



Annual Report 2001-2002



DEPARTMENT OF EDUCATION



Published by the Department of Education
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RP 123/2002
ISBN 1-919917-83-7

To the Minister of Education, Professor Kader Asmal, MP

I have pleasure in presenting this report on the work of the
Department of Education for the financial year ended on 31
March 2002.



Thami Mseleku
Director-General
Department of Education



Department of Education Annual Report 2001-2002



Department of Education

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Foreword by the Minister of Education

It is indeed an honour to submit this review of the performance of the Department of Education for the 2001/02 financial year to parliament and to the country at large.

The constitutional mandate placed upon us, to build a completely new education system for all, out of the ashes of the old, has provided us with both challenges and opportunities never experienced before in the history of our country. Both the challenges and opportunities have been met with resilience and enthusiasm by the national Department and our provincial colleagues.

We have made remarkable progress since I launched the implementation programme for Tirisano, with most of the goals that we had set for ourselves then being achieved. The programme has ensured that we succeed in nurturing a high quality education system that is accountable, transparent, accessible and efficient.

The success of our strategies to improve the area of basic school performance has not only improved the level of confidence of our teachers and learners, but also of our confidence for the future of our society. Our schools are continuing to work, teachers are teaching and learners are learning. The challenge we have taken up is to ensure continuous improvement in matric performance with the long-term goal of eradicating the 0-20% pass rate category.

This has been achieved under the Tirisano banner under which we have seen parents, students, and teachers working together to take ownership of their schools and classrooms.

We have responded to the President's call for "A better life for all" and to eradicate poverty by ensuring that our programmes are targeted and reach the most marginalised in our society. An example of this is our infrastructure development programme that not only addresses infrastructure backlogs in especially rural and poor communities but also creates employment opportunities in these areas.





We have continued to make tremendous progress in achieving greater equity at all levels and spheres in the education system, in making schools more effective and improving conditions in our schools and in improving the quality of teaching and learning.

The challenge of developing the Revised National Curriculum Statement has been successfully met and the phased implementation of the new curriculum has begun. This is being underpinned by the implementation of a teacher development strategy.

We have continued with the enormous process of restructuring the entire higher education and further education and training systems. The restructuring of the higher education system, based on proposals made by the National Working Group, was endorsed by Cabinet and these proposals were published for public comment.

One of the major challenges facing our country is the creation of a new culture that embodies the values enshrined in the Constitution. In recognition of the fact that education plays a vital role in shaping behaviour and attitudes, I launched the Manifesto on Values in Education. This Manifesto outlines sixteen strategies for instilling democratic values in young South Africans in the learning environment. The challenge will be the implementation of the Programme of Action that evolves from the Manifesto.



Our Deputy Minister, Mr. Mosibudi Mangena, has made considerable progress in the priority areas of Mathematics, Science and Technology, literacy and the Masifunde Sonke Campaign to build a nation of readers. These areas are of critical importance if we are to successfully compete in a globalised economy and to realise our access and equity goals.

Finally, while addressing the challenges and opportunities of the 21st century, we have affirmed our commitment to overcoming problems from the past – for many of the challenges facing our country in the future are rooted in our past. As government, we can achieve little without partnership, support, commitment and the contribution of all stakeholders. This is the essence of Tirisano – Working Together!

In this regard, considerable progress has been achieved in realising the objective of co-operative governance. This can be seen in the way in which Tirisano priorities are also reflected and integrated in provincial plans.

I would like to take this opportunity to thank the Deputy Minister, all national and provincial education officials, teachers, learners, and parents for their tireless efforts and dedication in making our education system work. They have all, in their different capacities, made a remarkable contribution towards the achievement of the goals we set for ourselves for the year under review. We also record our appreciation of the contributions and ongoing support for education by many NGOs, funding agencies, international donors, and UNESCO. The SABC has also played a tremendous and critical role, through its educational programmes, to promote education in the country.



We will continue to deal with the enormous challenges of transforming our education system. Our successes for this year will build on the solid foundation we have established in our transformation process. The lessons learned from the challenges we have faced will continue to inspire us in our endeavor to provide a better education and training system for all in the 21st century.

Professor Kader Asmal, MP
Minister of Education



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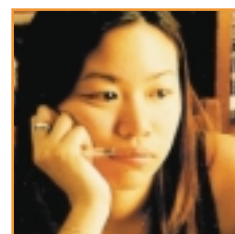
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Challenges, Highlights and Achievements



Curriculum Implementation

In 2000, the Minister of Education called for a review of Curriculum 2005. The review was completed in May 2000 with a number of recommendations being made. Recommendations related to a need to simplify the structure, redefine the outcomes and to give closer guidance on progression and content.

The implementation of any curriculum involves a number of risks. However, regardless of the risks, there is general agreement that curriculum transformation is an imperative for quality education. It is in this spirit that the Department undertook the task of implementing the recommendations of the Report of the Review Committee (May 2000) aimed at streamlining and strengthening Curriculum 2005.

A Ministerial Project Committee to streamline and strengthen Curriculum 2005 was established and the process of revision was begun. This was an intensive and inclusive process involving approximately 150 curriculum developers drawn from the education community. The result was the release of the Draft Review National Curriculum Statements (RNCS) Grade R - 9 Schools, which was released for public comment for a period of three months. Public hearings and consultations with major stakeholders followed this. The comments and consultations were analysed and the suggested changes were incorporated into the document by the curriculum working group of the Ministerial Project Committee.

This intensive and enriching process culminated in the declaration of the RNCS as a policy. The RNCS provide profound new directions with respect to human rights, national identity, and an appreciation of the great diversity of our nation and innovative approaches to learning.

The RNCS have been translated into all official languages and have been delivered to schools.

A comprehensive and participatory implementation strategy is currently being

developed with the involvement of all the relevant social partners to ensure successful introduction of RNCS Grade R - 9 Schools.

The finalisation of the RNCS (Grade R - 9) Schools is an important and critical step in the transformation of education. However, it is important to be realistic about what a curriculum can and cannot achieve.

The challenges of inequality and poverty continue to plague the educational experience of too many families and their children. This means that implementation will require commitment and participation of all who work in education and the co-operation of government, teachers, parents, learners, and the community.



HIV/AIDS

Current estimates on prevalence and impact of HIV/AIDS on education paint a devastating picture and draw attention to critical challenges facing education such as child mortality, and mortality ratios, orphanhood rates and impact of HIV/AIDS on the supply and demand of educators.

The absence of reliable statistics on the direct and indirect consequences of HIV/AIDS on school attendance also continue to pose a major challenge for planning.

However, despite these challenges, significant progress has been made in the Department to deal with HIV/AIDS. As an indication of the Department's commitment to the programme, a national co-ordinator for HIV/AIDS was appointed and is responsible for co-ordinating the various activities of the Department and to ensure co-operation with other government departments and partners.

The year under review saw an increase in the spending rate of provinces on HIV/AIDS. This increase can be attributed to improved project management, monitoring and support mechanisms put in place by the national and provincial departments.

There has also been significant progress in the training of master trainers and teachers. This has resulted in 22 800 trainers from Grades 1 - 12 and 683



master trainers being trained. The development and distribution of appropriate learner support materials has supplemented this training.

Despite the significant progress achieved, a number of challenges remain. These challenges will be addressed at the first ever Education Sector Conference on HIV/AIDS to be held in May 2002. This conference will involve a wide range of people involved in education as well as social scientists and researchers in the field of HIV/AIDS. The outcome of the conference will be a declaration statement and plan of action to be adopted by all.

Children Learning Under Trees and Schools Infrastructure



At the launch of the Schools Register of Needs 2000 in November 2001, the Minister of Education committed himself to ensuring the provision of school infrastructure and the acceleration of the elimination of backlogs. He also announced that delivery in relation to school infrastructure development and maintenance would form one of the key indicators for monitoring of provincial departments that are included in the quarterly reports to the President.

It can be reported therefore that budgets for educational capital investments have been substantial. Provincial allocations for the 2001/2002 financial year were R1.27 billion and would be increased to R2.01 billion for the 2002/2003 financial year. It is anticipated that the budgets would increase significantly in the next three years indicating government prioritisation of the acceleration of the development of school infrastructure as well as maintenance and renovations of existing school infrastructure.

In addition, the President, in his State of the Nation Address, stated clearly that any situation where children are learning under trees or in open air should be eliminated within the shortest possible time. In response to this injunction, provinces have been requested to immediately prioritise these situations and submit three-year business plans, with clear quantified targets to address this and other backlogs. Provinces have also been requested to prioritise the elimination of water and sanitation backlogs in schools.

Infrastructure delivery will continue to pose challenges especially given the

pace of urban migration. However, the national and provincial departments of education are geared to deal with these challenges.

Race and Values in Education

One of the challenges facing the democratic South Africa and the new education system is the creation of a new culture based on the values enshrined in the Constitution. These include the values of equity, tolerance, openness, accountability, and social honour.

The Values in Education Initiative moves from the premise that education plays a central role in changing behaviour and moulding character. What happens in the classroom is a reflection of our society's hopes and aspirations about the kind of citizens our children should grow up to be.



In order to deal with this challenge, the Minister of Education launched the Manifesto on Values: Education and Democracy. The Manifesto provides a practical framework for instilling and re-inforcing the culture of communication and participation that the Values Initiative identified as a critical step in nurturing a sense of the democratic values of the constitution in young South Africans. The Manifesto outlines sixteen strategies for instilling democratic values in young South Africans in the learning environment.

The Manifesto also recognises that instilling new values is a process that requires changing of mindsets as well as ongoing reflection on what we aspire to as a nation.

A National Strategy for Mathematics, Science and Technology Education Project: Dinaledi

In the past the majority of learners were denied the opportunity to participate in Mathematics, Science and Technology education. Science was employed as one of the means to perpetuate theories of differences between races.

Currently, there is a high failure rate in Mathematics and Science, which has

major implications for employment and training. In addition the shortage of sufficiently prepared learners in Mathematics who enter institutions of higher learning has resulted in some university faculties being severely under utilised and risking closure.

The paucity of high school graduates in Mathematics and Science compromises our ability to train young people in scarce skills like medical sciences, engineering science, actuarial science and Information and Communication Technology.



To remedy this, the National Strategy for Mathematics, Science and Technology Education was launched by the Deputy Minister of Education in June 2001. The initiative targeted 102 schools and is intended to raise the Senior Certificate mathematics and physical science.

The DINALEDI project held an Autumn Clinic, with a main focus on human resource development. The clinic targeted 306 Mathematics and Science teachers together with the principals of the 102 schools. These schools have already been provided with Science kits to enable teachers to perform experiments at school.

Despite the relative newness of the initiative, there is already considerable progress. The major challenge is to ensure that the initiative is sustained.

Restructuring of Higher Education

Over the years there has been a call for the radical transformation of the Higher Education System. Higher Education continues to be burdened by the apartheid legacy. Not only is it fragmented on racial lines, it has also not been able to meet the challenges of reconstruction and development.

In response to this challenge, the Minister of Education appointed the National Working Group (NWG) to advise on the restructuring of the institutional landscape of the Higher Education System. The NWG was asked to advise the Minister on appropriate arrangements for consolidating the provision of higher education on a regional basis through the establishment of new institution-

al and organisational forms.

The report of the NWG recommended that the number of higher education institutions be reduced from the current 36 to 21, through mergers, including the establishment of a new institutional form, namely, a comprehensive institution through the merger of universities and technikons.

The Minister's proposals for the transformation and reconstruction of higher education, based on the recommendations of the NWG, were approved by Cabinet. These proposals will be published for comment.

Senior Certificate

The Senior Certificate examination was the sixth Senior Certificate examination to be run on a non-racial basis by the provincial departments. The 2001 examination was also the first to have five question papers: Mathematics, Physical Science, Biology, Accounting and English Second Language at higher and standard grade levels, set and moderated by panels of examiners from all nine provinces appointed on a national basis.

These examinations were characterized by an additional 3.8% improvement in the national pass rate to achieve a national percentage of 61.7 % and a decrease in the number of under performing schools of 87, from 559 in 2000 to 472 in 2001.

It is significant that a 60% pass rate has now been achieved for the first time since the introduction of a single national non-racial examination in 1996. This is a major milestone and achievement for the education system.

However, despite these successes, the challenge of improving the quality of the Senior Certificate still remains and strategies are in place to achieve that.



Part One: Introduction



DEPARTMENT OF EDUCATION

Part One: Introduction

The Bill of Rights contained in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), guarantees everyone the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible.

The policies introduced since 1994 were intended to promote equity and access to service delivery, especially for those in previously neglected rural areas. Considerable changes have been made in terms of policy development, resource allocation and capacity building, including institutional capacity arrangements to support programme implementation.

The second half of the first decade of democratic governance focuses on consolidating the capacity for implementation. During this time, the government's strategy has shifted towards more targeted and integrated delivery and prioritisation. The intention is to ensure effective and efficient delivery of services. The flagship of this strategy is the Integrated Sustainable Rural Development Programme (ISRDP) and the Urban Renewal Programme (URP). For Education, this also entails creating greater equity and equality of learning conditions, greater professionalism and thus improved standards and learner outcomes.

Education is not only pivotal to economic prosperity but is an important driver to achieve the priorities of government. Education plays a crucial role in enabling South Africans to improve the quality of their lives and contributes to a prosperous, productive, and democratic nation. These sentiments are captured in the Vision Statement of the Department of Education, which states:

"Our vision is of a South Africa in which all our people have access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous, and democratic society."



The Department's role in achieving this is stated in our Mission Statement which says:

"Our mission is to provide leadership in the construction of a South African education and training system for the 21st century."

Education is one of the most important long-term investments a country can make. There has been a significant increase in the education budget allocation under the post-apartheid democratic Government, from R31, 8 billion in 1994 to R59,8 billion in 2002. At almost 6% of gross domestic product, South Africa has one of the highest rates of government investment in education in the world.

Formal education in South Africa is categorised into three levels. The General Education and Training Band, which consists of a Reception Year and learners up to Grade 9, as well as an equivalent Adult Basic Education and Training qualification. The Further Education and Training Band consists of all education and training from NQF levels two to four (equivalent to grades 10 – 12 in schools) and the National Technical Certificate one to three in Further Education and Training colleges. The Higher Education band consists of a range of degrees, diplomas and certificates up to and including post-doctoral degrees. These levels are integrated within the National Qualifications Framework (NQF) provided for by the South African Qualifications Authority (SAQA) Act, 1995 (Act 58 of 1995).



The South African public education system accommodates more than 11,6 million school learners, 407 401 university students, 202 730 technikon students, and 125 000 technical college students. There are 26 789 primary and secondary schools with 348 362 educators.

Universities, technikons, and technical colleges are presently undergoing rationalisation, which will reduce the overall number of institutions through mergers. This restructuring of the institutional landscape of the higher education system is intended to address the fragmentation, inequalities and inefficiencies of the apartheid past and to enable the establishment of South African institutions consistent with the vision and values of a non-racial, non

sexist and democratic society.

Currently there are 21 universities and 15 technikons in the Higher Education sector. The process of rationalising 152 technical colleges into 50 multi-campus Further Education and Training colleges is almost completed.

This Annual Report provides an account of the Department's work for the period 1 April 2001 to 31 March 2002. The report should be seen in the context of the Department's medium to long term strategies.

The report focuses on the progress in relation to the implementation of the Tirisano programme and also provides an account on the activities that make up the core of the Department of Education, as captured in the Branch Reports.



A handwritten signature in black ink, appearing to read 'Thami Mseleku', with a long horizontal stroke extending to the right.

Thami Mseleku
Director-General
Department of Education

Part Two: Performance



DEPARTMENT OF EDUCATION

2.1 *Tirisano* Programmes

2.1.1 Programme 1: HIV/AIDS

Introduction



HIV/AIDS is a major threat to the human capital necessary for the development of the country and poses the biggest threat to the education agenda. The country is increasingly confronted with frightening statistics of the effect and impact of HIV/AIDS, not only on the economy but also on the education system.

HIV/AIDS will have a huge impact on the future demand and supply of educators and the number of teachers, pupils, students, decision-makers and active workforce being lost directly or indirectly through this pandemic, will have a negative impact on the growth and supply of human capital. The increase in the number of orphans and dislocated families will also impact on the traditions, values, morals and ethics of society.

Progress

In order to meet the challenges of the pandemic in the education system, the Department identified the following priorities:

HIV/AIDS and the system

As a first step towards meeting the challenge, an HIV/AIDS strategy that takes both prevention and impact into account was developed. Included in the strategy are tools and planning models that have been researched and tested for their impact.

As the first step towards the implementation of the strategy, all education policies and legislations have been updated to take the projected impact of HIV/AIDS into consideration.



HIV/AIDS in the Curriculum

A central pillar in the fight against HIV/AIDS is the curriculum. The main objective of the programme is to equip learners with knowledge, skills, attitude and values necessary for healthy sexuality and a positive lifestyle. This is done through integrating life skills and HIV/AIDS content within the life orientation and other learning areas.

Significant progress has been achieved in this regard. During the year under review, 22 800 educators from Grade 1-12 and 683 master trainers have been trained. In addition, appropriate Learning Support Materials (LSM) have been developed and printed for the use of Grade 1-12 educators and learners.

These LSM have included teacher manuals and resource guides as well as learner activity books.



To complement this training and to ensure the involvement of parents, parent resource guides on communicating sexuality to their children have been developed and printed in all official languages.

The development of materials and videos has been done in collaboration with the Department of Health.

HIV/AIDS and Youth

The LoveLife Games is one of three projects aimed at combating the scourge of HIV/AIDS through school sports. The project is facilitated through a partnership between the South African Government and the Henry Kaiser Family Foundation from the United States of America. The Games are organised by the United School Sport Association of South Africa (USSASA) and LoveLife, with the Departments of Education and Sports and Recreation acting as co-conveners.

The message of the loveLife Games emphasises healthy lifestyles among our school-going youth through school sports.

During 2001 and 2002 the loveLife Games, which were organised at regional, provincial and national levels, touched the lives of millions of learners and thousands of educators. Learners participated in the following sixteen sport-

ing codes: baseball, basketball, boxing, chess, cross-country, cricket, drum majorettes, football, gymnastics, hockey, netball, rugby, softball, tennis, table tennis, and volleyball. Nine non-competitive positive lifestyle components have also been added. These are; debating, drama, poetry and culture, art, graffiti, creative writing, music, entertainment and motivational talks.

The loveLife Games are making a meaningful contribution towards the re-introduction of healthy lifestyles in our schools, especially amongst learners. At the same time talented children who excel during the games are identified and recommended for focused development by the various national sports federations.

HIV/AIDS Awareness, Information and Advocacy

The Department of Education, in collaboration with the provinces, have embarked on an awareness and information campaign. The campaign has taken the form of Advocacy Information Workshops for School Governing Bodies and other Stakeholders. As part of the campaign, a number of multi-media information packages have been produced and distributed.

It is anticipated that the Information Campaign will also extend to the Early Childhood Sector via television programmes like Takalani Sesame.

Conclusion

In order to intensify its attempts to deal with HIV/AIDS, the Department of Education organised a conference on HIV/AIDS and the Education Sector for May 2002. The aim of the conference was to develop a programme of action that would be endorsed by all partners and to establish an education coalition, to intensify the fight against the pandemic.

2.1.2 Programme 2: School Effectiveness

Introduction

One of the key programmes identified in the Tirisano Implementation Plan is the promotion of school effectiveness and educator professionalism. Under this programme, the following priorities were identified:



- Making Schools centres of community life
- Ending conditions of physical degradation in schools
- Developing the professional quality of our teacher force, and
- Ensuring the success of active learning through OBE

A number of projects were identified to give expression to these priorities.

These are:

- Leadership, Management and Governance Development
- Status and Quality of Teacher
- School Safety, and
- School Infrastructure



The School Effectiveness Programme is also in response to and in support of Government and the Urban Renewal Strategy and its Integrated Sustainable Rural Development plan.

The aim of the project is not only to make schools within the nodal areas more effective but is also a mechanism to implement the challenge of integrated government planning and delivery at local levels.

Progress

Planning

Profiles of areas, communities and schools have been completed and work is proceeding at different rates.

Leadership, Management and Governance Development

One of the objectives of the School Effectiveness programme is to ensure proper training of School Management Teams (SMT) and School Governing Bodies (SGB). During the year under review, five hundred SMTs were trained in management, financial management, people management, and conflict management. In addition to that, 705 SGBs, Learner Representative Councils (LRC) and Teacher Liaison Officers were trained. The training was also extended to rural and farm schools.

The development and support for women in management positions is also regarded as critical. In this regard, significant progress has been made with regard to the development of training programmes for women in management positions.

Farm and rural schools experience problems that are different from urban schools. In many cases, unless these peculiarities are understood, the needs of farm and rural schools are often not met. To deal with this challenge, the Department commissioned a research that identified these needs. The report is currently being analysed with the view of developing a strategy to deal with the conditions in rural and farm schools.

Status and Quality of Teachers

One of the major challenges facing the Department is the issue of unqualified or underqualified teachers. In order to deal with this challenge, the Department began preparations for the effective implementation of the National Professional Diploma in Education (NPDE). These preparations included, among others, incorporating Recognition of Prior Learning (RPL) as an integral part of the upgrading programme, as well as evaluating and approving NPDE programmes from Higher Education Institutions (HEIs). These developments culminated in the identification of providers for the programme who expected 10 000 teachers to register with them in April 2002.

Added to the challenge identified above, is the lack of qualified mathematics and science teachers. To deal with this challenge, the Department of Education launched a Mathematics, Science and Technology Education Strategy, covering both the GET and FET bands. As part of the initiative, one hundred and fifty teachers per province have been registered with higher education institutions for a two-year training programme in Mathematics and Science at the intermediate and senior phases. The project has been expanded in three significant ways:

- (i) to accommodate another 150 teachers (making up a total of 300) per province,



- (ii) to include technology as a learning area for which teachers should train, and
- (iii) to provide science kits to all registered science teachers on the programme.

Support for C2005

In support of C2005, 900 teachers have also been trained on Curriculum 2005 and 10 000 teachers from the districts have been equipped with School TV resource packs focusing on implementation of Curriculum 2005. The Department is also reviewing its approach to training of teachers and this would be factored into the next training.

184 Multi-grade farm and rural school teachers have been trained on the use of the Multi-Grade Teaching Approach. Manuals and videos for further capacity-building have been produced and flyers have been printed and distributed.

School Safety

The Department of Education, in its attempts to create safety in schools, has used an approach that primarily seeks to ensure community ownership of schools and the building of capacity for stakeholders to do this. This has not excluded, however, a primarily defensive approach to ensure the physical safety of both learners and educators. The latter has focused on building new facilities or refurbishing old ones to ensure safe and solid school buildings that are securely fenced.

A major focus over the past year has been on dealing with sexual abuse in schools, perpetrated by both teachers on learners and learners towards one another.

Sexual abuse by teachers has caused a lot of damage to the profession. Another focus of the Department has, as a result of this, been to work closely with provincial departments of education and the South African Council of Educators (SACE) to monitor incidents related to sexual abuse of learners by teachers, as well as disciplinary processes followed. This is meant to ensure



that the system deals timeously and effectively with incidents as they occur. On the other hand it has been important for the Department to get a clearer picture of how rife this problem is in schools, as it cannot afford to have a situation where all our teachers are seen as abusers because of a few teachers. All indications are that both the provincial departments of education and SACE are getting on top of the situation and, with the increasing disciplinary action against perpetrators, there is greater willingness to report or at least blow the whistle on perpetrators.

The DoE has also, in the past year, developed a Drug Abuse Policy for learners in schools and FET institutions. The underpinning principle is one that recognises drug abuse as a health and social problem, which then allows the education system to 'blame the act not the actor'. The policy was published for public comment and is currently being finalised for implementation in all these institutions by the beginning of 2003. Guidelines to support implementation have been developed and are being finalised in consultation with a range of interest groups including the United Nations Office for Drug Control and Crime Prevention (UNODCCP), national school governing body associations and a number of NGOs with interest and experience in the area of drug abuse.

2.1.3 Programme 3: Literacy

Introduction

This programme focuses on ABET and SANLI. ABET is a medium term initiative to upgrade skill levels. It is qualification driven and focuses on systemic development and maintenance. On the other hand SANLI is an urgent imperative to eradicate illiteracy. It is not qualification driven, is "Volunteer" based and mobilises organisations in civil society, the business and non-governmental sector and society at large.

