousing of large databases.	Servers and Storage Area Networks (SAN) installed to achieve terabyte (1 024 gigabytes) levels of information storage.	Was installed.
	Collection and processing of data on schools, LSEN, ABET, FET and ECD institutions, supplied by PEDs.	Repositories (warehouse) of integrated data from the institutions mentioned.	
	Publication of <i>Education Statistics in South Africa at a Glance</i> .	<i>Education Statistics at a Glance</i> 2002 report was published in December 2004.	
	Dissemination of education information to statutory bodies on request for planning and monitoring, as well as accountability to international education monitoring bodies, as well as to the public.	Ongoing production of education information reports.	
	Establishment and enhancement of reporting system for learner performance at district level.	Recommendations were made for an integrated system. One of the EMIS Improvement Project outcomes. Objective 3 of this project was mobilised during March 2004. Service provider completed required research.	Activity coupled with Objective 2 of the EMIS Improvement Project.

Directorate: Financial Planning

Strategic Objectives	Performance Measures	Achievements	Comment
To facilitate equitable distribution of financial resources and education funding relating to education policies.	Amended Norms and Standards for funding of public schools.	The amended norms were published for public comment in the <i>Government Gazette</i> during November 2004. The comments were incorporated and were submitted to the Minister in March 2005.	These norms will contribute to the equitable distribution of non-personnel and non-capital funds to provinces.
	Approved Norms and Standards for funding ABET.	Draft norms and standards for funding ABET Public Adult Learning Centres were developed and extensively discussed within the DoE, and with other stakeholders.	The norms will assist in normalising the funding of the ABET system.
	Draft Norms and Standards for funding FET colleges. (October 2004)	A technical task team was established to draft Funding Norms and Standards for FET Colleges.	The funding Norms and Standards will regularise the system.
	Draft Norms and Standards for funding ECD. (November 2004)	The draft norms were developed and it is envisaged that these will be published in the <i>Government Gazette</i> in May/June 2005	These norms will regularise the funding of Grade R.
	Draft Norms and Standards for funding Inclusive Education. (March 2005)	The Norms and Standards for funding Inclusive Education were postponed until the piloting of White Paper 5 in the PEDs has been completed. An interim-funding framework for funding Inclusive Education (special schools) is being developed.	The interim-funding (to be completed by August 2005) framework will assist with a more equitable distribution of funds between the different disabilities.
To facilitate organisational and system improvements.	Audit of existing systems for budgeting, auditing and procurement in PEDs and piloting the best solution in two of the provincial departments.	A service provider was appointed and started on 1 October 2004. The final draft report on the audit was approved and two PEDs, in which the best solution will be piloted in 2005, were identified.	The project is on track.
	A set of recommendations and guidelines regarding expenditure of non-section 21 schools. (March 2005)	A set of recommendations and guidelines was developed that will assist PEDs in retaining non-personnel and non-capital funds of non-section 21 schools. This issue was discussed by the HEDCOM Subcommittee for Finance. These guidelines will be submitted to HEDCOM in June/July 2005.	These guidelines will assist non-section 21 schools in retaining their funds.
	Amend budget programme structure for PEDs. (August 2004)	A task team, comprising officials from the DoE, the national Treasury and PEDs, discussed the existing budget programme structure of the PEDs. Minor amendments were effected.	The programme structure ensures that all PEDs budget according to the same principles.
	Report on the Strategic Plans of PEDs. (April 2004)	All the strategic plans of the PEDs were scrutinised for compliance with the Generic Strategic Framework for Strategic Plans.	The Strategic Plans of PEDs constitute an important reporting and management tool in education.
	Reports on the budgets of PEDs emanating from the MTEC visits. (January 2005)	The PEDs were visited during July and November 2004 as part of the national Treasury's MTEC visits. Reports were compiled.	These visits assist in understanding the budget pressures under which PEDs operate, and they also assist in the planning of budgets for the next financial year.

Strategic Objectives	Performance Measures	Achievements	Comment
To monitor and evaluate the allocation and utilisation of financial resources of PEDs.	Fully implemented Chart of Accounts in PEDs. (May 2004)	<p>Officials from the DoE, the national Treasury and PEDs converted the existing Standard Chart of Accounts (SCOA) to one that is based on the BAS system and has fewer posting levels.</p> <p>Based on the recommendations made by the HEDCOM Sub-Committee on Finance, a Provincial Actual Expenditure Grid, which would tally with SCOA, was developed. The expenditure of PEDs will, in future, be tracked according to this grid.</p>	The new grid will assist towards a uniform tracking of provincial expenditure.
	Completed questionnaire of UNESCO statistics on education expenditure for 2003/04. (March 2004)	Provincial Actual Expenditure data for 2003/04 was collected from PEDs. The data was verified, analysed and used for the completion of the 2003/04 UNESCO questionnaire.	
	Reports on expenditure by PEDs, indicating per capita spending per budget programme and per expenditure category for 2000/01, 2001/02 2002/03 and 2003/04. (November 2004)	<p>Reports of PEDs expenditure, indicating per capita spending per programme and per expenditure category for 2000/2001, 2001/2002 and 2002/2003 were finalised and approved and distributed to relevant stakeholders.</p> <p>The 2003/04 expenditure report has been finalised and approved. The final report for 2003/04 will be released during May 2005.</p>	The expenditure reports contain valuable information on expenditure trends in PEDs.

Chief Directorate: Education Human Resources Planning

Directorate: Educator Provisioning and Employment Conditions

Strategic Objectives	Performance Measures	Achievements	Comment
To develop and implement an integrated quality management system for school-based educators, psychologists and therapists, as well as for FET college educators.	<p>Training manual clearly understood by both officials and educators.</p> <p>Consistent and uniform application of the instrument.</p> <p>Departmental officials are able to implement the system effectively and efficiently.</p>	<p>The full implementation of the collective agreement, i.e. IQMS for school-based educators in five provinces. The remaining provinces have trained almost 70% of their educators.</p> <p>IQMS Iekgotla held in KZN, North West and Mpumalanga, to evaluate both the successes and shortcomings with regard to the implementation process.</p> <p>Draft agreements with regard to the IQMS for FET college educators and therapists were compiled in consultation with the unions.</p>	<p>Officials of the Chief Directorate are in the process of monitoring and assessing progress in the provinces with regard to the implementation of the IQMS for school-based educators. The training of officials at lower levels, and of teachers, is the responsibility of the PEDs and is, unfortunately, not progressing according to plan in some provinces. Initiatives to assist these provinces are currently being explored with a view to implementation.</p> <p>Poor planning has hampered training of educators in some of the provinces, as has a lack of resources and, to some extent, a lack of commitment and dedication on the part of some officials.</p> <p>Should the summative evaluation of all teachers in any province not be conducted, then their salary progression will be delayed until the evaluation has been completed. However, payment will be retrospective as from 1 July.</p> <p>It is anticipated that the IQMS for both FET college educators and therapists will be signed as collective agreements in May 2005 and training of all educators will be completed by July 2005.</p>
To develop and implement a revised salary system, in terms of which provision is made for salary and grade progression.	<p>Consistent and uniform interpretation of the measures.</p> <p>Correct implementation of the new system.</p>	Agreement was reached on backlogs that developed due to a lack of pay progression between 1996 and 2002. Backlogs implemented programmatically for the majority of qualifying educators.	Exceptions still need to be implemented manually by PEDs.
To develop and implement a reward system for school-based educators.	To have an effective system in place that is acceptable to all relevant stakeholders.	A system was developed and approved by HEDCOM and CEM.	The matter is ready to be tabled in the ELRC.
	Consistent and uniform implementation of the system.	Funds for implementation in 2006 were additionally allocated by the national Treasury.	The matter is ready to be tabled in the ELRC.
To develop and implement an incentive system for school-based educators	Investigation into the development of norms and criteria completed.	Investigation is underway and should be completed by August 2005.	It is extremely difficult to obtain applicable information from some PEDs.
	Have an effective system in place that is acceptable to all relevant stakeholders.	The national Treasury has allocated additional funds for implementation during the current financial year.	
	Collective agreement signed by all parties.		
	Officials implement the system effectively and efficiently.		
To develop norms for the allocation of support staff to schools.	<p>Norms, which provide for fair and equitable staff provisioning to all schools, are in place.</p> <p>Consistent and uniform application of the model.</p>	Revised norms, that are linked to educator posts, were developed and submitted to the provinces for comment and cost calculations.	As usual, the provinces do not respond promptly to requests for relevant information.

Strategic Objectives	Performance Measures	Achievements	Comment
To develop post-provisioning norms in respect of Inclusive Education.	<p>Norms, which are acceptable to all concerned, to have been developed.</p> <p>Collective agreement negotiated and signed by all parties.</p> <p>System implemented uniformly and consistently in the provinces.</p>	<p>Meeting held with provincial representatives to provide guidance regarding the interim post-provisioning to special schools.</p> <p>Staffing plan for purposes of field testing in nodal areas was developed.</p>	<p>Slow progress by Inclusive Education with regard to field testing.</p> <p>The complicated nature of staffing has contributed to slow progress with the development of the new post-provisioning norms.</p> <p>Progress with actual development of norms has not been satisfactory and will need to receive special attention in the current financial year.</p>
To rationalise measures in PAM and regulations.	<p>Measures in PAM and regulations rationalised into a single user-friendly document.</p> <p>Acceptance by all parties of measures.</p> <p>Consistent and uniform application of the measures.</p>	First draft of revised PAM developed.	<p>Revised PAM has been referred to ELRC for finalisation with the unions, by means of a task team.</p> <p>Delays due to salary disputes in finalising PAM have resulted in the problems that provinces are experiencing with the interpretation of measures.</p> <p>After an agreement has been reached on the revised PAM, a workshop will be arranged to ensure that it is uniformly implemented.</p>
To investigate minimum requirements in respect of provisioning in education, so as to ensure quality education, and to manage the compilation of a country report in respect of the ILO Project on teachers with regard to the future. Meeting teacher shortages, so as to achieve quality education for all, as well as quality education for South Africa	<p>Country report finalised and accepted by all stakeholders.</p> <p>Policy dialogue forum for Southern and Eastern Africa organised and hosted by South Africa.</p> <p>Best practice, challenges and future research projects discussed and debated between participating countries.</p>	<p>Literature review is currently being finalised.</p> <p>Questionnaires directed to managers, with regard to teachers for the future, have been distributed to all provinces.</p> <p>Analysis of the focus group interviews is currently underway.</p> <p>Five National Steering Group (NSG) meetings have taken place since the inception of the project.</p> <p>A conference is being planned for later during 2005.</p>	<p>The nation-wide assessment would provide the basis for a comprehensive planning tool to forecast shortages and surpluses, in order to ensure efficient deployment of teachers.</p> <p>NGS members are responsible for monitoring progress of the compilation of the project.</p> <p>The date set for the completion of the project is 30 June 2005.</p>

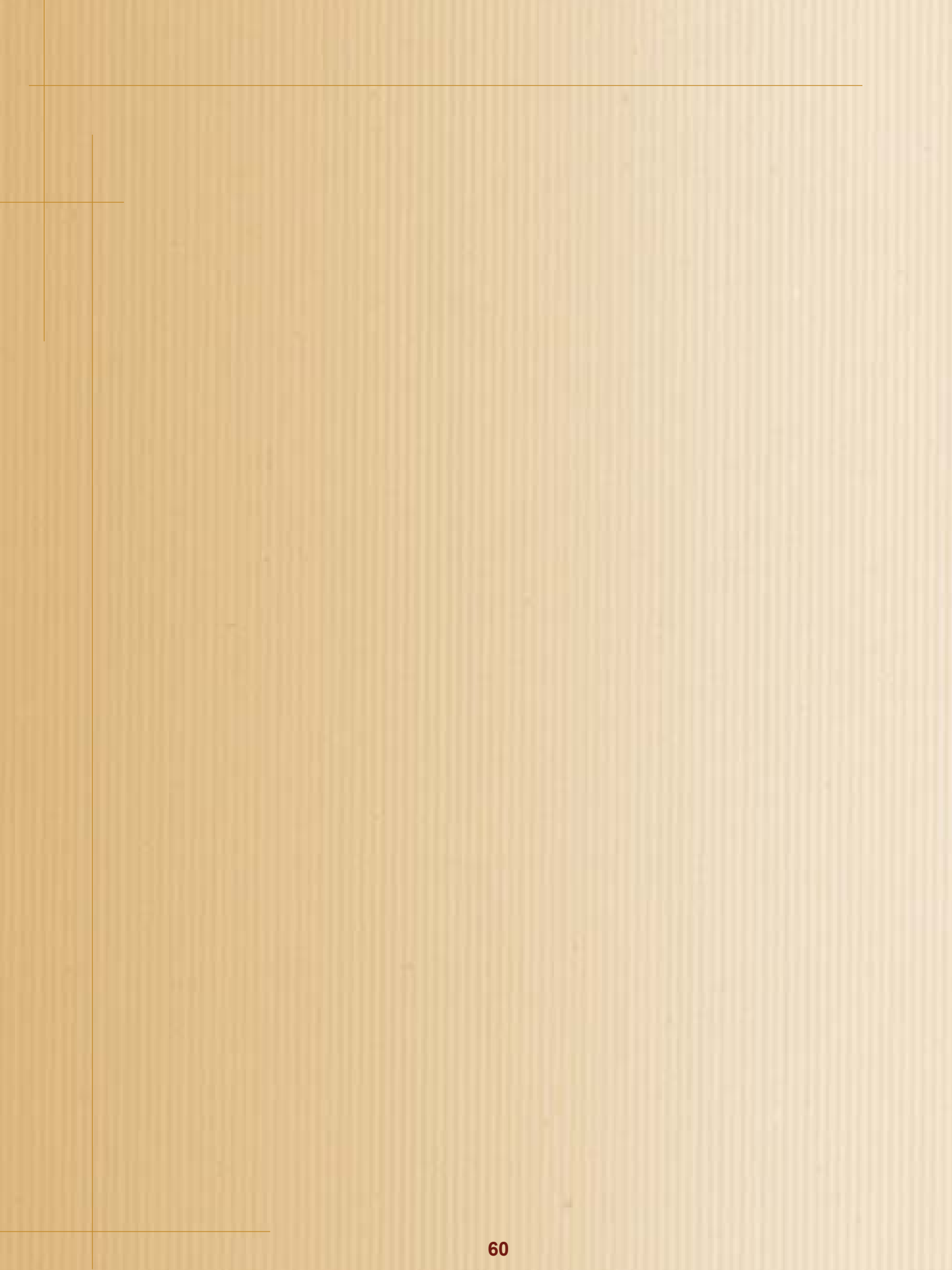
Chief Directorate: Budget Monitoring and Support

Directorate: Development Support

Strategic Objectives	Performance Measures	Achievements	Comment
<p><i>Conditional grants projects</i> To facilitate and support the development of business plans, and coordination, monitoring and evaluation of conditional grants projects at national and provincial level.</p>	Approved framework of priorities and draft business plans available in June 2004.	The framework was approved by HEDCOM and CEM and was utilised in making bids for the DoE at a meeting called by the Treasury in preparation for budget allocations for 2004.	The framework of prioritised needs, approved by HEDCOM, was used in negotiating conditional grant bids with the national Treasury, but unfortunately the Treasury turned down the request for new conditional grants for 2005/06.
	Prioritised repertoire of needs.	The prioritised repertoire of needs was approved by Heads of Departments and was used by the DoE in making bids with the national Treasury for the 2005/06 financial year.	
	Approved repertoire of needs.	The list was approved by HEDCOM.	
	Report on evaluation of business plans by January 2005.	The Directorate assisted the School Nutrition Programme to evaluate nine business plans for implementation during 2005/06.	This activity depended on approval of new conditional grants by the Treasury.
	Approved framework and certificate of compliance with the Division of Revenue Act, 2005.	No progress.	This activity could not be executed as it depended on the approval of conditional grants by the Treasury.
	Allocations received in time by the provincial treasuries. The first one by March 2005.	No progress.	The activity was discontinued for the same reason as above.
	Quarterly meetings and approved reports and records of meetings are made available after each meeting.	Only one interprovincial meeting was held in February 2005 to finalise the evaluation report. This activity, like the one above, had to be discontinued, as no new grants were approved by the Treasury.	
	Records of quarterly meetings and approved reports.	Only one record of a Forum meeting is available, as no new grants have been approved.	
	On-site monitoring visits to provinces conducted.	All provinces were visited by March 2005.	
	Approved quarterly reports.	The project ended in 2005.	
	Approved Annual Report	The annual monitoring report is available and was used as part of the documentation for evaluation.	
	Submit draft report on evaluation of all conditional grants, administered by the DoE, by August 2004.	The final report on the evaluation of conditional grants was submitted to the DoE and to the PEDs.	The Directorate is currently preparing a proposal on the implementation of the recommendations made in the report to Senior Management.
	Conference held on 28 and 29 June 2004 and attended by representatives from all the provinces.	A conference was held and the report was used as part of the documentation for evaluation.	
	Records of meetings available.	The closing conference report and records of meetings were used as part of the documentation for evaluation.	
	Approved quarterly reports on HIV and Aids and School Nutrition.	All quarterly reports submitted to the Treasury and SCOP in the NCOP.	It is a challenge to submit reports on time, as the two directorates responsible for implementation receive the reports late from some of the provinces.

Strategic Objectives	Performance Measures	Achievements	Comment
Netherlands Sectoral Budget Support To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Approved business plans.	Seven business plans were received from the relevant project managers and were approved by the DG.	
	Preparatory and review meetings held according to schedule and records of meetings are available.	The last preparatory meeting was held on 2 February 2005 and the next review meeting will be held on 12 May 2005.	
	Reports and minutes available for each quarter.	Some of the progress reports were submitted by the project managers. Outstanding reports will be followed up at the next preparatory meeting.	
	Record of meetings available after each meeting.	The minutes of the meetings are available.	
	Terms of reference are available before evaluation, and reports are available after evaluation.	The formal evaluation of the programme has already started, as service providers were appointed. The draft report will be tabled in June 2005.	
CENESA II To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Approved business plans.	Business plans, of businesses whose plans were initiated by the DoE, have been approved.	
	Approved evaluation report.	The final report was submitted by the service providers and discussed within the DoE. A letter endorsing the contents of the report was written to the Dutch. The last Project Steering Committee will be held after completion of the synthesis report by JET/NUFFIC in August 2005.	
European Union Technical Support To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Final report available.	The closure report was forwarded to the EU delegation, after it had been endorsed by the DoE.	The programme was terminated in March 2004. Unfortunately, the DoE had to return R40 million to the delegation.
	Final evaluation report available in September 2004.	The report was discussed at the Project Steering Committee and has been forwarded to the delegation, after endorsement by the DoE. The project is now closed.	
South African – Finnish Cooperation Programme (SCOPE) To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Minutes and report available at the end of January 2003.	The assets were handed over to the DoE and to the of Mpumalanga Northern Cape PEDs.	
EU Schools Infrastructure Support Programme To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Functional project structures.	Project Steering Committee meetings were held regularly to ensure functional project structures.	
	Approved annual work plan.	The work plan was approved and, funds required for the work plan, transferred to the RDP account.	
	Minutes of meetings available.	Provinces reported that the Project Management Teams had been established and activity plans for those teams would be submitted at the next meeting. The construction of schools will commence in January 2006.	

Strategic Objectives	Performance Measures	Achievements	Comment
World Bank PHRD – Japanese Project To facilitate the coordination, monitoring and evaluation of overseas donor assistant projects.	Minutes of meetings available.	The project was terminated as the donors could not approve an extension of the time required for implementation.	Financing agreement could not be extended.
	Approved GET request for proposal sent to service providers by July 2004.	The project was terminated.	
	Contract approved by the DG and the World Bank. Submission for extension approved.	The required approval was granted and service providers were paid. However, the project cannot be taken any further, as the grant has been terminated. The request was not granted by the Bank.	
Development Support in Africa To facilitate development and provide technical assistance with regard to initiatives in Africa.	Feasible grant proposals and available funding.	The Department hosted a delegation from the DRC, comprising ten officials. The two parties agreed that, on arrival in the DRC, the officials would forward a matrix of donor agencies operating in the DRC to the DoE, so that the DoE could use it in assisting the officials to develop feasible business plans in order to access funding for intervention purposes in their countries.	Discussions will be held with the Directorate: International Relations to work on the plans after agreements with the DRC have been signed.
Development of a database To facilitate the development of a database for all grants managed by the Directorate: Development Support.	Database for donor funding in provinces is available by the end of the financial year.	A grid to collect data on donor-funded projects and letters to provincial heads of departments were dispatched for submission of the data on 29 April 2005. The provinces submitted the data. Data capturing has started and a submission on the database will be made to Senior Management, once completed.	



Department of Education

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Human Resources Management

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- Oversight Report

Oversight Report

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

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

- 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.

1. Expenditure

*** Kindly take note that there is an average of 4272 employees appointed annually as examiners and are not on the fixed establishment of the Department. During 2004/2005 a total amount of R24 698 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 on the personnel numbers and cost in the tables.