SANLI

The Minister of Education launched the South African National Literacy



Initiative (SANLI) in June 2000 in accordance with the objectives of Tirisano. The main aim of the project is to oversee the establishment of a voluntary teaching service to reach the approximately 3.2 million South African adults who are illiterate. SANLI identified the following strategic objectives for the year under review:



- Mobilising voluntary services.
- Developing training programmes and support for volunteer educators.
- Designing, developing and procuring reading and resource material.
- Establishing institutional capacity to support, monitor and evaluate the literacy programme.
- Setting up local literacy units.
- Improving governance and management at provincial level.

The first year of SANLI was focussed on programme design as regards policies, strategies and putting systems in place for monitoring and evaluation. The biggest challenge has been the finalisation of policies on the organisational arrangements in relation to the nature and form of delivery.

Progress

SANLI is not directly involved in the delivery of basic literacy. It is directed at the mobilization and co-ordination of resources in the fight for universal literacy. It is not intended as a final delivery mechanism, and it seeks to support and direct valuable work being done by provinces, numerous NGOs and CBOs as well as workplace programmes.

In 2001, SANLI embarked on a pilot programme targeting 81 volunteer educators. The aim of the project was to develop a framework for the recruitment and selection of volunteer educators. The results of the pilot have been used to develop a recruitment strategy. During the year under review, 2 200 volunteer educators were mobilised and are currently on the SANLI database. These volunteers have been trained and are currently conducting literacy classes.

The pilot programme also provided guidelines for the design of educator and adult learner packs. Learner and educator packs were designed and 60 000

learner packs and 10 000 educator packs have been distributed in all nodal areas to support literacy classes.

SANLI has formed a number of partnerships with NGOs and universities to explore new methods of delivery in order to reach more adults. The first such partnership is with the UNISA ABET division. This partnership targets 75 000 learners and has resulted in the formation of 5 000 literacy units. The second partnership is with five NGOs and reaches 2 000 literacy units:

- Molteno for literacy projects in Soweto
- SACHED for literacy projects in Orange Farm
- Operation Upgrade for literacy projects Mamponjwana in KZN
- Project Literacy for literacy projects in Motle village in North-West
- Hampton College for literacy projects in Winterton in KZN

More partnerships are being explored.

The success of SANLI also depends on its ability to monitor implementation and report on its progress. In this regard, a project evaluation strategy and its implementation plan have been developed. A baseline survey has also been conducted in nodal areas in all nine provinces and a database has been developed and instruments designed to collect data on learners, educators and community development programmes.

In order to ensure co-ordination, and to monitor progress in provinces, provincial co-ordinators meet bi-monthly. However, provincial capacity still has to be developed as not all provinces have full-time personnel dedicated to the literacy programme.



Resource Mobilization

Currently, SANLI has been able to mobilize funding from government, donor agencies and South African Companies.

State funding is R 14 million and Donor funding is :

- EU R 35 million
- DFID R 17.8 million
- DANIDA R 5 million

- SIDA R 1 million
- MTN R 500 000

Funding for SANLI continues to be a challenge and efforts to secure more funding are being intensified.

Conclusion



SANLI is beginning to take off. However, as stated earlier, it is faced with challenges of mobilizing resources. Another challenge facing SANLI and possibly the whole government is the conceptual analysis of what volunteers are in the South African context. Whilst SANLI has successfully experimented with a number of delivery mechanisms and partnerships, it is still largely volunteer driven, hence the need to have a clearer understanding of the implications of using volunteers.

Adult Basic Education and Training (ABET)

Introduction

ABET targets the formal sector to upgrade the skill levels and qualifications of adults.

The following strategic objectives were identified for the year under review:

- Increasing the number of learning centres.
- Simplifying ABET policy.
- Developing norms and standards for funding.
- Training officials on a continuous assessment system.
- Shaping the inclusive provisioning of education.

Progress

Increasing the Number of Learning Centres

During the year under review, regulations for minimum agreements and con-

tracts to be entered into between Heads of Education Departments (HoDs), and School Governing Bodies (SGBs) in a public school for the sharing of school facilities to enable adult learners to have access to them, were developed the aim of the regulation is to expand the number of learning centres.

Simplifying ABET Policy

The ABET Act which was promulgated in 2000, was simplified to ensure that it is easily understood by all role-players and other key education and training stakeholders for its effective implementation in public adult learning centres.

The ABET Act provides for an institutional framework, supplemented by regulations. The interim National Board for ABET (NABABET) was established in 2001 with the main purpose of advising the Minister on policy issues. The National Co-ordinating Committee for ABET (NCCABET) consisting of departmental officials, provincial ABET co-ordinators and unions was also established with an oversight role in terms of co-ordinating provincial ABET programme delivery.

Norms and Standards for funding

In relation to funding, the process of developing norms and standards for the funding of the ABET system was started and resources were secured to support further development of provincial plans.

Programme Development

Programme development in ABET is done in collaboration with the Departments of Labour, Agriculture, Correctional Services, Local Government, and Education in the development of unit standard based ABET programmes. This is to ensure that the programmes that would subsequently be delivered are relevant. There is also continuous participation of Non Government Organisations.

During the year under review, the ABET level 1-4 programmes were finally registered for the eight learning areas of General Education Band, as well as



Applied Agriculture, Travel and Tourism and SMME Management. The implication of this is that there is now a wide menu of programmes from which learners could choose.

In order to expand provision, a feasibility study was also conducted in the nine provinces, focusing on where Small, Medium and Micro Enterprise (SMME) or Agriculture would be applicable for purposes of sustainable rural and urban development in the adult learning sites within the nodal areas. Reports from this exercise served as the basis for further work, such as development and distribution of learning support materials to support the work of educators and learners in all provinces.

Programme Delivery

The ABET Directorate has strengthened its partnerships with Sector Education and Training Authorities (SETAs). for programmes outside the employment context, especially ABET. The SETAs are utilizing some of the funding for 30 391 ABET learners. A co-ordinating structure has been established to facilitate implementation. In addition, 22 SETAs have registered 103 ABET learnerships, and 147 are pending. Currently, there are 1 384 registered learners.



In 1999, the Department of Education implemented a skills project focusing on Applied Agriculture and SMME in Limpopo and Eastern Cape. 2 253 adult learners were trained. Towards the end of 2001, an evaluation of the project was initiated to establish the impact and the possibility for expanding the project to other provinces. The evaluation report is currently being discussed and analysed.

To facilitate implementation, government has allocated R3 million over three years to support the expansion of Ikhwelo Project. The funding will be utilized for the salaries of 240 adult learners as well as 10 ABET co-ordinators. The funding will also be utilised for purchasing agricultural and sewing equipment for training purposes.

Assessment

Assessment guidelines in all Learning Areas as well as for Travel and Tourism, Ancillary Health Care, and Applied Agriculture were developed and distributed to all centres. ABET co-ordinators and provincial staff also underwent training on continuous assessment.

The 2001 ABET level 4 examinations, which were characterised by a large failure rate due to difficulties of mathematics have resulted in the review of assessment instruments and renewed discussion on the purpose and nature of GETC qualification. Some of the questions relate to whether GETC is an exit standard only or an admission standard for the FET. The results would be fed into the broader discussion on qualifications and NQF.

ABET Funding

Government funding for ABET has increased significantly since 1999. During the year under review, spending for ABET was R454 millions with projected R1.2 billion by 2004. However, this still represents 2% of overall education spending.

The ABET Directorate is also increasing its effort in shaping inclusive provisioning of education in public adult learning centres. This process has been initiated and an inclusive curriculum developed.

Conclusion

There is a considerable debate around the definition of literacy and the exact number of adults that are illiterate in South Africa. However, there is general agreement that the number is unacceptably high and that efforts to improve literacy should be intensified



2.1.4 PROGRAMME 4: FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION

(This programme is reported on under Branch reports, see Section 2.2.2 and 2.2.3.)

2.1.5 PROGRAMME 5: ORGANISATIONAL EFFECTIVENESS OF THE NATIONAL AND PROVINCIAL DEPARTMENTS



Short-term Annual Interventions on Learner Support Material Procurement, Delivery and Retrieval

Introduction

The objective for the procurement and delivery of LSM is to ensure that all learners receive their material within the first week of the opening of schools in January each year. Success in achieving this objective depends on the allocation of adequate financial resources and efficient provincial systems of procurement and delivery.

Budget Allocations In Readiness For The Opening Of Schools

The LSM budget allocations reported by PEDs over the past four financial years are shown in Table 1.1 below:

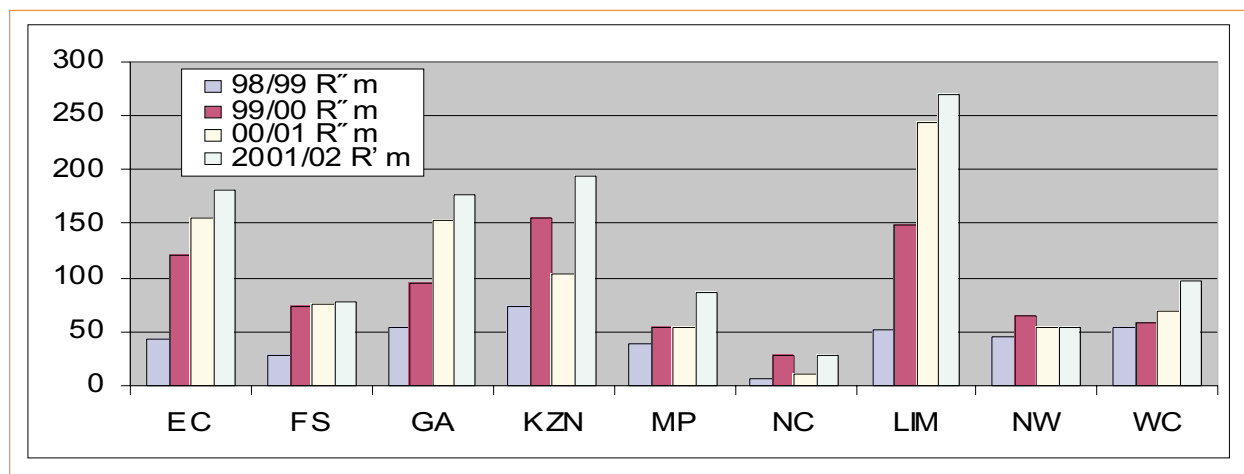
Table 1: Budget allocations reported over the past four financial years

Province	Year 1998/99 R' millions	Year 1999/2000 R' millions	Year 2000/2001 R' millions	Year 2001/2002 R'million
Eastern Cape	42.1	120	155.5	180.0
Free State	26.9	72.1	75.7	77.8
Gauteng	52.3	95.4	153.4	176.0
KwaZulu-Natal	72.6	156	103.3	193.9
Mpumalanga	39.8	53	54.4	86.5
Northern Cape	6.6	27.7	10.7	28.9
Limpopo	51.5	148.3	244.2	269.4
North West	45.9	65.2	53	53.6
Western Cape	54.9	57	70	96.8
TOTAL	392.6	794.7	920.2	1162.8

The information reflected in Table 1 is also represented in graphical form in figure 1.1

Figure 1:

Graphical representation of the provincial allocations for learning support materials for the period 1998/1999 to 2001/2002 financial year.



The steady increase in the budget allocations, as reflected in Table 1.1 and Figure 1.1, is a result of collaborative efforts between the national and provincial departments of education. The Department of Education had set a minimum target of R1.2 billion for the procurement and delivery of learning support materials. The calculations that were done at the time excluded costs incurred in logistical arrangements and were limited only to the actual cost of LSM. Each province had to allocate a budget for LSM to ensure that the learning support material requirements of learners were met. The total LSM allocation for the school year 2002 calculated from the individual budget allocations of all the provinces amounted to approximately R1.2 billion. The target has been reached after a period of three years. The challenge in the coming years will be to maintain this level of funding. A further marginal increase is still required to cater for associated expenses.

Performance in the delivery of LSM

The procurement and delivery of learning support materials is the responsibility of provincial departments of education. There was marked improvement in the distribution of learning support materials to schools in all provinces except in the Eastern Cape where there were serious problems in the Maluti district.



Limpopo and Mpumalanga also did not do very well. Six provinces had delivered over 80% of the textbooks by the date of the opening of schools in January 2002, which was a marked improvement compared to previous years. The other three provinces had delivered between 30 - 70 %. All provinces performed well with the delivery of stationery. By the time schools opened they had delivered more than 90% of all stationery required.

Expenditure Trends on Provision of LSM in the 2000/2001 Financial Year

Provincial education departments have, in the past year, demonstrated their commitment to ensuring that they provide LSM within their budget allocations. Although there were deviations from the budget allocations in the 2000/2001 financial year, the level of spending was not negatively affected. Instead, some provinces spent more than they had initially budgeted for. Table 2 compares budgeted amounts, the level of spending and deviations from the budget.

Table 2: LSM budget and actual expenditure for the opening of schools in 2000 and in 2001.

PROVINCE	Financial Year 1999/2000			Financial Year 2000/2001		
	Budget R' millions	Expenditure R' millions	Difference R' millions	Budget R' millions	Expenditure R' millions	Difference R' millions
Eastern Cape	120.0	129.4	+9.4	155.5	147.9	-7.6
Free State	72.1	72.1	0	75.7	90.0	+14.7
Gauteng	95.4	84.0	-11.4	153.4	176	+22.6
KwaZulu-Natal	156.0	129.1	-26.9	103.3		
Mpumalanga	53.0	64.0	+9.0	54.4	57.2	+2.8
Northern Cape	27.7	10.7	-17.0	10.7	10.7	0
Limpopo	148.3	152.1	+3.8	244.2		
North West	65.2	68.0	+3.2	53	50.0	3.0
Western Cape	57.0	60.0	+3.0	70	70.0	0
TOTAL	794.7	769.4	-25.3	920.2	651.5	

The figures in Table 2 show that if the trend continues, as provincial departments finalise their expenditures for the financial year 2001/2002, the expenditure on LSM for the 2002 school year is expected to match or even exceed the budgeted amount of R1.2 billion.

From the information presented above it can be concluded that the delivery of learning support materials is improving and that budget allocations have reached the target. However, there is much work to be done by provincial departments with respect to improving the systems of delivery to ensure that the objective of delivering all learning support materials within the first week of schools opening in January of each year is achieved.



PROVINCIAL ADMINISTRATIVE SUPPORT

Background

Another aspect of programme five relates to the support to provincial education departments (PEDs) regarding their overall management, organisational structures and corporate services.

During the year under review, R28.2 million was allocated to this activity and has spent R27.2 million which represents an actual expenditure of 96%.

During the 2001/ 2002 financial year 13 projects were completed. These included 4 projects in the Eastern Cape, 5 in the Free State, 3 in Mpumalanga and 1 in the Western Cape.

EASTERN CAPE

Financial Administration

In financial administration in the Eastern Cape, the financial books were closed for 2 financial years (1997/1998, 1999/2000), the reconciliation of 58 out of 95 suspense accounts, the identification of R523 million worth of cred-

it balances not included in the suspense accounts, identification of fraud and financial irregularities amounting to R2 million, institution of recoveries for S&T and salary advances, identification of 7500 debts worth R14 million and processing of 66 000 transactions.

16 officials were trained on debt management whilst the staff dealing with the other aspects was capacitated as the project unfolded.

Registry

A three day workshop was conducted for 30 registry staff from head office and regions to provide them with training on the staff filing system, registry procedure manuals, implementation instruction and work control system; sharing of ideas and experience and improving efficiency and image of registries and registry work. Certificates of competency were issued.

In addition, 28 500 leave forms were filed and 7 440 leave files opened in Butterworth and Queenstown regional office and Bisho head office as part of the tender specifications.

A number of administrative systems have also been developed.



Stocktaking

Several workshops were conducted with 20 asset managers who in turn trained school principals throughout the province on counting and recording assets on the Asset Recording Documents (ARD); 88,9% of the schools returned the completed ARDs. A computerised asset program was developed to capture all assets recorded and a detailed asset count manual was developed to assist asset managers to perform their duties.

Development of Computerised Logistical System

A computerised management system was developed and implemented at the head office for all aspects of the logistics component. The implementation and application of the system was assessed at six, twelve months after the initial project had been completed and a report submitted to the Department.

FREE STATE

Debt Recovery

When the project was concluded on 29 June 2001, 4792 debt cases had been handled to the value of R16 995 392.62. Of these 1559 cases to the value of R 3 529 329. 90 were cancelled due to various reasons. Of the balance of the cases the debt cases for write-off were identified and those that could be recovered were being collected and monitored by the provincial department.

The value added for the provincial department is that a culture of debt collection has been revived, backlogs have been diminished is receiving attention, debts that have prescribed have been written off, accounts have been cleared and the departmental officials have been trained to deal with this aspect in future.



Tax Reconciliation

The department was able report to SARS on the reconciliation of the four years 1996-2000. This was accepted by SARS who issued a certificate confirming their satisfaction. No interest or penalties were charged by SARS for the period in which the reconciliation's were outstanding, thereby saving the provincial department some money.

Tailor-making of guide for disciplining by managers

The manuals were prepared and workshopped with the provincial departmental officials. The manuals were then amended in accordance with the Education Amendment Act, 2000 (Act 53 of 2000). The 3000 printed manuals were provided to the provincial department for distribution to the relevant managers.



Skilling of Office Bearers for Disciplining

The course manuals were approved and a total of 51 district managers, and deputy directors were trained. The training will enable the provincial department to deal with their disciplining process and misconduct cases.

Leave and Misconduct

More than 20400 leave forms were sorted and captured on PERSAL. 6 presiding officers and 10 investigating officers were trained to enable them to assist with dealing with urgent misconduct cases. All the misconduct cases agreed on have been dealt with.

MPUMALANGA



Delegations

Training workshops were arranged for Chief Directors and Directors at the head office and the district managers, to orientate them on all legislation administered by the department and it promoted a more unified approach to the work of the management group.

Clearing staff record backlogs

Staff records for 30 000 employees were updated on the PERSAL system identifying the missing information on file, obtaining and capturing the information on PERSAL. 15 staff members were trained to manage this system.

Reconciling establishment records

The records of 30 000 posts on PERSAL were updated by correlating the posts with the establishment, the incumbents of posts with the personnel records on PERSAL, the allocation of responsibility codes with responsibility structure and adjusting records where necessary. This also included the development of a control system, capacity building of the staff responsible for the system and a 6 month assessment.

NORTH WEST

Skills Audit

A total of 1498 office based NWED employees were assessed; either through an in-basket exercise or the 360 degree assessment tools. A total of 1314 employees completed the in-basket and 184 completed the 360 degree

assessment. All individual reports pertaining to the capabilities and development needs of each official have been submitted to the Human Resources Directorate of NWED. This will enable the NWED to firstly to assess the skills resident in the NWED, to identify the gaps in skills for inclusion in the skills development plan as well as an HR resources plan for the NWED.

WESTERN CAPE

Learner Management System

A research investigation was launched to assess the impact of demographic factors of the supply and demand for schooling and to identify measures that could assist with the planning of the provision of formal schooling.

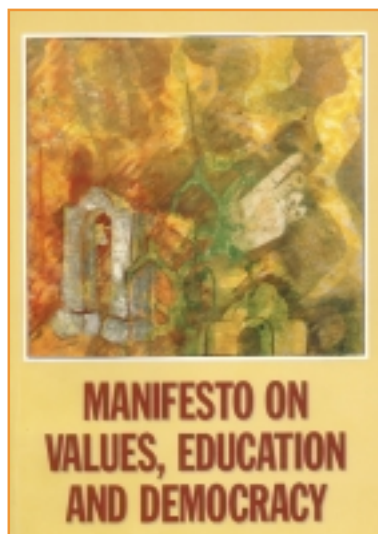
The investigation revealed that problems with the provision of schooling have to do with the resultant mismatch between demand and the supply of teachers within schools. 800 teachers, (3.2%) are paid without being productively employed. Recommendations were made with regard to provision of physical facilities, staffing, managing and analysing information and pupil choice of schools. Some of the recommendations are that staff complement be based on enrolment figures for two to three year averages; a small proportion of teachers be appointed in each Education Management Development Centre (EMDC) and then allocated to schools within the EMDC where the need is the greatest; pupil choice be retained and dealt with flexibly at school level.

Conclusion

Factors in the PEDs such as restructuring, the lack of an approved structure, reshuffling of senior management posts, vacancies in key positions, the high attrition rate amongst heads of departments and a lack of communication and co-ordination within PEDs continue to be a challenge which is being addressed as best as it can so as not to undo the good work done on projects by committed colleagues in the PEDs.



2.1.6 Programme 6: Race and Values in Education



Introduction

The advent of a new democracy has brought to the fore the discussions about what kind of a South Africa is needed. This is also compounded by the fact that racial incidents continue to plague our schools and communities. Education is clearly a tool to deal with culture change.

Progress

In February 2001, the Minister of Education convened a national conference on Values, Education and Democracy, the outcome of which was the Values in Education Initiative. The Values in Education initiative has been guided by a positive approach towards morality, ethics and values.

In June 2001, the Minister launched the Manifesto on Values, Education and Democracy. The Manifesto provides a practical framework for instilling and reinforcing the culture of communication and participation that the Values Initiative identified as a critical step in nurturing, in young people, a sense of democratic values as captured in the Constitution.

The Manifesto highlights values that should be actively promoted in the classroom and throughout the education sector. These are Democracy, Social Justice and Equity, Equality, Non-racism and Non-sexism, Ubuntu (Human Dignity), the Rule of Law, Respect and Reconciliation.

A special supplement of the Manifesto on Values was produced and distributed to all schools in the Teacher newspaper.

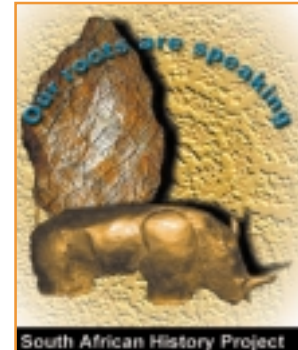
In order to give life to the Manifesto, a Values in Education Programme is being developed and would be launched in 2002. The programme will have several projects aimed at advocating and instilling the values captured in the Manifesto into the policies and practices of the Department of Education. The Programme of Action would seek to instill in the educators and learners a positive frame of mind, the appreciation of dialogue and debate, a sense of pride

about what it means to be a South African and an African, as well as a culture of ethics and human rights.

The Department has also inserted a strong message about values, human rights and democracy into policy documents via the RNCS Grade R-9 Schools as well as Further education and Training.

South African History Project (SAHP)

One of the outcomes of the national conference on Values, Education and Democracy, was the establishment of a panel of History and Archaeology, which investigated what could be done to strengthen the role of history in the curriculum.



History is important in the sense that it contributes to the self-understanding of who people are and where they come from as they experience various forces of change. It is through historical awareness that people know that no particular state of human society can ever be permanent.

However, the study of history, as a subject, is experiencing a very serious decline across a range of study and teaching levels. A leading university recently experienced its lowest enrolment of history students in two decades. In order to deal with this challenge, the Minister of Education set up the SAHP.

During the year under review, the SAHP identified the following strategic objectives:

- Establish and launch the project
- Appoint fulltime and administrative staff
- Establish a collaborative network of all history stakeholders

Progress

Establish and launch the project

The Minister of Education launched the SAHP in August 2001. The SAHP is an invigorating new history initiative, which flows directly from the recommenda-



tions of the conference. Its central thrust is to promote and enhance the conditions and the status of learning and teaching history in the South African schooling system, with the goal of restoring its material position and intellectual purchase in the classroom.

The project will pursue this through the creation of collective strategy forums for teachers, scholars, and training specialists to devise means of improving and strengthening the history teaching. It will engage with processes of curriculum development to raise the standing of history.

Advocacy



In line with the Project's aim of raising awareness, an information brochure and posters on the strategic objectives of the SAHP was distributed to all provinces (including the provincial education departments, the heritage sector, higher education sector and relevant NGOs) as part of a national road show. As part of the advocacy campaign, a documentary video, *Unchained Memories*, was produced. This was accompanied by print material and was shown on SABC Education on Freedom Day 2002 to an estimated 1 million viewers.

2.2 BRANCH REPORTS

2.2.1 GENERAL EDUCATION AND TRAINING BRANCH

Introduction

The aim of the GET branch is to ensure the provisioning of General Education through the development of policies for implementation, curriculum and monitoring and evaluation of education provisioning. This Branch covers activities in the General Education Band, Inclusive Education, Teacher Development, Education Human Resource Management and Special Programmes in Education.

To be able to carry out its mandate, the General Education branch is made

up of the following Chief Directorates: Curriculum and Assessment Development and Learner Achievement (CADLA), Education Human Resource Management, and Special Programmes in Education. Each Chief Directorate has several directorates.

2.2.1.1 CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT DEVELOPMENT AND LEARNER ACHIEVEMENT (CADLA)

Introduction

The priorities of the Chief Directorate: Curriculum and Assessment Development and Learner Achievement (CADLA), for the 2001 / 2002 year related to ensuring that overall capacity, support, oversight, macro management and monitoring were built to deliver on the following key focus areas: School Education, Early Childhood Development, Adult Education, Inclusive Education, and the South African National Literacy Initiative (SANLI). The achievements on strategic objectives of the Chief Directorate are reflected in the reports of the individual directorates.

Directorate: School Education

Introduction

General School Education is structured in three phases, namely, the Foundation Phase, Intermediate Phase and Senior Phase and constitutes the compulsory component of the education system. The Foundation Phase spans Grades 1 to 3, the Intermediate Phase Grades 4 - 6 and the Senior Phase grades 7-9.

The following strategic objectives were identified:

- Setting up systems for assessment at the end of compulsory schooling
- Streamlining and strengthening the C2005
- Monitoring, evaluating and supporting the implementation of C2005
- Supporting the implementation of the Language-in-Education Policy
- Integrating Life Skills and HIV/Aids into the curriculum in Grade 1-9



- Making Environmental Education (EE) integral to the curriculum in General Education and Training.

Progress



In 1999, the Minister of Education called for the review of Curriculum 2005. The development of a national curriculum is a major challenge for any nation. At its broadest level, the education system and its curriculum express the ideas of its citizens as a society and its vision as to how a new form of society can be realised through its children and its learners.

The outcome of the review was the revised National Curriculum Statements, which were declared policy and distributed to all schools in March 2002. The Revised National Curriculum Statements (RNCS) encapsulate the vision that the citizenry has of its teachers and learners, who are knowledgeable and multifaceted, sensitive to the environmental issues and are able to respond to and act upon the many challenges that face South Africa in this 21st Century. Preparations are currently underway to implement the RNCS in the Foundation Phase in 2003. Teams from the DoE visited five provinces, district offices and schools to monitor the implementation of C2005 in Grade 4 and 8.

Assessment

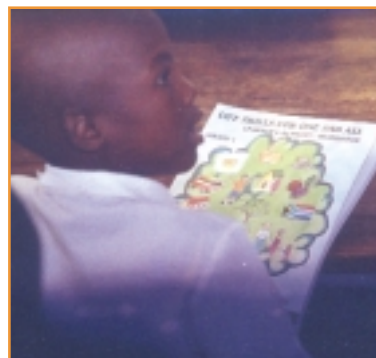
Guidelines for Assessment at the end of compulsory schooling for each of the eight learning areas were developed and approved. 180 provincial officials and 27 000 teachers were trained to develop and administer these assessment tools.

Language in Education Policy

A 5-point strategy to support the implementation of the Language-in-Education Policy was approved in June 2001. This has been translated into a 5-year implementation plan, which will be implemented in schools.

Life Skills and HIV/AIDS

Life skills and HIV/Aids have been integrated into the curriculum in Grades 1-9. In order to facilitate delivery in this area, one national, and nine provincial co-ordinators and one financial manager per province have been appointed. LSM have also been developed in collaboration with the Departments of Health and of Social Development. These were distributed to schools. A Heads of Education Departments Committee (HEDCOM) subcommittee on Life skills and HIV/Aids has been established.



Environmental Education (EE)

A Reference Group consisting of all stakeholders in the field of environmental education has been established and project staff consisting of one Chief Technical Advisor, who is the project manager, seven Technical Assistants, nine provincial EE coordinators and two administrators have been appointed. LSM to enable teachers to integrate environmental education have also been developed and distributed.

Directorate: Early Childhood Development (ECD)

Introduction

The following strategic objectives were identified:

- Policy development
- Developing a curriculum for practitioners, trainers and children
- Ensuring collaboration with provincial departments and national role-players
- Ensure effective management at all levels of the ECD Conditional Grant.



Progress

Policy Development

The White Paper 5 on Early Childhood Development was released in May 2001 at a public gathering of ECD stakeholders. The ground for the develop-

ment of this policy was prepared by the conclusion of the final report of the ECD Pilot that was released in July 2000. Altogether 100 000 copies of the gazette were printed and distributed to all district offices in the nine provinces and to all the national and provincial departments and stakeholder groups in the Coordinating Committee on ECD (CCECD).

Curriculum Development



The revised curriculum for Grade R was developed by a working group in which four members and the CCECD participated.

A generic framework for the development of Learning Programmes has been developed. It forms the basis of the guidelines for all practitioners working with Grade R learners. Currently there are approximately 200 000 learners in Grade R classes at public schools.

Registration of Sites

Guidelines for the registration of sites were developed through a number of consultative workshops hosted by the Department of Social Development and the Office on Child Rights and attended by all the relevant stakeholders. Included in the guidelines are minimum requirements for the qualifications of the practitioners and the programme for the children.

Practitioner Development

Initial discussions have been held with SACE for the registration of practitioners as well as with the ETDQA (Education, Training and Development Quality Assurance Body) for the accreditation of training providers. A proposal has been submitted to register learnerships and skills programmes for ECD trainers and practitioners. The national officials serve on the ECD Project Team as well as the ECD Reference Group.

Co-ordination

The Co-ordinating Committee for ECD (CCECD) was established to meet on a

regular basis. The committee consists of provincial departments, national departments of Social Development and Health, Office on Child Rights, Teacher unions, ECD national stakeholder bodies, parent bodies and representatives of Further Education institutions and Higher Education institutions.

A management committee was set up consisting of the national and provincial ECD managers of the Conditional Grant. The committee meets monthly to deal with issues such as challenges and the Revenue Act etc.

Inclusive Education

Introduction

One of the problems facing our country today is the growing number of persons who are excluded from meaningful participation in the Economic, Social Political and Cultural life of their communities. Such a society is neither efficient nor safe. The challenge in education is to provide an effective response to the unsatisfactory educational experiences of learners with special educational needs, including those within the mainstream whose educational needs were made quarterly, accommodated. To meet these challenges, the following strategic objectives were identified:

- Policy development
- Policy implementation
- Addressing the weaknesses and deficiencies of the current system.

Progress

Policy development

Education White Paper 6 on Special Needs Education and Building an Inclusive Education and Training System was released in 2001. Its main objective is to introduce strategic changes over a five-year period. The changes will focus on the revision of all policies, legislation and structures that are necessary to facilitate the transformation process.



Policy implementation



To facilitate the implementation of Education White Paper 6, guidelines for implementation were developed. These guidelines cover Curriculum, ECD, ABET, HE and FET programmes, Post Provisioning, Costing, Identification, Enrolment and Assessment, Advocacy, Full-Service Schools, District Support Teams, Special Schools as a Resource Centre, and a Campaign to Mobilise Out-of-School Youth who are Disabled. As an initial step, concept papers with regard to the above areas have been developed. Stakeholders representing all sectors including disability, universities, provincial departments relating to ECD, post provisioning, ABET, FET, Curriculum and Inclusive Education have been consulted to increase participation in the process.

Addressing the weaknesses and deficiencies of the current system

The Department commissioned an audit that would provide a database to provide key information that will inform implementation of the short-term plan of Education White Paper 6. The audit will also provide an analysis of the weaknesses and deficiencies of the current system and is due to be finalised in July 2002.

Conclusion

Much work still needs to be done to meet the challenges of Inclusive Education.

2.2.1.2 CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES DEVELOPMENT AND EQUITY

Introduction

The Chief Directorate aims at ensuring the development of human resources and equity matters within the system.

Directorate: Teacher Development

Introduction

The Department continues to battle with the legacy of apartheid in relation to the quality of teachers. Major areas that the system has had to deal with have been the masses of teachers who were either 'unqualified' or 'under-qualified' because of both the training and employment policies that existed pre-1994, as well as major shortages in skilled teachers for the gateway subjects.



Progress

In 1996 the system had 120 000 under-qualified teachers. In 1999, due to concerted efforts by the teacher unions and government to encourage teachers to improve their qualifications, the number had dropped to 85 501. Currently there are 65 000 teachers who are either unqualified or under-qualified, with 24 000 of these enrolled in private attempts to upgrade their qualifications. The situation in relation to Mathematics, Science and Technology teachers has also remained a matter of concern for the Department over the years.

To address these the Department has entered into creative partnerships with Higher Education Institutions.

In collaboration with the Education Labour Relations Council, 13 305 teachers have been offered bursaries to study for the National Professional Diploma in Education (NPDE) through any one of the 12 Higher Education Institutions who have developed programmes in line with the NPDE. This programme will continue for the next three years, at least, so that a significant dent can be made to this large pool of the so-called 'unqualified or under-qualified' teachers.

A significant number of Higher Education Institutions has also been involved in a re-skilling and upgrading programme for Mathematics, Science and Technology teachers in the Intermediate and Senior Phases. 2 372 are currently being trained. 1084 of these will graduate at the end of this academic year with either an Advanced Certificate in Education or a National

Professional Diploma in Education. This should assist towards increasing the human resource capacity in the Mathematicss, Science and Technology field.

The challenge remains the development of a policy framework for teacher development. This will be a priority for the next year.

Directorate: Education Management and Governance Development

(This Directorate is reported on under School Effectiveness.)

Directorate: Gender Equity

Introduction



Since 1994, the South African Government has demonstrated its commitment to taking appropriate measures to ensure gender equity in government policies, processes and structures, by putting in place various policy documents, legal frameworks and national gender machinery to mainstream gender issues.

As a first step towards meeting its obligations, the Department of Education appointed a Gender in Education Task Team to help identify challenges for the education system. This resulted in the setting up of the Gender Equity unit tasked with developing a policy framework and implementing gender equity programmes within the Department of education and the education sector.

The Directorate identified the following objectives for the year under review:

- Eradicate sex and gender based violence
- Initiate capacity building programmes
- Launch an advocacy campaign
- Monitor gender activities.

Progress

Eradicating sex and gender based violence

On a daily basis young people are faced with a number of issues that are of a psychological, emotional, cultural and physiological nature. One of the most challenging of these is sexuality and most often than not, young people feel confused and have no idea how to deal with it.

This confusion results in high levels of sexually transmitted diseases, including HIV/AIDS, high levels of sexual abuse and rape and high teenage pregnancies.

There is therefore a need to intensify sexuality education for young people. Sexuality education can assist in forming attitudes, beliefs and values about identity, relationships and intimacy.

In the light of this, a conference on Protecting the Right to Innocence: Conference on Sexuality Education was convened by the Minister of Education. The conference was aimed at developing a nation wide programme to educate youth about sexuality issues. The recommendations of the conference are being incorporated in the programme of action for the Department of Education.

Advocacy

A number of activities were held and publications developed to further spread the message on gender equity and to sensitise communities on different aspects around gender. One such activity was the 16 days Against Violence Campaign. This campaign was successfully held in all provinces and drew the attention of communities to issues on violence against women.

The mainstreaming of gender continues to pose a challenge for the Department, however strategies are being developed to address the matter.



2.2.2 FURTHER EDUCATION AND TRAINING BRANCH

Introduction

FET consists of all education and training from National Qualifications Framework (NQF) levels 2-4 or the equivalents of grades 10 to 12 in the schooling system and National Technical Certificate 1 - 3 in technical colleges. The vision of the sector includes the development of a co-ordinated FET system, providing high quality, flexible and responsive programmes and opportunities for a learning society.

The immediate pressure is to address the weaknesses and deficiencies on the current style at the same time laying the foundation to the kind of system to be built over the next twenty years.

During the year under review, FET programmes within Tirisano identified the following objectives:

- Improving learners attainment in Mathematics and Science.
- Curriculum and Qualification.
- Talent Identification and Development.



2.2.2.1 Chief Directorate: Curriculum, Assessment and Institutional Planning

Introduction

This Chief Directorate is responsible for planning, developing and managing systems for the Further Education and Training Assessment and Support.

Curriculum Development

Curriculum in FET must link closely with supporting policies and programmes. These range from the provision of facilities and materials, to the management information systems and to human resource development.

Provision of FET must also serve often competing purposes of preparation for higher education, preparation for work, and education for personal and

social development. As a result, it is necessary to form and support partnerships especially with Higher Education Institutions, Industry, Department of Labour, SETAs and NGOs.

To meet the challenge of providing a curriculum that meets these diverse needs, the Department established a Ministerial Project Committee to develop National Curriculum Statements for FET and subject statements.

Further Education and Training Certificate (FETC)

The definition of the nature and form of the new certificate, the FETC, which will replace the Senior Certificate, is at an advanced stage. The details of the nature and purpose of FETC are being finalised.

In July 2001 the Ministers of Education and Labour instituted a review of the implementation of the National Qualifications Framework (NQF). The aim of the study was to recommend ways in which the implementation of South Africa's National Qualifications Framework, established in terms of the SAQA Act of 1995, could be streamlined and accelerated. The Report of the Study Team was submitted to the two Ministries in February 2002. The recommendations of the Study Team are currently being considered by the two Ministries.



Mathematics, Science and Technology in Education Strategy: DINALEDI

Improvement of learner Attainment in Mathematics and Science

Education and Training under apartheid was characterised by the underdevelopment of human potential, particularly that of blacks. Vast disparities existed between blacks and whites in accessing the educational opportunities. The extent was much greater in the learning and teaching of Mathematics and Science.

Currently, the system is characterised by poor output of Mathematics and Science graduates in Grade 12. This level of output has a direct impact on the capacity of the system to produce qualified educators in Mathematics and Science.

In order to deal with these challenges, the National Strategy for Mathematics, Science and Technology Education in General and Further Education and Training was launched by the Deputy Minister of Education in June 2001.

The Strategy aims to raise the participation and performance by historically disadvantaged learners in Senior Certificate through the provision of high quality Mathematics, Physical Science and Technology Education for all learners taking General Education and Training Certificate (GETC) and Further Education and Training Certificate (FETC). The Strategy also aims to increase and enhance the human resource capacity to deliver quality Mathematics, Physical Science and Technology Education.

Since the launch of DINALEDI there has been a lot of developments towards realisation of the strategic goals. These include laying the foundation for the DINALEDI Project, which covered identification of Project Schools, drawing up of the Business Plan, and compiling the Directory as well as the Profiles of Project Schools. [The list of the schools, as well as the Project Strategy document can be found on the Department of Education Web-site]. National targets as well as standards that have to be attained have also been set and these were followed by school improvement plans drawn by each of the 102 schools in the project. These plans also include targets for respective schools as well as standards that individual schools wish to attain. Provincial DINALEDI co-ordinators, through substantial support from the USAID, contributed largely in making this process a success.

In April, an Autumn Clinic that targeted 306 mathematics and science teachers together with their principals from all the 102 Dinaledi schools was held. This was the first major human resource development initiative in which DINALEDI staff were involved together. Focus during this clinic was mainly directed towards addressing those sections of the curriculum that prevented a number of teachers from offering higher-grade mathematics and physical science. Principals were on the other hands addressing issues contributing towards good governance in schools



During the Autumn Clinic Physical Science Kits were provided to teachers for use at the clinic in order for them to be in a position to perform experiments

at school. The Clinic workshops were followed up by further workshops in cluster of provinces to address areas that could not be addressed during the Autumn Clinic

Several donors or companies have contributed towards the growing support for the project. Mention has already been made of the USAID. All of the 102 schools have, through the assistance from SASOL, been provided with at least 16 science dictionaries. These books also serve very well as teaching tools.

2.2.2.2 CHIEF DIRECTORATE: NATIONAL EXAMINATIONS AND ASSESSMENT

The Chief Directorate aims to manage the examination and assessment system at exit point in GET and FET.

The following strategic objectives were identified:

- Render an effective and efficient examination and assessment service for technical (FET) colleges
- Enhance the efficiency of the current Senior Certificate Examination (SCE) system by co-ordinating the development of assessment policy through IPEC and monitoring the implementation thereof
- Contribute to the establishment of a common standard in the SCE in all nine provinces through the setting of national question papers in five key subjects
- Ensure improved learner performance and attainment at Grades 10 - 12
- Contribute towards the development of common norms, standards and policies necessary to regulate ABET assessment, to appoint examiners to set question papers in all learning areas for ABET level 4 examinations and to provide the logistical support and capacity to conduct the examination.



Progress

The Senior Certificate examination was the sixth senior Certificate examination, which was run on a non-racial basis by the provincial departments. 2001 is also the first examination for which five question papers viz. Mathematics, Physical Science, Biology, Accounting and English Second Language at high-

er and standard grade levels were set and moderated by panels of examiners from all nine provinces appointed on a national basis. This means that all the candidates throughout the country wrote the same papers. This is one of the initial steps taken by the Department to improve the Senior Certificate.

The year under review saw an additional 3.8% improvement in the national pass rate to achieve a national percentage of 61.7 % and a decrease in the number of under performing schools of 87, from 559 in 2000 to 472 in 2001. In addition, 15,1% of the total number of candidates passed with endorsement compared to 14% in 2000.

Of significance, also, is the fact that since the introduction of a single national non-racial examination in 1996, a 60% pass rate has been achieved. This is a major milestone and it means that the Department has traveled a long way since the first three years of such an examination. There has also been a significant shift with regard to the participation rates and performance of female students. Out of a total of 449 371 candidates who wrote, 247 159 were female.



However, despite these achievements, the challenge of improving the quality of the Senior Certificate still remains and efforts are in place to achieve that. Strategies employed include investigating the feasibility of a single examination system, international benchmarking and introducing a system of having Senior Certificate pass with merit and distinction.

In terms of colleges, an efficient examination and assessment service for technical (FET) colleges was provided through timeous delivery of examination question papers, of high quality, to examination centres. The integrity of the examination was maintained through the issuing of correct, reliable and valid results and qualifications.

The first ABET level 4 examination was successfully completed in 2001 in all learning areas and 18 438 adult learners sat for the examinations while 30 232 successes have been obtained across 20 learning areas.

2.2.3 HIGHER EDUCATION BRANCH

Introduction

The Higher Education Branch aims to provide strategic direction in the development of an effective higher education system

In the period under review, the major focus of the Higher Education branch centred on the implementation of the National Plan for Higher Education which was approved by Cabinet in February 2001.

The following strategic objectives were identified:

- The restructuring of the institutional landscape of the higher education system to transcend the fragmentation, inequalities and inefficiencies of the apartheid past and to enable the establishment of South African institutions consistent with the vision and values of a non-racial, non sexist and democratic society.
- The development and promotion of institutional diversity through mission and programme differentiation to meet national and regional skills and knowledge needs.



Progress

Institutional Restructuring

In March 2001, the Minister appointed a National Working Group (NWG) to advise on the restructuring of the institutional landscape of the higher education system. The NWG was asked to advise the Minister on appropriate arrangements for consolidating the provision of higher education on a regional basis through establishing new institutional and organisational forms.

The NWG submitted its report at the end of December 2001. It recommended that the number of higher education institutions should be reduced from the current 36 to 21 through mergers, including the establishment of a new

institutional form, namely, a comprehensive institution through the merger of universities and technikons.

In addition to the NWG, the Minister also appointed a number of other working groups to develop implementation plans for specific institutional restructuring proposals outlined in the National Plan, which were not subject to the advice of the NWG. These included the following:

- Establishment of a single distance education institution through the merger of the University of South Africa (UNISA), Technikon South Africa (TSA) and the distance education campus of Vista University (VUDEC). The Minister intended establishing the single distance education institution in January 2002. However, a legal challenge by UNISA delayed the proposed merger.
- Merger of the Qwa-Qwa branch of the University of the North with the University of the Free State. The Working Group submitted its report at the end of March 2002.
- Merger of ML Sultan Technikon and Technikon Natal. The Minister, at the request of the two technikons, formally announced the establishment of the merged technikon to be known as the Durban Institute of Technology.
- Establishment of National Institutes for Higher Education in Mpumalanga and the Northern Cape. The reports of the respective Working Groups were submitted at the end of December 2001.



Institutional Diversity

The National Plan proposed that institutional diversity would be promoted through mission and programme differentiation based on the type and range of qualifications offered. Furthermore, the National Plan indicated that the Ministry would determine the programme mix, at particular institutions, for the next five years on the basis of their current programme profile and their demonstrated capacity and potential to add new programmes to their profile.

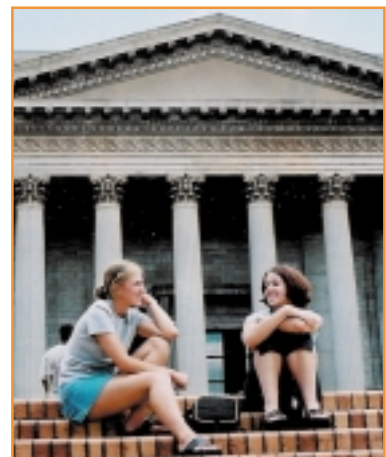
In line with the National Plan, all higher education institutions were required to submit at the end of July 2001, their proposed programme and qualification profiles for the next five years, i.e. 2002 - 2006. The profiles were analysed by the Department and were discussed with each institution by departmental officials between October and November 2001. The approved programme and qualification mix for each institution for the next five years, which would determine institutional funding, was finalised in 2002.

National Higher Education Information and Applications Service

The National Plan proposed the establishment of a National Higher Education Information and Applications Service as a mechanism for facilitating race and gender access to higher education through its anticipated benefits, which include:

- Providing institutions with information on the available pool of potential students with the relevant qualifications for entry.
- Satisfying the information needs of applicants on available programmes, as well as providing career guidance and information on labour market trends.
- Enabling the Ministry and institutions to monitor progress in achieving equity in race and gender access.
- Providing Government with information to assess the efficacy of its human resource development strategy.

The Minister established a Working Group to develop an implementation plan for the establishment of the Information and Applications Service. The Working Group was asked to evaluate the existing applications system operating in KwaZulu-Natal, as well as to investigate applications systems in other countries. The Working Group was assisted in its investigations by support provided by the Central Applications Organisation of Ireland and the Universities Central Applications Service of the United Kingdom. The Working Group requested an extension to submit its report, which was due at the end of March 2002, until the end of June 2002.



New Funding Framework

The National Plan indicates that funding, in combination with planning and an appropriate regulatory framework would be the main levers for steering the higher education system to meet the policy goals for the transformation of the higher education system. The current funding framework is not suitable as a steering mechanism to meet the goals of transformation as it was developed within an apartheid system.

The Department released a draft funding framework for consultative purposes in March 2001. The Department received and processed the comments of higher education institutions on the draft framework. Discussions are under way with representatives of higher education institutions to address remaining concerns in order to finalise the framework.

Reporting by Higher Education Institutions

In order to promote public accountability of higher education institutions in line with the Higher Education Act, the Department piloted a new institutional financial reporting framework in line with Generally Accepted Accounting Practice (GAAP) in South Africa. The framework, which was developed in consultation with higher education institutions, was further refined to ensure minimum standards of reporting by institutional management and governance structures. The management and governance framework is being piloted in 2002.



Research Outputs of Higher Education Institutions

In order to improve operational efficiency and encourage increased research outputs at higher education institutions, the Department initiated a review of the policy and procedures for the measurement of research outputs. The review was conducted in consultation with higher education institutions and a draft policy was submitted by the Minister to the Council on Higher Education. The new policy framework is scheduled to be adopted from 2003, when the necessary arrangements to ensure a smooth transition from the current policy to the new framework will be in place.

The Development of Effective Governance Capacity

The Department has continued with its “governance capacity building” project initiated in 1999.

A number of interventions were conducted during the year under review. These included:

- Hosting national workshops for registrars and institutional forums on their respective roles and responsibilities regarding institutional governance.
- Hosting regional workshops for student affairs personnel and student representative councils to support student leadership at universities and technikons.
- Conducting workshops for councils of higher education institutions on, amongst others, the fiduciary responsibilities of councils.

Conflict Resolution

An important aspect of the Department's work is the limitation of disruptions at higher education institutions. Two interventions are of particular significance:

University of the North

During the 2000 financial year, the Minister was obliged to appoint an Administrator, following the failure of the Council to restore normality and an environment conducive to the academic programme at the University of the North. Professor Patrick Fitzgerald was subsequently appointed as Administrator. The Minister has found it necessary to extend the appointment of Professor Fitzgerald as Administrator. The Administrator reports to the Minister and is responsible for both the governance and management of the University of the North. The University continues to make positive strides towards the restoration of a conducive academic environment and it is expected that a new Council will be in place in 2002.



University of Transkei

In a similar vein, the Minister found it necessary to continue with the appointment of an Administrator at the University of Transkei. Professor Nicky Morgan was appointed as Administrator from 1 January to 31 December 2001. A departmental official, Dr Molapo Qhobela was appointed as Administrator from 1 January to April 2002.

Providing a Regulatory Framework for the Provision of Private Higher Education

The Department continues to discharge its responsibility of providing a regulatory environment for the provision of private higher education. In the year under review, the Registrar evaluated 65 applications for registration of private higher education institutions, of which 37 were successful. The Minister further entertained 20 appeals against the decisions of the Registrar.