TABLE 1.1 Personnel costs by programme, 2004/05

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a percentage of total expenditure	Average personnel cost per employee (R'000)
1	74 382	40 063	245	934	53.86	158
2	46 917	17 706	90	1 037	37.74	268
3	232 995	18 540	34	22 476	7.96	258
4	150 364	27 172	74	293	18.07	126
5	868 951	12 013	69	2 497	1.38	200
6	9 911 391	9 604	78	4	0.10	282
7	39 921	11 487	25	155	28.77	302
Total	11 324 921	136 585	615	27 396	1.21	185

TABLE 1.2 Personnel costs by salary bands, 2004/05

Salary bands	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	4 366	3.20	59
Skilled (Levels 3-5)	13 338	9.77	78
Highly skilled production (Levels 6-8)	23 220	17.00	129
Highly skilled supervision (Levels 9-12)	58 322	42.70	241
Senior Management (Levels 13-16)	37 339	27.33	519
Total	136 585	100.00	185

TABLE 1.3 Salaries, Overtime, Home Owners Allowance and Medical assistance by programme, 2004/05

Programme	Total	Salaries		Overtime		Home Owners Allowance		Medical assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
1	40 063	25 991	64.88	608	1.52	351	0.88	1 765	4.41
2	17 706	10 228	57.77	1	0.01	121	0.68	479	2.71
3	18 540	12 169	65.64	15	0.08	144	0.78	671	3.62
4	27 172	18 478	68.00	36	0.13	303	1.12	1 233	4.54
5	12 013	8 328	69.32	36	0.30	97	0.81	417	3.47
6	9 604	6 158	64.12	0	0.00	55	0.57	256	2.67
7	11 487	7 918	68.93	23	0.20	73	0.64	438	3.81
Total	136 585	89 270	65.36	719	0.53	1 144	0.84	5 259	3.85

TABLE 1.4 Salaries, Overtime, Home Owners Allowance and Medical assistance, by salary bands, 2004/05

Salary bands	Total	Salaries		Overtime		Home Owners Allowance		Medical assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	4 366	2 438	55.84	168	3.85	38	0.87	338	7.74
Skilled (Levels 3-5)	13 338	8 050	60.35	212	1.59	97	0.73	712	5.34
Highly skilled production (Levels 6-8)	23 220	15 880	68.39	166	0.71	304	1.31	1 557	6.71
Highly skilled supervision (Levels 9-12)	58 322	40 499	69.44	173	0.30	705	1.21	1 767	3.03
Senior Management (Levels 13-16)	37 339	22 403	60.00	0	0.00	0	0.00	885	2.37
Total	136 585	89 270	65.36	719	0.53	1 144	0.84	5 259	3.85

2. Employment and Vacancies

TABLE 2.1 Employment and vacancies by programme, 31 March 2005

Programme	Number of posts	Number of posts filled	Vacancy rate	Number of posts filled additional to the establishment
1	282	253	10.28	1
2	80	66	17.50	0
3	80	72	10.00	0
4	252	216	14.26	0
5	89	60	32.58	0
6	59	34	42.37	1
7	54	38	29.63	0
Total	896	739	17.52	2

TABLE 2.2 Employment and vacancies by salary bands, 31 March 2005

Salary bands	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	77	74	3.90	0
Skilled (Levels 3-5)	185	171	7.57	0
Highly skilled production (Levels 6-8)	222	180	18.92	0
Highly skilled supervision (Levels 9-12)	327	242	25.99	0
Senior Management (Levels 13-16)	85	72	15.29	2
Total	896	739	17.52	2

TABLE 2.3 Employment and vacancies by critical occupation, 31 March 2005

Critical occupations	Number of posts	Number of posts filled	Vacancy rate	Number of posts filled additional to the establishment
Educators	140	114	18.57	0
Total	140	114	18.57	0

3. Job Evaluation

TABLE 3.1 Job evaluation, 1 April 2004 to 31 March 2005

Salary bands	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)	77	2	2.60	1	50.00	0	0
Skilled (Levels 3-5)	185	3	1.62	1	33.33	0	0
Highly skilled production (Levels 6-8)	222	1	0.45	0	0	0	0
Highly skilled supervision (Levels 9-12)	327	5	1.53	0	0	0	0
Senior Management Service Band A	56	0	0.00	0	0	0	0
Senior Management Service Band B	22	0	0.00	0	0	0	0
Senior Management Service Band C	6	0	0.00	0	0	0	0
Senior Management Service Band D	1	0	0.00	0	0	0	0
Total	896	11	1.23	2	18.18	0	0

TABLE 3.2 Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2004 to 31 March 2005

Beneficiaries	African	Asian	Coloured	White	Total
Female	2	0	0	0	2
Male	0	0	0	0	0
Total	2	0	0	0	2
Employees with a disability					0

TABLE 3.3 Employees whose salary level exceed the grade determined by job evaluation, 1 April 2004 to 31 March 2005 (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 2003/ 04				1
Percentage of total employment				0.14

TABLE 3.4 Profile of employees whose salary level exceed the grade determined by job evaluation, 1 April 2004 to 31 March 2005 (in terms of PSR 1.V.C.3)

Beneficiaries	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	1	1
Total	0	0	0	1	1
Employees with a disability					0
Total number of employees whose salaries exceeded the grades determined by job evaluation in 2004/05					0

4. Employment Changes

TABLE 4.1 Annual turnover rates by salary band for the period 1 April 2004 to 31 March 2005

Salary bands	Number of employees per band as on 1 April 2004	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	76	50	29	38.16
Skilled (Levels 3-5)	122	73	49	40.16
Highly skilled production (Levels 6-8)	183	42	32	17.49
Highly skilled supervision (Levels 9-12)	197	90	44	22.34
Senior Management Service Band A	37	9	5	13.51
Senior Management Service Band B	15	2	4	26.67
Senior Management Service Band C	5	2	1	20.00
Senior Management Service Band D	1	0	1	100.00
Total	636	268	165	25.94

TABLE 4.2 Annual turnover rates by critical occupation for the period 1 April 2004 to 31 March 2005

Occupation	Number of employees per occupation as on 1 April 2004	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Educators	95	39	20	21.05
Total	95	39	20	21.05

TABLE 4.3 Reasons why staff are leaving the department

Termination type	Number	% of total terminations
Death	3	1.82
Resignation	20	12.11
Expiry of contract	97	58.79
Discharged due to ill health	1	0.61
Dismissal – misconduct	0	0.00
Retirement	4	2.42
Transfers to other Public Service Departments	39	23.64
Abscond	1	0.61
Total	165	100.00
Total number of employees who left as a % of the total employment		22.33

TABLE 4.4 Promotions by critical occupation

Occupations	Employees at beginning of period	Promotions to another salary level	Salary level promotions as a % of employment	Progressions to another notch within a salary level	Notch progressions as a % of employment
Educators	95	11	11.58	71	74.74
Total	95	11	11.58	71	74.74

TABLE 4.5 Promotions by salary band

Salary bands	Employees 1 April 2004	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)	76	0	0.00	65	85.53
Skilled (Levels 3-5)	122	15	12.30	80	65.57
Highly skilled production (Levels 6-8)	183	25	13.66	139	75.96
Highly skilled supervision (Levels 9-12)	197	32	16.24	134	68.02
Senior Management (Levels 13-16)	58	12	20.69	24	41.38
Total	636	84	13.21	442	69.50

5. Employment Equity

TABLE 5.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2005

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Senior Managers	22	2	5	17	18	1	2	5	72
Educators and Middle Managers	79	13	6	24	74	2	12	32	242
Officers and Clerks	58	5	0	12	168	7	5	96	351
Machine operators	2	0	0	0	0	0	0	0	2
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security)	26	0	0	0	45	1	0	0	72
Total	187	20	11	53	305	11	19	133	739
Employees with disabilities	6	0	0	1	3	0	0	1	11

TABLE 5.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2005

Occupational bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	1	0	0	1	1	0	1	1	5
Senior Management	21	2	5	16	17	1	1	4	67
Educators and Middle Managers	79	13	6	24	74	2	12	32	242
Skilled and academically qualified workers	17	2	0	9	78	3	5	66	180
Semi-skilled and discretionary decision making	41	3	0	3	90	4	0	30	171
Unskilled and defined decision making	28	0	0	0	45	1	0	0	74
Total	187	20	11	53	305	11	19	133	739

TABLE 5.3 Recruitment for the period 1 April 2004 to 31 March 2005

Occupational bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	1	0	0	0	0	0	0	1	2
Senior Management	8	1	1	2	9	0	0	2	23
Educators and middle managers	37	2	1	6	31	0	3	7	87
Skilled and academically qualified workers	7	0	0	0	28	1	0	3	39
Semi-skilled and discretionary decision making	14	0	0	0	65	0	0	4	83
Unskilled and defined decision making	4	0	0	0	10	0	0	0	14
Total	71	3	2	8	143	1	3	17	248
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.4 Promotions for the period 1 April 2004 to 31 March 2005

Occupational bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	0	0	0	0	1	0	0	0	1
Senior Management	3	1	0	1	4	0	0	2	11
Educators and middle managers	5	1	1	3	12	0	2	8	32
Skilled and academically qualified workers	6	0	0	0	17	1	0	1	25
Semi-skilled and discretionary decision making	8	1	0	0	6	0	0	0	15
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	22	3	1	4	40	1	2	11	84
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.5 Terminations for the period 1 April 2004 to 31 March 2005

Occupational bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	2	0	0	0	0	0	0	0	2
Senior Management	1	0	1	0	5	1	0	1	9
Educators and middle managers	19	4	0	3	14	1	1	2	44
Skilled and academically qualified workers	5	0	0	0	19	0	1	7	32
Semi-skilled and discretionary decision making	3	0	0	0	41	0	0	5	49
Unskilled and defined decision making	0	0	0	0	29	0	0	0	29
Total	30	4	1	3	108	2	2	15	165
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.6 Disciplinary action for the period 1 April 2004 to 31 March 2005

Occupational bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Disciplinary action	0	0	0	0	0	0	0	0	0

TABLE 5.7 Skills development for the period 1 April 2004 to 31 March 2005

Occupational categories	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Senior managers	2	0	0	0	3	0	0	0	5
Educators	12	1	1	8	11	0	0	6	39
Middle managers	10	0	0	0	16	0	0	0	26
Officers and Clerks	40	0	0	6	36	1	1	13	97
Elementary occupations	9	0	0	0	43	0	0	0	52
Total	73	1	1	14	109	1	1	19	219

6. Performance Rewards

TABLE 6.1 Performance Rewards by race and gender 1 April 2004 to 31 March 2005

	Beneficiary profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	37	187	19.79	364	10
Female	61	304	20.07	598	10
Asian					
Male	7	11	63.64	145	21
Female	5	19	26.32	57	11
Coloured					
Male	4	20	20.00	55	14
Female	2	11	18.18	27	14
White					
Male	22	53	41.51	337	15
Female	41	134	30.60	275	7
Total	179	739	24.22	1 858	10
Employees with disability	3	11	27.27	10	3

TABLE 6.2 Performance Rewards by salary bands for personnel below Senior Management Service, 1 April 2004 to 31 March 2005

Salary bands	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)	18	74	24.32	40	2	0.92
Skilled (Levels 3-5)	23	171	13.45	67	3	0.50
Highly skilled production (Levels 6-8)	60	180	33.33	355	6	1.53
Highly skilled supervision (Levels 9-12)	45	242	18.60	647	14	1.11
Total	146	667	21.89	1 109	8	1.12

TABLE 6.3 Performance Rewards by critical occupations, 1 April 2004 to 31 March 2005

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	16	114	14.04	254	16
Total	16	114	14.04	254	16

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

Salary bands	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	18	48	37.50	330	18	1.43
Band B	9	17	52.94	228	25	2.24
Band C	5	6	83.33	168	34	5.02
Band D	1	1	100.00	33	33	4.57
Total	33	72	45.83	759	23	2.03

7. Foreign Workers

TABLE 7.1 Foreign Workers, 1 April 2004 to 31 March 2005, by salary band

Salary bands	1 April 2004		31 March 2005		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled production (Levels 6-8)	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	2	67	1	100	1	50
Other	1	33	0	0	1	50
Total	3	100	1	100	2	100

TABLE 7.2 Foreign Worker, 1 April 2004 to 31 March 2005, by major occupation

Major occupation	1 April 2004		31 March 2005		Change	
	Number	% of total	Number	% of total	Number	% change
Administrative office workers	0	0	0	0	0	0
Professionals and Managers	3	100	1	100	2	100
Rank: examination revisers	0	0	0	0	0	0
Total	3	100	1	100	2	100

8. Leave Utilisation for the Period 1 January 2004 to 31 December 2004

TABLE 8.1 Sick leave, 1 January 2004 to 31 December 2004

Salary bands	Total days	% days with medical certification	Number of employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated cost (R'000)	Total number of employees using sick leave	Total number of days with medical certification
Lower skilled (Levels 1-2)	902	75.50	65	12.43	14	93	523	681
Skilled (Levels 3-5)	1 287	68.80	131	25.05	10	285	523	886
Highly skilled production (Levels 6-8)	1 391	69.60	161	30.78	9	496	523	968
Highly skilled supervision (Levels 9-12)	917	81.60	137	26.20	7	690	523	746
Senior management (Levels 13-16)	214	91.10	29	5.54	7	370	523	195
Total	4 711	73.80	523	100.00	9	1 934	523	3 478

TABLE 8.2 Disability leave (temporary and permanent), 1 January 2004 to 31 December 2004

Salary bands	Total days taken	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certificate
Lower skilled (Levels 1-2)	179	100.00	6	30.00	30	26	179
Skilled (Levels 3-5)	48	100.00	5	25.00	10	12	48
Highly skilled production (Levels 6-8)	65	100.00	4	20.00	16	22	65
Highly skilled supervision (Levels 9-12)	142	100.00	3	15.00	47	122	142
Senior management (Levels 13-16)	40	100.00	2	10.00	20	66	40
Total	474	100.00	20	100	24	248	474

TABLE 8.3 Annual leave, 1 January 2004 to 31 December 2004

Salary bands	Total days taken	Average per employee	Employment
Lower skilled (Levels 1-2)	1 789	23	77
Skilled (Levels 3-5)	2 548	18	144
Highly skilled production (Levels 6-8)	4 205	22	194
Highly skilled supervision (Levels 9-12)	4 467	19	230
Senior management (Levels 13-16)	1 303	19	68
Total	14 312	20	713

TABLE 8.4 Capped leave, 1 January 2004 to 31 December 2004

Salary bands	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 Dec 2004	Total number of capped leave available at 31 Dec 2004	Number of employees as at 31 Dec 2004
Lower skilled (Levels 1-2)	18	0.2	39	2 979	77
Skilled (Levels 3-5)	106	0.7	13	1 858	144
Highly skilled production (Levels 6-8)	169	0.9	28	5 477	194
Highly skilled supervision (Levels 9-12)	226	1.0	47	10 831	230
Senior Management (Levels 13-16)	25	0.4	43	2 938	68
Total	544	0.8	34	24 083	713

TABLE 8.5 Leave payouts for the period 1 April 2004 to 31 March 2005

Reason	Total amount (R'000)	Number of employees	Average payment per employee (R'000)
Current leave payout on termination of service for 2004/05	267	38	7
Total	267	38	7

9. HIV/AIDS & 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 & related diseases (if any)	Key steps taken to reduce the risk
None	Education awareness and prevention programmes Distribution of universal precautions
	First aid kits installed on all floors of the building and 26 officials were trained on the usage thereof
	Condom distribution
	Provision of protective clothing

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 Program for your employees? If so, indicate the key elements/services of this Program.	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 Employee assistance 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 plan program. Condom distribution
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have achieved.	X		Through information sharing and Pre test counseling. Results are few, as people will not be tested voluntarily without encouragement
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion program? 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/Aids

10. Labour Relations

TABLE 10.1 Collective agreements, 1 April 2004 to 31 March 2005

Subject matter	Date
None	
If there were no agreements, then use the following table	
Total collective agreements	0

TABLE 10.2 Counselling sessions and disciplinary hearings performed during 1 April 2004 to 31 March 2005

Counselling sessions	Number	% of total
Correctional counselling	12	92.31
Verbal warning	1	7.69
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	0	0.00
Not guilty	0	0.00
Case withdrawn	0	0.00
Total	13	100.00
If there were no disciplinary hearings, then use the following table		
Disciplinary hearings – 2004/05		0

TABLE 10.3 Types of misconduct addressed at disciplinary hearings

Type of misconduct	Number	% of total
Abscondment	0	0
Fraud	0	0
Total	0	0

TABLE 10.4 Grievances lodged for the period 1 April 2004 to 31 March 2005

	Number	% of total
Number of grievances resolved	7	77.78
Number of grievances not resolved	2	22.22
Total number of grievances lodged	9	100.00

TABLE 10.5 Disputes lodged with Councils for the period 1 April 2004 to 31 March 2005

	Number	% of total
Number of disputes upheld or dismissed	0	0.00
Number of disputes lodged	8	100.00
Total	8	100.00

TABLE 10.6 Strike actions for the period 1 April 2004 to 31 March 2005

Total number of person working days lost	113
Total cost (R'000) of working days lost	16
Amount (R'000) recovered as a result of no work no pay	16

TABLE 10.7 Precautionary suspensions for the period 1 April 2004 to 31 March 2005

Number of people suspended	0
Number of people whose suspension exceeded 30 days	0
Average number of days suspended	0
Cost (R'000) of suspensions	0

11. Skills Development

TABLE 11.1 Training needs identified 1 April 2004 to 31 March 2005

Occupational categories	Gender	Number of employees as at 1 April 2004	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Senior managers	Female	26	0	20	0	20
	Male	46	0	15	0	15
Educators and Middle managers	Female	120	0	110	0	110
	Male	122	0	105	0	105
Officers and Clerks	Female	276	0	250	0	250
	Male	75	0	60	0	60
Machine operators	Female	0	0	0	0	0
	Male	2	0	0	0	0
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security)	Female	46	0	5	0	5
	Male	26	0	6	0	6
Subtotal	Female	468	0	385	0	385
	Male	271	0	186	0	186
Total		739	0	571	0	571

TABLE 11.2 Training provided 1 April 2004 to 31 March 2005

Occupational categories	Gender	Number of employees as at 1 April 2004	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training (Internship)	Total
Senior managers	Female	26	0	3	0	3
	Male	46	0	2	0	2
Educators and Middle managers	Female	120	0	33	0	33
	Male	122	0	32	0	32
Officers and Clerks	Female	276	0	46	28	74
	Male	75	0	51	16	67
Machine operators	Female	0	0	0	0	0
	Male	2	0	0	0	0
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security)	Female	46	0	43	0	43
	Male	26	0	9	0	9
Subtotal	Female	468	0	125	28	153
	Male	271	0	94	16	110
Total		739	0	219	44	263

12. Injury on Duty

TABLE 12.1 Injury on duty, 1 April 2004 to 31 March 2005

Nature of injury on duty	Number	% of total
Required basic medical attention only	3	100
Temporary total disablement	0	0
Permanent disablement	0	0
Fatal	0	0
Total	3	100

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 in rand (R'000)
Impact of conditional grant funds on the entire education system	5	65	1 183
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 systems	9	300	1 550
Impact of maths, 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
Educational Portal: Second Phase	5	320	1 000
Human Resource Development: Implementation of first stage of Education White Paper on Inclusive Education	6	493	24 676
Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in rand (R'000)
11	71	4 259	87 024

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
Impact of Conditional Grant Funds on the entire Education System	26.20	26.20	5
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 systems	85.00	85.00	9
Impact of maths, 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
Educational Portal: Second Phase	80.00	80.00	4
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

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			
Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in rand (R'000)

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			



Department of Education

DUth
Finance

Report of the Audit Committee

We are pleased to present our report for the financial year ended 31 March 2005.

1. Audit Committee Members and Attendance

The audit committee consists of the members listed hereunder and meets 4 times per annum as per its approved terms of reference. During the current year 4 meetings were held.

Name of member	Number of meetings attended
Mr S Sithole (Chairperson)	4
Mr C S Khuzwayo	2
Mr C L Ledwaba	4
Mr P Benadè	4
Ms L Moeketsi	3

2. Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from 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 its responsibilities as contained therein.

3. The Effectiveness of Internal Control

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

sis and management letter of the Auditor-General, it was noted that no significant or material non-compliance with prescribed policies and procedures have been reported. Accordingly, we can report that, with the exception of the matter reported under emphasis of matter of the Auditor-General report, the systems of internal control for the period under review were effective and efficient.

4. The Quality of the In-Year 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 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 Chief Financial Officer;
- Reviewed the Auditor-General's management letter and management response thereto.

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



Mr S Sithole
Chairperson of the Audit Committee
Date: 5 August 2005

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Department of Education – Vote 15
Management Report
 for the year ended 31 March 2005

Report by the Accounting Officer to the Executive Authority and Parliament of the Republic of South Africa

1. General Review of the State of Financial Affairs

The original allocation for the Department included in the Estimates of National Expenditure 2004 amounted to R11 344,957 million. The Adjustments Estimate for 2004/05 included an additional amount of

R60,138 million, which increased the Department's allocation to R11 405,095 million. This represents an increase of 15,26% over the previous financial year's allocation of R9 946,984 million.

The total expenditure for the 2004/05 financial year amounted to R11 324,921 million, which represents a spending rate of 99,30%. The expenditure, in R'000, was made up as follows:

Expenditure	2003/04	2004/05	Increase/ (Decrease)
Compensation of employees	160 981	174 565	13 584
Departmental operational costs	229 552	211 106	(18 446)
Departmental earmarked funds	21 213	6 077	(15 136)
Subsidies to higher education institutions (HEIs)	8 373 458	9 302 907	929 449
National Student Financial Aid Scheme	544 893	583 200	38 307
Subsidies to public entities in education	35 287	49 341	14 054
Conditional grants to provinces for:			
• Early Childhood Development	85 530	2 470	(83 060)
• Financial Management and Quality Enhancement	212 731	21 683	(191 048)
• HIV and Aids	126 049	134 151	8 102
• Primary School Nutrition Programme	-	832 200	832 200
Other transfers	42 130	7 221	(34 909)
Total allocation	9 831 824	11 324 921	1 493 097

The surplus on the Vote for the 2004/05 financial year amounts to R80,174 million.

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

In order to strengthen the delivery of school infrastructure to eradicate the problem of learners learning under trees and schools without water and sanitation, a more systemic approach to monitoring infrastructure and an infrastructure delivery quarterly reporting process were introduced from 2004.

Policies on the implementation of a system of incentives, such as career pathing and salary progression aimed at recruiting and retaining the services of teachers in the scarce subjects and in certain neglected areas such as rural areas, are facing the Department. In order to ensure that the education sys-

tem complies with all its skills needs, a planning system aimed at the training and recruitment of teachers needs to be developed. Furthermore, a key issue for the Department is the development of the education service delivery indicators to be used in the monitoring and evaluation of education provision in the country.

To ensure that a comprehensive programme is delivered to the South African children, an integrated plan on early childhood development was developed in collaboration with the Departments of Health and Social Development. This will also advance the objectives of the Expanded Public Works Programme.

Draft national Guidelines on School

Uniforms have been finalised and released for public comment.

In July 2004, the Minister announced that the first stage of implementing Education White Paper 6 on inclusive education would be extended to 2009. The extension was necessitated by the fact that significant setup work was required before the actual implementation could commence.

The nearly completed standards for school principalship will professionalise and standardise the role of principals and school management. This will be linked to the policy framework for education managers. Furthermore, the introduction of a standard qualification for serving and aspirant principals will be introduced by February 2006.

A national framework on teacher education policy, accompanied by an implementation strategy, will be submitted to the Council of Education Ministers in 2005. Other strategic issues with which the Department has to deal are increasing the number of teachers registering for Mathematics, Science and Technology, and eliminating the phenomenon of unqualified and under-qualified teachers.

Learner Pregnancy Guidelines have been developed after consultations with community members, including girls, aimed at understanding the reasons for the increase in learner pregnancy. Various workshops were held nationally on the topic of teenage pregnancy.

Several consultative meetings were held with various stakeholders involved in the creation of safe learning institutions and a partnership was established between the Departments of Education and of Safety and Security. The main priority of this partnership is to reduce and prevent violence and crime in learning institutions.

The signing of the framework for collaboration on school sport by the Ministers of Education and of Sport and Recreation South Africa was an important development in the period under

discussion. The implementation of the framework will be a key development for the Department in the next financial year.

The Racial Integration Strategy was approved during 2004/05. The Strategy is applicable to all levels of the education system, including higher education, and aims to address racial discrimination in the system. The implementation of the Strategy will be a key development for the Department in 2005/06.

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

The National Norms and Standards for School Funding have been amended in accordance with the Review of the Financing, Resourcing and Cost of Education in Public Schools and should be gazetted during December 2005. Draft funding policies for Adult Basic Education and Training, Grade R and FET Colleges were also developed and should be gazetted during December 2005.

The common budget programme structure and planning framework for provincial education departments, implemented in 2003 to enable the Department and National Treasury to make cross-provincial comparisons and determine whether amounts budgeted for prioritised programmes are adequate, has been revised and refined.

As a result of the infrastructure delivery quarterly reports system that was introduced in 2004, the Department was able to determine that, as at the end of February 2005, a total of 96 schools and 2 481 classrooms had been built during 2004/05. Owing to a more integrated approach towards the delivery of basic services and the close collaboration with the Departments of Water Affairs and Forestry and of Minerals and Energy, 3 063 toilet seats were supplied and 87 schools were provided with water. The Department of Minerals and Energy is taking full responsibility for the provision of electricity to schools

and, as a result, 51 schools were electrified during 2004.

The Education Information Policy was gazetted in August 2004 (Notice 26710) and provincial advocacy for implementation of the education information standards was undertaken during March 2005. Furthermore, an Education Management Information System improvement programme and the development of a Business Intelligence System were initiated and implemented in 2004/05 and are continuing in 2005/06.

The development of a national resource-targeting framework based on the poverty ranking of schools was initiated in 2004 and is to be finalised by June 2005.

A dispute with educators regarding their lack of salary progression during the period 1996 to 2002 was settled during March 2005 and provincial education departments will make the relevant payments early in 2005/06.

During 2004/05 the 2003 Annual Education Service Delivery Indicator Report was published to facilitate organisational effectiveness by strengthening the use of education service delivery indicators, and a Country Report for the UNESCO 47th International Conference on Education was developed.

A Ministerial Committee on Rural Education was appointed to review the state of rural education and a report on rural education was produced and published.

Teachers' guides for the development of learning programmes in the Intermediate and Senior Phases were distributed to all schools and to each teacher. These were also translated into all the official languages. The curriculum statement is now available in isiZulu, Afrikaans, Sepedi and isiXhosa.

The successful implementation of the Revised National Curriculum Statement in Grades 4 to 6 in January 2005 was

supported by the training of 1 500 provincial core trainers in 2004.

A multimedia advocacy campaign was conducted to promote the curriculum and other programmes, such as Adult Education, Life Skills and HIV and Aids Education, Inclusive Education and the Language-in-Education Policy.

As an extension of the Ikhwelo project and in partnership with the four SETAs (CETA, ESETA, THETA and PAETA), 6 321 ABET learners were reached in the fields of construction, agriculture, tourism and electricity. Learners have performed maintenance, such as tiling, plastering and plumbing, at schools, and this resulted in the communities taking ownership of and pride in their schools. Basic electrical repairs were also performed, mostly at schools. Learners have also been placed with various institutions and hotels to work in tourism-related or catering jobs. Some learners are currently tending food gardens in some provinces and have started to sell produce at local roadside stalls and to businesses.

The provincial literacy project has reached 19 000 learners and 1 000 previously unemployed volunteer educators in the Eastern Cape. A further 200 persons have been employed as project supervisors and 236 900 ABET Level 1 to 4 learners have also been registered for programmes in Public Adult Learning Centres.

With regard to inclusive education, reports on the audit of special education provision and the costing study of the conversion of full-service schools were produced. Furthermore, a system has been established that would make it possible to monitor the designation of learners who have been sentenced to a reform school for a crime, within two weeks after the sentence.

During 2004/05, the categories in the National Teacher Awards project were expanded from seven to eight, with Excellence in ABET as the new category.

External evaluation of the Maths, Science and Technology project was conducted during the 2004/05 financial year.

The Department developed a draft funding framework policy document for FET colleges, which was used to initiate the development of funding norms and standards. A curriculum conference was held in November 2004 and regulations for the registration of private FET institutions were gazetted.

With regard to the Further Education and Training National Curriculum Statement, national core training teams completed the training of provincial core training teams in all provinces. Monitoring and support was done during both the generic and the subject-specific training. Furthermore, learning programme guidelines (LPGs) were finalised and aligned to subject statements. The final LPG documents were printed and copies were sent to provinces. Subject statements for the subjects forming part of the second phase of the development of the NCS Grades 10 to 12 (General), namely, Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology and Religion Studies, were approved.

Since the launch of the national strategy for Mathematics, Science and Technology education, the number of African learners passing Maths and Science on higher grade increased almost two-fold nationally. About 11% of these learners are from the 102 dedicated Dinaledi schools. There has also been an improvement in participation by female learners, especially in the dedicated schools, where there are currently more female learners than male learners taking Mathematics and Science.

The Department has commenced implementing the e-learning strategies as set out in the White Paper on e-Education (August 2004). Provincial business plans for e-education implementation have been completed and

analysed. An education portal was developed during September 2004 and has an average of 1 600 visitors a month. The portal provides information on curriculum content and supports the implementation of the National Curriculum Statement.

Six national question papers for the Senior Certificate were conducted successfully during 2004/05. The policy on conducting the Senior Certificate Examination (SCE) was updated. In each province, two under-performing schools (that have a pass rate of lower than 20%) were visited as part of the measures for taking corrective action where required to reduce the number of under-performing schools. These interventions helped to determine the level of readiness of schools to conduct the Senior Certificate examinations.

Although the national matriculation pass rate declined from 73.03% in 2003 to 70.7% in 2004, there was an increase of 5.9% in the number of candidates that wrote the Senior Certificate. 13 480 Female pupils passed Mathematics on higher grade and 17 566 passed Physical Science on higher grade. 40 098 Candidates passed with merit and 9 213 passed with distinction. The number of schools with a pass rate of lower than 20% decreased from 1 034 in 1999 to 183 in 2004.

Learner Pregnancy Guidelines for schools and FET colleges were finalised and Sexual Harassment Guidelines were reviewed to ensure compliance with all new legislation.

National schools athletics championships were conducted in 2004/05 and a framework for collaboration between the Department and the Department of Sport and Recreation has been signed.

The first decade of freedom was celebrated through a campaign that focused on acknowledging the achievements of the past 10 years. The highlight of the campaign was an intergenerational dialogue that took place at the Apartheid Museum on 27 April 2004.

The restructuring of the HEIs through mergers continued to make steady progress. The following new institutions were established in January 2005: Cape Peninsula University of Technology, through the merger of Cape Technikon and Peninsula Technikon; Nelson Mandela Metropolitan University, through the merger of the University of Port Elizabeth and the Port Elizabeth Technikon; University of Limpopo, through the merger of the University of the North and the Medical University of Southern Africa (MEDUNSA); and University of Johannesburg, through the merger of the Randse Afrikaanse Universiteit (RAU) and Technikon Witwatersrand.

The merger of the University of Transkei, Border Technikon and the Eastern Cape Technikon to establish the Walter Sisulu University of Science and Technology, Eastern Cape, was postponed from January 2005 to July 2005 because of a lack of readiness.

Significant progress was also made in approving institutional operating plans linked to the restructuring process. The new higher education funding framework was implemented in the 2004/05 financial year. The framework is a goal-oriented and performance-related distributive mechanism that explicitly links the allocation of funds to academic activity and output. Emphasis is placed on teaching-related and research-related services, which contribute to the social and economic development of the country.

The National Student Financial Aid Scheme (NSFAS) continues to be an important mechanism for enabling access to higher education for poor but academically able students. The review of the NSFAS was completed, which confirms that the basic framework is effective and should remain as it is.

Discussions were held with all HEIs regarding proposals for managing enrolment trends and growth to ensure that they were in line with national policy goals and objectives. During these

discussions, particular attention was paid to ensuring that enrolment growth did not compromise quality and the ability of institutions to enhance graduation and throughput rates, and that it was consistent with the overall resources available for higher education. The discussions also focused on progress made with equity plans and targets in the case of institutions not affected by the merger process.

Cabinet and the Executive Council of the Eastern Cape provided the mandate for further intervention in the Eastern Cape Education Department on the basis of a sectoral approach towards improving the efficiency and effectiveness of the Department. This intervention will last for 12 months, starting on 1 August 2004. A team of officials from the Department and from other departments has been made available. The position of Chief Operations Officer was introduced to assist the Superintendent-General with operational actions. Officials deployed to strengthen the Corporate Services functions have been involved in a number of key issues in addition to the day-to-day operation of the Department, including strategic planning, educator post provisioning for 2005, disciplinary matters and establishing systems for the procurement of goods and services.

- **The auditing and capping (reconciliation) of leave in some provincial education departments**

The Minister for the Public Service and Administration made a survey of the progress with the capping of leave during 2002. At the beginning of 2003, owing to serious concerns about the status of vacation leave records, the Minister of Education introduced a national project for managing the auditing and capping of vacation leave in five provincial education departments, i.e. the Eastern Cape, KwaZulu-Natal, Gauteng, Limpopo and Western Cape. At the end of 2003/04, the leave auditing and capping process was completed in three of these provinces. The leave auditing process in the Eastern

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Cape Education Department was postponed until a registry project to update all files was to be completed and the KwaZulu-Natal Education Department took longer than expected due to slow progress by the service provider. The

project was completed in KwaZulu-Natal during 2004/05. In the Eastern Cape the leave audit process will be completed internally by the Eastern Cape Education Department.

- **Spending trends**

The under-expenditure of R80,174 million on the Department's vote, per programme, is as follows, measured against the allocations after virement:

Programme	Under-expenditure, in R'000	%
1. Administration	12 259	14.1
2. Systems Planning	8 551	15.4
3. General Education	14 489	5.9
4. Further Education and Training	27 200	15.3
5. Quality Promotion and Development	14 290	1.6
6. Higher Education	1 347	0.1
7. Auxiliary and Associated Services	2 038	4.9
Total	80 174	0.7

For information on under-expenditure or savings, please refer to the Notes to the Appropriation Statement, page 122 of the Annual Financial Statements.

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2. Services rendered by the Department

The Department is responsible, mainly, for the formulation of national education policy and for monitoring the implementation thereof.

However, services were rendered on a national basis in respect of technical college examinations and certificates. The total revenue collected in this regard for the year under review amounts to R598 549.

- **Tariff policy**

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

	Tariff
Entrance fee for examinations	
(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)	R17.10
(b) Higher than senior certificate	R22.80
(c) Exception: Hair Salon Practice N1 to N3	-
Application for remarking of examination scripts	
(a) For all standards and grades	R70.00
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 the certificate was issued to replace previous certificates of subjects passed	R15.00
Other	
(a) Re-issue of statement of symbols	R15.00
(b) Changes or amendments to certificates (not issued by Umalusi)	R15.00
(c) Transfer of examination entry	R20.00
(d) Exemption for, or recognition of, subjects passed with other examining bodies	R20.00
(e) Postage:	
♦ Local and neighbouring countries	R100.00
♦ Other countries	R100.00
(f) Application for additional time and/or assistance	R42.00
(g) Viewing of scripts	R150.00
(h) Late entry or amendments penalty	R10.00
(i) Syllabuses: only applicable to examining bodies that supplied syllabuses to other examining bodies or candidates	R0.30
(j) Re-checks	R12.00

- **Free services**

None.

- **Inventories**

The inventories on hand at year-end amounted to R1,319 million and were made up as follows:

Item	Amount, in R'000
Stationery	1 242
Cleaning materials	77
Total	1 319

The costing method used was the average price.

3. Capacity Constraints

The staff establishment of the Department consists of 896 posts and was approved on 26 January 2004. On 31 March 2005, 739 posts were filled, leaving 157 vacancies throughout the Department. During 2004/05 144 posts were filled. However, taking the above position into account, it is evident that it would have had a negative impact on capacity and on implementation. The Department also suffers from a reasonably high staff turnover rate.

4. Utilisation of Donor Funds

The Department received donations totalling R114,525 million in cash from foreign donors in the 2004/05 financial year. Expenditure of R120,327 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 2005, is R105,528 million. Amounts of R36,032 million and R28,209 million were refunded to the European Union (EU) as balances of the Education Sector Support Programme and the Technical Support Programme, respectively. Included in the above amounts received was R4,061 million from the EU for SAQA.

Donor funds were utilised mainly as follows:

- The EU Schools Infrastructure Support Programme is a programme that was initiated in 2003 and is aimed at addressing the backlog in school infrastructure and services. School facilities (primarily classrooms, furniture and/or fittings, water, sanitation, electricity, etc., and, to a lesser extent, laboratories and libraries) will be provided to under-resourced schools in three provinces, namely, the Eastern Cape, Limpopo and KwaZulu-Natal. An amount of R484,5 million (60 million euros) has been allocated for this purpose and during 2004/05 an amount of R44,991 million was received from the donor and deposited into the RDP Fund.
- The CENESA II programme is financed by the Netherlands' Ministries of Education and Culture and of Foreign

Affairs and by the Department of International Cooperation. The purpose of the CENESA programme was, amongst others, to strengthen the development of human and organisational capacity and to contribute towards the construction of approaches, systems and methodology related to the realisation of South African National Education policies. As far as the outcomes-based education in General Education and Training is concerned, the CENESA project covered the development of a curriculum assessment handbook and capacity-building programmes for curriculum advisers. There was also a focus on longitudinal curriculum support in the foundation, intermediate and senior phases of schooling and the development of assessment tools for monitoring learners' progress. Other projects focused on the provision of alternative educational opportunities for students who were not interested in or capable of reaching matric level and the improvement of circuit managers' educational management skills.

- The allocation for the Sectoral Budget Support Programme funded by the Netherlands was mainly utilised as follows:

Revised National Curriculum Statement 2005

The distribution of 100 000 full-colour copies as resource materials and 435 000 copies of working documents for teachers in the country took place in 2004/05. Furthermore, a million copies of the parents' guides were printed in English and 400 000 copies were printed in Afrikaans.

Upgrading of unqualified and under-qualified educators

A draft national framework report on teacher education was developed and 1 500 teachers have been registered in the Eastern Cape.

SADC conference on Early Childhood Development

From 28 February 2005 until 2 March 2005 the Department hosted an SADC Early Childhood Development Conference, which was attended by 514 delegates from 19 countries.

Adult Learner Week and UNESCO International Conference

An Adult Learner Week and UNESCO International Conference were held in September 2004.

Educational portal and online learner support materials

The portal has been established to assist learners and educators with access to various support and content services. Quality-assured materials in education are readily available on the website.

Freedom Day or 10-year celebrations

To celebrate 10 years of freedom various projects were conducted, such as the National Indigenous Games Festival and the commemoration of 16 days of activism on no violence against women and children.

- A costing study for physical and material resources in 30 full-service schools was completed through funds made available by Finland and Sweden. The project management team for the field-testing of the first stage of the implementation of White Paper 6 has been appointed. The balance of the two donations amounting to R65 million will be spent on the actual conversion process in the course of 2005/06.
- The DANIDA: National Environmental Education Project for GET helped educators in the GET band to implement environmental learning in schools. It ensured that environmental education was integrated into the curriculum throughout the GET band and conducted capacity-building workshops for teachers and district support staff. Nine Curriculum Support Documents were

developed and were distributed to all schools. The knowledge gained during the project was captured and collated into 13 booklets.

- The Takalani Sesame project was funded by USAID and Sanlam. Activity calendars and story books developed for the HIV and Aids outreach component were distributed to all Members of Executive Councils for Education, Provincial Heads of Education Departments, provincial and district officials, 4 500 public and community-based Grade R sites, the Office on the Rights of the Child in the Presidency, Departments of Social Development and Health, and delegates who attended the Early Childhood Development conference. Research on the impact of the Talk to Me campaign, which highlights the lives of families living with HIV, the Season 2 impact assessment and the outreach training have been completed and finalised.
- The printing of the School Records Manual was paid for out of Taiwanese funds.
- The Canada South Africa Teacher Development project, funded by the Canadian International Development Agency (CIDA), supports the Department in coordinating in-service educator training policies and strengthening the capacity of the Gauteng, Free State and Mpumalanga Provincial Education Departments. The following activities took place during the 2004/05 financial year:

The development of the skills of both national and provincial teacher education officials by paying for these officials to take the Practical Project Management Course at the UNISA School of Business Leadership.

The development of internal project monitoring tools.

The development of an ongoing professional teacher development database system.

A study tour to Alberta, Canada, to learn about Alberta's professional teacher development model and its implementation.

- In respect of the South Africa Norway Tertiary Education Development (SANTED) Programme, supported by Norway, an amount of R10 million was spent on various projects, such as transforming priorities of access and the involvement of previously excluded students in capacity-building projects at HEIs that contribute to the restructuring of the sector. In addition, a number of SADC projects have been implemented that concentrate on institutional cooperation in the region with a focus that varies from curriculum development to HIV and Aids projects.
- Amongst others, projects such as Life Skills, World Aids Day Campaign, Whole-School Evaluation, EMIS, the Advanced Certificate on Values and Human Rights in Education, and the Higher Education mergers programme benefited from the Education Support Project Phase 2, which is funded by the Government of the United Kingdom of Great Britain and Northern Ireland through its Department for International Development.
- The Values and Human Rights in the Curriculum project received a R4 million grant from the Swiss Agency for Development and Cooperation. This project was successfully piloted in the Western Cape and Mpumalanga in 2004.
- A baseline study for the implementation of the Whole-School Development project, funded by the Flemish Government, was conducted in 2004.
- The United States Agency for International Development (USAID) supported programmes in the Eastern Cape, the Northern Cape, Limpopo and KwaZulu-Natal that focused on basic education, with specific interventions in secondary and tertiary education. Furthermore, through the Education Support and Training Project Agree-

ment, assistance was provided in building the capacity of educators working in adult learning centres, and the Eastern Cape and Limpopo Provincial Education Departments were helped to develop and implement sustainable plans for adult learning centres. Through this agreement, Umalusi also received funds for supporting the implementation of quality assurance and assessment systems. With regard to the Tertiary Education Linkages Project Agreement, support was provided to HEIs serving, predominantly, previously disadvantaged communities. Activities included curriculum development and programme and qualifications design, with quality assurance and promotion as a component, and management and administrative development.

- The Carnegie Corporation of New York supported 150 female undergraduate students at eight South African universities with scholarships. Most of these students are studying in the fields of science, engineering and health, while a few of them are studying education, economics and humanities. The first cohort of recipients of the scholarship is currently in its third year of study, and some students will graduate in 2005.

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 was established in terms of the Higher Education Act, No. 101 of 1997. It is responsible for advising the Minister on higher education matters. 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). Furthermore, it promotes students' access to higher education, publishes an annual report on the state of higher education 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 R10,880 million to the CHE during 2004/05.

During 2004/05, the CHE was involved in a number of projects, such as -

- quality assuring the development and implementation of the new institutional audit and programme accreditation systems;
- supporting capacity development in a number of areas, including support for merging institutions and capacity-building initiatives for students, student development officers, managers and deans of students;
- helping the Association of African Universities to prepare a proposal for the launch of an African Network of Quality Assurance Practitioners; and
- the accreditation of 173 out of 203 learning areas of public higher education and 45 out of 85 learning areas of private higher education.

The CHE also produced the following research reports:

- South African Higher Education in the First Decade of Democracy.
- Considerations on the Designation and Nomenclature of Higher Education Institutions.
- Enhancing the Contribution of Distance Higher Education in South Africa.

5.2 Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act, No. 66 of 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 as its source of revenue.

During 2004/05, the ELRC was instrumental in facilitating the signing of the following collective agreements at a national level:

- Vote Weights for the Trade Unions that are Parties to the Council; and
- *Salary Progression for the period 1 July 1996 to 30 June 2002.*

In the provincial chambers the following collective agreements were signed:

- The Limpopo Chamber signed a collective agreement on the *selection criteria for the appointment of ABET examiners*;
- the Mpumalanga Chamber signed collective agreements on the permanent appointment of temporary educators and on the implementation of the new post and salary structure; and
- the North West Chamber signed a collective agreement on the Implementation of new post and salary structure.

A service provider was contracted to commence research on Maximum Working Hours for Educators in the Public Sector. The project commenced in October 2004 and will be concluded in July 2005. The research is aimed at determining the maximum working hours for educators, which will have implications for productivity and quality of output delivered by educators. A second research study on the Post Provisioning Model began in October 2004 and will also be concluded in 2005.

A service provider has also been commissioned to conduct a study examining determinants of demand and supply of educators in South African public educational institutions. The variables

that might shed light on the attrition and supply of educators are HIV- and Aids-related illnesses and death; general non-HIV- and Aids-related ill health, tuberculosis, staff morale, job satisfaction, workload, violence, alcohol and drug misuse, and migration. The report was released at a press conference in March 2005. At present it is being studied and recommendations on it will be made.

In the 2004/05 financial year, a total of 671 disputes were referred to the Council. Of these, 467 were successfully dealt with through conciliation or arbitration, 160 are still in process and the rest were withdrawn.

5.3 National Student Financial Aid Scheme (NSFAS)

The NSFAS was established in terms of the National Student Financial Aid Scheme Act, No. 56 of 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 students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources. It also advises the Minister on matters relating to student financial aid. The Department transferred an amount of R583,2 million to the NSFAS in 2004/05. The NSFAS re-injected approximately R263 million into the Scheme from recovered funds, primarily loan repayments. Other revenue comprised donor funds received, money repaid on study loans and interest on investments.

Of the total amount transferred by the Department, R60 million was ring-fenced to fund students studying to be teachers. Approximately R106 million of the NSFAS re-injected funds was also set aside for students studying in identified scarce skills areas.

The parameters for the 2004 academic year included a maximum annual award of R25 000 per qualifying stu-

dent, with a minimum of R2 000. The maximum was increased by 25% from R20 000 in 2003. The interest rate was set at 7%. Approximately 28% of the total award amount was converted to bursaries. This was based on a student pass rate of approximately 73%.

During 2004/05:

- Loans and bursaries amounting to approximately R956 million were paid to students, in the form of 113 000 awards. This was paid to students through the financial aid offices of the institutions where they were studying, mostly as a result of loan applications received from students and processed by the institutions.
- Approximately R245 million was recovered from previous recipients of awards, compared to R208 million in 2003/04. Loan recoveries have continued to improve and will be further assisted by an enhanced loan recovery strategy, which will be implemented in 2005/06.
- Particular attention was paid to ensuring improved service delivery at the various financial aid offices through the annual financial aid bureau workshop, regular visits to financial aid bureaus, and regular communication with all offices. A number of interventions were necessary to ensure that problems at some institutions were resolved.

Furthermore, a review of the NSFAS and student financial aid continued during the year. The Minister indicated that any further investigation into student financial aid should be part of the overall investigation into the financing of higher education, an investigation that is being undertaken jointly by the Department of Education and National Treasury.

5.4 South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators

Act, No. 31 of 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. The SACE does not receive direct transfers from Government, but relies on employees' membership fees and interest on investments as its sources of revenue.

During 2004/05, SACE:

- Undertook a special project to identify unregistered educators. The Eastern Cape Outreach Programme managed to secure approximately 2 500 registrations. In total, almost 490 000 educators have been registered.
- Received 255 complaints against educators. Of these 143, were ethics-related, 56 were employment-related and 56 were private matters. The Council conducted 15 investigations, 10 interviews, five hearings and one mediation.
- Undertook a number of partnerships with a view to promote and oversee the ongoing professional development of educators. Two of these are the professional development portfolio project, from which more than 10 000 educators benefited, and quality assurance initiatives with relevant authorities.

5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, No. 58 of 1995. Its main function is to develop and implement the National Qualifications Framework. As part of its functions, it focuses on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. The Department transferred an amount of R26,646 million to SAQA during 2004/05. Other revenue comprises donor funds received, fees charged for processing private

HEIs applications, and interest on investments.