The Higher Education Act of 1997 was amended to ensure that the registration of private higher education institutions serves the best interests of the higher education system as a whole. Regulations giving effect to the legislative framework were published for public comment and are in the process of being finalized.

Quality Enhancement and International Opportunities

The Higher Education branch continues to co-ordinate and manage the following projects with international partners and support:

South Africa-Norway Tertiary Education Development Programme (SANTED)

This is a five-year project, which was launched in December 2000 and is funded by the Norwegian Agency for Development Co-operation (NORAD).

The purpose of the project is to enable the Department to address the policy goals and targets identified in the National Plan. In this regard, the project revolves around the following themes:

- Enhancing access and retention in higher education
- Capacity development of historically disadvantaged institutions
- Co-operation between institutions in the SADC region.

The programme commenced in 2001, with initiation of projects at the University of the Western Cape and the University of Durban-Westville.

DoE/European Union Higher Education Libraries Programme

This project, which is aimed at building the capacity of libraries at historically black institutions, is part of the European Union's Programme for Reconstruction and Development in South Africa. The project, which is managed by the British Council, was established in 1997 and should have been concluded by the end of May 1999. However, because of numerous administrative delays, the Financing Agreement has been extended to the end of June 2003.

The project has to date achieved the following goals at the historically black institutions:

- Provision of South African Bibliographic Information Network (SABINET) search units
- Agreement on photocopying licensing to ensure compliance with the relevant legal prescripts
- Provision of databases, textbooks and other materials
- Courses and seminars targeted at human resource development
- The provision of IT equipment remains outstanding.



UNESCO Pilot African Academic Exchange Programme

As part of a commitment made by the Minister to offer the higher education infrastructure to African member states at the 7th Conference of Ministers of Education of African Member States held in Durban in 1998, the Ministry with financial assistance from UNESCO continued with the Short Term Fellowship Programme developed to enable senior African academics currently working on the continent to conduct research at South African higher education institutions. A total of 30 fellows from Botswana (1) Cameroon (1) Egypt (3) Ethiopia (2) Gabon (2) Ghana (1) Kenya (1) Mali (1) Mozambique (1) Nigeria (1) Rwanda (1) Sierra Leone (2) Sudan (2) Tanzania (1) Uganda (5) Zambia (2) and Zimbabwe (3) spent six months at higher education institutions in the Western Cape.

The success of the programme offers a good opportunity for possible models of co-corporation between higher education institutions on the continent.

Implementation of the SADC Protocol on Education and Training

The SADC Protocol on Education and Training was signed between the twelve member states in 1997. South Africa has actively participated in the programmes of the Human Resource Development Sector of the SADC and currently chairs the Technical Committee on Scholarships and the Technical Committee on Higher Education, Research and Development.



The Tertiary Education Linkages Project

The Ministry of Education, in partnership with the United States Agency for International Development (USAID) established the Tertiary Education Linkages Programme in 1994. The purpose of this project is to support the Department of Education and the 17 Historically Disadvantaged Institutions (HDIs) to increase access by disadvantaged South Africans to higher education opportunities and resources and improve academic, administrative, and research capacity.

The project is designed to have impact in three critical areas, namely:

- Policy analysis and planning aimed at examining critical issues in higher education
- Capacity-building, whereby individual HDIs are made more effective in the manner in which they operate and provide learning opportunities
- Institutional linkages to enable mutually co-operative activities between South African HDIs and American higher education institutions
- The Department continues to play an active role in realising the objectives of the project.

Legislation

The Higher Education Amendment Act (No. 23 of 2001), was passed and addresses, amongst others, the following:

- Clarifying the role and status of the Higher Education Quality Committee (HEQC) as an Education and Training Quality Assurance agency.
- Providing for the establishment of interim councils for new, declared or merged public higher education institutions.
- Providing for the dissolution of the council of a public higher education institution if 75% or more of the members resign, and for the constitution of a new council.
- Establishing the seat of a public higher education institution.
- Providing for the conferral of degrees and honorary degrees by a public higher education institution.
- Repealing the Certification Council for Technikon Education Act, 1986.
- Repealing the Private Acts of universities and certain other obsolete Acts.



2.2.4 PLANNING AND MONITORING BRANCH

Introduction

The role of the Planning and Monitoring Branch is to provide strategic direction in the development and implementation projects.

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

Introduction



The role of the Chief Directorate is to develop and support policies on financial and physical planning and to develop information systems for the education system.

Directorate: Financial Planning

The DoE is responsible for determining the budget for universities and technikons. The DoE is, however, not responsible for the determination of budgets of provincial education departments. The provincial treasuries, determine the budgets of provincial education departments, based on the total allocation made available by the State to each province.

During 2001, the approved budget for higher education institutions of R7, 5 billion included R450 million earmarked for the National Student Financial Aid Scheme (NSFAS) and R98 million for the incorporation of teacher training colleges into the higher education sector. The R7, 5 billion represented 2,87% of the total State budget and 0,76% of the GDP of the country for 2001/02.

The following strategic objectives were identified for the year under review:

- Assisting provinces with the implementation of the National Norms and Standards for School Funding.
- Contributing to the improvement of the credibility of provincial education departments' budgets.

- Analysing recent national policies in respect of ABET, FET, Inclusive Education and ECD in order to understand their implications on PED's budgets .
- Collecting information on higher education and providing the Higher Education branch with relevant information.
- Compilation of reliable information on PED's actual expenditure.
- Providing sound advice on education financing and funding policy matters.

Progress

Implementation of Norms and Standards for School Funding

The Department of Education, in collaboration with National Treasury, provincial treasuries and provincial education departments, developed concept documents on the budget programme structure for provincial education departments. In addition, they developed a generic framework and strategic plans for provincial education departments. These concept documents attempt to co-ordinate the reporting requirements as stipulated in the Public Finance Management Act (PFMA) and its Treasury Regulations, the Public Service Act (PSA) regulations, and the requirements of the departments of education and National Treasury.

The National Norms and Standards for School Funding, published in the Government Gazette No. 19347 of 12 October 1998 by the Minister of Education, which outline the procedures to be adopted by provincial education departments (PEDs) in determining resource allocations to schools in respect of grades 1 - 12, were amended during 2001/02 to address the issue of determining subsidies to eligible independent schools. This was done in consultation with PEDs, National Treasury and the independent school sector. The amendments to the norms and standards were published in Government Gazette, Vol. 439, No. 23033 on 18 January 2002.

To facilitate the implementation of the National Norms and Standards for School Funding, the Department of Education has entered into an



agreement with the European Union to utilise R9 million for the purpose of developing provincial capacity in the areas of funding, planning, and resource allocation. The Department of Education appointed a consortium comprising the Education Foundation Trust, Gobodo Incorporated, Phambili Information Technologies and Sacred Heart to assist provincial education departments with implementation of the funding norms. The HEDCOM Standing Committee on Finance serves also as the Steering Committee for the consortium.

The consortium completed and produced concept papers on the following tasks:

- Management of public schools with section 21 functions
- Administration of the budgets of public schools that do not have Section 21 functions
- Administration of independent school subsidies.



The Department, in conjunction with the Consortium and provincial education departments, has developed user friendly planning, budgeting, procurement, accounting and reporting financial systems.

During 2001/02, the Department compiled provincial reports (profiles) depicting financial information on provincial education expenditure and budgets. This was in line with the Directorate's strategic plan and Programme 5 of the Implementation Plan for Tirisano.

Directorate: Physical Planning

Introduction

The Directorate: Physical Planning is responsible for the implementation of the Minister of Education's programme for improving school physical infrastructure development and to enable the Department of Education to effectively influence infrastructure policy, planning and delivery across provinces. The following strategic objectives were identified:

- Pilot and implement new models of school infrastructure provision through

the Thuba Makote programme funded by a special allocation from the Poverty Relief, Infrastructure Investment and Jobs Summit's Projects Fund

- Monitor the capital expenditure and delivery of provincial education departments
- Participate in the public-private partnerships programme for school infrastructure development of the Free State Education Department
- Develop a framework for policy development for education capital investment
- Continue donor-funded work on the 2000 flood reconstruction programme; and
- Improve the capacity in provinces for capital investment planning and delivery.

Progress

The Department of Education embarked on the Thuba Makote programme, a project funded from the Poverty Relief, Infrastructure Investment and Jobs Summit Projects Fund and targeted at poor rural communities. 18 multi-functional centres will be developed as part of the programme. Existing infrastructure is being upgraded and new infrastructure is designed in such a way that it can be used more efficiently and effectively for education as well as cater for community needs and development. The first 9 facilities are in the process of being developed. The programme includes job opportunities for local people in the areas selected for the development of the centres and gives preference for the employment of women, the youth (younger than 25 years) and the disabled.



In order to monitor and improve capital investment expenditure in provinces, a system for regular reporting of expenditure on capital projects by provincial education departments to the Department of Education was established. Where deviations occurred, meetings were held between the Director-General: Education and the relevant Heads of Departments.

The Department of Education is involved in an initiative with the Free State Education Department to investigate the feasibility of public-private partnerships. A Transaction Advisor has been appointed to undertake a feasibility study.

As a first step in the policy development process, a framework for policy development was drafted. This framework is currently being refined and once approved, policy development for education capital investments will commence.

In the Northern Province, 41 flood-damaged schools are being renovated and upgraded under the USAID and Netherlands programmes. The programme provides for repairs to classrooms, administrative areas and teacher facilities. Schools are provided with furniture as well as adequate sanitation facilities.

A fully functional Geographic Information System to enhance physical planning has been established and a system for the continuous updating of the School Register of Needs is being developed to ensure that the most recent information on school facilities is readily available. The Directorate participated in various inter-departmental committee meetings dealing with school facilities to ensure alignment of planning with other sector departments.



Education Management Information System (EMIS)

EMIS is responsible for the research, gathering and compilation of a wide spectrum of education information. The information is utilised for the development of strategies and management decisions. The following strategic objectives were identified:

- Collect data on schools and technical colleges' physical infrastructure and produce a report on the conditions of schools and availability of basic resources and develop infrastructure planning tools
- Develop GIS mapping capacity in education departments
- Develop part one of Further Education and Training Management Information Systems (FETMIS) and implement at the FET colleges
- Improve management of data collection and quality of data by developing minimum standards and guidelines
- Develop effective methods for the integration of key data sets at provincial level that will empower cost-efficient decision-making, and train provincial EMIS units to maintain and support this integration
- Improve the national EMIS capacity through a capacity building and training programme

- Produce statistical publications and other reports and develop a web page for the dissemination of statistical information
- Develop an electronic data capturing system in order to improve timeliness, quality and data management
- Facilitate and support reporting of statistical information by higher education institutions
- Co-ordinate and manage the annual surveys for schools and develop new education management information systems to support planning and monitoring and evaluation of policies.

Progress

The Minister officially released the findings of the SRN 2000 survey in November 2001. The information has been widely disseminated and has proven to be very useful in planning physical infrastructure provision and in developing capital development plans. Provincial EMIS and Physical Planning officials were trained on how to collect geographic co-ordinates as part of the SRN 2000 update and the GPS instruments are to be transferred to provinces.

Part one of Further Education and Training Management Information System (FETMIS), which is a data extraction tool referred to as FETPACK 1, was developed and implemented in all FET colleges at the end of 2001. Advocacy meetings were conducted in all provinces. Training for both college users of the system and provincial EMIS and FETMIS co-ordinators was conducted in all provinces in 2001 and the first part of 2002.

A review of best international practices was conducted and documented. A report that assesses the current EMIS situation was produced and presented to HEDCOM at the end of 2001. A draft Education Information Policy was developed and presented to the main role players and users of education information at a national workshop in October 2001.

A national audit on existing capacity/skills of EMIS units was conducted. Provincial and national officials working in EMIS units were trained on statistical data analysis, and in using information to analyse and interpret the impact of policy.



A second statistical publication - Education at Glance in 2000 was published in February 2002. It contains more information covering the entire education system. Basic education information such as school addresses tables on learner numbers and the statistical publication was placed on the web page.

The Human Sciences Research Council (HSRC)/Praxis has been contracted to manage and maintain Higher Education Management Information System (HEMIS) and provide support to higher education institutions.



The 2000 and 2001 annual survey data from all provinces has been collected and cleaned.

The Annual School Survey Form and capture software for the 2002 survey was revised and implemented in the provinces.

The 2002 ABET annual survey form was re-designed and printed for data collection.

Directorate: Policy Support

Introduction

The Directorate provides a support service to the Planning and Monitoring Branch of the Department of Education. The Directorate identified the following objectives for the year under review:

- Research and analysis of the conditions and resources in the education system
- Provide indicative planning for the development of the education sector for medium to long term planning
- Advocacy of the priorities and appropriate investment levels for education as a key determinant of economic and social welfare.

Progress

Achievements of the Policy Support Directorate in 2001 included:

- Finalizing specifications for the development of population projections for use in generating education input projections including teachers and learner enrolment,
- Securing the participation of Statistics (South Africa) and planners in the National Treasury, Departments of Health, Social Development and research organizations in an expert reference group to guide the development of the projections, and
- Providing substantive planning support to the HIV/AIDS unit in the Department of Education including the preparation of inputs into the MTEF HIV/AIDS strategic plan and consultations on developing planning tools for school and district managers.



The Directorate participates in SADC Human resource Development Education Policy Support Initiative, the Organisation of African Unity (OAU) Decade for Education in Africa and the Education for All meetings.

HIV/AIDS AND HUMAN RESOURCES PLANNING AND DEVELOPMENT SUPPORT

The aim of the Chief Directorate is to develop policies for the provision, utilisation, employment and management of labour relations of educators and the development of national HR policy.

Directorate: Human Resources Planning

The Directorate is responsible for monitoring government's interventions that are aimed at developing human resources in South Africa. The following strategic objectives were identified:

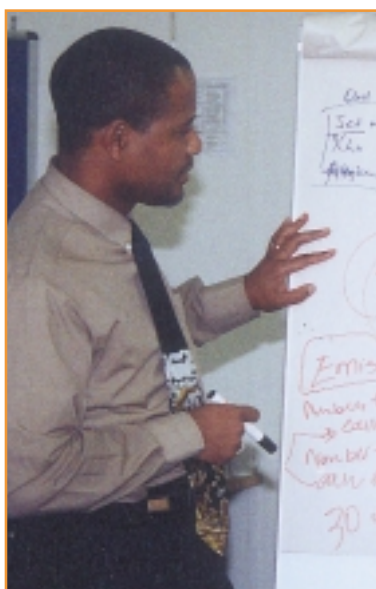
- Building consensus around the strategy
- Improving Public Service Delivery
- Scarce skills

- SMME promotion
- Learnerships
- ABET and Literacy
- Early Childhood Development
- Innovation, Research and Development.

Progress

Achievements of the Human Resource Planning Directorate in 2001 include:

- Ensuring consistent representation of the Department of Education in the Human Resource Development Co-ordinating Committee (HRD CC), established by the Ministers of Education and Labour to monitor the progress of the HRD Strategy for South Africa. Co-ordination of the work that different government departments are doing has improved through the work of the HRD CC.
- There has been consistent briefing of Cabinet, through the Ministers of Education and Labour, on the progress that government departments are making towards the attainment of human development goals.



The achievements of government regarding the HRD Strategy include:

- Nationally, an achievement of a Gross Enrolment Ratio (GER) of 99%, which indicates that at least 99% of children of school-going age in the population are in primary schools.
- Employer commitment in human resource development has improved significantly. Overall 87% of the funds collected through the Skills Development levy are either allocated or committed to skills development and there has been a significant increase in the number of learners registered in learnerships. One of the priorities of the HRD Strategy for 2001/2 was to reach 3000 learners in learnerships by the end of March 2002. However, the Ministers of Education and Labour reported that learners enrolled had reached 7700.

- In addressing the problem of scarce skills, a total of R39 million is being allocated from the National Skills Fund to a bursary scheme, of which R22 million is allocated for under-graduate studies and R17 million to post-graduate studies. The annual targets for 2001/2 (1000 bursaries) and 2002/3 (additional 500 bursaries) will therefore be delivered together in 2002/3. In addition, the Immigration Act and steps by the Minister of Education to introduce programme funding to favour certain areas of specialization will also contribute towards addressing skills shortages.
- The Department of Public Service Administration launched a Human Resource Development Strategy for the Public Servants. The Strategy is aimed at improving public service delivery through building the capacity of public service officials.

Directorate: Development Support

The Directorate is responsible for the sound management of all projects in the General and Further Education and Training bands funded from conditional and donor grants. The following strategic objectives were identified:

- Facilitate and support the development, co-ordination, monitoring and evaluation of projects funded through donor funding and conditional grants at provincial and national level.
- Provide the professional, technical and administrative inputs and support required by Senior Management, the Budget Review Advisory Committee, the Council of Education Ministers and the Heads of Education Departments Committee
- Meet according to the agreed schedule and achieve outcomes required by the National Education Policy Act, (No. 27 1996).



Progress

The framework used to inform the development of business plans was approved. Based on this framework, provinces were supported in developing business plans for the next financial year and approval was granted. Provinces were also supported in compiling implementation plans. Progress on imple-

mentation was monitored through the analysis of submitted progress reports. All inter-provincial meetings and workshops were held according to schedule. Projects that were supported are the following:

- Netherlands Sectoral Budget Support
- CENESA
- EU Technical Support to the Department of Education
- Scope
- System.

All meetings of Senior Management, the Budget Review Advisory Committee, Council of Education Ministers and the Heads of Education Departments Committee were held according to schedule and documentation was sent to members at least 7 days before the meeting. The Directorate continued to represent the Department at all meetings initiated by the Department of Health as the lead department regarding the Primary School Nutrition Programme.



Conditional Grants

A Conditional Grant for improved management and education quality in the provincial education system was established in 1999. Provincial education departments identified projects to be funded through this Conditional Grant based on the framework of priorities established by the Minister of Education, after consultation with the

MECs. The total allocation for the year under review is R213 million and the level of expenditure on this allocation is 75.76%. The relative share per province was determined using the Education Component of the Equitable Shares Formula. In comparison to previous years, there is an improvement in terms of spending and is as a result of the improved systems of management, planning and monitoring that were introduced. The priority areas for this grant were linked to Tirisano and included the following:

- Systemic Evaluation
- Teacher training programme for Revised Curriculum framework

- General Education and Training Curriculum
- Education Management and Governance Directorate (EMGD)
- Focus Schools
- Education Management Information System (EMIS)
- Matric Improvement Project
- Quality Assurance
- School Safety
- Special Subject Kits
- Farm Schools.

Directorate: Labour Relations Management

Introduction



The Directorate is responsible for the management of the labour relations of the Department. The following strategic objectives were identified:

- Representing the Department in the Education Labour Relations Council (ELRC)
- Representing the Department in the Public Service Commission Bargaining Chamber (PSCBC)
- Training all school principals on Disciplinary Procedures.

Progress

The Department has successfully implemented the following ELRC resolutions:

- (ELRC Resolution No. 2) pertaining to the procedure for the absorption of educators declared additional to the establishment and the process for rationalisation and redeployment of educators.
- (ELRC Resolution No. 4 of 2001) pertaining to the permanent appointment of under-qualified educators.
- (ELRC Resolution No. 7 of 2001) pertaining to the new leave measures for educators.
- (ELRC Resolution No. 8 of 2001) pertaining to the payment of an acting allowance to an educator acting in a higher vacant and funded post.

A few minor additions were made to PSCBC Resolution No.7 of 2000 (Improvements in the conditions of service of public service employees for 2000/2001 year). PSCBC Resolution No. 5 of 2001 specifically tasked Sectors to urgently convene sectoral job summits flowing from the Presidential Jobs Summit. The purpose of the summits would be to deliberate and agree on all matters related to the role, the size and the future of the public service. This process has already commenced in the Education Sector (ELRC).

A policy on HIV/AIDS for the Public Service and an HIV/AIDS Training Framework (PSCBC Resolution No. 8 of 2001) was successfully developed.

The agreement on Improvement in conditions of service of public service employees for the period 20001/2002, 2002/2003 and 2003/2004 and other matters of mutual interest provided for:

- Multi-term wage increases
- Pay Progression to be implemented by 01 July 2002
- Acting Allowance
- Restructuring and Transformation of the Public Service.



Provincial labour relations officials conducted a training programme on Disciplinary Procedures in Education for all school principals. A sum of R771 920 from the ELRC Research and Development Fund was utilised for this purpose.

Directorate: Educator Provisioning And Employment Conditions

Introduction

The Directorate is responsible for the post provisioning and employment conditions of educators. The following strategic objectives were identified:

- Revise and test a Post Provisioning Model
- Develop and negotiate a post and salary structure that provides for four career paths, salary progression and other aspects that need to be addressed

- Agree on new leave measures that are fair to educators and conducive to the delivery of quality education and provision for the overtime remuneration of educators who perform child care duties during periods of leave at institutions responsible for learners with behaviour disorders
- Develop post provisioning norms/guidelines for non-educators
- Determine measures according to which education institutions are re-graded and what the position of a principal of such a re-graded institution should be
- Agree on amendments to the current measures regarding the appointment of examiners in order to provide for the inclusion of educators involved in a subject but not necessarily teaching it and to extend the panels responsible for the setting of papers at national level.



Progress

During the year under review, the revised principles of the post provision model were approved. The revised model was tested in provinces and the norms were adjusted. A computer programme was developed and installed in all provinces to support implementation.

A revised post and salary system has also been developed and the system is ready for implementation as soon as a framework agreement has been reached in the PSCBC.

The employer and employee parties signed ELRC Resolution No. 7 of 2001 pertaining to the new leave measures for educators. The resolution is being implemented in the provinces.

Draft norms for post provisioning of non-educators were developed and are being tested in the provinces in terms of affordability.

The employer and employee parties signed Resolution No. 3 of 2001 on 6 July 2001. This resolution enforced the re-grading of institutions in the provinces and the protection of principals affected by the process.

The employer and employee parties signed Resolution No. 6 of 2001 to agree

on amendments to the current measures regarding the appointment of examiners.

Directorate: Legislation and Legal Services

This Directorate's brief is to draft new legislation, amend existing legislation, draft regulations and notices. It advises the Minister and the Department on the implementation of Acts of Parliament, Regulations and Notices.

It provides professional legal advice to the Minister, Director-General, all branches of the Department of Education, the Education Labour Relations Council (ELRC), the South African Council for Educators (SACE) and in certain circumstances to the provincial departments of education. It also advises the Minister of Department on the implementation of International Conventions such as the Rights of Children and Against Abuse of Women.



On the drafting of legislation and tabling of Bills in Parliament, the Directorate functions in collaboration with the State Law Advisers. In cases of litigation against the Minister or the Department, the Directorate deals with cases in conjunction with the office of the State Attorney.

The Directorate investigates alleged acts of misconduct allegedly committed by employees of the Department. It also holds consultations with prospective witnesses to alleged acts of misconduct and prepares evidence for disciplinary hearings.

Briefing of Portfolio Committee on Bills

The Parliamentary Portfolio Committee was briefed on the Education Laws Amendment Bill, 2001, the General and Further Education and Training Quality Assurance Bill, 2001 and the Higher Education Amendment Bill, 2001.

Agreements / Contracts

The directorate has so far scrutinized and provided legal advice on 22 Agreements between the Department and other state departments as well as

national and international organisations. Examples of international agreements are that of the Oprah Winfrey Foundation and the Carnegie Corporation and SITA Court Cases.

The Directorate keeps a record of all pending and finalized cases against the Minister and the Department, which is updated on monthly basis. On 31 March 2002, there were 24 pending cases and 12 cases were finalised by either being decided or settled. In most of the cases the Minister is wrongly cited as a defendant instead of the HOD or the MEC of a province. In this regard, the State Attorneys are briefed and instructions are provided to them pertaining to the Department's position and the appointment of counsel to represent the Minister or Department. The Minister is also informed of all the outcomes by way of submissions.

Two important cases, which were decided in 2001, are, The Minister of Education v Doreen Harris, which was heard before the Constitutional Court and concerned the admission policy to independent schools, and SADTU v the Minister of Education, which was heard before the Labour Court and concerned the Minister's power to make regulations regarding the role of managers before and during strike action.



HEDCOM Legal Subcommittee

A Legal Sub Committee consisting of one Legal Administration Officer from each PED and officers of the Directorate: Legislation and Legal Services was set to address legal matters pertaining at a national and provincial level.

The brief of the subcommittee is to:

- a) Promote uniformity regarding the legal activities of the legal services of departments.
- b) Develop a co-ordinated approach towards court cases against departments of education; and
- c) Arrange workshops to deal with pieces of education legislation.

2.2.4.1 CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND NATIONAL AND PROVINCIAL CO-OPERATIVE GOVERNANCE

The aim of this Chief Directorate is to effectively co-ordinate and promote national, international and provincial relations in education.

Directorate: International Relations

The Directorate is responsible for facilitating the establishment and maintenance of international relations with foreign countries and development agencies in order to align their assistance with the priorities of the Department in reaching the Tirisano goals. The following strategic objectives were identified:

- Engagement with donor countries and/with their donor agencies in the area of Development Co-operation
- Engagement in the area of Multilateral Co-operation with agencies such as UNESCO, UNICEF, SADC, OAU and ADEA
- Engagement with countries in the area of Bilateral Co-operation, under which the Binational and Joint Commissions with countries result.

Progress

The District Development Support Programme funded by USAID was implemented in the four focus provinces, namely, Eastern Cape, KwaZulu-Natal, Northern Cape and Limpopo. The programme included the provision of box libraries to schools in rural areas, the reconstruction of 30 flood-damaged schools in Limpopo, supporting ABET and the Historically Disadvantaged Higher Education Institutions as well as Further Education and Training.

The following agreements were signed:

- Letters of Exchange between the United Kingdom of Great Britain and Northern Ireland and the Republic of South Africa on Support to the Eastern Cape Provincial, District and School development Programme: The British Government is providing financial support to develop an effective, efficient and affordable decentralised education system in the Eastern Cape aimed at improving the learning achievements significantly.



- Agreement between the Italian Republic and South Africa concerning the National Students Financial Aid Scheme. The Italian Government made available 4 billion Italian Lira over two years.
- Agreement between Denmark and South Africa on Financial Assistance to the Project: KwaZulu-Natal Literacy Initiative. The Danish Government made available DKK 4,9 million.
- Agreement between the Canadian International Development Agency (CIDA) and the Department on the South Africa Teacher Development Programme (SATDP).

At the end of February 2002 the Department of Education in collaboration with the Department of Arts, Culture, Science and Technology, hosted the launch of the SADC Technical Committee for Higher Education, Science Technology and Research Development at Technikon Witwatersrand.

The Department is participating in the efforts of the SADC Education Policy Support Initiative to improve regional capacity among its member states in education development, planning and management.

The Department participated in the Swedish/South Africa Binational Commission which met in Pretoria in October. The Department also participated in the first Joint Commission between South Africa and Cuba in November 2001, where an agreement to recruit Cuban tutors for the upgrading of Science and Mathematics teachers was well received and supported. Solar powered audio-visual equipment donated by the people of Cuba were installed in five schools in the Limpopo Province in February 2001.



In March 2002, the South Africa / Nigeria Binational Commission was held in South Africa. Nigeria presented South Africa with a list of institutions and their key focus areas with a view to consolidating inter-institutional programmes of common research and study.

One educator and two learners from the Eastern Cape attended the US Space Camp in Huntsville, USA in July/ August 2001 funded under the SA - US

Binational Commission (BNC) Exchange Fund.

The Directorate is participating in the efforts of the SADC Education Policy Support Initiative to improve regional capacity among its member states in education development, planning and management. The University of the Witwatersrand has been identified as a centre of specialisation for this initiative.



The SADC intra-regional skills development workshop was held in November 2001 in Pretoria.

The Directorate co-ordinated the SADC HRD Secondary Schools Annual Essay competition.

During the first quarter of 2002, the Directorate was represented on the Africa Day Commemoration Committee that was charged with organising the celebration of Africa Day for 2002.

QUALITY ASSURANCE

Introduction

The Quality Assurance Chief Directorate is responsible for two distinct but interrelated initiatives, namely, Systemic Evaluation and Whole-School Evaluation. The objectives and achievements of this component are reflected in the following reports.

SYSTEMIC EVALUATION

The main focus is to conduct Systemic Evaluation (SE) at Grade 3 level for both mainstream and Inclusive Education components and to report on the findings.

The following strategic objective was identified:

- Evaluate the performance of the education system with respect to the attainment of learning outcomes at the Grade 3 level against the backdrop

of the conditions of teaching and learning in order to inform interventions that will improve the quality of education.

Progress

Instruments were refined, finalised, produced, and printed in all the 11 official languages. Capacity-building for data collection was done through training workshops for main studies from 25 July to 17 August 2001 (514 provincial and district officials) and from 22 to 24 January 2002 (53 educators and 12 provincial officials). The Framework for Systemic Evaluation was reviewed in August 2001 and revised (work in progress). An SE Colloquium was held to critique the technical reports and stimulate discussion and debate on a Systemic Evaluation model, process and instruments on 23 to 25 April 2001 and the colloquium report was produced on 11 May 2001. Instruments (learner tasks and questionnaires) were field-tested to ensure their validity and reliability from 19 - 22 June 2001.

Data for the mainstream was collected from 10 September to 05 October 2001, and for IE from 5 - 7 February 2002. Training and data coding and scoring was done from 18 - 28 November 2001. Data capturing and cleaning were done from December 2001 to mid-February 2002 and data analyses were done and draft reports were produced from January to March 2002. Draft reports were presented to NQACC meetings of 19 - 20 March 2002.

WHOLE-SCHOOL EVALUATION (WSE)

The component is responsible for material development, capacity building and alignment of national and provincial implementation plans for the WSE system. The following strategic objective was identified:

- Develop and maintain successful implementation of educational monitoring and evaluation mechanisms for tracking the performance of the school system and report progress against the nine cross-organisational aspects identified as key characteristics of effective schools.



Progress

WSE was officially pronounced Policy on 26 July 2001 by means of Government Gazette Vol. 433, No. 22512. A strategic planning meeting with the provinces was held to align the WSE implementation plans. In order to facilitate implementation, WSE instruments, guidelines and criteria documents were refined and made available for ratification by NQACC. To support the training and to popularise the policy, the advocacy and school self-evaluation material was distributed in all provinces.



Consultative meetings with individual provinces were held between over a period of two months to assess the state of readiness in implementing the WSE Policy. A training programme on the WSE Policy Framework was developed and 33 Core Group members from provinces were trained to facilitate training in 8 modules.

Conclusion

The Annual Report for 2001/2 indicates significant progress in the achievements of the priorities of the Department of Education as set out in Tirisano and in the achievements of the Constitutional obligations for the provision of basic and further education.

However, a number of challenges still remain.

Firstly, the racism and inequities of our past remain deep in people minds and that of the educational institutions. Whilst there is a need to celebrate the miracles of reconciliation that characterised the close of the century, the fight against racism – intellectual as well as structural- must continue. There is a need to build a sense of history and to develop local languages and multi-lingualism, in order to reclaim the identity and create a social context for celebrating the values enshrined in the Constitution. This challenge is complex and it shapes and is shaped by education.

Secondly, poverty continues to trap many of our people. The challenge for education in breaking the cycle of poverty cannot be over-emphasised.

Building an education and training system for the 21st century should have, at its centre, an understanding of the relationship between poverty and educational outcomes. The challenge for education is to continue to understand and address the specific contexts of rural and urban poverty and to deal with them decisively.

Thirdly, HIV/AIDS continues to pose a major challenge to the education system and requires much more urgent interventions that will counteract the scourge of AIDS.

Fourthly, skills development is another area that requires urgent attention. There is an imperative to increase skills to improve productivity and to facilitate employability. This implies the intensification of the implementation of the Further Education and Training programmes.

Lastly, effective education requires a dedicated professional community of educators. This entails a re-conception of what it means to be an educator and massive investments in teacher development to deal with the vast numbers of unqualified and under qualified teachers. This has become more urgent with the implementation of the revised National Curriculum Statements Grade 1-R (Schools) and the phasing in of Outcomes Based Education in FET.

‘Within this complex of activity, the ultimate goal must remain in focus ensuring that South Africans have the knowledge, values and skills required to facilitate social and professional development.’ (Minister of Education, Prof. A.K. Asmal, 2001)



Part Three: Statutory Bodies and Legislative Mandate



DEPARTMENT OF EDUCATION

3.1 Education Statutory Bodies

Council on Higher Education (CHE)

See CHE Annual Report.

South African Qualifications Authority (SAQA)



Highlights of 2001/02

The framework for a national quality assurance system was established with the accreditation of 31 Education and Training Quality Assurance bodies. The accreditation process included the Council for Higher Education as well as the 25 Sector Education and Training Authorities.

There are 6 808 existing qualifications registered on the National Qualifications Framework. During the period under review a further 137 new qualifications were developed, of which 103 support learnerships.

Another area in which SAQA focused its attention was the development of standards that will enhance the effectiveness of small, medium and micro enterprises.

In July 2001 the Ministers of Education and Labour instituted a review of the implementation of the National Qualifications Framework. The aim of the study was to recommend ways in which the implementation of South Africa's National Qualifications Framework, established in terms of the SAQA Act of 1995, could be streamlined and accelerated. The Report of the Study Team was submitted to the two Ministries in February 2002. The recommendations of the Study Team are currently being considered by the two Ministries.

South African Certification Council (SAFCERT)

Highlights of 2001/02

The passage of the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001) was the crowning event of the year. The Act finally facilitated the transformation of SAFCERT from the mere guarantor of the norms and standards of the Senior Examination Certificate, to being a

quality assurance agency joining the fraternity of Education and Training Quality Assurors within the National Qualifications Framework. The newly established Council for Quality Assurance in General and Further Education and Training (or UMALUSI, as it will be known) will play a critical role in ensuring a high quality education and training system for all South Africans.

In another major shift, a break was made over the organisation's reliance on a single, fee-based income. For the first time SAFCERT was able to draw funding from donor agencies and use such finds strategically for the development of new programmes.



South African Council for Educators (SACE)

Highlights of 2001/02

SACE completed the process of registering 418 000 educators. In the process 51 teacher training institutions were visited.

SACE was involved in numerous professional development activities:

SACE partners the DoE and the Education Labour Relations Council to facilitate the upgrading of qualifications of under/unqualified educators. Presently approximately 10 000 educators benefit from programmes leading up to the National Professional Diploma in Education at a cost of approximately R100 million.

Approximately 1 000 educators benefited from Ethics and Values workshops and Ethical and Legal Training workshops.

A Handbook for the Code of Professional Ethics was produced.

SACE partnered UNICEF in a R 2 million campaign to address gender violence.

SACE was also involved in the National Teaching Awards, ETDP SETA structures, SAQA structures, SA Human Rights Commission, SA History Project, World Teachers' Day, Professional Development Portfolio, Values in Education Project, Safety in Schools, and HIV/AIDS programmes and campaigns.

In its disciplinary processes, the Legal Affairs Division processed 160 complaints.

National Board for Further Education and Training (NBFET)

Highlights of 2001/02

The main task of the NBFET is to advise the Minister of Education on matters related to Further Education and Training.

Significant progress was made in improving the ability of provincial departments of education to participate in the meetings and work of the Board.

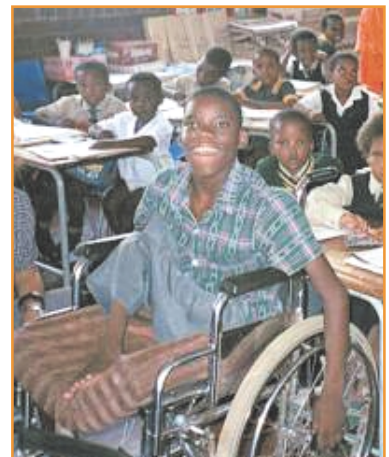
The Minister of Education's recommendation that the year 2003 be declared the Year of FET, presents a significant opportunity for the Board to promote FET through advocacy campaigns.

National Student Financial Aid Scheme (NSFAS)

One of the strategic goals of NSFAS is to provide access to higher education for economically needy but academically able South Africans. To this end the NSFAS embarked on a number of equity initiatives targeting rural students, disabled students and women students during the year under review. The Scheme also launched a national publicity campaign that included using radio and print media and the delivery of information brochures to all public schools with Grade 12 learners.

An amount of R761 million was made available to the Scheme for the 2001/02 awards. This resulted in an increase in awards from 83 251 in 2000/01 to 93 532 in 2001/02. The tracking of debtors through the South African Revenue Service has also resulted in significantly improved loan recovery. The recovery amount for the year under review was R112 360 201.

For further information on any of the Statutory Bodies please contact them directly to obtain a copy of their Annual Report 2001/02.





3.2 Legislative Mandates

Education policy is informed by the following legislation:

The National Education Policy Act, 1996 is designed to identify the policy, legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It established the CEM and HEDCOM as intergovernmental forums to collaborate in building the new system, and provides for the determination of national policies, in general, and further education and training for, among others, curriculum, assessment, language policy and quality assurance. The Act embodies the principle of co-operative governance, elaborated in Schedule 3 of the Constitution.

The South African Schools Act, 1996 promotes access, quality and democratic governance in the schooling system. It ensures that all learners have access to quality education without discrimination, and makes schooling compulsory for children aged 7 - 15 or learners reaching the ninth grade, whichever occurs first. It also provides for two types of schools - independent schools and public schools. The Act's provision for democratic school governance through school governing bodies is now in place in public schools country-wide. The school funding norms outlined in the Act prioritise redress and target poverty in funding allocations to the public schooling system.

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 developing a nationally-co-ordinated system, comprising the senior secondary component of schooling and technical colleges. It requires that further education and training institutions, created in terms of the new legislation, develop institutional plans, and provides for programme-based funding and a national curriculum for learning and teaching.

The Higher Education Act, 1997 makes provision for a unified and nationally planned system of higher education and creates a statutory Council on Higher Education (CHE), which provides advice to the Minister and is responsible for

quality assurance and promotion. The Higher Education Act, Education White Paper 3 on Higher Education (1997) and the National Plan for Higher Education form the basis for the transformation of the higher education sector. The Employment of Educators Act, 1998, regulates the professional, moral and ethical responsibilities and competencies of teachers. The historically divided teaching corps is now governed by one Act of Parliament and one professional council - the South African Council of Educators (SACE).



The Adult Basic Education and Training Act, 2000, provides for the establishment of public and private adult learning centres, funding for ABET provisioning, the governance of public centres, and quality assurance mechanisms for the sector.

The South African Qualifications Authority Act, 1995, provides for the creation of the National Qualifications Framework (NQF), which establishes the scaffolding of a national learning system that integrates education and training at all levels.

The South African Council for Educators Act, 2000, provides for the establishment of the Council to undertake the registration of educators, promote the professional development of educators and set, maintain and protect ethical and professional standards for educators.

Bills passed by Parliament

The following Bills were passed by Parliament and assented to by the President:

- Education Laws Amendment Bill, 2001 as Education Laws Amendment Act, 57 of 2001
- General and Further Education and Training Quality Assurance Bill, 2001 as General and Further Education and Training Quality Assurance Act No. 58 of 2001
- Higher Education Amendment Bill, 2001 as Higher Education Amendment Act, No. 23 of 2001



3.3 Statutory Bodies Contacts

Council of Education Ministers (CEM)

Chairperson: Professor Kader Asmal, MP, Minister of Education
Secretariat: Directorate: Strategic Planning, DoE

Tel: (012) 312 5193
Fax: (012) 321 2093
E-mail: Koyana, Nandipha@doe.gov.za

Sol Plaatje House 123 Schoeman Street Pretoria	Private Bag X895 Pretoria 0001
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Heads of Education Departments Committee (HEDCOM)

Chairperson: Mr T Mseleku, Director-General, Department of Education
Secretariat: Directorate: Strategic Planning

Tel: (012) 312 5402
Fax: (012) 321 2093
E-mail: Makhasa.C@doe.gov.za

Sol Plaatje House 123 Schoeman Street Pretoria	Private Bag X895 Pretoria 0001
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Council on Higher Education (CHE)

Chairperson: Professor W Nkuhlu
Executive Officer: Dr S Badat

Tel: (012) 392 9100
Fax: (012) 392 9110

Higher Education Quality Committee (HEQC)

HEQC fax: (012) 392 9120
HEQC Accreditation: (012) 392 9130
HEQC Auditing: (012) 392 9140
HEQC Quality Promotion: (012) 392 9150

Didacta Building 211 Skinner Street Pretoria 0002	P O Box 13354 The Tramshed 0126
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South African Qualifications Authority (SAQA)

Chairperson: Dr M Nkomo
Executive Officer: Mr S B A Isaacs

Tel: (012) 482 0800
Fax: (012) 482 0966
E-Mail: saqainfo@org.za
Website: www.saqi.org.za

659 Pienaar Street
(cnr. Waterkloof Road
Brooklyn
0181

Postnet Suite 248
Private Bag X06
Waterkloof
0145

South African Certification Council (SAFCERT)

Chairperson: Dr R Lubisi
Executive Officer: Dr P Lolwana

Tel: (012) 349 1510
Fax: (012) 349 1511
E-Mail: info@safcert.pwv.gov.za

Building A, The Woods
41 De Havilland Crescent
Perseus Technopark
Pretoria

P O Box 74299
Lynwood Ridge
0040

South African Council for Educators (SACE)

Chairperson: Mr Glenn Abrahams
Executive Officer: Mr Rej Brijraj

Tel: (012) 663 9517/8/9
Fax: (012) 663 9238
E-mail: sace@icon.co.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: Ms Cheryl Pearce
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
Executive Officer: Mr R Jackson

Tel: (021) 797 8121
Fax: (021) 797 8131
E-mail: info@nsfas.org.za
Website: www.nsfas.org.za

Private Bag X1
Plumstead
7801

Part Four: Human Resource Management



DEPARTMENT OF EDUCATION

Part 4: Human Resources

Introduction

According to Regulation III J3 of the Public Service Regulations each department is required to submit information on human resources to be published in their annual report.

The following tables are submitted to show the progress made by the DoE, on among others, the issue of affirmative action.

Targets as set out in the formula on representativity and gender have largely been met by the DoE especially with regard to management, gender and disability.

Although there are still shortcomings amongst middle management and lower level staff the DoE is in a process to address these matters and to ensure that the set targets are met.

If the overall staffing position in the DoE is however taken into account, the targets as set in the formula addressing representativity and gender, are met.

Voted Funds

Total amount appropriated for the financial year 2001/02	R8 208 861 000
Responsible Minister	Professor Kader Asmal
Accounting Officer	Mr TD Mseleku

Aim

The aim of the Department of Education is to develop, maintain and support a South African education and training system for the 21st century.

2 - Expenditure

Departments budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 2.1) and by salary level (Table 2.2). In particular, they provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary level within the Department.

TABLE 2.1 - Personnel costs by programme, 2001/ 02

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Administrative expenditure (R'000)	Professional and special services (R'000)	Personnel costs as a percent of total expenditure	Employee programme	Average personnel cost per employee (R'000)
1	55 819	26 996	15 490	8,800	48.36	235	115
2	13 647	8 459	1 646	2,585	61.98	47	180
3	133 727	13 398	11 484	13,893	10.02	70	191
4	85 213	46 050	10 165	7,309	54.04	196	235
5	7 543 343	5 593	2 843	1,022	0.07	32	175
6	272 028	9 714	18 602	27,266	3.57	47	207
TOTAL	8 103 777	110 210	60 230	60,875	1.35	627	176

TABLE 2.2 - Personnel costs by salary level, 2001/02

Salary levels	Personnel expenditure (R'000)	Employee programme	Average personnel cost per employee (R'000)
Salary levels 1-2	7 648	83	92
Salary levels 3-5	11 884	131	91
Salary levels 6-8	31 799	182	175
Salary levels 9-12	37 004	173	214
Senior Management Service	21 875	58	377
TOTAL	110 210	627	176

The following tables provide a summary by programme (Table 2.3) and salary level (Table 2.4), of expenditure incurred as a result of overtime, allowances and benefits. Benefits reflect the amount utilised for home-owner allowances, medical aid and pension. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

TABLE 2.3 - Overtime, allowances and benefits by programme, 2001/02

Programme	Overtime		Allowances		Benefits		Total personnel costs
	Amount (R'000)	% of personnel costs	Amount (R'000)	% of personnel costs	Amount (R'000)	% of personnel costs	
1	290	1.07	5 119	18.96	4 240	15.71	26 996
2		0.00	1 415	16.73	1 330	15.72	8 459
3	48	0.36	3 532	26.36	1 550	11.57	13 398
4	23	0.05	25 507	55.39	4 541	9.86	46 050
5		0.00	983	17.58	811	14.50	5 593
6	7	0.07	1 569	16.15	1 554	16.00	9 714
TOTAL	368	0.33	38 125	34.59	14 026	12.72	110 210

TABLE 2.4 - Overtime, allowances and benefits by salary level, 2001/02

Salary/levels	Overtime		Allowances		Benefits		Total personnel costs
	Amount (R'000)	% of personnel costs	Amount (R'000)	% of personnel costs	Amount (R'000)	% of personnel costs	
Salary levels 1-2	77	0.98	4 593	58.46	752	9.57	7 857
Salary levels 3-5	145	1.22	4 986	42.04	1 584	13.36	11 860
Salary levels 6-8	111	0.35	14 333	45.17	3 494	11.01	31 734
Salary levels 9-12	35	0.09	5 759	15.59	5 966	16.16	36 929
Salary levels 13-14 (professionals)	-	-	5 735	33.86	1 890	11.16	16 938
Senior Management Service	-	-	2 719	55.58	340	6.95	4 892
TOTAL	368	0.33	38 125	34.59	14 026	12.72	110 210

3 - Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies. The approved establishment is the number of posts that an executing authority has approved to carry out the core and support functions of the Department. The first table (table 3.1) provides an estimate of the size of the establishment over the MTEF period.

TABLE 3.1 - Approved establishment by programme

Programme	Approved establishment	
	1 April 2001	31 March 2002
	742	786
TOTAL	742	786

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment. This information is presented in terms of four key variables:- programme (Table 3.2), salary band (Table 3.3).

Departments have identified critical occupations that need to be monitored. Table 3.4 provides establishment and vacancy information for the key critical occupations of the Department.

In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

TABLE 3.2 - Employment and vacancies by programme, 31 March 2002

Programme	Establishment	Number of employees	Vacancy rate
	786	627	20,22 %
TOTAL	786	627	20,22 %

TABLE 3.3 - Employment and vacancies by salary band, 31 March 2002

Salary band	Establishment	Number of employees	Vacancy rate
Salary levels 1-2	62	59	4,83%
Salary levels 3-5	164	131	20,12%
Salary levels 6-8	209	187	10,52%
Salary levels 9-12	283	197	30,38%
Salary levels 13-14 (professionals)	63	48	23,80%
Senior Management Service	5	5	-
TOTAL	786	627	20,22 %

TABLE 3.4 - Employment and vacancies by critical occupation, March 2002

Critical occupations	Establishment	Number of employees	Vacancy rate
Educators	126	122	3,2 %
TOTAL	126	122	3,2 %

The information in each case reflects the situation as at 31 March 2002. For an indication of changes in staffing patterns over the year under review, please refer to section 5 of this report.

4 - Job Evaluation

The Public Service Regulations, 1999, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. This was complemented by a decision by the Minister for the Public Service and Administration that all SMS jobs must be evaluated before 31 December 2002.

The following table (Table 4.1) summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

TABLE 4.1 - Job evaluation, 1 April 2001 to 31 March 2002

	Establishment	Number of jobs evaluated
Salary levels 1-2	62	-
Salary levels 3-5	164	-
Salary levels 6-8	209	1
Salary levels 9-12	283	7
Salary levels 13-14 (professionals)	63	8
Senior Management Service	5	-
TOTAL	786	16

5 - Employment Changes

This section provides information on changes in employment over the financial year. Table 5.1 summarises appointments (including interdepartmental transfers to the Department), promotions and service terminations (including interdepartmental transfers from the Department) by race, gender and disability. In addition, the table provides an indication of the impact of these changes on the employment profile of the Department.

TABLE 5.1 - Appointments, promotions and terminations, 1 April 2001 to 31 March 2002

	Employees 1 April 2001	Appointments and transfers	Promotions	Terminations and transfers	Nett % change
African					
Male	149	29	7	12	11,40
Female	184	18	19	13	2,70
Asian					
Male	7	5	-	-	71,40
Female	8	2	-	-	25,00
Coloured					
Male	13	3	-	2	7,70
Female	7	1	1	-	14,20
White					
Male	59	2	2	2	-
Female	203	3	9	11	-3,90
Employees with a disability	9	-	-	1	-11,11
TOTAL	639	63	38	41	3,40

Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band (Table 5.2) and by critical occupation (Table 5.3).