During 2004/05:

- 184 Qualifications and 3 789 unit standards were registered on the NQF.
- An additional 260 qualifications were granted interim registration, bringing the total number of qualifications in this category to 7 460.
- Of the 246 operational Standard Generating Bodies (SGBs) that were established during the past three years, a total of 70% completed their briefs during 2004.
- 27 Joint Implementation Plans (JIPs) were signed with the SETAs and other education and training bodies. JIPs are mechanisms used for facilitating the development and implementation of qualifications and standards within a given time-frame and for managing the funding process in a consistent manner.
- A total of 198 qualifications and unit standards were accredited by various ETQAs. The accreditation of these qualifications and unit standards makes provision for the improvement of the quality of qualifications and provides learners with wider access to education and training.
- Twenty ETQAs were audited, which means that there are now 30 audited ETQAs. The audit comprises a full descriptive analysis to ensure that ETQAs meet quality standards in accordance with the established criteria of SAQA. The purpose of the audit is to ensure that learners receive quality education and training.
- Capacity-building workshops were conducted in several provinces in order to capacitate emerging providers, rural communities and other interested stakeholders in respect of accreditation requirements and

the mandate of SAQA and of the NQF.

- The NQF Impact Study and findings were published as Report 1: Establishing criteria against which to measure the progress of the NQF. The results of the study, hailed by many as a world first, were well accepted within the education and training community.
- The Centre for Evaluation of Educational Qualifications experienced an increasing interest in the ranks of foreign qualification holders to pursue employment or study in South Africa and, therefore, to be appropriately placed in the South African system. SAQA plays an undeniable leadership role in furnishing recognition advice over the broad spectrum with regard to students and workers who are in possession of foreign qualifications.

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

Umalusi was established in terms of the General and Further Education and Training Quality Assurance Act, No. 58 of 2001. Its main functions are monitoring the suitability and adequacy of standards and qualifications, assuring the quality of learner assessments at exit points, promoting quality improvement among providers, and monitoring the suitability and adequacy of qualifications and standards. The Department transferred an amount of R11,815 million to Umalusi during 2004/05. Other revenue comprises donor funds, contributions received, fees charged and interest on investments.

During 2004/05:

- The Council withheld Senior Certificate (SC) results in Mpumalanga until allegations of irregularities had been investigated. The investigations into the irregularities were conducted in various phases and stretched over more than two months. A team of 20 independent

specialists assisted Umalusi with the investigation. In the end, the results of just over 800 candidates were withheld.

- In assuring the SC assessment, Umalusi moderated 2 500 question papers.
- To highlight its role as quality assurer of the SC, Umalusi distributed 80 000 leaflets to just over 12 000 secondary public and private schools across the country.

Umalusi researched and reported on, amongst other things, the SC examination over the past 10 years, statistical moderation of the SC examination, and compensatory measures for English second language candidates.

- Umalusi designed a new certificate, to replace that of the former South African Certification Council, and amendments to the regulations were gazetted in February 2005.
- Umalusi also monitored the 2004 assessments in level-four adult basic education and training (ABET) and vocational education and training (VET) and found that they had been conducted well. All these results were released.

Provisional accreditation of independent schools, further education and training colleges and ABET providers continued. By the end of the year, 597 schools had been accredited and 127 FET colleges and 72 ABET providers had been given three-year provisional accreditation.

Umalusi experienced an increase in the number of applications for verification of certificates. The Council processed over 48 000 applications during the year.

6. Other Organisations to which Transfer Payments have been made

6.1 Higher education institutions

The main objective is to support HEIs to enable them to efficiently and effectively

ly perform their core functions, that is, teaching and research. The support 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 302,906 million was transferred to the HEIs.

6.2 Sector Education and Training Authority (SETA)

In terms of the Skills Development Act, No. 97 of 1998, and the Skills Development Levies Act, No. 9 of 1999, an amount of R81 000 was transferred to the ETDP SETA during 2004/05.

6.3 Fulbright Commission

The Commission was established to give effect to the South African Government's obligations in terms of the Agreement between the Government of the Republic of South Africa and the Government of the United States of America concerning the establishment of the South African-United States Commission for Educational Exchanges to provide educational and professional exchanges of South African students to the United States and of American students to South Africa. An amount of R1,654 million was transferred to the Fulbright Commission during 2004/05.

6.4 Other transfers

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

ADEA was designed to reinforce African Ministries' leadership capacities as they work with funding agencies, develop these agencies' awareness that their own practices should be adapted to the needs of nationally-driven education policies, programmes and projects, and develop a consensus between min-

istries and agencies on approaches to the major issues facing education in Africa. An amount of R10 000 was transferred to the ADEA during 2004/05.

- **Association for African Universities (AAU)**

The main objectives of the AAU are to coordinate information and communication technology policies and initiatives among HEIs and its external partners, to expand the AAU staff exchange programme and to strengthen the regional and sub-regional networks for graduate training and research. An amount of R250 000 was transferred to the AAU during 2004/05.

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

An amount of R62 000 was transferred to this Centre during 2004/05.

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

An amount of R2,553 million was transferred to UNESCO during 2004/05.

- **Commonwealth of Learning**

An amount of R1 million was transferred to the Commonwealth of Learning during 2004/05.

6.5 Conditional grants to provincial education departments

Two conditional grants, namely, the HIV and Aids Life Skills Programme and the Primary School Nutrition Programme (PSNP), were allocated to the Department during the period under review. The PSNP was transferred from Health to Education on 1 April 2004. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2004, had been met.

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Unfortunately some provinces did not always report on time or provide the required information, some provinces did not submit progress reports for the first quarter and some progress reports were not signed by the responsible official.

In the 2003/04 financial year, the Department was responsible for three conditional grants, namely:

- Early Childhood Development (ECD)
- Financial Management and Quality Enhancement in Education (FMQE)
- HIV and Aids

The last transfers to the Eastern Cape for these grants were withheld, owing to low expenditure. The funds were subsequently requested as roll-over funds to complete projects in progress.

Therefore, the total allocations per conditional grant for 2004/05, in R'000, were as follows:

Conditional Grant	Total allocation	Amount transferred	Total amount spent	% spent
Early Childhood Development (ECD)	2 470	2 470	1 692	68.5
Financial Management and Quality Enhancement in Education (FMQE)	21 683	21 683	3 056	14.1
HIV and Aids Life Skills Programme	134 151	134 151	112 686	84.0
Primary School Nutrition Programme	832 200	832 200	819 815	98.5
Total	990 504	990 504	937 249	94.6

6.5.1 Early Childhood Development

The purpose of this conditional grant was to provide children eligible for the Reception Year with access to a quality education and care programme, particularly in poor communities. Furthermore, the funds provided under this conditional grant resulted from roll-overs for the Eastern Cape Provincial Education Department. The purpose of the roll-over funds was to complete projects in progress, such as the Advocacy and Information Campaign and the training of practitioners.

6.5.2 Financial Management and Quality Enhancement in Education

This conditional grant was instituted during the 1998/99 financial year and was phased out at the end of 2003/04. The purpose of this conditional grant was to address systemic prob-

lems that were identified as responsible for undermining the functionality and effective service delivery in the education system. However, an amount of R21,683 million not transferred in the 2003/04 financial year, was rolled over to the 2004/05 financial year in respect of the Eastern Cape Provincial Education Department. The purpose of the roll-over funds was to complete the Leave Audit and Registry projects.

6.5.3 HIV and Aids

The main objective of this conditional grant is to integrate the Life Skills: HIV and Aids programme (using sexuality education as a basis) into the school curriculum and to care for and support educators and learners infected with and affected by HIV and Aids.

Achievements during the 2004/05 financial year:

- ◆ 10 800 HIV and Aids pamphlets were distributed to provinces.
- ◆ Advocacy workshops on the management of HIV and Aids were held with school management teams, school governing bodies, traditional leaders and parents in all the provinces. Because of the nature of the pandemic, focus extended beyond nodal areas, reaching 205 717 people.
- ◆ 7 392 Master Trainers were trained to train educators on the Life Skills programme.
- ◆ 102 822 Educators in the General Education and Training band were trained during 2004/05 .
- ◆ 64 014 Learners and educators participated in the Peer Education programme as an extracurricular activity in a structured environment at secondary schools. The Peer Education programme supports the Life Orientation Learning Area.
- ◆ 40 805 Educators were trained on caring for and supporting infected and affected learners and educators.
- ◆ Age-appropriate HIV and Aids Learning Support Materials for Grades 1 to 12 were delivered to 26 693 schools.
- ◆ 16 648 Schools received ongoing monitoring and support.

6.5.4 Primary School Nutrition Programme

The main objective of this programme is to improve the nutrition status of South African children, specifically to enhance

active learning capacity and improve attendance in schools.

Achievements for the 2004/05 financial year include:

- ◆ The Department monitored all the provinces on a bi-monthly basis and priority was given to schools in farm, rural and informal settlements. Compliance with requirements relating to food quality and quantities, feeding times, health, hygiene, record keeping and involvement of parents and other institutions was monitored. 238 Schools were directly monitored during the financial year.
- ◆ Expenditure trends and the achievement of objectives was monitored and reported on every month and every quarter. Discussions were held on the performance of this project and the necessary remediation was shared at four interprovincial meetings.
- ◆ 4,977 Million learners were fed on recommended menus on a minimum of 156 days. There were disruptions to school feeding in only one province, namely, the Eastern Cape.
- ◆ School Nutrition units were set up in each province and about 77% of the human resources were put in place. Offices were also set up and equipped, and transport was provided for field work in each province.
- ◆ A few schools began to set up food gardens in anticipation of the sustainable food production programme that is scheduled for 2005/06.

- ♦ Necessary advocacy and information dissemination to targeted audiences was accomplished.

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 2004/05, as intended, owing to the fact that the National Treasury requested a revised feasibility study, which was done in that financial year. The concession agreement will now be signed in 2005/06, whereafter construction will commence.

8. Corporate Governance Arrangements

8.1 The risk assessment and fraud prevention plan of the Department

The Internal Audit Unit assisted the Department with the annual review of the risks facing the Department. A Fraud Prevention Plan is in place and was reviewed to ensure that it meets and addresses the requirements of the Department. A Forensic Audit component was established in the Internal Audit function, for the purpose of preventing and investigating possible fraud and corruption in the Department.

8.2 Internal Audit Unit

The Internal Audit Unit is operational with appropriately-skilled personnel and it functions effectively, in terms of the Treasury Regulations and the Public Finance Management Act, No. 1 of 1999 (PFMA). 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.

The Unit also performed the internal audit functions at two of the Department's public entities, namely, the CHE 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 Management members in the Department are compelled to declare their financial interests to the Minister on an annual basis. Furthermore, all employees in the Department are compelled to request permission from the Director-General before they do any work that generates additional remuneration outside the Department. All senior managers also signed performance agreements and are being security cleared.

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 adhere to it. The two Codes of Conduct – one for Public Servants and one for CS Educators – are fully implemented and have been distributed to every official in the Department.

Those 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 as contained in the Education Laws Amendment Act.

8.6 Safety, health and environmental issues facing the Department

A policy on health and safety in the workplace has been approved and implemented in the Department. The policy addresses safety, health and environmental issues facing the Department. It is also aimed at creating a conducive work environment for all staff in the Department.

8.7 Other governance structures

■ Departmental Tender Committee

The Committee is responsible for the evaluation of tenders or bids and makes recommendations to the Director-General on the awarding thereof. Furthermore, the Committee ensures that tender processes are fair, equitable, transparent, competitive and cost-effective, and that they comply with the PFMA and other relevant legislation and guidelines of National Treasury. 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.

■ Performance Assessment Committee (PAC)

The Committee ensures that the personnel assessments that are

presented to them for notch increment and merit awards have been processed according to departmental policy and that they meet the requirements as set out in the policy. Evaluation of staff takes place every year and is finalised by 31 March of every year.

■ 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 re-allocations are in line with the educational priorities for the particular financial year.

9. Discontinued Activities and Activities to be discontinued

None.

10. New and Proposed Activities

● FET College Recapitalisation programme

Plans for the FET college recapitalisation project, which aims to increase the number of students in programmes that lead to employment, self-employment or higher education, will be developed. This will require programme audits and an infrastructure audit to ensure that the programmes and infrastructure that are developed, support skills development. 20 New programmes and qualifications will be developed. A guiding framework for partnerships and finances for FET colleges will also be established.

● Support for development of comprehensive Student Support Services at FET Colleges

Career development and guidance programmes for youth access into FET Colleges will be developed. The aim is to deepen the development of the FET College Sector towards responsiveness in relation to skills delivery.

11. Events after the reporting date

None.

12. Performance Information

The Department is responsible mainly for the development of policy 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 2004/05 were submitted to the Minister during the year.

For information concerning the Department's performance, please see the information on pages 87 to 91 of this Report. For more detail you are referred to the contents of the Annual Report.

13. SCOPA Resolutions

None.

14. Other

The books of account of the former Department of Education and Training have been finally closed during the financial year. However, unresolved debt amounts had to be transferred to the books of account of this Department, such as the debt of the Eastern Cape Education Department for agency services rendered during the provincialisation process amounting to R119,921 million.

Approval

The Annual Financial Statements set out on pages 108 to 150 have been approved by the Accounting Officer.



MR D HINDLE
DIRECTOR-GENERAL
DATE: 20 July 2005

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF VOTE 15 – DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2005

1. AUDIT ASSIGNMENT

The financial statements as set out on pages 108 to 150, for the year ended 31 March 2005, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 4 and 20 of the Public Audit Act, 2004 (Act No. 25 of 2004). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

2. NATURE AND SCOPE

The audit was conducted in accordance with Statements of South African Auditing Standards. 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, and
- evaluating the overall financial statement presentation.

Furthermore, an audit includes an examination, on a test basis, of evidence supporting compliance in all material respects with the relevant laws and regulations which came to my attention and are applicable to financial matters.

The audit was completed in accordance with Auditor-General Directive No. 1 of 2005.

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

3. AUDIT OPINION

In my opinion, the financial statements fairly present, in all material respects, the financial position of the Department of Education at 31 March 2005 and the results of its operations and cash flows for the year then ended, in accordance with prescribed accounting practice and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999).

4. EMPHASIS OF MATTER

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

4.1 Asset management

In terms of section 10.1.1 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 a fixed asset register was in place, it was only updated with financial information after the completion of the audit.

4.2 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 the Revenue Act, 2004 (Act No. 5 of 2004) (DoRA) are complied with when the transfer of funds takes place. The department has therefore put a framework in place to monitor

that conditional grants are transferred to the provinces in accordance with the DoRA. There were, however, certain limitations to this monitoring framework:

- The department did not receive some financial reports within 15 days after the end of each month from provincial departments, as prescribed.
- Some financial reports that were received from the provinces did not include all the information as required by section 16(2) of DoRA.
- Low spending trends by the Eastern Cape and KwaZulu Natal Provinces.
- The department did not receive all the progress reports from some of the provincial departments.
- Some progress reports that were received were not signed by the responsible official.

4.3 Information systems audit of the general controls surrounding the information systems environment

An information systems (IS) audit of the general controls surrounding the IS environment was completed in March 2005 and the findings were reported to the accounting officer.

The root cause of the weaknesses outlined below was the lack of documented procedures.

The most significant weaknesses identified were the following:

- The information technology security policy did not specify any security requirements for the transversal systems. Without comprehensive and distributed security procedures users might not be aware of the rules or procedures to follow to minimise the risk of errors, fraud and the loss of data confidentiality, integrity and availability.
- A documented and tested disaster recovery plan did not exist. It could therefore not be ensured that the Department of Education would be able to recover business activities satisfactorily in the event of a disaster.

5. APPRECIATION

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



Auditor-General

Pretoria

29 July 2005



AUDITOR GENERAL

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, No. 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, No. 5 of 2004. The following issued, but not yet effective, Standards of Generally Recognised Accounting Practice have not been fully complied with in the Annual Financial Statements: GRAP 1, 2 and 3.

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.

2. Revenue

Appropriated funds

Voted funds are the amounts appropriated to a department in accordance with the final budget known as the Adjusted Estimates of National Expenditure. Unexpended voted funds are surrendered to the National Revenue Fund, unless otherwise stated.

Departmental revenue

Tax revenue

A tax receipt is defined as compulsory, irrecoverable revenue collected by entities. Tax receipts are recognised as revenue in the statement of financial performance on receipt of the funds.

Sale of goods and services other than capital assets

This comprises the proceeds from the sale of

goods and/or services produced by the entity. Revenue is recognised in the statement of financial performance on receipt of the funds.

Fines, penalties and forfeits

Fines, penalties and forfeits are compulsory receipts imposed by court or quasi-judicial body. Revenue is recognised in the statement of financial performance on receipt of the funds.

Interest, dividends and rent on land

Interest and dividends received are recognised upon receipt of the funds, and no accrual is made for interest or dividends receivable from the last receipt date to the end of the reporting period. They are recognised as revenue in the Statement of Financial Performance of the Department and then transferred to the National Revenue Fund. Revenue received from the rent of land is recognised in the Statement of Financial Performance on receipt of the funds.

Sale of capital assets

The proceeds from the sale of capital assets is recognised as revenue in the Statement of Financial Performance on receipt of the funds.

Financial transactions in assets and liabilities

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

Cheques issued in 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 re-issued the payment is made from Revenue.

Local and foreign aid assistance

Local and foreign aid assistance is recognised in the Statement of Financial Performance on receipt of funds. Where amounts are expensed before funds are received, a receivable is raised. Where

amounts have been inappropriately expensed using local and foreign aid assistance, a payable is raised. In the situation where the Department is allowed to retain surplus funds, these funds are shown as a reserve.

3. Expenditure

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. The expenditure is classified as capital where the employees were involved, in a full-time basis, on capital projects during the financial year. All other payments are classified as current expense.

Social contributions include the entities' 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.

Short-term employee benefits

The cost of short-term employee benefits is expensed in the Statement of Financial Performance in the reporting period when the final authorisation for payment is effected on the system. Short-term employee benefits, that give rise to a present legal or constructive obligation are disclosed as a disclosure note to the Annual Financial Statements and are not recognised in the Statement of Financial Performance.

Long-term employee benefits and other post employment benefits

Termination benefits

Termination benefits are recognised and expensed only when the final authorisation for payment is effected on the system.

Medical benefit

The Department provides medical benefits for its employees through defined benefit plans. Employer contributions to the fund are

incurred when the final authorisation for payment is effected on the system. No provision is made for medical benefits in the Annual Financial Statements of the Department.

Post employment retirement benefits

The Department provides retirement benefits for certain of its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contribution to the fund is expensed when the final authorisation for a payment to the fund is effected on the system. No provision is made for retirement benefits in the Annual Financial Statements of the Department. Any potential liabilities are disclosed in the Annual Financial Statements of the National Revenue Fund and not in the Annual Financial Statements of the employer department.

Other employee benefits

Obligations arising from leave entitlement, thirteenth cheque and performance bonus that are reflected in the disclosure notes have not been paid for at year-end.

Goods and services

Payments made for goods and/or services are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. The expense is classified as capital if the goods and services was used on a capital project.

Interest and rent on land

Interest and rental payments resulting from the use of land, are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. This item excludes rental on the use of buildings or other fixed structures.

Financial transactions in assets and liabilities

Financial transactions in assets and liabilities include bad debts written off. Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of

savings and/or under-spending available to the Department. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts.

Unauthorised expenditure

Unauthorised expenditure, is defined as:

- The overspending of a vote or a main division within a vote, or
- Expenditure that was not made in accordance with the purpose of a vote or, in the case of a main division, not in accordance with the purpose of the main division.

Such expenditure is treated as a current asset in the Statement of Financial Position until such expenditure is approved by the relevant authority, recovered or written off as irrecoverable.

Irregular expenditure

Irregular expenditure, is defined as:

- Expenditure, other than unauthorised expenditure, incurred in contravention or not in accordance with a requirement of any applicable legislation, including:
 - ♦ the Public Finance Management Act
 - ♦ the State Tender Board Act, or any regulations made in terms of this act, or
 - ♦ any provincial legislation providing for procurement procedures in that provincial government.

It is treated as expenditure in the Statement of Financial Performance. If such expenditure is not condoned and it is possibly recoverable it is disclosed as receivable in the Statement of Financial Position at year-end.

Fruitless and wasteful expenditure

Fruitless and wasteful expenditure, is defined as:

- Expenditure that was made in vain and would have been avoided had reasonable care been exercised, therefore
 - ♦ it must be recovered from a respon-

sible official (a debtor account should be raised), or

- ♦ the vote. (If responsibility cannot be determined.)

Such expenditure is treated as a current asset in the Statement of Financial Position until such expenditure is recovered from the responsible official or written off as irrecoverable.

4. Transfers and Subsidies

Transfers and subsidies include all irrecoverable payments made by the entity. Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system.

5. Expenditure for Capital Assets

Capital assets are assets that can be used repeatedly and continuously in production for more than one year. 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.

6. Receivables

Receivables are not normally recognised under the modified cash basis of accounting. However, receivables included in the Statement of Financial Position arise from cash payments that are recoverable from another party, when the payments are made.

Receivables for services delivered are not recognised in the Statement of Financial Position as a current asset or as income in the Statement of Financial Performance, as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are disclosed separately as part of the disclosure notes to enhance the usefulness of the Annual Financial Statements.

7. Cash and Cash Equivalents

Cash and cash equivalents consist of cash on hand and balances with banks, short-term investments in money market instruments and demand deposits. Cash equivalents are short-term, highly liquid investments that are

Accounting Policies

for the year ended 31 March 2005

readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

8. Payables

Payables are not normally recognised under the modified cash basis of accounting. However, payables included in the Statement of Financial Position arise from advances received that are due to the National Revenue Fund or another party.

9. Lease Commitments

Lease commitments for the period remaining from the reporting date until the end of the lease contract are disclosed as part of the disclosure notes to the Annual Financial Statements. These commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on the cash basis of accounting.

Operating lease expenditure is expensed when the payment is made.

Finance lease expenditure is expensed when the payment is made, but results in the acquisition of the asset under the lease agreement. A finance lease is not allowed in terms of the Public Finance Management Act.

10. Accruals

This amount represents goods/services that have been received, but no invoice has been received from the supplier at the reporting date, OR an invoice has been received but final authorisation for payment has not been effected on the system. These amounts are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are however disclosed as part of the disclosure notes.

11. Contingent Liability

This 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 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 not recognised in the Statement of Financial Position, but the information is disclosed as part of the disclosure notes.

12. Commitments

This amount represents goods/services that have been approved and/or contracted, but no delivery has taken place at the reporting date. These amounts are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are however disclosed as part of the disclosure notes.

13. Capitalisation Reserve

The capitalisation reserve represents an amount equal to the value of the investment and/or loans capitalised. On disposal, repayment or recovery, such amounts are transferred to the National Revenue Fund.

14. Recoverable Revenue

Recoverable revenue represents payments made and recognised in the Statement of Financial Performance as an expense in previous years due to non-performance in accordance with an agreement, which have now become recoverable from a debtor. Repayments are transferred to the National Revenue Fund as and when the repayment is received.