TABLE 5.2 - Annual turnover rates by salary band

Salary Band	Appointments and transfers	Terminations and transfers	Turnover rate
Levels 1-2	1	10	-10,8 %
Levels 3-5	11	8	2,3 %
Levels 6-8	13	6	3,8 %
Levels 9-12	33	14	5,3 %
Levels 13-14 (professionals)	3	2	1,9 %
Senior Management Service	2	1	20,0 %
TOTAL	63	41	3,5 %

TABLE 5.3 - Annual turnover rates by critical occupation

Occupation	Appointments and transfers	Terminations and transfers	Turnover rate
Educators			
122	18	19	-0,8%
TOTALS 122	18	19	-0,8%

Table 5.4 identifies the major reasons why staff left the Department.

Table 5.4 - Reasons why staff are leaving the Department

Termination type	Number	Per 100 000 employees
Death	1	159,4
Resignation	23	3 668,2
Expiry of contract	8	1 275,9
Dismissal - operational changes	-	-
Dismissal - misconduct	1	159,4
Dismissal - inefficiency	-	-
Discharged due to ill health	1	159,4
Retirement	6	956,9
Other	1	159,4

6 - Affirmative Action

The Public Service Regulations require the development and implementation of an affirmative action programme that contain the following:

- Numeric and time-bound targets for achieving representativeness.
- Annual statistics on the appointment, training and promotion within each grade of each occupational category, of persons historically disadvantaged (PSR, III, D.2).

The following tables describe changes in the composition of the Department for employees below the level of SMS (Table 6.1), the Senior Management Service (Table 6.2), and other key target groups in terms of race, gender and disability.

TABLE 6.1 - Progress made with respect to affirmative action, 2001/02 [Employees at levels below the SMS]

	Act	Target set for 2002	Target set for 2003	Target set for 2004	Target set for 2005	Target set for 2012
African						
Male	150	212	162	174	186	265
Female	212	230	219	226	234	288
Asian						
Male	6	8	6	7	7	10
Female	9	9	9	10	10	11
Coloured						
Male	10	25	12	14	17	31
Female	7	27	9	12	15	34
White						
Male	42	30	41	41	40	37
Female	138	33	129	120	110	42
TOTAL	574	574	587	604	619	718

TABLE 6.2 - Progress made with respect to affirmative action, Senior Management Service, 2001/02

	Act	Target set for 2002	Target set for 2003	Target set for 2004	Target set for 2005	Target set for 2012
African						
Male	17	21	18	20	21	24
Female	13	23	14	15	17	28
Asian						
Male	5	1	5	4	4	1
Female	2	1	2	2	1	2
Coloured						
Male	2	2	2	2	3	2
Female	2	3	2	3	3	4
White						
Male	12	3	10	9	7	3
Female	4	3	4	3	3	4
TOTAL	57	57	57	58	59	68

- Explanatory note

The formula to address representativity and disability in the Public Service indicated that 50% of the management of a department should be black by 2004, that 30% of the management of a department should comprise of women by 2004 and that 2% of the staff establishment of a department should comprise of officials with a disability.

The DoE is currently staffed as follows:

Management (Black)	-	74%
Women in management	-	40%
Officials with a disability	-	2%

(For each target group, departments are required to complete the following table)

TABLE 6.3 - Progress made with respect to affirmative action, 2001/02

	Act	Target set for 2002	Target set for 2003	Target set for 2004	Target set for 2005	Target set for 2012
African						
Male	167	233	180	194	207	289
Female	225	253	233	241	251	316
Asian						
Male	11	9	11	11	11	11
Female	11	10	11	12	11	13
Coloured						
Male	12	27	14	61	20	33
Female	9	30	11	15	18	38
White						
Male	54	33	51	50	47	40
Female	142	36	133	123	113	46
TOTAL	631	631	644	662	678	786

7 - Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender and disability (Table 7.1), salary levels (Table 7.2) and critical occupations (Table 7.3).

TABLE 7.1 - Performance rewards by race, gender and disability, 1 April 2001 to 31 March 2002

	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Per capita cost (R'000)
African					
Male	15	163	9	94	6
Female	40	221	18	308	8
Asian					
Male	1	10	10	28	28
Female	3	11	27	36	12
Coloured					
Male	-	9	-	-	-
Female	-	8	-	-	-
White					
Male	19	56	34	266	14
Female	53	140	38	532	10
Employees with a disability	-	9	-	-	10
TOTAL	131	627	21	1 265	10

TABLE 7.2 - Performance rewards by salary level, 1 April 2001 to 31 March 2002

Salary level	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Per capita cost (R'000)
Levels 1-2	10	83	12	30	2
Levels 3-5	28	131	21	147	5
Levels 6-8	60	182	34	605	10
Levels 9-12	26	173	15	418	16
Professionals (13-16)	7	53	13	6	1
Senior Management Service	-	5	-	-	-
TOTAL	131	627	21	1 206	35

8 - Foreign Workers

The table below summarises the employment of foreign nationals in the Department in terms of salary level and by major occupation. The table also summarises changes in the total number of foreign workers in each salary band and by each major occupation.

TABLE 8.1 - Foreign workers, 1 April 2001 to 31 March 2002

BY GRADE (SALARY BAND)	1 April 2001		31 March 2002		Change	
	Number	% of total	Number	% of total	Number	% change
Salary levels 1-2						
Salary levels 3-5						
Salary levels 6-8						
Salary levels 9-12	1	50	1	50	-	-
Salary levels 13-14 (professionals)	1	50	1	50	-	-
Senior Management Service						
BY MAJOR OCCUPATION						
CES	1		1			
DIRECTOR	1		1			
TOTAL	2	100	2	100	-	-

9 - Sick Leave

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave (Table 9.1) and disability leave (Table 9.2). In both cases, the estimated cost of the leave is also provided.

TABLE 9.1 - Sick leave, 1 April 2001 to 31 March 2002

GRADE (SALARY BAND)	Total days taken (R'000)	Per cent certification	Number of employees using sick leave	% of total employees using sick leave	Average per employee	Estimated cost (R'000)
Levels 1-2	555	84	64	13	9	56
Levels 3-5	677	76	110	23	6	103
Levels 6-8	1 343	81	162	34	8	35
Levels 9-12	716	83	117	25	6	420
Levels 13-14	169	62	23	5	7	87
SMS	4	100	1	-	4	5
TOTAL	3 464	80	477	100	40	1 022

TABLE 9.2 - Disability leave (temporary and permanent), 1 April 2001 to 31 March 2002

GRADE (SALARY BAND)	Total days taken (R'000)	Per cent certification	Number of employees using disa- bility leave	% of total employees using disa- bility leave	Average per employee	Estimated cost (R'000)
Levels 1-2	-	-	-	-	-	-
Levels 3-5	26	100	1	25	26	4
Levels 6-8	85	100	1	25	85	19
Levels 9-12	55	100	2	50	28	24
Levels 13-14	-	-	-	-	-	-
SMS	-	-	-	-	-	-
TOTAL	166	100	4	100	139	47

Table 9.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

TABLE 9.3 - Annual leave, 1 April 2001 to 31 March 2002

GRADE (SALARY BAND)	Total days taken ('000)	Number of employees in grade	Average per employee
Levels 1-2	3 012	83	36
Levels 3-5	3 810	131	29
Levels 6-8	4 949	182	27
Levels 9-12	4 307	173	25
Levels 13-14	897	53	17
SMS	52	5	10
TOTAL	17 027	627	144

TABLE 9.4 - Leave payouts

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

REASON	Total amount (R'000)	Number of employees	Average per employee (R'000)
Non-utilisation of leave for current cycle	139	18	8
Leave accrued before 30 June 2001	- Auditing not finalised		
TOTAL	139	18	8

10 - Labour Relations

TABLE 10.1 Collective agreements, 1 April 2001 to 31 March 2002

Total collective agreements	None
-----------------------------	------

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

TABLE 10.2 - Misconduct and discipline

Outcomes of disciplinary hearings	Number	% of total
Verbal warning	4	25
Written warning	5	31
Final written warning	6	38
Not guilty	1	6
Case withdrawn	-	-
Dismissal	-	-
TOTAL	16	100

11 - Skills Development

This section highlights the efforts of the Department with regard to skills development. Table 11.1 summarises the development of skills by salary band, including costs incurred in skills development, while table 11.2 provides the same information in terms of race, gender and disability.

TABLE 11.1 - Skills development by salary band, 1 April 2001 to 31 March 2002

GRADE (SALARY BAND)	Internal training		External training		Expenditure	
	Training day equivalents	Average days per employee	Training day equivalents	Average days per employee	Total expenditure R	Average per employee R
Levels 1-2	50	0,85	188	3,19	106 180	1 800
Levels 3-5	113	0,86	61	0,47	25 368	194
Levels 6-8	114	0,61	19	0,10	16 196	87
Levels 9-12	115	0,58	112	0,57	79 316	403
Levels 13-14	-	-	-	-	-	-
SMS	26	5,20	22	4,40	30 124	6 025
TOTAL	418	0,67	402	0,64	257 274	410

TABLE 11.2 - Skills development by race, gender and disability, 1 April 2001 to 31 March 2002

GRADE (SALARY BAND)	Internal training		External training		Expenditure	
	Training day equivalents	Average days per employee	Training day equivalents	Average days per employee	Total expenditure R	Average per employee R
African						
Male	162	0,67	208	1,28	R78 020	R482
Female	221	0,79	169	0,76	R157 304	R712
Asian						
Male	10	0,20	-	-	R282	R28
Female	11	1,09	-	-	R488	R44
Coloured						
Male	12	0,42	1	0,08	R602	R50
Female	8	1,25	-	-	R146	R18
White						
Male	54	0,38	5	0,09	R4 264	R79
Female	140	0,56	19	0,14	R15 966	R114
Employees with a disability	9	0,55	-	-	R199	R22
TOTAL	627	0,66	402	0,64	R257 271	R410

The following table provides a summary of the various training areas where staff were provided with skills training.

TABLE 11.3 - Skills development by type of training, 1 April 2001 to 31 March 2002

Type of training	Training			Expenditure		
	Number of beneficiaries	Training day equivalents	Average days per person	% of total	Total expenditure R	Average per beneficiary R
Internal training	323	418	1,29	51	16 429	51
Formal training	39	53	1,36	6	29 073	745
Computer training	3	32	10,67	4	6 551	2 184
Management development	16	129	8,06	16	100 218	6 264
ABET	15	188	12,53	23	105 000	7 000
Other	-					
TOTAL	396	820	2,07	100	257 271	650

The following table summarises actual expenditure on training for the year under review. The table also provides a comparison with the initial estimate published in the Estimate of Expenditure.

TABLE 11.4 - Total expenditure on skills development by programme, 2001/02

Programme	Expenditure - 2001/02		
	Original estimate	Actual expenditure	Variance
	R518 664	R137 575	3,8
TOTAL	R518 664	R137 575	3,8

Finally, the following table summarises the bursaries granted to employees during the last financial year by salary level (Table 11.5) and race, gender and disability (Table 11.6).

TABLE 11.5 - Bursaries granted by salary level, 1 April 2001 to 31 March 2002

Salary level	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees in salary band	% of total in salary band	Cost R	Per capita cost R
Levels 1-2	1	59	1,69	3 150	3 150
Levels 3-5	9	131	6,87	43 770	4 863
Levels 6-8	11	187	5,88	43 708	3 973
Levels 9-12	3	197	1,52	16 575	5 525
Professionals (13-14)	-	48	-	-	-
Senior Management Service	-	5	-	-	-
TOTAL	24	627	3,83	107 203	4 467

TABLE 11.6 - Bursaries granted by race, gender and disability, 1 April 2001 to 31 March 2002

	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees in salary band	% of total in salary band	Cost R	Per capita cost R
African					
Male	6	162	3,70	22 238	3 706,33
Female	11	221	4,98	55 490	5 044,54
Asian					
Male	-	10	-	-	-
Female	1	11	9,09	4 110	4 110
Coloured					
Male	-	12	-	-	-
Female	-	8	-	-	-
White					
Male	-	54	-	-	-
Female	4	140	2,86	18 515	4 628,75
Employees with a disability	2	9	22,22	6 850	3 425,00
TOTAL	24	627	3,83	107 203	4 467

12 - Injury on Duty

The following tables provide basic information on injury on duty.

TABLE 12.1 - Injury on duty, 1 April 2001 to 31 March 2002

Nature of injury on duty	Number	% of total
Required basic medical attention only	5	0,8 %
Temporary total disablement	-	-
Permanent disablement	-	-
Fatal	-	-
TOTAL	5	0,8 %

Part Five: Finance



DEPARTMENT OF EDUCATION

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Audit Committee

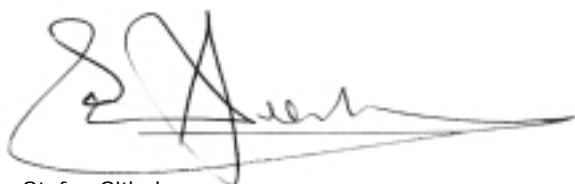
The Audit Committee consists of five members. The majority of the members including the Chairperson are non-executive. The members of the committee are:

▶ Mr S Sithole	-	Chairperson	(External member)
▶ Mr C S Khuzwayo	-	Committee member	(External member)
▶ Ms P Makhathini-Miles	-	Committee member	(External member)
▶ Mr P Benadè	-	Committee member	(Internal member)
▶ Ms C T Khoza	-	Committee member	(Internal member)

The authority and mandate of the Audit Committee, its duties and functions, its composition and its modus operandi are set out in a detailed charter.

The understaffing of the Internal Audit for most part of 2001/2002 financial year has affected the Audit Committee's effectiveness in monitoring the Internal Controls.

After evaluating the annual financial statements, the Audit Committee has recommended its approval by the Accounting Authority.



Stefan Sithole

CHAIRPERSON

Management Report for the year ended 31 March 2002

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

1. General review of the state of financial affairs

A budget of R8 208,861 million was originally voted for the Department for the 2001/02 financial year. Of this amount, sums of R7 081,606 million and R450 million were allocated to subsidise higher education institutions and the National Student Financial Aid Scheme (NSFAS) respectively. A rollover amount of R13,199 million was allocated to the Department, which increased the Department's budget to R8 222,060 million in the Adjustments Estimate.

Division of the allocation for 2001/02 in R'000:

	Original budget	Adjustments Estimate
Departmental operational costs	202 312	211 006
Subsidies to higher education institutions (HEI)	7 081 606	7 081 606
National Student Financial Aid Scheme	450 000	450 000
Subsidies to public entities in education	11 000	11 000
Conditional grants to provinces for:		
• Financial management and quality enhancement in education	213 000	213 000
• HIV/AIDS project	63 500	63 500
• Early Childhood Development	21 000	21 000
Funds earmarked for provincial education departments	9 243	12 888
Departmental earmarked funds	157 200	158 060
Total Allocation	8 208 861	8 222 060

The Department continued to manage conditional grants, earmarked funds and donor funds. Earmarked funds rolled over to the 2001/02 financial year for provincial education departments were as follows (in R'000):

Youth Colleges	1 882
National Schools Building Programme	1 763
Total	3 645

The Department received approximately R264 million in donations from foreign and local donors in the 2001/02 financial year.

Management Report for the year ended 31 March 2002

The total expenditure for the 2001/02 financial year amounted to R8 103,846 million. The surplus on the Vote for the 2001/02 financial year amounts to R118,214 million and is made up as follows in R'000:

Personnel expenditure	9 628
Departmental operational costs	2 315
Subsidies to higher education institutions	3 036
Earmarked funds:	
• Financial management and quality enhancement	20 301
• HIV/AIDS	4 125
• Early Childhood Development	8 763
• Thuba Makote Infrastructure project	47 086
• Poverty Relief Funds: Ikhwelo	19 202
Funds earmarked for provinces:	
• Youth and Community Colleges	2 953
• National Schools Building Programme	200
Conditional grants for provinces:	
• HIV/AIDS	605
Total surplus	118 214

The total expenditure of R8 103,846 million represents a spending rate of 98,56%.

All routine in-year management, monitoring and reporting was done accurately and records were maintained. The monthly cash flow monitoring enabled expenditure to be limited to the budget allocation and no excess expenditure occurred for the year.

2. Services rendered by the Department

- 2.1 The Department is mainly responsible for the formulation of national education policy and for monitoring implementation thereof. However, services were rendered on a national basis in terms of Technical College examinations and certificates. Furthermore, a service was rendered by the National Film Library to schools countrywide in lending videos, compact discs, computer programs and resource materials.

Management Report for the year ended 31 March 2002

2.2 Tariff policy

2.2.1 Tariffs for the services rendered by the National Technical examinations were as follows:

Entrance fee for examinations	Tariff
(a) Fields of study, such as the engineering field of study (N1 to N3), business field of study (N1 to N3), general field of study, National Senior Certificate (NSC) and the National Intermediate Certificate (NIC)	R15
(b) Higher than senior certificate	R25
(c) Exemption: Hair Salon Practice N1 to N3	R20
Application for remarking of examination scripts	
(a) Application for remarking of examination scripts for all standards and grades	R65
Application for certificates	
(a) For a certificate that a candidate complied with the minimum requirements to pass the point of withdrawal, or where the certificate was issued to replace previous certificates of subjects passed.	R7
Other	
(a) Re-issue of statement of symbols	R10
(b) Changes/ amendments to certificates (not issued by SAFCERT)	R7
(c) Transfer of examination entry	R15
(d) Exemption/recognition of subjects passed with other examining bodies	R15
(e) Postage:	
• Local and neighbouring countries	R15
• Other countries	R50
(f) Application for additional time and/or assistance	R40
(g) Viewing of scripts	R200
(h) Late entry/ amendments penalty	R7
(i) Syllabuses: only applicable to examining bodies which supplied syllabuses to other examining bodies or candidates	R0.20
(j) Re-checks	R10

Management Report for the year ended 31 March 2002

2.2.2 Tariffs for the services rendered by the Film Library for the lending of electronic media to its members were as follows:

Annual membership fees:

- | | | |
|-----|---|------|
| (a) | Membership A: For public institutions, public schools, public supported schools and private schools | R33 |
| (b) | Membership B: For private institutions | R270 |

Penalty fees

- (a) Although no fees were charged per electronic media item lent to members, a penalty was applied for the late return of media on loan.
- (b) The current penalty tariff was R1 per media item per day. In cases where the penalty amount exceeded the value [replacement value] of the applicable media item, the penalty was limited to that value.

Compensation for loss or damage of media items

For the replacement of media items, which were damaged, missing or stolen whilst in the care of members, the replacement value of the item plus a 10% handling fee was charged.

2.3 Free services

None

3. Under/ (over) spending

There is an under spending of R118,214 million in the Department.

The under spending per programme is as follows:

Programme	Under-expenditure	%
1. Administration	926	1.63%
2. Planning and Monitoring	54 911	80.09%
3. General Education	46 684	25.88%
4. Further Education and Training	8 214	8.79%
5. Higher Education	3 972	0.05%
6. Auxilliary and Associated Services	3 575	1.30%
Less: Authorised losses	(68)	0.00%
TOTAL	118 214	1.44%

Management Report for the year ended 31 March 2002

Programme 2: Planning and Monitoring

Under-expenditure is mainly due to:

- The restructuring of the Department and the delay in the filling of vacant posts, which influenced some of the activities within the Department.
- A delay in the tender processes followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process. The delay in awarding the tenders in the first phase of the programme will have a negative impact on the next two phases. According to the business plan, the first phase must be evaluated before the second phase can start. Therefore the remainder of the programme will be delayed.

Furthermore, the programme might differ from province to province, which implies that in some provinces the programme could be within the time frame while in other provinces not, due to the delay in site identification and tender allocations. Service delivery may therefore be affected in the completion of the project. Although service delivery already commenced, service delivery will also differ from province to province as some of the provinces are in the process of going out on tender and building will start soon, while other provinces are still in the beginning phase of identifying the sites.

Programme 3: General Education

Under-expenditure is mainly due to:

- The restructuring of the Department and the delay in the filling of vacant posts, which influenced some of the activities within the Department.
- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. The allocation for this project was to be used to buy equipment for ABET centres, the development of placement instruments for adult learners, the appointment of ten project co-ordinators and two hundred and forty adult educators, the training of adult educators in new learning areas, including SMME management and applied agriculture, and in assessment and monitoring and evaluation. Inadequate capacity delayed the implementation of this project.
- In order for the Early Childhood Development Project to commence, it was necessary to develop and obtain applicable and suitable educational kits, to provide learning sites and to appoint licensed Grade R practitioners.

Management Report for the year ended 31 March 2002

The tender for the training of practitioners and management structures and the advocacy campaign that was advertised in October 2001 was cancelled due to a lack of applications that meet the requirements. Three tenders for the supply, packaging and delivery of resource kits were advertised in January 2002 and no supplier could provide the kits according to the Departments' specifications.

- A delay in the provision of information from some provinces with regard to the Financial Management and Quality Enhancement project: Teacher Development: Maths and Science. This resulted in a delay of the registration of students at the relevant higher education institutions. The fact that registration with higher education institutions was mainly done during February and March delayed the process. Therefore, registration continued until April and training only commenced after registration and not in February or March as planned. However, there is no negative impact on the project, as training will still be completed as scheduled.

Programme 4: Further Education and Training

Under-expenditure is mainly due to:

- Fewer enrolments for the National Technical examinations than expected. A saving was realised as a result of a reduction in the number of marking centres, fewer question papers to be set and printed as a result of the phasing out of some instructional offerings. In addition the posting of the senior certificates together with the statement of symbols enhanced the service delivery of this function.
- A change in various levels of management in some provinces influenced the flow of activities within the Youth and Community Colleges project.
- Expenditure not claimed by provincial education departments for the functions of the National Film Library, which have been transferred to certain provinces as from July 2001. This had no impact on the service delivery of the Department.

An action taken was to send officials on training courses to improve the quality of their business plans. Donors financed consultants who then worked hand in hand with the provincial and national officials in developing business plans.

The responsibilities of the Department entail education policy making and monitoring of the implementation thereof. The Department was forced to increase its capacity to deal with the increased workload. A new structure was approved in February 2002 and additional posts were created and are in the process of being filled.

Management Report for the year ended 31 March 2002

4. Capacity constraints

The restructuring of the Department delayed the appointment of staff in some areas and influenced the implementation of some of the Department's programmes. Management development, especially in project planning and project management, has been identified as a human resource development need in the Department, that will further be addressed during the 2002/03 financial year.

5. Utilisation of donor funds

Please refer to the Statement of Foreign Aid Assistance received in the financial statements.

6. Public Entities

The following public entities report to the Minister of Education and submit their annual budgets and strategic plans to the Minister for approval in terms of the Public Finance Management Act.

6.1 Certification Council for Technikon Education (SERTEC)

SERTEC was established in terms of Section 2 of the Certification Council for Technikon Education Act No. 88 of 1986 as amended by Act No. 185 of 1993 to undertake responsibilities related to the awarding of technikon certificates. This public entity was self-funded and did not benefit from government transfers. Revenue comprised fees charged for issuing certificates and interest on investments. However, this Public Entity was abolished on 1 September 2001. The function is now performed by the CHE.

6.2 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, in particular the new funding arrangement, language policy and the appropriate shape and size of the higher education system. The CHE is also responsible for designing and implementing a system for quality assurance in higher education, as well as establishing the Higher Education Quality Committee. It promotes access of students to higher education, publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. An amount of R4,663 million was transferred to the CHE during 2001/02. Other revenue comprises donor funds received and interest on investments.

6.3 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 allocating loans and bursaries to eligible students, developing criteria and conditions for

Management Report for the year ended 31 March 2002

the granting of loans and bursaries to eligible students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid. An amount of R449,979 million was transferred to the NSFAS in 2001/02. Other revenue comprises donor funds received, money repayable on study loans and interest on investments.

6.4 South African Certification Council (SAFCERT)

SAFCERT was established in terms of the South African Certification Council Act No. 85 of 1986 as amended by the Education Laws Amendment Act No 48 of 1999. The Council is primarily responsible for issuing certificates to candidates who have successfully completed school or technical college education. It ensures that such certificates represent consistent standards of education and of examination. The public entity is self-funded and does not benefit from government subsidies or transfers. Revenue comprises fees charged for issuing certificates and interest on investments.

6.5 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 as its source of revenue, and interest on investments.

6.6 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 functions are to develop and implement the National Qualifications Framework, and to advise the Minister on matters affecting the registration of standards and qualifications. As part of its functions it will focus on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. An amount of R6 million was transferred to SAQA during 2001/02. Other revenue comprises donor funds received, fees charged for processing private higher education institutions' applications and interest on investments.

Management Report for the year ended 31 March 2002

7. Other organisations to whom transfer payments have been made

7.1 Higher education institutions

The main objective is to promote the planning, development, co-ordination and management of the higher education system through financial assistance rendered to higher education institutions by means of transfer payments to these institutions.