15. Comparative Figures

Where necessary, comparative figures have been restated to conform to the changes in

Accounting Policiesfor the year ended 31 March 2005

the presentation in the current year. The comparative figures shown in these Annual Financial Statements are limited to the figures shown in the previous year's audited Annual Financial Statements and such other comparative figures that the Department may reasonably have available for reporting. Reclassification of expenditure has occurred due to the implementation of the Standard Chart of Accounts. It is not practical to present comparative amounts in the Cash Flow Statements, as this would involve reclassification of amounts dating back to the 2002/03 year-end.

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Appropriation per Programme									
	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration									
Current payment	90 655	-	(9 612)	81 043	71 334	9 709	88.0	68 331	65 522
Transfers and subsidies	205	-	52	257	262	(5)	101.9	5 369	426
Payment for capital assets	3 315	-	2 026	5 341	2 786	2 555	52.2	5 949	5 010
2. Systems Planning									
Current payment	37 477	-	(5 206)	32 271	23 836	8 435	73.9	16 888	16 243
Transfers and subsidies	21 738	-	-	21 738	21 728	10	100.0	234 453	212 766
Payment for capital assets	1 076	-	383	1 459	1 353	106	92.7	43 915	43 046
3. General Education									
Current payment	109 990	-	(1 110)	108 880	94 674	14 206	87.0	142 970	131 343
Transfers and subsidies	136 817	-	1 024	137 841	137 760	81	99.9	247 706	239 478
Payment for capital assets	677	-	86	763	561	202	73.5	1 324	1 257
4. Further Education and Training									
Current payment	150 974	-	(15 867)	135 107	110 684	24 423	81.9	96 111	93 711
Transfers and subsidies	28 655	-	10 000	38 655	38 634	21	99.9	15 591	15 581
Payment for capital assets	3 802	-	-	3 802	1 046	2 756	27.5	1 228	1 142
5. Quality Promotion and Development									
Current payment	55 379	-	(5 562)	49 817	36 024	13 793	72.3	27 777	20 761
Transfers and subsidies	832 256	-	-	832 256	832 249	7	100.0	28	27
Payment for capital assets	1 108	-	60	1 168	678	490	58.0	710	623
6. Higher Education									
Current payment	17 008	-	(3 489)	13 519	12 223	1 296	90.4	12 703	12 166
Transfers and subsidies	9 891 272	-	7 665	9 898 937	9 898 921	16	100.0	8 940 144	8 939 858
Payment for capital assets	241	-	41	282	247	35	87.6	647	543
7. Auxilliary and Associated Services									
Current payment	19 440	-	18 352	37 792	35 838	1 954	94.8	20 211	19 826
Transfers and subsidies	2 547	-	1 062	3 609	3 620	(11)	100.3	11 961	11 933
Payment for capital assets	463	-	95	558	463	95	83.0	572	562
Subtotal	11 405 095	-	-	11 405 095	11 324 921	80 174	99.3	9 894 588	9 831 824
Statutory Appropriation									
Total	11 405 095	-	-	11 405 095	11 324 921	80 174	99.3	9 894 588	9 831 824
Reconciliation with Statement of Financial Performance									
Departmental revenue received				9 374				27 803	
Local and foreign aid assistance received				103 159				24 593	
Actual amounts per Statement of Financial Performance (Total revenue)				11 517 628				9 946 984	
Local and foreign aid assistance					120 327				32 447
Actual amounts per Statement of Financial Performance (Total expenditure)					11 445 248				9 864 271

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Appropriation per Economic Classification									
	2004/05							2003/04	
	Adjusted appro- priation	Shifting of funds	Virement	Final appro- priation	Actual payment	Variance	Payment as % of final appro- priation	Final appro- priation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	212 833	-	(22 262)	190 571	174 565	16 006	91.6	163 310	160 981
Goods and services	268 090	-	(232)	267 858	184 985	82 873	69.1	221 681	187 301
Financial transactions in assets and liabilities	-	-	-	-	25 063	(25 063)	-	-	11 296
Transfers and subsidies to:									
Provinces and municipalities	991 100	-	68	991 168	991 023	145	100.0	454 562	424 788
Departmental agencies and accounts	617 622	-	15 000	632 622	632 679	(57)	100.0	599 815	606 888
Universities and technikons	9 300 504	-	2 415	9 302 919	9 302 907	12	100.0	8 380 752	8 373 458
Foreign governments and international organisations	4 264	-	1 310	5 574	5 529	45	99.2	13 630	13 578
Non-profit institutions	-	-	-	-	-	-	-	5 000	-
Households	-	-	79	79	104	(25)	131.6	-	-
Gifts and donations	-	-	931	931	932	(1)	100.1	1 493	1 367
Payment for capital assets									
Buildings and other fixed structures	-	-	2 000	2 000	-	2 000	-	43 267	42 477
Machinery and equipment	10 682	-	(537)	10 145	5 906	4 239	58.2	9 915	9 378
Software and other intangible assets	-	-	1 228	1 228	1 228	-	100.0	1 163	312
Total	11 405 095	-	-	11 405 095	11 324 921	80 174	99.3	9 894 588	9 831 824

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 1 – Administration

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 Minister									
Current payment	912	-	-	912	857	55	94.0	893	875
Transfers and subsidies	4	-	(4)	-	-	-	-	-	-
1.2 Deputy Minister									
Current payment	707	-	-	707	667	40	94.3	662	657
Transfers and subsidies	4	-	(4)	-	-	-	-	-	-
1.3 Management									
Current payment	35 775	-	(3 985)	31 790	27 058	4 732	85.1	26 405	25 121
Transfers and subsidies	52	-	18	70	80	(10)	114.3	5 071	72
Payment for capital assets	2 137	-	(178)	1 959	1 848	111	94.3	1 161	843
1.4 Corporate Services									
Current payment	53 261	-	(5 627)	47 634	42 752	4 882	89.8	40 371	38 869
Transfers and subsidies	145	-	42	187	182	5	97.3	298	354
Payment for capital assets	1 178	-	2 204	3 382	938	2 444	27.7	4 788	4 167
Total	94 175	-	(7 534)	86 641	74 382	12 259	85.9	79 649	70 958

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	50 005	-	(3 037)	46 968	40 063	6 905	85.3	38 958	38 483
Goods and services	40 650	-	(6 575)	34 075	31 265	2 810	91.8	29 373	27 049
Financial transactions in assets and liabilities	-	-	-	-	6	(6)	-	-	6
Transfers and subsidies to:									
Provinces and municipalities	124	-	11	135	117	18	86.7	130	114
Departmental agencies and accounts	81	-	-	81	92	(11)	113.6	231	291
Non-profit institutions	-	-	-	-	-	-	-	5 000	-
Households	-	-	41	41	39	2	95.1	-	-
Gifts and donations	-	-	-	-	14	(14)	-	8	21
Payment for capital assets									
Buildings and other fixed structures	-	-	2 000	2 000	-	2 000	-	-	-
Machinery and equipment	3 315	-	(85)	3 230	2 703	527	83.7	5 123	4 881
Software and other intangible assets	-	-	111	111	83	28	74.8	826	113
Total	94 175	-	(7 534)	86 641	74 382	12 259	85.9	79 649	70 958

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 2 – Systems Planning

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 Education Human Resources Planning									
Current payment	8 014	-	2 504	10 518	10 158	360	96.6	5 595	5 150
Transfers and subsidies	18	-	-	18	16	2	88.9	12	12
Payment for capital assets	91	-	8	99	89	10	89.9	123	119
2.2 Financial and Physical Planning, Information and Policy Support									
Current payment	23 657	-	(6 521)	17 136	9 535	7 601	55.6	9 035	8 990
Transfers and subsidies	24	-	1	25	21	4	84.0	20	18
Payment for capital assets	748	-	330	1 078	1 070	8	99.3	43 754	42 911
2.3 Budget Monitoring and Support									
Current payment	5 806	-	(1 189)	4 617	4 143	474	89.7	2 258	2 103
Transfers and subsidies	21 696	-	(1)	21 695	21 691	4	100.0	234 421	212 736
Payment for capital assets	237	-	45	282	194	88	68.8	38	16
Total	60 291	-	(4 823)	55 468	46 917	8 551	84.6	295 256	272 055

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	18 926	-	(326)	18 600	17 706	894	95.2	12 167	11 986
Goods and services	18 551	-	(4 880)	13 671	6 129	7 542	44.8	4 721	4 257
Financial transactions in assets and liabilities	-	-	-	-	1	(1)	-	-	-
Transfers and subsidies to:									
Provinces and municipalities	21 738	-	-	21 738	21 728	10	100.0	234 453	212 766
Gifts and donations	-	-	-	-	-	-	-	-	-
Payment for capital assets									
Buildings and other fixed structures	-	-	-	-	-	-	-	43 267	42 477
Machinery and equipment	1 076	-	(422)	654	479	175	73.2	617	545
Software and other intangible assets	-	-	805	805	874	(69)	108.6	31	24
Total	60 291	-	(4 823)	55 468	46 917	8 551	84.6	295 256	272 055

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 3 – General Education

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
3.1 Curriculum Development and Assessment (GET)									
Current payment	71 870	-	(2 772)	69 098	61 183	7 915	88.5	108 803	98 135
Transfers and subsidies	136 797	-	60	136 857	136 811	46	100.0	246 269	238 176
Payment for capital assets	526	-	(201)	325	241	84	74.2	881	831
3.2 Education Human Resources Development									
Current payment	38 120	-	1 662	39 782	33 491	6 291	84.2	34 167	33 208
Transfers and subsidies	20	-	964	984	949	35	96.4	1 437	1 302
Payment for capital assets	151	-	287	438	320	118	73.1	443	426
Total	247 484	-	-	247 484	232 995	14 489	94.1	392 000	372 078

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	34 218	-	(790)	33 428	31 822	1 606	95.2	36 258	35 299
Goods and services	75 772	-	(320)	75 452	62 849	12 603	83.3	106 712	96 044
Financial transactions in assets and liabilities	-	-	-	-	3	(3)	-	-	-
Transfers and subsidies to:									
Provinces and municipalities	136 717	-	55	136 772	136 710	62	100.0	219 719	211 676
Departmental agencies and accounts	-	-	-	-	6	(6)	-	26 417	26 417
Foreign governments and international organisations	100	-	-	100	62	38	62.0	152	100
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	-	-	38	38	65	(27)	171.1	-	-
Gifts and donations	-	-	931	931	917	14	98.5	1 418	1 285
Payment for capital assets									
Machinery and equipment	677	-	(40)	637	436	201	68.4	1 255	1 213
Software and other intangible assets	-	-	126	126	125	1	99.2	69	44
Total	247 484	-	-	247 484	232 995	14 489	94.1	392 000	372 078

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 4 – Further Education and Training

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 Curriculum Development and Assessment (FET)									
Current payment	60 832	-	(9 302)	51 530	34 268	17 262	66.5	19 799	18 298
Transfers and subsidies	28 490	-	10 000	38 490	38 484	6	100.0	15 405	15 400
Payment for capital assets	106	-	189	295	257	38	87.1	675	662
4.2 National Examinations and Administration									
Current payment	77 803	-	(4 170)	73 633	68 980	4 653	93.7	74 450	73 722
Transfers and subsidies	154	-	-	154	142	12	92.2	131	131
Payment for capital assets	3 429	-	(257)	3 172	500	2 672	15.8	553	480
4.3 Special Interventions									
Current payment	12 339	-	(2 395)	9 944	7 436	2 508	74.8	1 862	1 691
Transfers and subsidies	11	-	-	11	8	3	72.7	55	50
Payment for capital assets	267	-	68	335	289	46	86.3	-	-
Total	183 431	-	(5 867)	177 564	150 364	27 200	84.7	112 930	110 434

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	62 905	-	(9 000)	53 905	51 870	2 035	96.2	48 774	48 721
Goods and services	88 069	-	(6 867)	81 202	51 766	29 436	63.7	47 337	33 700
Financial transactions in assets and liabilities	-	-	-	-	7 048	(7 048)	-	-	11 290
Transfers and subsidies to:									
Provinces and municipalities	194	-	-	194	170	24	87.6	162	157
Departmental agencies and accounts	28 461	-	10 000	38 461	38 464	(3)	100.0	15 374	15 374
Gifts and donations	-	-	-	-	-	-	-	55	50
Payment for capital assets									
Machinery and equipment	3 802	-	(100)	3 702	978	2 724	26.4	1 187	1 112
Software and other intangible assets	-	-	100	100	68	32	68.0	41	30
Total	183 431	-	(5 867)	177 564	150 364	27 200	84.7	112 930	110 434

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 5 – Quality Promotion and Development

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
5.1 Quality Promotion and Assurance									
Current payment	10 475	-	(1 750)	8 725	7 080	1 645	81.1	4 721	4 638
Transfers and subsidies	17	-	(1)	16	13	3	81.3	11	11
Payment for capital assets	346	-	(130)	216	173	43	80.1	198	195
5.2 HIV and Aids and School Nutrition									
Current payment	15 177	-	(6 000)	9 177	4 126	5 051	45.0	4 183	3 854
Transfers and subsidies	832 217	-	(6)	832 211	832 208	3	100.0	2	2
Payment for capital assets	567	-	115	682	310	372	45.5	209	178
5.3 Special Programmes in Education									
Current payment	29 727	-	2 188	31 915	24 818	7 097	77.8	18 873	12 269
Transfers and subsidies	22	-	7	29	28	1	96.6	15	14
Payment for capital assets	195	-	75	270	195	75	72.2	303	250
Total	888 743	-	(5 502)	883 241	868 951	14 290	98.4	28 515	21 411

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	22 146	-	(6 350)	15 796	12 013	3 783	76.1	9 611	9 086
Goods and services	33 233	-	788	34 021	24 010	10 011	70.6	18 166	11 675
Financial transactions in assets and liabilities	-	-	-	-	1	(1)	-	-	-
Transfers and subsidies to:									
Provinces and municipalities	832 256	-	-	832 256	832 237	19	100.0	28	27
Departmental agencies and accounts	-	-	-	-	12	(12)	-	-	-
Payment for capital assets									
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	1 108	-	39	1 147	664	483	57.9	641	617
Software and other intangible assets	-	-	21	21	14	7	66.7	69	6
Total	888 743	-	(5 502)	883 241	868 951	14 290	98.4	28 515	21 411

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 6 – Higher Education

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
6.1 Higher Education Planning and Management									
Current payment	9 918	-	(2 294)	7 624	6 730	894	88.3	7 029	6 927
Transfers and subsidies	9 891 256	-	7 665	9 898 921	9 898 907	14	100.0	8 940 129	8 939 846
Payment for capital assets	138	-	16	154	131	23	85.1	308	296
6.2 Higher Education Policy									
Current payment	7 090	-	(1 195)	5 895	5 493	402	93.2	5 674	5 239
Transfers and subsidies	16	-	-	16	14	2	87.5	15	12
Payment for capital assets	103	-	25	128	116	12	90.6	339	247
Total	9 908 521	-	4 217	9 912 738	9 911 391	1 347	100.0	8 953 494	8 952 567

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	12 433	-	(2 623)	9 810	9 604	206	97.9	9 571	9 443
Goods and services	4 575	-	(866)	3 709	2 616	1 093	70.5	3 132	2 723
Financial transactions in assets and liabilities	-	-	-	-	3	(3)	-	-	-
Transfers and subsidies to:									
Provinces and municipalities	34	-	-	34	29	5	85.3	31	26
Departmental agencies and accounts	589 080	-	5 000	594 080	594 081	(1)	100.0	557 793	564 806
Universities and technikons	9 300 504	-	2 415	9 302 919	9 302 907	12	100.0	8 380 752	8 373 458
Foreign governments and international organisations	1 654	-	250	1 904	1 904	-	100.0	1 568	1 568
Payment for capital assets									
Machinery and equipment	241	-	(24)	217	183	34	84.3	617	539
Software and other intangible assets	-	-	65	65	64	1	98.5	30	4
Total	9 908 521	-	4 217	9 912 738	9 911 391	1 347	100.0	8 953 494	8 952 567

Department of Education – Vote 15
Appropriation Statement
for the year ended 31 March 2005

Detail per Programme 7 – Auxiliary and Associated Services

Programme per subprogramme	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
7.1 Media Liaison and National and Provincial Communication									
Current payment	7 403	-	715	8 118	7 506	612	92.5	4 626	4 287
Transfers and subsidies	13	-	(1)	12	35	(23)	291.7	12	4
Payment for capital assets	326	-	15	341	293	48	85.9	317	312
7.2 International Relations									
Current payment	5 376	-	(1 560)	3 816	3 222	594	84.4	6 007	5 997
Transfers and subsidies	2 519	-	1 059	3 578	3 570	8	99.8	11 921	11 920
Payment for capital assets	66	-	-	66	50	16	75.8	67	65
7.3 National Co-ordination and Administration									
Current payment	2 487	-	(244)	2 243	1 880	363	83.8	1 557	1 563
Transfers and subsidies	6	-	-	6	4	2	66.7	13	3
Payment for capital assets	8	-	29	37	34	3	91.9	8	7
7.4 Provincial Administrative Support									
Current payment	2 502	-	19 721	22 223	21 969	254	98.9	6 488	6 506
Transfers and subsidies	4	-	5	9	8	1	88.9	3	3
Payment for capital assets	43	-	51	94	80	14	85.1	73	72
7.5 UNESCO National Commission									
Current payment	1 672	-	(280)	1 392	1 261	131	90.6	1 533	1 473
Transfers and subsidies	5	-	(1)	4	3	1	75.0	12	3
Payment for capital assets	20	-	-	20	6	14	30.0	107	106
Total	22 450	-	19 509	41 959	39 921	2 038	95.1	32 744	32 321

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of funds	Virement	Final appropriation	Actual payment	Variance	Payment as % of final appropriation	Final appropriation	Actual payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	12 200	-	(136)	12 064	11 487	577	95.2	7 971	7 963
Goods and services	7 240	-	18 488	25 728	6 350	19 378	24.7	12 240	11 853
Financial transactions in assets and liabilities	-	-	-	-	18 001	(18 001)	-	-	-
Transfers and subsidies to:									
Provinces and municipalities	37	-	2	39	32	7	82.1	39	22
Departmental agencies and accounts	-	-	-	-	24	(24)	-	-	-
Universities and Technikons	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	2 510	-	1 060	3 570	3 563	7	99.8	11 910	11 910
Gifts and donations	-	-	-	-	1	(1)	-	12	11
Payment for capital assets									
Machinery and equipment	463	-	95	558	463	95	83.0	475	471
Software and other intangible assets	-	-	-	-	-	-	-	97	91
Total	22 450	-	19 509	41 959	39 921	2 038	95.1	32 744	32 321

Department of Education – Vote 15

Notes to the Appropriation Statement

for the year ended 31 March 2005

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–I) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on financial transactions in assets and liabilities

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

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

4.1 Per programme:

Programmes	Voted funds after virement	Actual expenditure	Balance	%
	R'000	R'000	R'000	
Administration	86 641	74 382	12 259	14.1
Systems Planning	55 468	46 917	8 551	15.4
General Education	247 484	232 995	14 489	5.9
Further Education and Training	177 564	150 364	27 200	15.3
Quality Promotion and Development	883 241	868 951	14 290	1.6
Higher Education	9 912 738	9 911 391	1 347	0.0
Auxilliary and Associated Services	41 959	39 921	2 038	4.9

Administration

Under-expenditure is due, mainly, to the following:

- Delays in the delivery of equipment.
- The slow filling of vacancies due to the search for suitable candidates.

Savings are due, mainly, to the following:

- Bursary holders applied for fewer courses than projected.
- A policy decision taken between National Treasury and the State Information Technology Agency (SITA) to reduce the amount charged for the transversal systems.

Systems Planning

Under-expenditure is due, mainly, to the following:

- The slow filling of vacancies due to the restructuring of the Department and the concomitant lack of capacity which prolonged the implementation of projects.
- Delays in the implementation of the Education Management Information System improvement programme.
- With regard to the Thuba Makote project, only five provinces used the funds to purchase library books for the relevant schools.
- The National Consultative Conference on Education that was postponed to May 2005.

Department of Education – Vote 15

Notes to the Appropriation Statement

for the year ended 31 March 2005

General Education

Under-expenditure is due, mainly, to the following:

- The cancellation of planned capacity-building training in two provinces, owing to the provinces' lack of readiness.
- The printing of the Revised National Curriculum Statement (RNCS): Curriculum 2005 documents was delayed because the quality of the original translations was not acceptable and, therefore, quality assurers had to be appointed to edit the documents prior to continuing with the printing process.

A saving was realised on the printing costs for the RNCS documents, as the final cost was lower than the Government Printing Works had originally estimated.

Further Education and Training

Under-expenditure is due, mainly, to the following:

- The slow filling of vacancies due to the restructuring of the Department and the concomitant lack of capacity to implement projects.
- Delays in the printing of the FET curriculum statements due to late finalisation.
- The FET curriculum training of the teachers in the provinces did not take place as planned.
- The tender for packing equipment of examination papers was awarded to a company in Germany in December 2004. Owing to the complexity, size and uniqueness of this equipment, the delivery of the equipment was prolonged.

Quality Promotion and Development

Under-expenditure is due, mainly, to the following:

- Delays in the procurement of capital equipment and motor vehicles for the newly appointed project coordinators for the Primary School Nutrition Programme.
- The final draft of the Guidelines on Sexual Harrassment had to be taken through another process of consultation and the concomitant delays in the printing of the Guidelines.
- The slow filling of vacancies due to the restructuring of the Department and the concomitant lack of capacity to implement projects.

Savings are due, mainly, to the following:

- The heritage celebrations was funded by provinces and the Department only provided logistical support to provinces, as well as national branding for the event.
- Various stakeholders participated in the professional development programme and also contributed financially which resulted in a saving for the Department.

Higher Education

Under-expenditure is due, mainly, to the following:

- The process of amending the statutes of seven higher education institutions took longer than expected and will be finalised in the 2005/06 financial year.

Auxilliary and Associated Services

Under-expenditure is due, mainly, to the following:

- The monitoring of the procurement and delivery of learner and teacher support materials in provincial education departments was suspended.
- Delays in the lay-out and printing of the Finance and Security Guide for provincial education departments, because of capacity constraints.