7.2 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 and to administer the money allocated by Parliament in terms of the Agreement. It is also providing educational and professional exchanges of South African students to the United States and of American students to South Africa.

7.3 SETA

In order to improve the level of skills development in South Africa, the Government passed two Acts namely: the Skills Development Act No. 97 of 1998 and the Skills Development Levies Act No. 9 of 1999. In terms of this legislation, the economy has been divided into sectors for the purpose of skills development and quality assurance. The national economic sectors are grouped into different SETAs. The SETA for education institutions is called the Education, Training and Development Practices (ETDP). The core function of the ETDP SETA is inter alia, to disburse levies, to develop the skills of workers at all levels in the sector, and to assist in formulating workplace skills plans for training and development.

7.4 Conditional grants to provincial education departments

Three conditional grants have been allocated to education to be transferred to provincial education departments, namely:

- Financial Management and Quality Enhancement in Education
- HIV/AIDS
- Early Childhood Development

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7.4.1 Financial Management and Quality Enhancement in Education

Province	Amount transferred in R'000
Eastern Cape	39 405
Free State	13 419
Gauteng	26 199
KwaZulu-Natal	47 073
Mpumalanga	15 549
Northern Cape	4 047
Limpopo Province	33 441
North West	17 040
Western Cape	16 827
Total	213 000

The purpose of this conditional grant is to support financial management and quality-enhancing initiatives in school education.

7.4.2 HIV/ AIDS

Province	Amount transferred in R'000
Eastern Cape	11 149
Free State	4 001
Gauteng	7 810
KwaZulu-Natal	14 033
Mpumalanga	4 636
Northern Cape	1 205
Limpopo Province	9 964
North West	5 080
Western Cape	5 017
Total	62 895

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The overall goal of the HIV/AIDS programme is to ensure access to an appropriate and effective integrated system of prevention as well as care and support for children infected and affected by HIV/AIDS. This programme is a joint effort between three departments namely, Health, Social Development and Education. Each Department received individual allocations for this grant. The Department of Education is responsible for the implementation of life skills programmes and HIV/AIDS education in primary and secondary schools.

The above amounts transferred to the provinces differ from the amounts published in the Division of Revenue Act, 2001 (DORA) because claims submitted by the Department to some of the provincial education departments (Eastern Cape R598 000, Northern Cape R2 000 and Limpopo Province R5 000) have not been settled. Failure of these provincial education departments to reflect these amounts as expenditure in respect of this conditional grant, compelled the Department to adjust its figures and to apply for an amount of R605 000 to be rolled over to the 2002/03 financial year. Approval has been granted by National Treasury for this amount to be rolled over and the transfers will be made to the provinces as soon as it have been gazetted by National Treasury.

7.4.3 Early Childhood Development (ECD)

Province	Amount transferred in R'000
Eastern Cape	3 885
Free State	1 323
Gauteng	2 583
KwaZulu-Natal	4 641
Mpumalanga	1 533
Northern Cape	399
Limpopo Province	3 297
North West	1 680
Western Cape	1 659
Total	21 000

The purpose of this programme is the further development and testing of systems and models of new policy implementation so that all children, and particularly the poor, have access to an accredited Reception Year programme. This programme is designed to extend ECD services to the poor through the provision of a quality Reception Year programme. The programme also researches the most effective means of delivering the reception year. It also promotes outcome based education and assessment in line with the National Qualifications Framework (NQF).

Management Report for the year ended 31 March 2002

The above transfers have been made into the accredited bank accounts, either of the province or the provincial education departments. Furthermore, no other transfers were made except in respect of allocations contemplated in Schedule 6 of DORA and as indicated in note 7 to the Financial Statements.

8. Public/ private partnerships (PPP)

The Department is currently entering into a PPP agreement for the building of new office accommodation for the Department. A contract will be signed in the 2002/03 financial year for the new building of the Department. The cost involved will initially be R38 million per annum, and increase annually according to the consumer price index (CPIX).

9. Corporate governance arrangements

9.1 Other Governance Structures

- Departmental Tender Committee

The Committee is responsible for the evaluation and awarding of tenders and ensures that tender processes are fair and comply with State Tender Board prescriptions. On 1 April 2001 a new committee was appointed on the level of Chief Directors. This Committee is chaired by the CFO of the Department, and advises the Accounting Officer on the awarding of tenders.

- Information Technology Committee (ITC)

The purpose of the ITC is to regulate the purchasing of computer equipment and software as well as labour saving devices within 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 need, quantity required, frequency of use, and potential impact on work in terms of work outcomes or cost advantage. The ITC meets on a monthly basis and is also chaired by the CFO of the Department.

- Performance Assessment Committee (PAC)

The Committee ensures that the personnel assessments that are presented before them for promotions and merit awards have been processed according to departmental policy and they meet the requirements as set out in the policy. This Committee also meets on a monthly basis.

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- Budget Review Advisory Committee (BRAC)

The BRAC has been established in the 1999/2000 financial year to advise on the allocation of departmental funds, conditional grants and donor funds according to the educational priorities for the particular financial year. From 1 April 2002 this Committee is also chaired by the CFO.

- The risk assessment and the Fraud Prevention Plan of the Department

The risk assessment exercise of the Department was completed during February 2002 and the Fraud Prevention Plan was revised and finalised in March 2002. Although the Fraud Prevention Plan was not in place in the Department during 2001/02, strict control measures are in place to manage all of the identified risks. The internal control measures that are in place in the Department are strictly adhered to and include measures such as the division of functions, strict controls over face value forms, safes, keys to safes and access to safes, remittance registers, expenditure vouchers, cashed cheques, the application of State Tender Board Regulations in the acquisition of goods and services, the application of the Personnel Regulations with the appointment of staff and other personnel activities.

- Internal Audit Unit

Although this Unit was understaffed for most of 2001/02, certain investigations were conducted and the function impacted on the control environment of the Department. The findings of special investigations were useful and led to improved control measures in cases where inadequate controls were identified. Regularity checks were also performed on a regular basis. Reports were submitted to the Audit Committee.

9.2 Management processes to minimise conflict of interest

Every employee who is doing work other than that employed for (other employment) has to obtain approval from the Director-General to do such work. This is to ensure that the extra work does not clash with their work responsibilities and that no departmental documents and facilities, such as computer equipment are used for such work. Information received through an official position may not be used to obtain outside work or allow outside organisations to have access to such information for their benefit. An official who is involved in outside work should inform the Department immediately of any legal action involving such work.

Senior Management Services (SMS) officials have to declare their interests and assets and sign performance contracts with the Director-General on an annual basis.

Management Report for the year ended 31 March 2002

All officials in the Department have to indicate and declare their involvement in committees, boards or organisations outside the workplace.

9.3 Implementation of a code of conduct

The code of conduct was developed by the Public Service Commission in order to promote a high standard of professional ethics in the public service. Management in the Department of Education ensures that all staff adhere to the code of conduct. Two codes of conduct are currently used in the Department, one for CS educators and one for public service staff. Both have been negotiated in the Public Service Coordinating Bargaining Council (PSCBC) and they have been distributed to every official in the Department.

Those who violate the code 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.

9.4 Safety, health and environmental issues facing the Department

A policy on safety and health in the workplace has been developed and negotiated with the labour unions. The policy is aimed at addressing safety, health and environmental issues facing the Department. It is also aimed at creating a conducive work environment for all staff in the Department.

10. Discontinued activities/ activities to be discontinued

10.1 Culture of Learning and Teaching in Schools (COLTS)

The work of the COLTS sub-directorate was completed and no new projects were identified. The sub-directorate was initially established for a period of three years to assist with the normalisation of education in schools. The sub-directorate later gained a permanent status. Since the projects allocated to the sub-directorate when it was created were completed, a decision was taken to abolish it.

10.2 National Centre for Curriculum Research & Development (NCCRD)

The project was discontinued due to the restructuring in the Department. There were insufficient funds and capacity to realise goals as set in the White Paper. The project can be outsourced when funds are available. The effect is that the Longitudinal Study on School Effectiveness is delayed.

Management Report for the year ended 31 March 2002

11. New/ proposed activities

11.1 History Project

The project came into being as it was felt that history was being neglected in the school curriculum and the role it could play in fostering awareness of identity and tolerance.

The main objectives of the history project are the following:

- to encourage the recording of unwritten histories through the oral tradition;
- to create forums which discuss the nature of history and history teaching in schools and devise strategies on how it can be improved and strengthened;
- to undertake studies and initiate activities that will strengthen history teaching in the context of the development of the National Curriculum Statement;
- to establish initiatives that will bring history researchers and scholars together to review, revise and (re) write history textbooks and;
- to initiate activities that will resurrect interest in the study of history by young people.

The financial implication of this activity for the 2002/03 financial year will be R1,4 million as an allocation from the Department. Further amounts of R4,140 million from Carnegie and a donation of R2 million from the ELRC have been allocated. The R4,140 million from Carnegie will be spread over a period of three years.

The following voted funds are allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	1 400	1 100	1 210

11.2 South African National Literacy Initiative (SANLI)

The objective of SANLI is to reach the majority of adults across South Africa who have had little or no formal education, and remain illiterate as a result. The Initiative seeks to accomplish this through:

- raising awareness regarding illiteracy in the country and dealing with it by instituting a national illiteracy campaign;
- encouraging illiterate and semi-literate adults to access literacy programmes, and providing support for them to move beyond literacy to other educational, social and economic opportunities;
- establishing or strengthening partnerships between the state, NGOs, business and other ABET stakeholders in each province to raise the status of ABET;
- fostering a spirit of volunteerism among the literate public to take up the challenge to educate those not literate;

Management Report for the year ended 31 March 2002

- leveraging resources through partnerships with stakeholders to expand the reach of literacy programmes;
- ensuring the availability of high quality learning support material, which are adapted for the local context of learners in different provinces, and different communities within provinces.

The financial implication of this activity for the 2002/03 financial year will be R2 million.

The following voted funds are allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	2 000	2 021	2 190

11.3 Race and Values in Education

The task of the new Directorate: Race and Values in Education is to secure commitment amongst educators and learners for the creation of a democratic, united, non-racial society in which human dignity is celebrated. This Directorate will work with stakeholders and all sectors that have an interest in ensuring that the goals articulated in human rights, anti-racism and moral regeneration strategies and resolutions, and the policies of the Department and the Constitution, are realised as well as the teaching and learning practices in our institutions of learning.

The following voted funds have been allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	2 530	2 648	2 818

11.4 School Enrichment Programme

The need for an enriching and fulfilling school experience was highlighted during the Values in Education Conference in February 2001. The School Enrichment Directorate has been identified to fulfill the need for attention to aspects of the school life that are not taken care of by policies such as the National Curriculum Statement. It is anticipated that the Directorate will ensure that creativity, sports, arts and drama play an important role in advancing youth development, social cohesion, moral regeneration and values awareness in South Africa. The staffing of this Directorate is made possible by the restructuring of existing capacity and units within the Department.

The following voted funds have been allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	1 604	2 192	1 871

Management Report for the year ended 31 March 2002

11.5 FET Assessment

The Further Education and Training Certificate (FETC) is a qualification at Level 4 on the NQF. The component: National Examinations and Assessment is:

- responsible for all assessment processes regarding FET college assessment. This includes appointment of examiners, setting, printing and distribution of question papers, marking of scripts and the resulting process. This is done for 5 examinations annually.
- involved in the development and implementation of assessment policy with regard to the Senior Certificate (at schools) as well as the monitoring of the implementation and reporting of such policy.
- also involved in Senior Certificate Examinations (SCE) to contribute to the establishment of a common standard in the SCE in all nine provinces by setting national examinations in five subjects. Examiner and moderator panels are appointed by the function to set the national question papers in five subjects. As from 2003 there will be national question papers for six subjects.
- also involved in the investigation into and implementation of a single examining system for the RSA.

The following voted funds have been allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	2 902	3 090	3 304

11.6 GET Assessment

The General Education and Training Certificate (GETC) is a qualification at Level 1 of the NQF. The component: National Examinations and Assessment is involved in assessment in two broad sectors of the GET: Adult Basic Education and Training (ABET) and the exit level at Grade 9 in schools.

In the ABET Assessment, the component:

- coordinates and implements assessment policy on ABET.
- appoints panels of examiners and moderators to set and moderate question papers for candidates in the provinces.
- monitors the implementation of policy, writing of examinations, marking of scripts and prepares the national Report on ABET performance.

Grade 9 Assessment at schools (exit point)

- involvement in GETC assessment has been limited so far. Involvement will be determined by further policy developments.

Management Report for the year ended 31 March 2002

The following voted funds have been allocated to the project in R'000:

	2002/03	2003/04	2004/05
Total allocation	1 913	2 057	2 218

12. Events after the accounting date

None

13. Progress with financial management improvements

The Chief Financial Officer (CFO) of the Department was appointed on 1 January 2002. The level of the Head of the Internal Audit Component has been upgraded from deputy director to director and this post has been suitably filled as from 1 May 2002. The risk assessment of the Department has been compiled, but needs to be institutionalised. The Audit Committee noted the risk assessment and is awaiting the institutionalised plan that is being compiled. A draft fraud prevention plan has been compiled and is in the process of implementation. The composition of the Audit Committee is in accordance with the PFMA. The Audit Committee meets on a quarterly basis.

Approval

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



MR T D MSELEKU

DIRECTOR-GENERAL: EDUCATION

PRETORIA, 31 MAY 2002

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF

Department of Education - Vote 14
for the year ended 31 March 2002



1. AUDIT ASSIGNMENT

The financial statements as set out on pages 139 to 142, for the year ended 31 March 2002, 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 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995). 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.

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

3. QUALIFICATION

Loans and interest from higher education institutions

Various loans were made to eight higher education institutions during the 1960's and 1970's. The department could not provide evidence of the value of the loans made or the outstanding capital portions of these long-term loans as at year-end nor is it disclosed in the annual financial statements. The department has indicated that it is researching the origin and the documentation in which these long-term loans are currently recorded.

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF

Department of Education - Vote 14 for the year ended 31 March 2002

As disclosed in note 2.1 to the financial statements an amount of R 5 369 000 was received from eight higher education institutions which related to the interest on these long-term loans. I was not able to confirm that the interest and capital received from higher education institutions were valid, accurate or complete due to the fact that the contracts for these loan agreements were not available.

4. AUDIT OPINION

In my opinion, except for the effect on the financial statements of the matter referred to in paragraph 3, the financial statements fairly present, in all material respects, the financial position of the Department of Education at 31 March 2002 and the results of its operations and cash flows for the year then ended in accordance with prescribed accounting practice.

5. EMPHASIS OF MATTER

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

5.1 Matters not affecting the financial statements

5.1.1 General weakness in internal control

As disclosed in note 2 to the annual financial statements the department recovered R5 535 000. R5 410 000 of which related to recoveries from the Government Printers for duplicate payments made to them.

In addition other shortcomings in internal control were identified and reported in the management letter. In his response the accounting officer confirmed that the necessary corrective steps would be taken. These actions would be evaluated during the audit of the 2002-03 financial year.

5.1.2 Internal audit

With reference to paragraph 3.3 on page 81 of the previous report, the internal audit section still did not function properly and no reliance could be placed on the work performed by them. No fraud prevention plan was in place as required by section 3.2.2 of the Treasury Regulations issued in terms of the PFMA. Section 3.2.8 of the Treasury Regulations issued in terms of the PFMA, requires that the internal audit section should assess the operational procedures and monitoring mechanisms over all transfers made. This will include conditional grants. The internal audit section did not perform this duty.

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF

Department of Education - Vote 14 for the year ended 31 March 2002

5.1.3 Special audit investigation at six universities during the 1999-2000 financial year

With reference to paragraph 3.4 on page 81 of the previous report, it was mentioned that administrators were appointed at the universities of the North and Transkei to manage and govern the institutions and to help resolve problems. The administrator at the University of the North has managed to refocus the university on its core functions. However the situation at the University of Transkei is still critical and the university is currently trading on an overdraft of R 84 000 000 as at year-end. The Minister of Education has recently published his intention to create a viable higher education institution in Umtata that provides a technikon type programme by merging the Eastern Cape Technikon and the Border Technikon and phasing out the University of Transkei.

5.1.4 Conditional grants

In terms of section 38(i) of the PFMA, the accounting officer of the department must ensure that the provisions of the Division of Revenue Act, 2001 (Act No. 1 of 2001) (DoRA) are complied with when the transfer of funds takes place.

Although the department does have a framework in place to monitor the conditional grants transferred to the provinces in accordance with the DoRA, there are certain limitations in this monitoring framework which is as a result of amongst other the following:

- The late submission of the reports by the provincial departments to the national department which results in any corrective action being taken too late or in some cases not at all.
- The department was not in a position to properly evaluate the information submitted on the reports by the provincial departments and to identify any possible transgressions with the conditions attached to the grants. This is due to the fact that the monitoring process by the national department is limited to the information supplied by the provincial departments and that the national department has no insight into the actual financial records of the provinces.

Transgressions by the provincial departments have been summarised below.

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF

Department of Education - Vote 14 for the year ended 31 March 2002

National Department

- Funds were held back from Eastern Cape, Northern Cape and Northern Provinces without National Treasury being informed of this fact within seven (7) days of the grant being withheld.

Provincial Departments

- The Provincial departments in Gauteng, Kwa-Zulu Natal, Eastern Cape and North West Provinces did not submit all the required documentation and it was therefore not possible to verify in all cases the departments' compliance with the DoRA.

Report of the National Treasury to the Auditor-General in terms of section 20 of the 2001 Division of Revenue Act, 2001 (Act No. 1 of 2001)

The following are some of the key issues highlighted by the National Treasury in areas of non-compliance with the Division of Revenue Act by most departments which administer conditional grants:

- Funds were transferred to provinces as per payments schedules even where trends reflects very slow spending or even where there was no spending.
- Inconsistencies with regard to information supplied by provincial treasuries and national departments.
- National department withholding payments to some provinces to directly settle payments incurred by national department on behalf of the province.

6. GENERAL

This report does not include the audit findings at the Provincial Departments of Education, details of which appear in the individual reports of the provincial legislature.

7. APPRECIATION

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



S A Fakie

AUDITOR-GENERAL

Pretoria,

01/08/2002

Statement of Accounting Policies and Related Matters for the year ended 31 March 2002

The financial statements have been, unless otherwise indicated, prepared in accordance with the following policies, which have been applied consistently in all material respects. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999) and the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act, as well as the Division of Revenue Act, Act 1 of 2001.

1. Basis of preparation

The financial statements have been prepared on the cash basis of accounting except where stated otherwise. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid. This basis of accounting measures financial results for a period as the difference between cash receipts and cash payments.

2. Revenue

Voted funds are the amounts appropriated to the Department in accordance with the final budget known as the Adjustments Estimate. Interest received is recognised upon receipt of the funds, and no accrual is made for interest receivable from the last receipt date to the end of the reporting period. Unexpended voted funds are surrendered to the National Revenue Fund.

Dividends received are recognised as revenue in the financial statements of the Department, however, it is also recognised as an expense in the same year, as the dividends are paid over to the National Revenue Fund.

3. Expenditure

Capital and current expenditure is recognised in the income statement when the payment is made. Interest paid is also recognised when paid and no accrual for interest is made between the payment date and the reporting date.

4. Unauthorised, irregular, and fruitless and wasteful expenditure

Unauthorised expenditure means:

- 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.

Unauthorised expenditure is treated as a current asset in the balance sheet until such expenditure is recovered from a third party, authorised by Parliament, or funded from future voted funds.

Irregular expenditure means expenditure, other than unauthorised expenditure, incurred in contravention of or not in accordance with a requirement of any applicable legislation, including:

- the Public Finance Management Act , or
- the State Tender Board Act, or any regulations made in terms of this act.

Irregular expenditure is treated as expenditure in the income statement until such expenditure is either not condoned by National Treasury or the Tender Board, at which point it is treated as a current asset until it is recovered from a third party.

Fruitless and wasteful expenditure means expenditure that was made in vain and would have been avoided had reasonable care been exercised. Fruitless and wasteful expenditure is treated as a current asset in the balance sheet until such expenditure is recovered from a third party.

5. Debts written off

Debts are written off when identified as irrecoverable. No provision is made for irrecoverable amounts.

During the period under review, the Department has written off debts in the following categories:

- Debts older than three years (prescribed out of service debts)
- Debts untraceable and not economically viable to employ tracing agents.

6. Assets

Physical assets (fixed assets, moveable assets and inventories) are written off in full when they are paid for and are accounted for as expenditure in the income statement.

7. Receivables

Receivables are not normally recognised under the cash basis of accounting. However, receivables included in the balance sheet arise from cash payments that are recoverable from another party.

8. Payables

Payables are not normally recognised under the cash basis of accounting. However, payables included in the balance sheet arise from cash receipts that are due to either the National Revenue Fund or another party.

9. Provisions

Provisions are not normally recognised under the cash basis of accounting.

10. Lease commitments

Lease commitments for the period remaining from the accounting date until the end of the lease contract are disclosed as a note to the financial statements. These commitments are not recognised in the balance sheet as a liability or as expenditure in the income statement as the financial statements are prepared on the cash basis of accounting.

11. Subsequent payments

Payments made after the accounting date that relates to goods and services received before or on the accounting date are disclosed as a note to the financial statements. These payments are not recognised in the balance sheet as a liability or as expenditure in the income statement as the financial statements are prepared on the cash basis of accounting.

12. Employee benefits

Short-term employee benefits

The cost of short-term employee benefits is expensed in the income statement in the reporting period that the payment is made. Short-term employee benefits, that give rise to a present legal or constructive obligation, are deferred until they can be reliably measured and then expensed. Details of these benefits and the potential liabilities are disclosed as a note to the financial statements and are not recognised in the income statement.

Termination benefits

Termination benefits are recognised and expensed only when the payment is made.

Retirement benefits

The Department provides retirement benefits for its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contributions to the fund are expensed when money is paid to the fund.

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

Medical benefits

The Department provides medical benefits for certain of its employees through defined benefit plans. These benefits are funded by employer and/or employee contributions. Employer contributions to the fund are expensed when money is paid to the fund. No provision is made for medical benefits in the financial statements of the Department.

Retirement medical benefits for retired members are expensed when the payment is made to the fund.

13. Capitalisation reserve

The capitalisation reserve represents an amount equal to the value of the investments and/or loans capitalised, or deposits paid on behalf of employees of a foreign mission, for the first time in the previous financial year. On disposal, repayment or recovery, such amounts are transferable to the National Revenue Fund.

14. Recoverable revenue

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

15. Comparative figures

Where necessary, comparative figures have been adjusted to conform to changes in presentation in the current year. The comparative figures shown in these financial statements are limited to the figures shown in the previous year's audited financial statements and such other comparative figures that the Department may reasonably have available for reporting.