Department of Education – Vote 15

Notes to the Appropriation Statement

for the year ended 31 March 2005

2004/05 Balance R'000
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4.2 Per economic classification:

Current expenditure

Compensation of employees	16 006
Goods and services	82 873
Interest and rent on land	-
Financial transactions in assets and liabilities	(25 063)
Unauthorised expenditure approved	-

Transfers and subsidies

Provinces and municipalities	145
Departmental agencies and accounts	(57)
Universities and technikons	12
Public corporations and private enterprises	-
Foreign governments and international organisations	45
Non-profit institutions	-
Households	(26)

Payment for capital assets

Buildings and other fixed structures	2 000
Machinery and equipment	4 239
Heritage assets	-
Biological assets	-
Software and other intangible assets	-
Land and sub soil assets	-

Department of Education – Vote 15

Statement of Financial Performance

for the year ended 31 March 2005

	Note	2004/05 R'000	2003/04 R'000
REVENUE			
Annual appropriation	1	11 405 095	9 894 588
Departmental revenue	2	9 374	27 803
Local and foreign aid assistance	3	103 159	24 593
TOTAL REVENUE		11 517 628	9 946 984
EXPENDITURE			
Current expenditure			
Compensation of employees	4	174 565	160 981
Goods and services	5	184 985	187 301
Financial transactions in assets and liabilities	6	25 063	11 296
Local and foreign aid assistance	3	89 446	21 338
Total current expenditure		474 059	380 916
Transfers and subsidies	7	10 933 174	9 420 079
Expenditure for capital assets			
Buildings and other fixed structures	8	-	42 477
Machinery and Equipment	8	5 906	9 378
Software and other intangible assets	8	1 228	312
Local and foreign aid assistance	3	30 881	11 109
Total expenditure for capital assets		38 015	63 276
TOTAL EXPENDITURE		11 445 248	9 864 271
NET SURPLUS/(DEFICIT)		72 380	82 713
NET SURPLUS/(DEFICIT) FOR THE YEAR		72 380	82 713
Reconciliation of Net Surplus/(Deficit) for the year			
Voted Funds to be surrendered to the Revenue Fund	13	80 174	62 764
Departmental receipts to be surrendered to the Revenue Fund	14	9 374	27 803
Local and foreign aid assistance	3	(17 168)	(7 854)
NET SURPLUS/(DEFICIT) FOR THE YEAR		72 380	82 713

Department of Education – Vote 15
Statement of Financial Position
as at 31 March 2005

	Note	2004/05 R'000	2003/04 R'000
ASSETS			
Current assets		213 313	121 949
Cash and cash equivalents	9	15	15
Loans	12	1 102	1 000
Prepayments and advances	10	109	3 149
Receivables	11	193 789	117 354
Local and foreign aid assistance receivable	3	18 298	431
Non-current assets		37 714	38 816
Loans	12	37 714	38 816
TOTAL ASSETS		251 027	160 765
LIABILITIES			
Current liabilities		212 197	120 917
Voted funds to be surrendered to the Revenue Fund	13	80 174	62 764
Departmental revenue to be surrendered to the Revenue Fund	14	71	152
Bank overdraft	15	125 639	52 884
Payables	16	1 916	1 419
Local and foreign aid assistance repayable	3	3 869	3 991
Local and foreign aid assistance unutilised	3	528	(293)
Non-current liabilities			
TOTAL LIABILITIES		212 197	120 917
NET ASSETS		38 830	39 848
Represented by:			
Capitalisation reserve		38 816	39 816
Recoverable revenue		14	32
TOTAL		38 830	39 848

Department of Education – Vote 15

Statement of Changes in Net Assets

for the year ended 31 March 2005

	<i>Note</i>	2004/05 R'000	2003/04 R'000
Capitalisation reserve			
Opening balance		39 816	40 724
Transfers	12	(1 000)	(908)
Closing balance		<u>38 816</u>	<u>39 816</u>
Recoverable revenue			
Opening balance		32	40
Debts recovered (included in departmental revenue)		(34)	(35)
Debts raised		16	27
Closing balance		<u>14</u>	<u>32</u>
TOTAL		<u><u>38 830</u></u>	<u><u>39 848</u></u>

Department of Education – Vote 15
Cash Flow Statement
for the year ended 31 March 2005

	Note	2004/05 R'000
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts		11 444 233
Annual appropriated funds received		11 405 095
Departmental revenue received		9 374
Local and foreign aid assistance received	3	103 159
Net (increase)/decrease in working capital		(73 395)
Surrendered to Revenue Fund		(72 219)
Current payments		(473 562)
Transfers and subsidies paid		(10 933 174)
Net cash flow available from operating activities	17	(34 722)
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for capital assets		(38 015)
(Increase)/decrease in loans granted		1 000
Net cash flows from investing activities		(37 015)
CASH FLOWS FROM FINANCING ACTIVITIES		
Increase/(decrease) in loans received		(1 018)
Net cash flows from financing activities		(1 018)
Net increase/(decrease) in cash and cash equivalents		(72 755)
Cash and cash equivalents at the beginning of the period		(52 869)
Cash and cash equivalents at end of period		(125 624)

Department of Education – Vote 15

Notes to the Annual Financial Statements

for the year ended 31 March 2005

1. Annual Appropriation

1.1 Annual Appropriation

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

	Final Appropriation R'000	Actual Funds Received R'000	Variance over/ (under) R'000	Total Appropriation 2003/04 R'000
Administration	86 641	86 641	-	79 649
Systems Planning	55 468	55 468	-	295 256
General Education	247 484	247 484	-	392 000
Further Education and Training	177 564	177 564	-	112 930
Quality Promotion and Development	883 241	883 241	-	28 515
Higher Education	9 912 738	9 912 738	-	8 953 494
Auxiliary and Associated Services	41 959	41 959	-	32 744
Total	11 405 095	11 405 095	-	9 894 588

A surplus of R80,174 million was realised and an amount of R21,120 million has been included in the Department's request to roll funds over to 2005/06.

<i>Note</i>	2004/05 R'000	2003/04 R'000
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2. Departmental revenue to be surrendered to revenue fund

Description

Sales of goods and services other than capital assets		2 220	3 087
Interest, dividends and rent on land		4 393	4 472
Recoverable revenue received		1 053	908
Financial transactions in assets and liabilities	2.1	12	111
Transfers received consist of:		1 696	19 225
Gifts, donations and sponsorships received	ANNEXURE 1H	1 696	19 225

Departmental revenue collected

9 374	27 803
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Interest on government loans

Institutions recovered from			
Technikon Cape		594	610
Technikon Natal		1 060	1 077
Technikon Port Elizabeth		20	20
Tshwane University of Technology		1 238	1 262
Technikon Vaal Triangle		472	480
Technikon Witwatersrand		737	750
University of Port Elizabeth		64	68
University of Stellenbosch		184	194
		4 369	4 461

Capital redemption on government loans

Institution recovered from			
Technikon Cape		180	164
Technikon Natal		175	158
Technikon Port Elizabeth		4	3
Tshwane University of Technology		251	227
Technikon Vaal Triangle		77	69
Technikon Witwatersrand		142	129
University of Port Elizabeth		48	44
University of Stellenbosch		123	114
		1 000	908

2.1 Financial transactions in assets and liabilities

Nature of loss recovered

Cheques written back	12	111
	12	111

Department of Education – Vote 15

Notes to the Annual Financial Statements

for the year ended 31 March 2005

3. Local and foreign aid assistance

3.1 Assistance received in cash Name of donor and purpose

Foreign

European Union – Eastern Cape Schools Reconstruction	4 326	30 270	30 881	3 715
European Union – Implementation of SA Schools Act – VAT	-	62	-	62
European Union – Technical support	(335)	335	-	-
European Union – Tabeisa	-	5 838	5 838	-
European Union – SAQA	-	7 444	7 444	-
European Union – NSFAS	-	91	-	91
USAID – National Working Group for Higher Education	293	-	-	293
French – Maths and Science	(559)	820	208	53
French – Maths and Science – VAT	-	209	-	209
French – Training of Education Executives	151	-	1	150
French – Students and Youth into Science, Technology, Engineering and Mathematics	(179)	-	-	(179)
Netherlands – Sectoral Budget Support Programme	472	54 569	74 353	(19 312)
Netherlands – Sectoral Budget Support Programme – VAT	-	999	-	999
Netherlands – Reconstruction of Schools in Limpopo	431	-	-	431
DANCED – NEEP: Coordinators salaries	(633)	1 227	628	(34)
DANCED – KZN Literacy Initiative Programme	(53)	392	339	-
DfID – Salary of Skills Development Project Coordinator	(1)	-	-	(1)
DfID – Education Support Project Phase 2: Life skills	(252)	305	69	(16)
DfID – Mergers of higher education institutions	(293)	293	264	(264)
Sweden – Special needs education – inclusive education	-	12	11	1
Finland – Special needs – inclusive education	-	13	12	1
Belgium – Whole school development	-	-	100	(100)
Japan – Education Africa Reform Programme	-	179	179	-
Taiwanese – Alternative to corporal punishment	(101)	101	-	-
	3 267	103 159	120 327	(13 901)

Analysis of balance

Local and foreign aid receivable		(18 298)	(431)
Local and foreign aid unutilised		528	(293)
Local foreign aid payable to RDP fund/donors		3 869	3 991
Closing balance		(13 901)	3 267
Reconciliation of Net Surplus/(Deficit) for the year		(17 168)	(7 854)

3.2 Assistance received in cash in the RDP Fund Name of donor and purpose

Foreign

European Union – Eastern Cape Schools Reconstruction	69 337	(38 456)	30 881	-
European Union – Implementation of SA Schools Act	6 111	(6 111)	-	-
European Union – Library books and training	981	(981)	-	-
European Union – Technical support	28 055	(27 998)	-	57
European Union – School infrastructure	-	44 991	-	44 991
European Union – NSFAS	8	(8)	-	-
European Union – Tabeisa	-	5 838	5 838	-
European Union – SAQA	7 444	4 061	7 444	4 061
USAID – National Working Group for Higher Education	159	-	-	159
USAID – School improvement	25	-	-	25
USAID – HIV and Aids emergency guidelines for educators	109	-	-	109
French – Maths and Science	863	209	208	864
French – Training of education executives	601	-	1	600
French – Students and Youth into Science, Technology, Engineering & Mathematics	1 511	-	-	1 511
Netherlands – Sectoral Budget Support Programme	47 819	42 003	74 353	15 469
Netherlands – Reconstruction of schools in Limpopo	2 005	-	-	2 005
DANCED – NEEP: Coordinators salaries	(260)	854	628	(34)
DANCED – KZN literacy initiative programme	1 847	-	339	1 508
DfID – Salary of skills development project coordinator	(1)	-	-	(1)
DfID – Education Support Project Phase 2: Life skills	(252)	305	69	(16)
DfID – Mergers of higher education institutions	(293)	293	264	(264)
Sweden – Special needs education – inclusive education	4 504	-	11	4 493
Finland – Special needs – inclusive education	12 575	-	12	12 563
Belgium – Whole school development	517	-	100	417
Japan – Education Africa Reform Programme	-	700	179	521
Taiwanese – Further education and training	-	16 478	-	16 478
Taiwanese – Alternative to corporal punishment	12	-	-	12
	183 677	42 178	120 327	105 528

Department of Education – Vote 15

Notes to the Annual Financial Statements

for the year ended 31 March 2005

	Note	2004/05 R'000	2003/04 R'000
3.3 Reconciliation of the PMG account			
Opening balance		3 267	11 121
Transferred from the RDP Fund		103 159	24 593
Paid during the year		(120 327)	(32 447)
Closing balance		<u>(13 901)</u>	<u>3 267</u>
3.4 Foreign aid assistance repayable to the RDP Fund			
EU		3 869	3 991
		<u>3 869</u>	<u>3 991</u>
3.5 Foreign aid assistance unutilised			
France		234	(586)
Finland		1	-
Sweden		1	-
USAID		292	293
		<u>528</u>	<u>(293)</u>
3.6 Foreign aid assistance receivable/recoverable from the RDP Fund			
DANCED		(34)	(686)
Netherlands		(17 882)	903
DfiD		(282)	(547)
Belgium/Flemish		(100)	-
Taiwan		-	(101)
		<u>(18 298)</u>	<u>(431)</u>
3.7 Assistance received in kind			
Name of donor and purpose			
Foreign			
Carnegie – South African Undergraduate Women's Scholarship Programme		2 188	5 070
DfiD – Education Support Project Phase 2: Whole School Evaluation		4 117	3 673
DfiD – Education Support Project Phase 2: 2nd Commonwealth Forum		-	1 057
DfiD – Education Support Project Phase 2: Values, human rights and anti-racism		4 059	3 791
DfiD – Education Support Project Phase 2: Skills development coordinator		-	362
DfiD – Education Support Project Phase 2: Language skills		72	474
DfiD – Education Support Project Phase 2: Life skills		2 303	386
DfiD – Education Support Project Phase 2: FET Reform of technical colleges		799	844
DfiD – Education Support Project Phase 2: Education Management Information System (EMIS)		380	1 115
DfiD – Education Support Project Phase 2: Higher education		732	4 283
DfiD – Education Support Project Phase 2: Emerging initiatives in education		2 458	3 817
DfiD – Education Support Project Phase 2: Project management		322	460
DfiD – Education Support Project Phase 2: HIV		2 346	-
DfiD – Education Support Project Phase 2: CHE		1 260	-
Netherlands – History projects		661	-
Norwegian – South African Norway Tertiary Education Development Programme (SANTED)		10 000	20 380
SIDA – Audit of special education provisioning		-	32
SIDA – Gender equity programme		-	137
SIDA – EMGD capacity building		-	725
SIDA – School Register of Needs		-	418
SIDA – EMIS		-	4 252
SIDA – Adult Basic Education and Training		-	28
Swiss Development Corporation – All Africa Ministers conference on open and distance learning		-	500
Swiss Development Corporation – Values in curriculum project		1 852	153
USAID – Participation of teacher union representatives in Curriculum 2005		-	1 457
USAID College Fund – Policy support for higher education		-	770
Total local and foreign aid assistance received in kind		<u>33 549</u>	<u>54 184</u>

Department of Education – Vote 15

Notes to the Annual Financial Statements

for the year ended 31 March 2005

	Note	2004/05 R'000	2003/04 R'000
4. Compensation of employees			
4.1 Salaries and wages			
Basic salary		97 928	90 171
Performance award		2 426	2 180
Service based		41	48
Compensative/circumstantial		33 943	32 358
Periodic payments		2 220	2 142
Other non-pensionable allowances		18 868	16 131
		155 426	143 030
4.2 Social contributions			
4.2.1 Short-term employee benefits			
Pension		13 849	12 903
Medical		5 259	5 028
UIF		-	1
Bargaining council		29	12
Official unions and associations		2	7
		19 139	17 951
Total compensation of employees		174 565	160 981
Average number of employees		821	636
5. Goods and services			
Advertising		2 944	2 644
Attendance fees (including registration fees)		369	81
Bank charges and card fees		110	33
Bursaries (employees)		217	4 915
Communication		6 304	7 164
Computer services		11 288	11 076
Consultants, contractors and special services		29 396	52 266
Courier and delivery services		2 331	-
Entertainment		518	380
External audit fees	5.1	3 484	2 694
Equipment less than R5 000		1 982	2 146
Freight service		324	-
Government motor transport		499	809
Inventory	5.2	8 762	6 107
Legal fees		1 247	527
Maintenance, repairs and running costs		2 108	-
Operating leases		4 459	3 606
Photographic services		23	-
Plant flowers and other decorations		8	-
Printing and publications		35 670	41 077
Resettlement cost		1 936	855
Subscriptions		423	-
Translations and transcriptions		101	428
Travel and subsistence	5.3	58 270	48 969
Venues and facilities		11 545	36
Protective, special clothing & uniforms		387	276
Training & staff development		280	1 201
Previous years unallocated items		-	11
		184 985	187 301
5.1 External audit fees			
Regularity audits		2 109	2 167
Other audits		1 375	527
Total external audit fees		3 484	2 694
5.2 Inventory			
Domestic consumables		493	215
Learning and teaching support material		23	816
Other consumables		149	511
Parts and other maintenance material		321	227
Stationery and printing		7 761	4 338
Restoration and fittings		13	-
Medical supplies		2	-
Total inventory		8 762	6 107
5.3 Travel and subsistence			
Local		57 227	48 886
Foreign		1 043	83
Total travel and subsistence		58 270	48 969

Department of Education – Vote 15

Notes to the Annual Financial Statements

for the year ended 31 March 2005

	Note	2004/05 R'000	2003/04 R'000			
6. Financial transactions in assets and liabilities						
Debts written off	6.1	25 063	11 296			
		<u>25 063</u>	<u>11 296</u>			
6.1 Bad debts written off						
Nature of debts written off						
Transfer to debts written off		6	-			
Overpayment on salary		21	-			
Housing guarantee and housing payment		1	-			
Theft		18 000	1 290			
Claims: Eastern Cape Education Department		7 000	10 000			
Claims: Gauteng Education Department		35	6			
Other		<u>25 063</u>	<u>11 296</u>			
7. Transfers and subsidies						
Provinces and municipalities	ANNEXURE 1A & 1B	991 023	424 788			
Departmental agencies and accounts	ANNEXURE 1C	632 679	606 888			
Universities and technikons	ANNEXURE 1D	9 302 907	8 373 458			
Foreign governments and international organisations	ANNEXURE 1E	5 529	13 578			
Households	ANNEXURE 1G	104	-			
Gifts and donations	ANNEXURE 1I	932	1 367			
		<u>10 933 174</u>	<u>9 420 079</u>			
8. Expenditure for capital assets						
Buildings and other fixed structures	ANNEXURE 3	-	42 477			
Machinery and equipment	ANNEXURE 3	5 906	9 378			
Software and other intangible assets	ANNEXURE 4	1 228	312			
Total		<u>7 134</u>	<u>52 167</u>			
9. Cash and cash equivalents						
Cash on hand		15	15			
		<u>15</u>	<u>15</u>			
10. Prepayments and advances						
Description						
Travel and subsistence		109	35			
Advances paid to other entities		-	3 114			
		<u>109</u>	<u>3 149</u>			
11. Receivables						
	Note	Less than one year R'000	One to three years R'000	Older than three years R'000	2004/05 Total R'000	2003/04 Total R'000
Amounts owing by						
Other entities	ANNEXURE 5	14 999	1 050	176 279	192 328	116 301
Staff debtors	11.1	83	61	33	177	292
Other debtors	11.2	590	528	166	1 284	761
		<u>15 672</u>	<u>1 639</u>	<u>176 478</u>	<u>193 789</u>	<u>117 354</u>
Amounts of R176,279 million (2004: R250 000) included above may not be recoverable, but has not been written off in the Statement of financial performance						
11.1 Staff debtors						
Bursaries					14	34
Motor accidents					155	142
Other					8	116
					<u>177</u>	<u>292</u>
11.2 Other debtors						
Cheque fraud					23	30
Out of service debt					72	76
Tax debt					5	8
Other					1 184	647
					<u>1 284</u>	<u>761</u>

Department of Education – Vote 15
Notes to the Annual Financial Statements
for the year ended 31 March 2005

	Note	2004/05 R'000	2003/04 R'000		
12. Loans – non-current					
Granted to					
Technikon Cape		5 863	6 043		
Technikon Natal		9 420	9 595		
Technikon Port Elizabeth		205	208		
Technikon Pretoria		10 359	10 610		
Technikon Vaal Triangle		3 783	3 859		
Technikon Witwatersrand		6 513	6 656		
University of Port Elizabeth		679	728		
University of Stellenbosch		1 994	2 117		
		38 816	39 816		
Less amount repayable within 12 months included in current assets		1 102	1 000		
		37 714	38 816		
13. Voted Funds to be surrendered to the Revenue Fund					
Opening balance		62 764	83 407		
Transfer from Statement of Financial Performance		80 174	62 764		
Paid during the year		(62 764)	(83 407)		
Closing balance		80 174	62 764		
14. Departmental receipts to be surrendered to the Revenue Fund					
Opening balance		152	16		
Transfer from Statement of Financial Performance		9 374	27 803		
Paid during the year		(9 455)	(27 667)		
Closing balance		71	152		
15. Bank overdraft					
Paymaster General Account		125 639	52 884		
		125 639	52 884		
16. Payables – current					
Description	Note	30 Days R'000	30+ Days R'000	2004/05 Total R'000	2003/04 Total R'000
Amounts owing to other departments	ANNEXURE 6	510	802	1 312	674
Advances received	16.1	-	63	63	92
Other payables	16.2	-	541	541	653
		510	1 406	1 916	1 419
16.1 Advances received					
Mpumalanga Education Department: Bank Commission on Japanese donation				30	42
Limpopo Education Department: Bank Commission on Japanese donation				33	50
				63	92
16.2 Other payables					
Description					
UNESCO National Commission				506	573
Other				35	80
				541	653
17. Reconciliation of net cash flow from operating activities to surplus/(deficit)				2004/05 R'000	
Net surplus/(deficit) as per Statement of Financial Performance				72 380	
(Increase)/decrease in receivables – current				(76 435)	
(Increase)/decrease in prepayments and advances				3 040	
(Increase)/decrease in other current assets				(17 867)	
(Increase)/decrease in other non-current assets				1 102	
Increase/(decrease) in payables – current				497	
Surrenders				(72 219)	
Capital expenditure				38 015	
Other non-cash items				16 765	
Net cash flow generated by operating activities				(34 722)	
Reconciliation of other non cash items of R16,765 million is for the movement of R17,867 million already taken into account in the Statement of Financial Performance and for the movement of R1,102 million already taken into account in the cash flow statement under loans granted.					
18. Appropriated funds and departmental revenue surrendered					
Appropriated funds surrendered				(62 764)	(83 407)
Departmental revenue surrendered				(9 455)	(27 667)
				(72 219)	(111 074)

Department of Education – Vote 15

Disclosure Notes to the Annual Financial Statements

for the year ended 31 March 2005

These amounts are not recognised in the Annual Financial Statements and are disclosed to enhance the usefulness of the Annual Financial Statements.

		<i>Note</i>	2004/05 R'000	2003/04 R'000
19. Contingent liabilities				
 Liable to:	Nature			
Motor vehicle guarantees	Employees	ANNEXURE 2	835	631
Housing loan guarantees	Employees	ANNEXURE 2	1 540	2 058
Other guarantees		ANNEXURE 2	654 761	809 470
Other departments (interdepartmental unconfirmed balances)		ANNEXURE 6	1 312	674
Capped leave commitments			15 044	13 483
			673 492	826 316
20. Commitments				
 Current expenditure				
Approved and contracted			11 312	22 910
			11 312	22 910
 Capital expenditure				
Approved and contracted			448	1 117
			448	1 117
 Total Commitments			11 760	24 027
21. Accruals				
 Listed by economic classification				
	30 Days	30+ Days	2004/05 Total R'000	2003/04 Total R'000
	R'000	R'000		
Compensation of employees	-	381	381	985
Goods and services	611	10 243	10 854	3 453
Transfers and subsidies	3 666	-	3 666	7 234
Machinery and equipment	349	48	397	357
	4 626	10 672	15 298	12 029
 Listed by programme level				
Programme 1: Administration			6 588	853
Programme 2: Systems Planning			358	244
Programme 3: General Education			1 748	2 509
Programme 4: Further Education and Training			2 263	345
Programme 5: Quality Promotion and Development			298	479
Programme 6: Higher Education			3 790	7 289
Programme 7: Auxiliary and Associated Services			253	310
			15 298	12 029
 Confirmed balances with other departments		ANNEXURE 6	174	-
			174	-
22. Employee benefits				
Leave entitlement			2 910	400
Thirteenth cheque			3 837	6 444
Performance bonus			41	2 180
			6 788	9 024

Department of Education – Vote 15

Disclosure Notes to the Annual Financial Statements

for the year ended 31 March 2005

23. Lease Commitments

23.1 Operating leases

	Buildings and other fixed structures R'000	Machinery and equipment R'000	2004/05 Total R'000	2003/04 Total R'000
Later than 1 year and not later than 3 years	-	2 358	2 358	2 410
Total present value of lease liabilities	-	2 358	2 358	2 410

24. Senior management personnel

The aggregate compensation of the senior management of the department and the number of individuals determined on a full time equivalent basis receiving compensation within this category, showing separately major classes of key management personnel and including a description of each class for the current period and the comparative period. Detail on each type of compensation should be disclosed.

- The Minister, Deputy Minister, Director-General	2 256	2 608
- Deputy Directors-General	2 710	2 021
- Chief Financial Officer	654	554
	<u>5 620</u>	<u>5 183</u>

Department of Education – Vote 15

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1A

Statement of Conditional Grants paid to Provincial Education Departments

Name of Grant/Province	Grant Allocation				Transfers		Spent			2003/04
	Division of Revenue Act	Roll overs	DORA adjustments	Total available	Actual transfer	% of available funds transferred	Amount received by department	Amount spent by department	% of available funds spent by department	
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	
Early Childhood Development										
Eastern Cape	-	2 470	-	2 470	2 470	100.0	2 470	1 692	68.5	16 280
Free State	-	-	-	-	-	-	-	-	-	5 544
Gauteng	-	-	-	-	-	-	-	-	-	10 824
KwaZulu-Natal	-	-	-	-	-	-	-	-	-	19 448
Limpopo	-	-	-	-	-	-	-	-	-	13 816
Mpumalanga	-	-	-	-	-	-	-	-	-	6 424
Northern Cape	-	-	-	-	-	-	-	-	-	1 672
North West	-	-	-	-	-	-	-	-	-	7 040
Western Cape	-	-	-	-	-	-	-	-	-	6 952
Financial Management and Quality Enhancement										
Eastern Cape	-	21 683	-	21 683	21 683	100.0	21 683	3 056	14.1	43 367
Free State	-	-	-	-	-	-	-	-	-	14 768
Gauteng	-	-	-	-	-	-	-	-	-	28 833
KwaZulu-Natal	-	-	-	-	-	-	-	-	-	51 805
Limpopo	-	-	-	-	-	-	-	-	-	36 803
Mpumalanga	-	-	-	-	-	-	-	-	-	17 112
Northern Cape	-	-	-	-	-	-	-	-	-	4 454
North West	-	-	-	-	-	-	-	-	-	18 753
Western Cape	-	-	-	-	-	-	-	-	-	18 519

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1A (continued)

Statement of Conditional Grants paid to Provincial Education Departments

Name of Grant/Province	Grant Allocation				Transfers		Spent			2003/04	
	Division of Revenue Act	Roll overs	DORA adjustments	Total available	Actual transfer	% of available funds transferred	Amount received by department	Amount spent by department	% of available funds spent by department	Division of Revenue Act	
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	R'000	
HIV and Aids											
Eastern Cape	22 244	5 572	-	27 816	27 816	100.0	27 816	19 516	70.2	22 288	
Free State	7 715	-	-	7 715	7 715	100.0	7 715	7 337	95.1	7 590	
Gauteng	17 487	-	-	17 487	17 487	100.0	17 487	14 665	83.9	14 818	
KwaZulu-Natal	29 188	-	-	29 188	29 188	100.0	29 188	16 133	55.3	26 624	
Limpopo	19 415	-	-	19 415	19 415	100.0	19 415	23 044	118.7	30 062	
Mpumalanga	9 772	-	-	9 772	9 772	100.0	9 772	12 334	126.2	8 794	
Northern Cape	2 186	-	-	2 186	2 186	100.0	2 186	2 186	100.0	2 289	
North West	10 029	-	-	10 029	10 029	100.0	10 029	7 657	76.3	9 638	
Western Cape	10 543	-	-	10 543	10 543	100.0	10 543	9 814	93.1	9 518	
Primary School Nutrition Programme											
Eastern Cape	177 259	-	-	177 259	177 259	100.0	177 259	170 910	96.4	-	
Free State	49 100	-	-	49 100	49 100	100.0	49 100	46 149	94.0	-	
Gauteng	75 730	-	-	75 730	75 730	100.0	75 730	75 148	99.2	-	
KwaZulu-Natal	181 420	-	-	181 420	181 420	100.0	181 420	148 459	81.8	-	
Limpopo	153 125	-	-	153 125	153 125	100.0	153 125	194 672	127.1	-	
Mpumalanga	64 079	-	-	64 079	64 079	100.0	64 079	62 696	97.8	-	
Northern Cape	22 469	-	-	22 469	22 469	100.0	22 469	21 440	95.4	-	
North West	72 401	-	-	72 401	72 401	100.0	72 401	64 150	88.6	-	
Western Cape	36 617	-	-	36 617	36 617	100.0	36 617	36 191	98.8	-	
	960 779	29 725	-	990 504	990 504		990 504	937 249		454 035	

Department of Education – Vote 15

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1B

Statement of Transfers to Municipalities

Name of Municipality	Transfer Allocation				Transfer		Spent		2003/04	
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of available funds transferred	Amount received by municipality	Amount spent by municipality	Appropriation Act	
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	
Regional Services Council Levies	596	-	68	664	519	78.2	519	519	100.0	527
Tshwane Metropolitan Council	596	-	68	664	519		519	519		527

Annexure 1C

Statement of Transfers to Departmental Agencies and Accounts

Agency/Account	Transfer Allocation				Transfers		2003/04
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Council on Higher Education	10 880	-	-	10 880	10 880	100.0	19 913
National Student Financial Aid Scheme	578 200	-	5 000	583 200	583 200	100.0	545 000
South African Qualifications Authority	21 646	-	5 000	26 646	26 646	100.0	11 270
Umalusi	6 815	-	5 000	11 815	11 815	100.0	4 104
SETA	81	-	-	81	81	100.0	231
CETA	-	-	-	-	-	-	10 000
THETA	-	-	-	-	-	-	6 750
PAETA	-	-	-	-	-	-	6 666
ESETA	-	-	-	-	-	-	3 000
Claims against the State	-	-	-	-	57	-	-
	617 622	-	15 000	632 622	632 679		606 934

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1D

Statement of Transfers to Universities and Technikons

University/Technikon	Transfer Allocation			Expenditure			2003/04
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	Amount not transferred	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Durban Institute of Technology	337 094	-	32 715	369 809	369 261	548	499 944
Medunsa	158 252	-	1 600	159 852	160 025	(173)	167 417
North West University	447 336	-	19 381	466 717	466 698	19	411 240
Rand Afrikaanse University	350 124	-	36 911	387 035	387 035	-	290 770
Rhodes University	121 007	-	3 005	124 012	123 722	290	133 434
Technikon Border	73 219	-	5 980	79 199	79 200	(1)	71 132
Technikon Cape	225 007	-	2 500	227 507	227 489	18	184 928
Technikon Eastern Cape	125 246	-	5 919	131 165	129 683	1 482	101 644
Technikon Free State	133 438	-	7 945	141 383	141 579	(196)	118 644
Technikon Mangosuthu	107 401	-	2 392	109 793	109 793	-	88 951
Technikon Peninsula	149 657	-	6 343	156 000	156 000	-	147 282
Technikon Port Elizabeth	139 214	-	5 750	144 964	145 220	(256)	129 985
Technikon Vaal Triangle	177 590	-	1 797	179 387	179 540	(153)	184 223
Technikon Witwatersrand	208 581	-	8 938	217 519	217 525	(6)	182 892
Tshwane University of Technology	639 954	-	25 495	665 449	661 945	3 504	640 002
University of Cape Town	467 541	-	9 296	476 837	476 837	-	447 243

Department of Education – Vote 15

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1D (continued)

Statement of Transfers to Universities and Technikons

University/Technikon	Transfer Allocation			Total available	Expenditure			2003/04
	Appropriation Act	Roll overs	Adjustments		Actual transfer	Amount not transferred	% of available funds transferred	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
University of Fort Hare	121 662	-	95 465	217 127	217 127	-	100.0	99 618
University of Free State	375 859	-	33 694	409 553	409 551	2	100.0	332 084
University of KwaZulu Natal	680 312	-	22 762	703 074	702 975	99	100.0	643 679
University of Port Elizabeth	187 566	-	29 262	216 828	216 828	-	100.0	168 031
University of Pretoria	776 603	-	25 476	802 079	802 053	26	100.0	772 849
University of South Africa	768 048	-	94 060	862 108	862 232	(124)	100.0	771 319
University of Stellenbosch	459 828	-	5 483	465 311	465 312	(1)	100.0	463 069
University of the North	154 288	-	8 425	162 713	162 453	260	99.8	138 989
University of Transkei	96 221	-	2 396	98 617	98 639	(22)	100.0	89 188
University of Venda	128 544	-	2 575	131 119	131 052	67	99.9	112 954
University of Western Cape	251 485	-	174 906	426 391	426 391	-	100.0	190 847
University of Witwatersrand	513 641	-	9 421	523 062	524 172	(1 110)	100.2	464 758
University of Zululand	142 140	-	3 553	145 693	157 844	(12 151)	108.3	110 679
Vista University	69 368	-	33 248	102 616	94 726	7 890	92.3	215 837
Unallocated	129 560	-	(129 560)	-	-	-	-	-
Foundation Teaching Programme	84 718	-	(84 718)	-	-	-	-	-
Restructuring	500 000	-	(500 000)	-	-	-	-	-
	9 300 504	-	2 415	9 302 919	9 302 907	12		8 373 632

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1E

Statement of Transfers to Foreign Government and International Organisations

Foreign Government/ International Organisation	Transfer Allocation			Transfer		2003/04
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	Appropriation Act
Transfers	R'000	R'000	R'000	R'000	R'000	R'000
Association for the Development of Education in Africa (ADEA)	10	-	-	10	10	100.0
Association for African Universities (AAU)	-	-	250	250	250	100.0
Commonwealth of Learning	-	-	1 000	1 000	1 000	100.0
Fulbright Commission	1 654	-	-	1 654	1 654	100.0
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	62	62.0
UNESCO (United Nations organisation for educational and scientific cultures)	2 500	-	60	2 560	2 553	99.7
Total	4 264	-	1 310	5 574	5 529	13 630

Annexure 1F

Statement of Transfers to Non-profit Organisations

Non-profit Organisations	Transfer Allocation			Transfer		2003/04
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	Appropriation Act
Transfers	R'000	R'000	R'000	R'000	R'000	R'000
Jacob Zuma Trust Fund	-	-	-	-	-	5 000
Total	-	-	-	-	-	5 000

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1G

Statement of Transfers to Households

Households	Transfer Allocation				Expenditure		2003/04
	Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of available funds transferred	
Transfers	R'000	R'000	R'000	R'000	R'000	%	R'000
Employee Social Benefits	-	-	79	79	104	131.6	-
Total	-	-	79	79	104	-	-

Annexure 1H

Statement of Gifts, Donations and Sponsorships received

Name of Organisation	Nature of Gift, Donation or Sponsorship		2004/05 R'000	2003/04 R'000
Received in cash				
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 Estimate for 2004/05	400		-
Education Labour Relations Council	Amount included in the Adjustments Estimate for 2003/04	-		4 933
Education Labour Relations Council	Amount included in the Adjustments Estimate for 2004/05	-		14 202
Ireland	Cover transport and accommodation expenses	-		90
Subtotal		1 696	19 225	
Received in kind				
Parliament	Parliamentary Millennium Project	-		32
Spoornet	History/Heritage	-		1 982
Subtotal		-	2 014	
Total		1 696	21 239	

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 1I

Statement of Gifts, Donations and Sponsorships made and Remissions, Refunds and Payments made as an Act of Grace for the Year ended 31 March 2005

Nature of Gift, Donation or Sponsorship	R'000
Paid in cash	
Gifts to the Minister and Deputy Minister at the end of their terms	12
National Teacher Awards	864
Farewell gift to the Director-General	1
Book voucher to Prof. P Vermeulen	1
SANPARKS: Kids in the park programme	50
Tswane library awards	4
Total	932

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 2

Statement of Financial Guarantees issued as at 31 March 2005 – Local

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2004	Guarantees issued during the year	Guarantees released during the year	Guaranteed interest for year ended 31 March 2005	Closing balance 31 March 2005	Realised losses i.r.o. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Motor Vehicles							
Employees	Motor Finance Scheme	1 144	631	512	308	-	835	-
		1 144	631	512	308	-	835	-
	Housing							
Employees	Housing loans	1 540	2 058	102	620	-	1 540	-
		1 540	2 058	102	620	-	1 540	-
	Other							
Cape Peninsula University of Technology	Tertiary Institutions	58 900	40 532	-	9 661	1 395	32 756	-
Nelson Mandela Metropolitan University	Tertiary Institutions	49 460	28 673	-	5 620	973	24 660	-
North West University	Tertiary Institutions	50 915	32 318	-	-	1 364	27 660	-
Technikon Border	Tertiary Institutions	29 726	17 055	-	2 475	364	15 815	-
Technikon Eastern Cape	Tertiary Institutions	60 682	34 823	-	-	-	32 024	-
Technikon Free State	Tertiary Institutions	21 945	12 889	-	-	529	10 393	-
Technikon Mangosothu	Tertiary Institutions	6 882	3 753	-	-	92	2 387	-
Durban Institute of Technology	Tertiary Institutions	19 785	18 237	-	-	883	18 060	-
Technikon Vaal Triangle	Tertiary Institutions	18 682	23 317	-	4 635	793	18 682	-
Tshwane University of Technology	Tertiary Institutions	59 233	54 018	-	2 800	1 747	23 706	-

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 2 (continued)

Statement of Financial Guarantees issued as at 31 March 2005 – Local

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2004	Guarantees issued during the year	Guarantees released during the year	Guaranteed interest for year ended 31 March 2005	Closing balance 31 March 2005	Realised losses i.r.o. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Other							
University of Cape Town	Tertiary Institutions	64 503	42 331	-	6 753	-	33 698	-
University of Fort Hare	Tertiary Institutions	11 719	11 719	-	-	250	11 719	-
University of Free State	Tertiary Institutions	35 167	15 624	-	6 872	5 863	14 147	-
University of Johannesburg	Tertiary Institutions	84 570	39 642	-	9 155	3 244	32 038	-
University of KwaZulu-Natal	Tertiary Institutions	87 704	48 040	-	1 126	10 377	31 351	-
University of Limpopo	Tertiary Institutions	50 610	55 070	-	5 500	2 061	49 354	-
University of Pretoria	Tertiary Institutions	13 100	17 077	-	11 908	403	9 492	-
Rhodes University	Tertiary Institutions	9 958	5 550	-	2 200	86	4 364	-
University of South Africa	Tertiary Institutions	50 286	30 207	-	-	1 223	26 604	-
University of Stellenbosch	Tertiary Institutions	60 972	34 115	-	10 141	468	23 262	-
University of Transkei	Tertiary Institutions	31 002	10 013	-	-	597	5 305	-
University of Venda	Tertiary Institutions	54 752	33 979	-	320	1 381	29 833	-
Vista University	Tertiary Institutions	110 000	123 000	-	13 000	4 433	110 000	-
University of Western Cape	Tertiary Institutions	3 193	1 432	-	-	43	1 082	-
University of Witwatersrand	Tertiary Institutions	80 638	52 348	-	-	1 416	43 087	-
University of Zululand	Tertiary Institutions	25 532	23 708	-	-	1 137	23 282	-
		1 149 916	809 470	-	92 166	41 122	654 761	-
	Total	1 152 600	812 159	614	93 094	41 122	657 136	-

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 3

Physical Asset Movement Schedule as at 31 March 2005

	Additions	Disposals	Transfers in	Transfers out
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	-	-	-
Other structures (infrastructure assets)	-	-	-	-
Machinery and equipment	5 906	(25)	-	-
Computer equipment	2 990	(25)	-	-
Furniture and office equipment	877	-	-	-
Other machinery and equipment	725	-	-	-
Transport assets	1 314	-	-	-
	5 906	(25)	-	-

Annexure 3 (continued)

Physical Asset Movement Schedule as at 31 March 2004

	Additions	Disposals	Transfers in	Transfers out
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	42 477	-	-	-
Other structures (infrastructure assets)	42 477	-	-	-
Machinery and equipment	9 378	-	-	-
Computer equipment	5 038	-	-	-
Furniture and office equipment	4 167	-	-	-
Other machinery and equipment	173	-	-	-
Transport assets	-	-	-	-
	51 855	-	-	-

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 4

Software and Other Intangible Asset Movement Schedule as at 31 March 2005

	Additions	Disposals	Transfers in	Transfers out
	R'000	R'000	R'000	R'000
Computer software	1 228	-	-	-
	1 228	-	-	-

Annexure 4 (continued)

Software and Other Intangible Asset Movement Schedule as at 31 March 2004

	Additions	Disposals	Transfers in	Transfers out
	R'000	R'000	R'000	R'000
Computer software	312	-	-	-
	312	-	-	-

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 5

Intergovernmental Receivables

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2005 R'000	31/03/2004 R'000	31/03/2005 R'000	31/03/2004 R'000
Department				
Department of Health	-	-	2	-
Department of Defence	-	18	2	-
Department of Public Works	-	-	4	4
Free State Provincial Department of Sport, Arts, Culture, Science and Technology	-	-	9	9
Gauteng Department of Education	-	-	76 126	83 628
Mpumalanga Department of Education	-	411	-	17
National Treasury Pensions	-	-	452	446
South African Revenue Services	-	-	9 586	570
Eastern Cape Department of Education	-	-	100 639	8 260
Free State Department of Education	-	-	-	321
KwaZulu-Natal Department of Education	-	-	4 508	9 945
Northern Cape Department of Education	-	-	41	130
Limpopo Department of Education	-	-	311	7 498
North West Department of Education	-	-	-	4 756
Western Cape Department of Education	-	286	-	-
	-	715	191 680	115 584
Other government entities				
Bonitas	-	-	555	-
GG Transport	-	-	2	2
National Student Financial Aid Scheme	-	-	91	-
	-	-	648	2
Total	-	715	192 328	115 586

Department of Education – Vote 15

Annexures to the Annual Financial Statements

for the year ended 31 March 2005

Annexure 6

Interdepartmental Payables – Current

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2005 R'000	31/03/2004 R'000	31/03/2005 R'000	31/03/2004 R'000
Department				
Amounts not included in Statement of financial position				
Current				
Western Cape Department of Transport and Public Works	15	-	-	-
Department of Water Affairs and Forestry	18	-	-	-
Department of Justice	95	-	-	-
Department of Foreign Affairs	46	-	-	-
Subtotal	174	-	-	-
Total	174	-	-	-
Amounts included in Statement of financial position				
Current				
National Treasury Pensions	-	15		
South African Revenue Services	689	659		
Provincial and Local Departments	14	-		
National Intelligence Agency	1	-		
Free State Department of Education	42	-		
North West Department of Education	56	-		
Eastern Cape Department of Education	510	-		
Subtotal	1 312	674		
Total	1 312	674		

Department of Education

DUth Annexures

Contents

- Statutory Bodies
- Organogram

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
E-mail:	Koyana.N@doe.gov.za
Sol Plaatje House 123 Schoeman Street Pretoria	Private bag X895 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
E-mail:	mbonambi.b@doe.gov.za
Sol Plaatje House 123 Schoeman Street Pretoria	Private bag X895 Pretoria 0001

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@mail.co.za

Higher Education Quality Committee (HEQC)

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

South African Qualifications Authority (SAQA)

Chairperson: Dr S Walters
Executive Officer: Mr SBA Isaacs

Tel: (012) 431 5002
Fax: (012) 431 5115/5039
E-mail: Samuel_Isaacs@saqa.co.za

1067 Hatfield Forum West
Arcadia Street
Hatfield
0083

Postnet Suite 248
Private Bag X06
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
E-Mail: info@umalusi.org.za

37 General Van Ryneveld Street
Perseuor Techno Park
Pretoria

Postnet Suite 102
Private Bag X1
Queenswood
0121

South African Council for Educators (SACE)

Chairperson: Mr Glenn Abrahams
Executive Officer: Me Rej Brijraj

Tel: (012) 663 9517/8/9
Fax: (012) 663 3331
E-mail: info@sace.org.za
Website: www.sace.org.za

261 West Street
Centurion
0046

Private Bag X127
Centurion
0046

National Board for Further Education and Training (NBFET)

Chairperson: Mr D George
Secretariat: Mr K Pole

Tel: (012) 312 5014
Fax: (012) 321 3349
E-Mail: pole.k@doe.gov.za
Website: see DoE sites at: education.pwv.gov.za

Private Bag X895
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
E-Mail:	info@nsfas.org.za
Website:	www.nsfas.org.za

18 - 20 Court Road
Wynberg
7800

Private Bag X1
Plumstead
7801

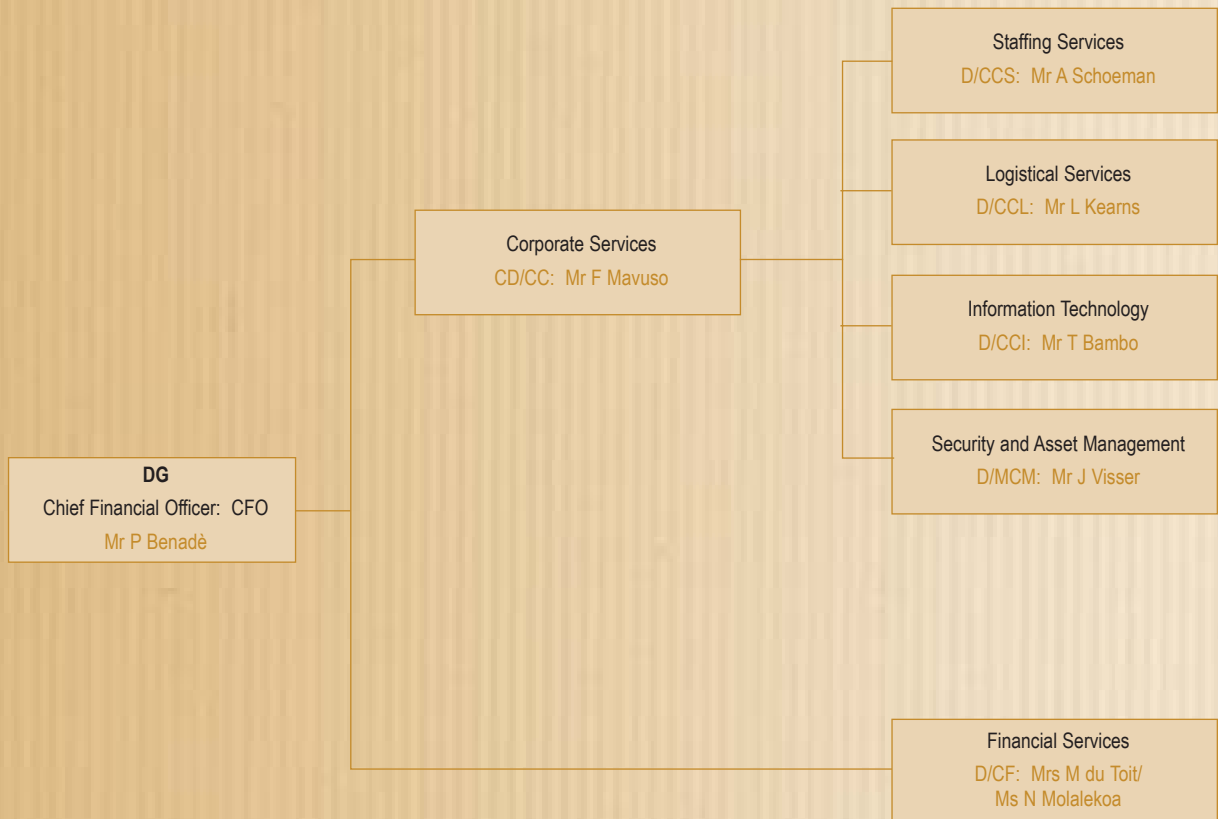
Organogram



Branch

Chief Directorate

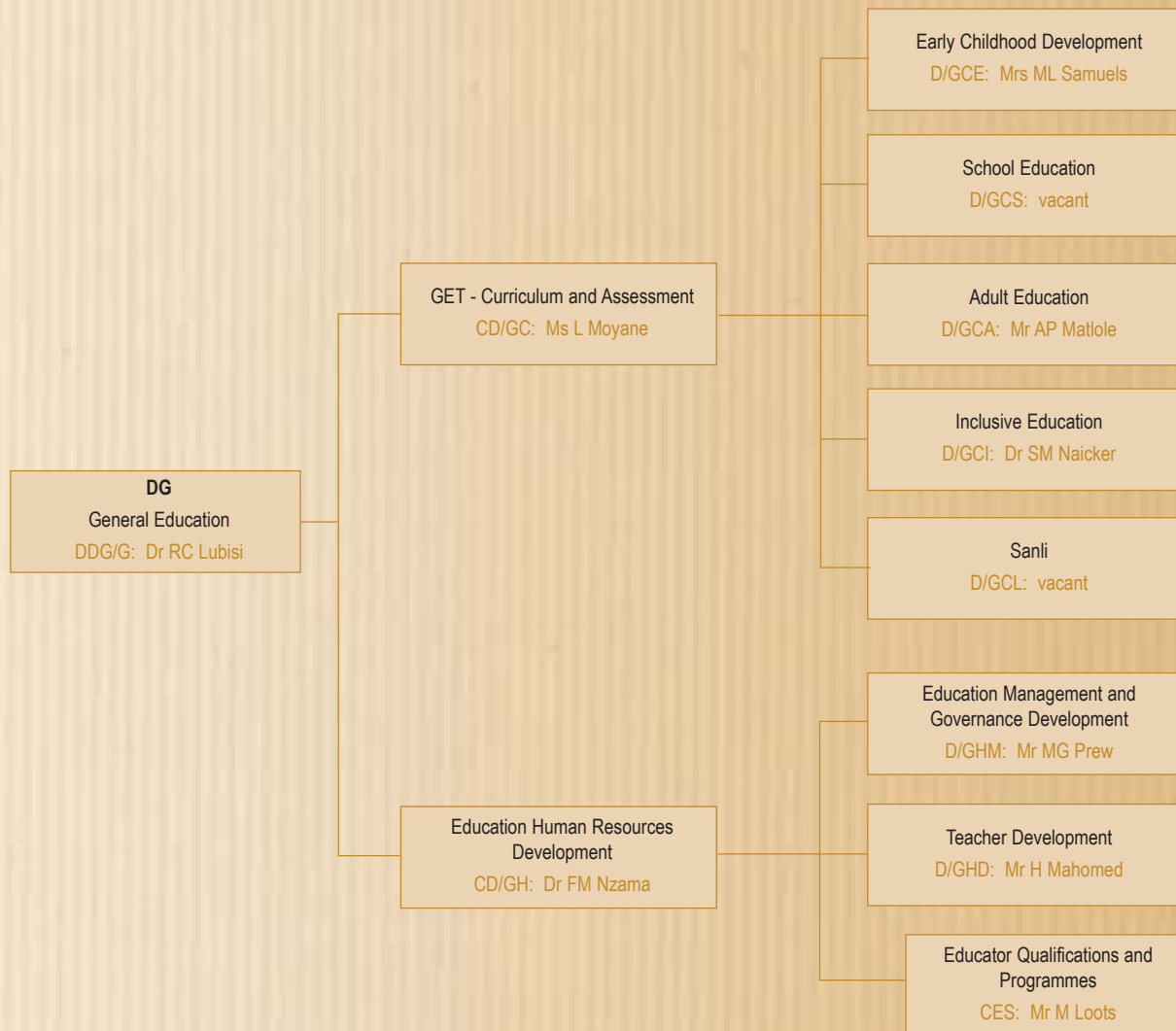
Directorate



Branch

Chief Directorate

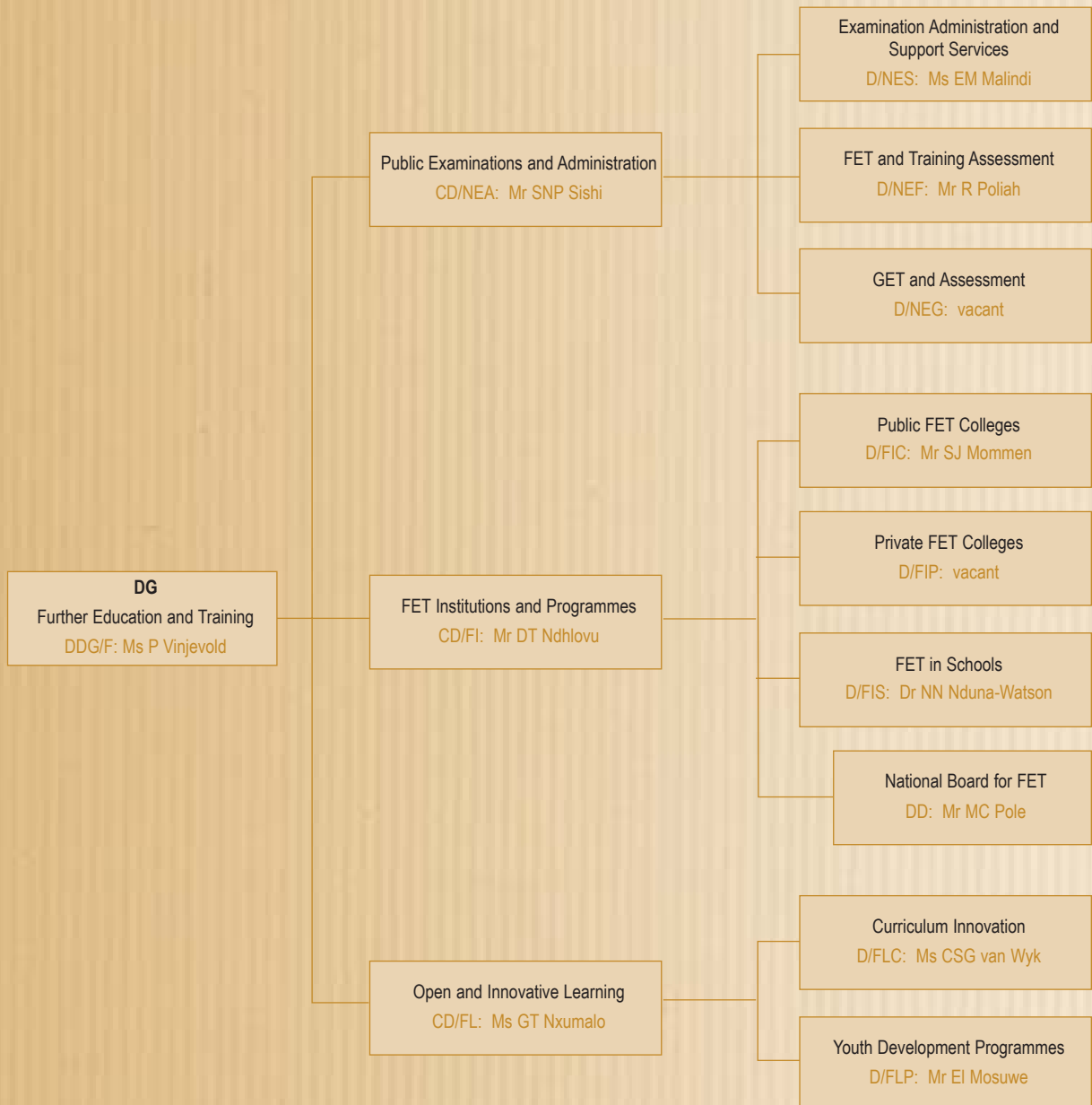
Directorate



Branch

Chief Directorate

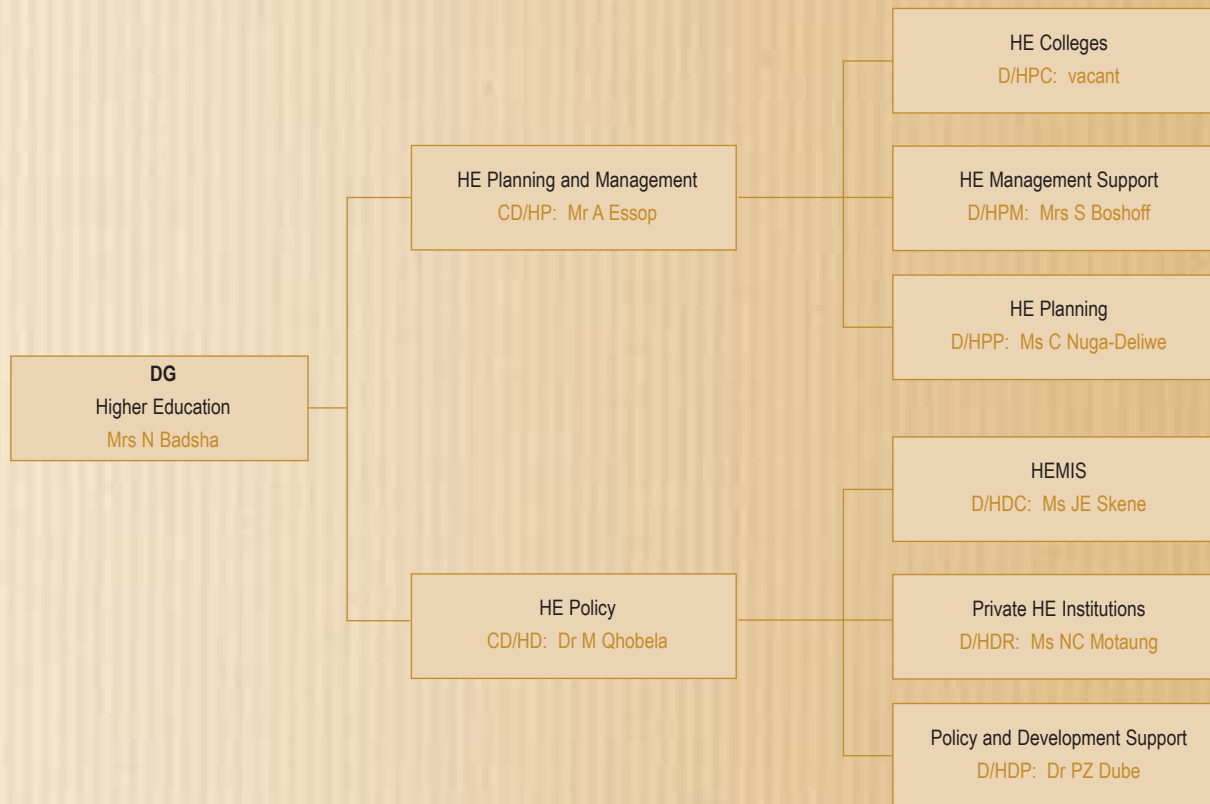
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Branch

Chief Directorate

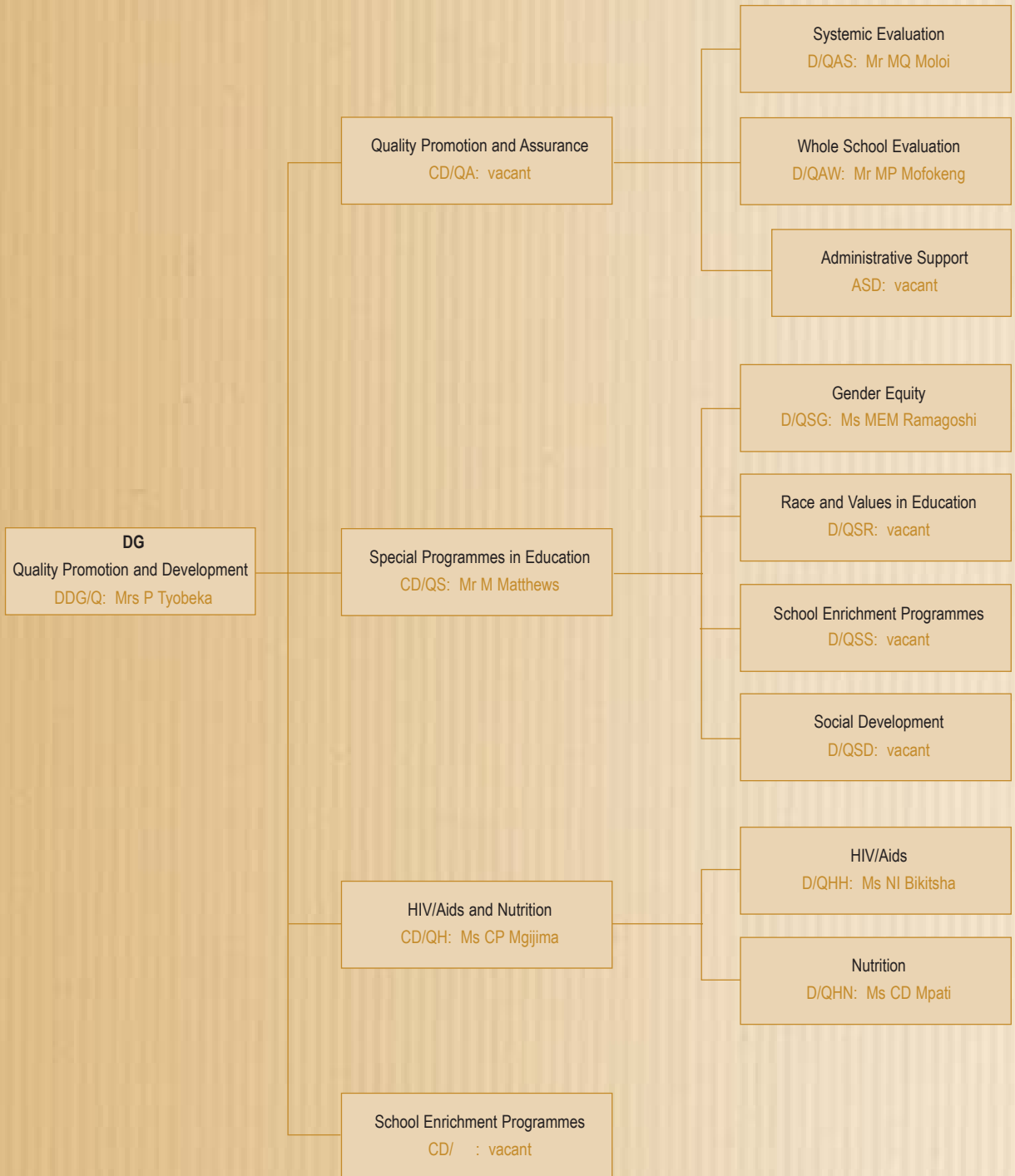
Directorate



Branch

Chief Directorate

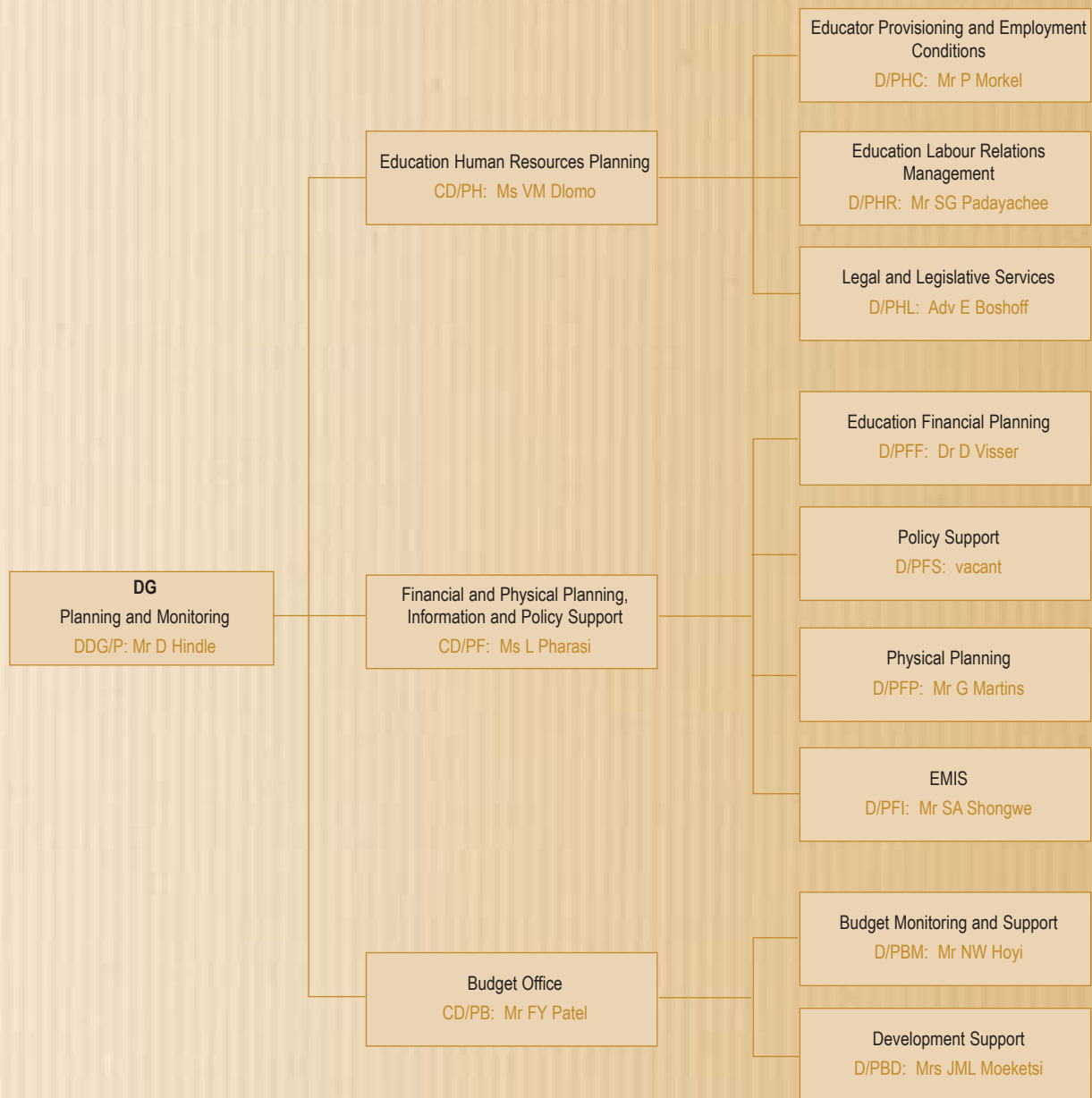
Directorate

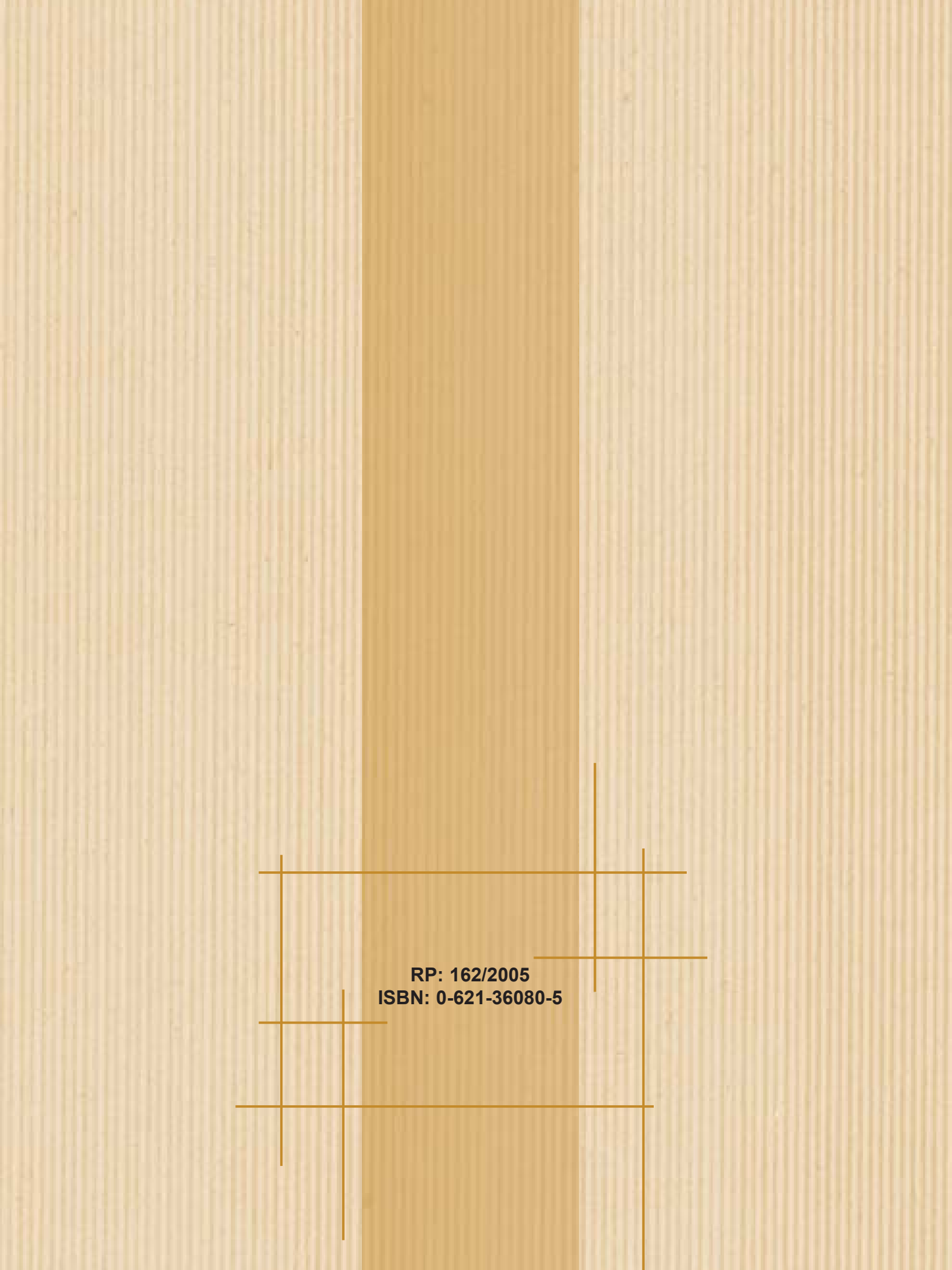


Branch

Chief Directorate

Directorate



The image features a light beige background with a prominent vertical orange stripe running down the center. In the lower half, a series of thin orange lines intersect to form a grid-like structure. A horizontal line spans across the middle of this lower section, with several vertical lines of varying lengths intersecting it. The text is positioned in the lower-left quadrant, within the area defined by these intersecting lines.

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