Department of Education - Vote 14

INCOME STATEMENT (STATEMENT OF FINANCIAL PERFORMANCE)

for the year ended 31 March 2002

REVENUE	Note	2001/02 (R'000)	2000/01 (R'000)
Voted Funds		8 222 060	7 678 394
Non Voted Funds		12 705	7 520
- Sales of goods and services	1	431	429
- Other receipts	2	12 274	7 091
Local and foreign aid assistance (including RDP funds)	3.1	59 001	64 152
TOTAL REVENUE		8 293 766	7 750 066
EXPENDITURE			
Personnel	4	110 210	94 710
Administrative		60 210	43 656
Inventories		16 999	19 710
Equipment	5	8 038	8 697
Professional and special services	6	60 875	58 030
Transfer payments	7	7 846 357	7 332 600
Miscellaneous	8	1 089	551
Special functions: authorised losses	9	68	-
Local and foreign aid assistance (including RDP funds)	10	72 657	73 698
TOTAL EXPENDITURE		8 176 503	7 631 652
NET SURPLUS		117 263	118 414
NET SURPLUS FOR THE YEAR		117 263	118 414
ANALYSIS OF NET SURPLUS FOR THE YEAR			
Voted funds to be surrendered to Revenue Fund			
- Gross funds to be surrendered	15	118 214	120 440
Revenue surrendered or to be surrendered to Revenue Fund	16	12 705	7 520
Local and foreign aid assistance (including RDP Funds)			
- Repayable to /(Recoverable from) the RDP Fund	19.4	(13 656)	(9 546)
		117 263	118 414

Department of Education - Vote 14

BALANCE SHEET (STATEMENT OF FINANCIAL POSITION)

as at 31 March 2002

ASSETS	Note	2002 (R'000)	2001 (R'000)
Current assets		147 337	148 550
Unauthorised, irregular, and fruitless and wasteful expenditure	11	35 441	35 441
Cash and cash equivalents	12	5	5
Receivables	13	96 813	102 133
Prepayments and advances	14	5 907	12 967
Local and foreign aid assistance (including RDP funds) recoverable from the RDP fund	19.1	9 171	(1 996)
Total assets		147 337	148 550
LIABILITIES			
Current liabilities		147 337	148 550
Voted funds to be surrendered	15	118 214	120 440
Revenue to be surrendered	16	5 683	28
Bank overdraft	17	20 613	23 224
Payables	18	1 383	925
Local and foreign aid assistance (including RDP funds) repayable to the RDP fund	19.2	1 444	3 933
Total liabilities		147 337	148 550
NET ASSET/EQUITY		-	-

CASH FLOW STATEMENT
for the year ended 31 March 2002

	Note	2001/02 (R'000)	2000/01 (R'000)
CASH FLOWS FROM OPERATING ACTIVITIES			
Net cash flow generated by operating activities	21	320 403	333 701
Cash generated/(utilised) to (increase)/decrease working capital	22	26 494	(12 256)
Voted funds and Revenue funds surrendered	23	(127 490)	(120 302)
Local and foreign aid assistance (including RDP funds)	19.4	(13 656)	(9 546)
Net cash flow available from operating activities		205 751	191 597
CASH FLOWS FROM INVESTING ACTIVITIES			
		(203 140)	(215 287)
Purchase of equipment	5/21	(3 667)	(4 342)
Capital expenditure included in transfer payments	7/21	(199 473)	(210 945)
Net cash flows from operating and investing activities		2 611	(23 690)
Net increase/(decrease) in cash and cash equivalents		2 611	(23 690)
Cash and cash equivalents at beginning of period		(23 219)	471
Cash and cash equivalents at end of period	12/17	(20 608)	(23 219)
Cash and cash equivalents are represented by:			
Cash and cash equivalents	12	5	5
Bank overdraft	17	(20 613)	(23 224)
		(20 608)	(23 219)

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2002

1	Sales of goods and services Description	Notes	2001/02 R'000	2000/01 R'000
	Examination fees		374	344
	Film Library fees		57	85
			<u>431</u>	<u>429</u>
2	Other receipts Descriptions		2001/02 R'000	2000/01 R'000
	Interest received on Government Loans	2.1	4 626	4 692
	Capital redemption on Government Loans	2.2	743	677
	Gifts, donations and sponsorships received	2.4	1 000	1 237
	Cheques written back		66	92
	Interest received		77	79
	Debt recoveries		5 535	271
	Other receipts		227	43
			<u>12 274</u>	<u>7 091</u>
2.1	Interest on Government loans Institution recovered from		2001/02 R'000	2000/01 R'000
	Technikon Cape		635	647
	Technikon Natal		1 108	1 119
	Technikon Port Elizabeth		21	22
	Technikon Pretoria		1 302	1 319
	Technikon Vaal Triangle		500	505
	Technikon Witwatersrand		773	782
	University of Port Elizabeth		75	78
	University of Stellenbosch		212	220
			<u>4 626</u>	<u>4 692</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

2.2 Capital Redemption on Government loans	2001/02	2000/01
Institution recovered from	R'000	R'000
Technikon Cape	139	127
Technikon Natal	128	116
Technikon Port Elizabeth	2	2
Technikon Pretoria	187	170
Technikon Vaal Triangle	48	44
Technikon Witwatersrand	107	97
University of Port Elizabeth	37	34
University of Stellenbosch	95	87
	<u>743</u>	<u>677</u>

2.3 Government loans: Outstanding balance as at 31 December 2001/02	2000/01	
Institution recovered from	R'000	R'000
Technikon Cape	6 427	6 566
Technikon Natal	9 962	10 090
Technikon Port Elizabeth	215	217
Technikon Pretoria	11 139	11 326
Technikon Vaal Triangle	3 989	4 037
Technikon Witwatersrand	6 902	7 009
University of Port Elizabeth	831	868
University of Stellenbosch	2 383	2 478
	<u>41 848</u>	<u>42 591</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

2.4	Gifts, donations and sponsorships received in cash by the Department (These funds are transferred to the National Revenue Fund and included in Voted funds)		2001/02 R'000	2000/01 R'000
	Nature of gift, donation and sponsorship			
	Received from	Purpose		
	Old Mutual	Teacher Awards	400	400
	Omni Media Corporation	Teacher Awards	-	300
	Multi Choice	Teacher Awards	300	300
	Johnnic Communications	Teacher Awards	300	-
	Transnet	Teacher Awards	-	148
	Biliton Community Development Trust	Teacher Awards	-	50
	Woolworths	Teacher Awards	-	35
	South African Development Community	Essay Awards	-	4
			1 000	1 237

3	Local and foreign aid assistance (including RDP funds)	Notes	2001/02 R'000	2000/01 R'000
3.1	Received in cash			
	Foreign aid assistance			
	Received from	Purpose		
	Denmark	National Environmental Education Programme	-	84
	European Union	Library books: higher education institutions	9 503	4 812
		South African Qualifications Authority (SAQA)	35 777	14 923
		National Student Financial Aid Scheme (NSFAS)	72	26 470
		Reconstruction of Eastern Cape Schools	-	713
		Implementation of the SA Schools Act	1 519	-
	France	Maths and Science	976	-
	Netherlands	Budget support programme	10 880	15 443
	USAID	Higher education working group	274	1 707
			59 001	64 152

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

3.2	Local and foreign aid assistance received in kind (value not included above)	2001/02 R'000	2000/01 R'000
	Local aid assistance	3 424	1 374
	Foreign aid assistance	55 343	71 849
		<u>58 767</u>	<u>73 223</u>

3.3 Local aid assistance
Description

Please see the Statement of Local Aid Assistance on page 171 of this report.

3.4 Foreign aid assistance
Description

Please see the Statement of Foreign Aid Assistance on page 172 of this report.

4	Personnel	2001/02 R'000	2000/01 R'000
	Appropriation to Executive and Legislature	1 125	807
	Basic salary costs	59 989	51 791
	Pension contributions	8 661	7 678
	Medical aid contributions	3 857	3 278
	Other salary related costs	36 578	31 156
		<u>110 210</u>	<u>94 710</u>
	Average number of employees	<u>613</u>	<u>601</u>

5	Equipment	2001/02 R'000	2000/01 R'000
	Current	4 371	4 355
	Capital	3 667	4 342
		<u>8 038</u>	<u>8 697</u>

5.1 Capital equipment analysed as follows:

	2001/02 R'000
Computer equipment	2 778
Furniture and office equipment	643
Other machinery and equipment	246
	<u>3 667</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2002

6	Professional and special services	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
	Auditors' remuneration: Departmental	1 696	-	1 696	1 220
	Auditors' remuneration: Higher education institutions	113	-	113	-
	Contractors	144	-	144	37
	Consultants and advisory services	41 698	-	41 698	46 279
	Commissions and committees	271	-	271	325
	Computer services	6 986	-	6 986	4 941
	Other	9 967	-	9 967	5 228
		60 875	-	60 875	58 030
7	Transfer payments	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
	Transferee				
	Conditional grants - paid to:				
	Provincial education departments for Financial Management and Quality Enhancement				
	Eastern Cape	39 405	-	39 405	38 854
	Free State	13 419	-	13 419	12 096
	Gauteng	26 199	-	26 199	23 616
	KwaZulu-Natal	47 073	-	47 073	45 765
	Mpumalanga	15 549	-	15 549	14 016
	Northern Cape	4 047	-	4 047	3 648
	Limpopo Province	33 441	-	33 441	33 477
	North West	17 040	-	17 040	15 360
	Western Cape	16 827	-	16 827	15 168
		213 000	-	213 000	202 000
	Provincial education departments for HIV/AIDS				
	Eastern Cape	11 149	-	11 149	4 572
	Free State	4 001	-	4 001	2 297
	Gauteng	7 810	-	7 810	2 296
	KwaZulu-Natal	14 033	-	14 033	4 617
	Mpumalanga	4 636	-	4 636	2 473
	Northern Cape	1 205	-	1 205	1 467

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
Limpopo Province	9 964	-	9 964	4 572
North West	5 080	-	5 080	2 339
Western Cape	5 017	-	5 017	2 297
	62 895	-	62 895	26 930
Provincial education departments for Early Childhood Development				
Eastern Cape	3 885	-	3 885	-
Free State	1 323	-	1 323	-
Gauteng	2 583	-	2 583	-
KwaZulu-Natal	4 641	-	4 641	-
Mpumalanga	1 533	-	1 533	-
Northern Cape	399	-	399	-
Limpopo Province	3 297	-	3 297	-
North West	1 680	-	1 680	-
Western Cape	1 659	-	1 659	-
	21 000	-	21 000	-
Subtotal	296 895	-	296 895	228 930
Agency payments to provincial education departments for: Youth and Community Colleges				
Eastern Cape	-	-	-	949
KwaZulu-Natal	4 774	-	4 774	3 156
Mpumalanga	1 365	-	1 365	4 935
Northern Cape	-	-	-	2 832
Limpopo Province	2 034	-	2 034	952
North West	-	-	-	1 261
	8 173	-	8 173	14 085
National Schools Building Programme				
Mpumalanga	-	1 563	1 563	-

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
Backlog in Classrooms				
Limpopo Province	-	-	-	674
Learner Support Materials				
Free State	-	-	-	547
North West	-	-	-	2 382
	-	-	-	2 929
Financial Management and Quality Enhancement				
Western Cape	-	-	-	2 049
Subtotal	8 173	1 563	9 736	19 737

	Notes	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
Other transfers					
Council on Higher Education (CHE)		4 000	-	4 000	4 663
Fulbright Commission		1 000	-	1 000	1 000
National Student Financial Aid Scheme (NSFAS)	449 979	-	449 979	443 496	
South African Qualifications Authority (SAQA)		6 000	-	6 000	6 000
Higher education institutions	7.1	6 880 681	197 910	7 078 591	6 628 774
SETA		156	-	156	-
Subtotal		7 341 816	197 910	7 539 726	7 083 933
TOTAL		7 646 884	199 473	7 846 357	7 332 600

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
7.1 Subsidies to higher education institutions				
Medunsa	168 911	3 088	171 999	159 594
Rand Afrikaans University	198 987	6 464	205 451	250 487
Rhodes University	102 205	1 635	103 840	102 124
Technikon Border	70 810	2 734	73 544	66 533
Technikon Cape	132 839	9 589	142 428	131 241
Technikon Eastern Cape	72 595	2 180	74 775	63 947
Technikon Free State	73 341	3 430	76 771	69 704
Technikon M L Sultan	121 253	-	121 253	112 987
Technikon Mangosothu	74 644	840	75 484	75 178
Technikon Natal	126 558	5 953	132 511	122 209
Technikon Northern Gauteng	119 710	-	119 710	111 626
Technikon North-West	58 262	1 865	60 127	57 438
Technikon Peninsula	117 271	1 978	119 249	118 429
Technikon Port Elizabeth	108 402	2 719	111 121	98 013
Technikon Pretoria	278 832	14 088	292 920	251 934
Technikon S A	239 742	4 064	243 806	228 604
Technikon Vaal Triangle	134 293	3 155	137 448	140 450
Technikon Witwatersrand	145 119	8 903	154 022	157 918
University of Potchefstroom	246 676	5 318	251 994	225 429
University of South Africa	495 081	3 577	498 658	470 955
University of Stellenbosch	370 448	10 412	380 860	332 602
University of The North	196 275	7 496	203 771	208 828
University of Transkei	125 247	1 866	127 113	124 573
University of Venda	110 854	4 234	115 088	95 729
University of Zululand	110 868	5 134	116 002	109 376
University of Cape Town	367 955	8 800	376 755	335 896
University of Durban-Westville	169 563	-	169 563	165 634
University of Fort Hare	91 911	1 988	93 899	92 027

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2002

		Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
	University of Free State	227 365	4 487	231 852	198 775
	University of Natal	365 043	10 631	375 674	356 129
	University of North-West	115 729	611	116 340	103 108
	University of Port Elizabeth	173 802	4 546	178 348	148 777
	University of Pretoria	610 027	23 192	633 219	589 065
	University of Western Cape	149 957	1 685	151 642	154 424
	University of Witwatersrand	355 395	11 880	367 275	345 623
	Vista University	254 711	19 368	274 079	253 408
		6 880 681	197 910	7 078 591	6 628 774
8	Miscellaneous	Notes	2001/02 R'000	2000/01 R'000	
	Stabilisation fund (Terminates after 2001)		-	547	
	Gifts, donations and sponsorships made	8.1	1 088	3	
	Other		1	1	
			1 089	551	
8.1	Gifts, donations and sponsorships paid in cash by the Department	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
	Nature of gifts, donations and sponsorships	R'000	R'000	R'000	R'000
	Gifts				
	Gifts by the Minister while on official visits				
	abroad and gifts to visitors from abroad	7	-	7	3
	National Teacher Awards	1 051	-	1 051	-
	Donations				
	Contribution in respect of the KwaZulu-Natal train disaster	10	-	10	-
	Contribution to the Democratic Republic of the Congo in respect of the volcanic eruption at Goma	20	-	20	-
		1 088	-	1 088	3

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

9	Special functions: Authorised losses	Notes	2001/02 R'000	2000/01 R'000
	Debts written off	9.1	68	-
			<u>68</u>	<u>-</u>

9.1	Debts written off Nature of losses	Current expenditure R'000	Capital expenditure R'000	2001/02 R'000	2000/01 R'000
	Overpayment on severance package	7	-	7	-
	Leave without pay	3	-	3	-
	Motor finance scheme	58	-	58	-
		<u>68</u>	<u>-</u>	<u>68</u>	<u>-</u>

10	Local and foreign aid assistance (including RDP funds)	2001/02 R'000	2000/01 R'000
10.1	Expenditure per organisation		
	Received from Purpose		
	Denmark National Environmental Education Programme	85	65
	European Union Library books: higher education institutions	11 830	1 749
	South African Qualifications Authority (SAQA)	35 777	14 923
	National Student Financial Aid Scheme (NSFAS)	72	26 471
	Reconstruction of Eastern Cape Schools	778	14 707
	Implementation of the SA Schools Act	1 105	422
	France Maths and Science	774	189
	Netherlands Budget support programme	20 537	13 600
	USAID Higher education working group	1 699	1 572
		<u>72 657</u>	<u>73 698</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

10.2 Expenditure by standard item		2001/02 R'000	
Personnel		3 264	
Administrative		11 553	
Inventories		4 970	
Equipment		36	
Professional and special services		15 732	
Transfer payments		37 102	
		<u>72 657</u>	
11 Unauthorised expenditure, irregular expenditure, and fruitless and wasteful expenditure			
	Notes	2001/02 R'000	2000/01 R'000
Unauthorised expenditure in respect of previous years not yet approved	11.2	35 441	35 441
		<u>35 441</u>	<u>35 441</u>
11.1 Reconciliation of movement in account balance			
	Notes	2001/02 R'000	
Opening balance		35 441	
Transfer from income statement		-	
Transfer to income statement		-	
Transfer to receivables for recovery		-	
Prior years expenditure allowed during current year		-	
Closing balance		<u>35 441</u>	
11.2 Unauthorised expenditure in respect of previous years not yet approved			
Year disallowed	Incident	2001/02 R'000	2000/01 R'000
1996/97	Educational programmes for TV and radio	8 626	8 626
1997/98	Educational programmes for TV and radio	25 965	25 965
1998/99	Licence fees for education technology	850	850
		<u>35 441</u>	<u>35 441</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

12	Cash and cash equivalents		2001/02 R'000	2000/01 R'000
	Cash on hand		5	5
			<u>5</u>	<u>5</u>

13	Receivables - Current	Notes	2001/02 R'000	2000/01 R'000
	Amounts owing by other departments	20	95 939	101 622
	Staff debtors	13.3	230	143
	Other debtors	13.4	644	368
		13.2	<u>96 813</u>	<u>102 133</u>

13.1 Amounts of R63 000 included above may not be recoverable, but has not been written off in the income statement.

13.2	Age analysis - receivables		2001/02 R'000	2000/01 R'000
	Less than one year		1 491	6 529
	One to two years		144	117
	More than two years (refer to note 20)		95 178	95 487
			<u>96 813</u>	<u>102 133</u>

13.3	Staff debtors		2001/02 R'000	2000/01 R'000
	Surety		37	17
	Bursaries		18	40
	Salary overpayments		26	45
	Motor accidents		105	33
	Other		44	8
			<u>230</u>	<u>143</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

13.4 Other debtors	2001/02 R'000	2000/01 R'000
Cheque fraud	29	29
Out of service debts	134	148
Tax debt	137	-
Other	344	191
	<u>644</u>	<u>368</u>
14 Prepayments and advances	2001/02 R'000	2000/01 R'000
Nature of prepayments/advances		
Advances for subsistence and transport for staff members	125	103
Standing advances for parliamentary services	69	72
Advance paid to Limpopo Education Department in respect of Youth and Community Colleges	1 000	-
Advance paid to Eastern Cape Education Department in respect of the EU donation	4 713	12 792
	<u>5 907</u>	<u>12 967</u>
15 Voted funds to be surrendered	2001/02 R'000	2000/01 R'000
Opening balance	120 440	112 658
Transfer from income statement	118 214	120 440
Paid during the year	(120 440)	(112 658)
Closing balance	<u>118 214</u>	<u>120 440</u>
16 Revenue funds to be surrendered	2001/02 R'000	2000/01 R'000
Funds to be surrendered		
Opening balance	28	153
Transfer from income statement for revenue to be surrendered	12 705	7 520
Paid during the year	(7 050)	(7 645)
Closing balance	<u>5 683</u>	<u>28</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

17	Bank Overdraft		2001/02 R'000	2000/01 R'000
	Paymaster General Account		(20 613)	(23 224)
17.1	Reconciliation of Paymaster General Account		2001/02 R'000	2000/01 R'000
	Balance as per National Accounting Office		2 428	106 762
	Add: Outstanding deposits		483	354
	Sub total		2 911	107 116
	Deduct:		23 524	130 340
	Orders payable outstanding		106	568
	PMG adjustment account		1	-
	ACB control account		23 417	129 772
	Balance above		(20 613)	(23 224)
18	Payables - Current		2001/02 R'000	2000/01 R'000
	Description			
	Amounts owing to other departments	20	551	209
	Advances received	18.1	55	-
	Other payables	18.2	777	716
			1 383	925
18.1	Advances received		2001/02 R'000	2000/01 R'000
	Gauteng Department of Education: Historical Examinations		55	-
			55	-
18.2	Other payables		2001/02 R'000	2000/01 R'000
	UNESCO National Commission		771	644
	Deductions from salaries		6	72
			777	716

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

19 Local and foreign aid assistance recoverable from the RDP Fund	2001/02	2000/01
List names of organisations and amounts	R'000	R'000
DANCED	66	(19)
EU	(1 431)	(4 122)
France	(13)	189
Netherlands	7 814	(1 843)
USAID	1 291	(134)
	<u>7 727</u>	<u>(5 929)</u>

19.1 Local and foreign aid assistance recoverable from the RDP fund	2001/02	2000/01
List names of organisations and amounts	R'000	R'000
DANCED	66	(19)
Netherlands	7 814	(1 843)
USAID	1 291	(134)
	<u>9 171</u>	<u>(1 996)</u>

19.2 Foreign aid assistance repayable to the RDP fund	2001/02	2000/01
List names of organisations and amounts	R'000	R'000
EU	(1 431)	(4 122)
France	(13)	189
	<u>(1 444)</u>	<u>(3 933)</u>

19.3 Reconciliation of account	2001/02	2000/01
	R'000	R'000
Opening balance	(5 929)	(15 475)
Transferred from RDP Fund	59 001	64 152
Paid during the year	72 657	73 698
Closing balance	<u>7 727</u>	<u>(5 929)</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

19.4 Reconciliation for Income Statement		2001/02	2000/01
		R'000	R'000
Transferred from RDP Fund		59 001	64 152
Paid during the year		72 657	73 698
Net surplus/(deficit) for the year		(13 656)	(9 546)

20 Transactions with other departments				
Name of department	Receipts balance	Payments made	Owing by other department	Owing to other department
	R'000	R'000	R'000	R'000
Department of Agriculture	-	17	-	-
Department of Arts and Culture	-	-	13	-
Department of Education and Culture: Durban North Region	-	14	-	-
Department of Education North West Province	-	149	-	-
Department of Finance: Pension Administration	-	117	-	-
Department of Foreign Affairs	-	310	7	-
Department of Housing	5	-	-	-
Department of Justice and Constitutional Development	-	1 098	-	-
Department of Public Works	24	2 978	-	-
Department of Public Service and Administration	30	-	-	-
Department of Trade and Industry	-	-	12	-
Department of Transport and Public Works: Northern Cape	-	60	-	-
Department of Transport Fleet Services (Pty) Ltd: Durban	-	2	-	-
Department of Transport Fleet Services (Pty) Ltd: Pietermaritzburg	-	2	-	-
Department of Water Affairs and Forestry	-	6	7	-
Eastern Cape Department of Education	12 676	58 435	1 296	-
Free State Department of Education	-	18 926	-	-
Gauteng Department of Education	-	36 796	92 299	-
Gauteng Department of Health	-	-	4	-
Gauteng Provincial Administration	-	772	2	202

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

Name of department	Receipts balance	Payments made	Owing by other department	Owing to other department
	R'000	R'000	R'000	R'000
Government Communications and Information Systems	10	82	-	-
Government Printing Works	-	20 116	311	-
KwaZulu-Natal Department of Education and Culture	740	69 780	2	-
Limpopo Province Department of Education, Arts, Culture, Sport and Recreation	21	50 364	1 042	-
Mpumalanga Department of Education	28	24 646	-	-
Department of Home Affairs	11	-	-	-
National Treasury	8 281 061	3 296	28	10
North West Department of Education	-	23 969	311	-
Northern Cape Department of Education, Training, Arts and Culture	2	5 949	218	-
Provincial Administration Western Cape	-	98	-	-
South African Revenue Services	-	7 022	387	339
The Presidency	28	-	-	-
Western Cape Department of Education and Sport	448	23 455	-	-
Actual 2002: R'000	8 295 084	348 459	95 939	551
Actual 2001: R'000	7 753 501	464 352	101 622	209

21	Net cash flow generated by operating activities	Notes	2001/02 R'000	2000/01 R'000
	Net surplus as per Income Statement		117 263	118 414
	Adjusted for items separately disclosed		203 140	215 287
	Purchase of equipment	5.1	3 667	4 342
	Capital expenditure included in transfer payments	7	199 473	210 945
	Net cash flow generated by operating activities		320 403	333 701

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

22 Cash generated/ (utilised) to (increase)/decrease working capital

	2001/02 R'000	2000/01 R'000
(Increase)/decrease in receivables	5 320	(9 273)
(Increase)/decrease in prepayments and advances	7 060	(12 771)
Increase/(decrease) in payables	458	242
Increase/(decrease) in local and foreign aid assistance (including RDP funds)	13 656	9 546
	<u>26 494</u>	<u>(12 256)</u>

23 Voted funds and Revenue funds surrendered

		2001/02 R'000	2000/01 R'000
Voted funds surrendered during the year	15	(120 440)	(112 658)
Revenue funds surrendered during the year		(7 050)	(7 644)
		<u>(127 490)</u>	<u>(120 302)</u>

24 Contingent liabilities

Nature of contingent liability		As at 31 March 2002 R'000	As at 31 March 2001 R'000
Motor vehicle guarantees to employees	24.1	602	570
Housing loan guarantees to employees	24.2	1 983	1 682
State guaranteed loans granted to higher education institutions	24.3	957 539	1 027 272
		<u>960 124</u>	<u>1 029 524</u>

24.1 Motor vehicle guarantees

Name of financial institution	As at 31 March 2002 R'000	As at 31 March 2001 R'000
Standard Bank (Stannic)	<u>602</u>	<u>570</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

24.2 Housing loan guarantees	Opening	Guarantees	Guarantees	Closing
Name of financial institution	balance	issued during	released during	balance
		the financial year	the financial year	
Standard Bank	320	35	92	263
Saambou Bank	403	48	143	308
NBS Bank	141	39	36	144
ABSA Bank	524	241	128	637
VBS Mutual Bank	-	48	-	48
FNB	79	94	16	157
Future Bank	14	-	-	14
NEDCOR Bank	188	169	28	329
Old Mutual Bank	13	83	13	83
	1 682	757	456	1 983

24.3 State guaranteed loans granted to higher education institutions

	As at 31 March 2002 R'000	As at 31 March 2001 R'000
Medunsa	18 631	18 769
Rand Afrikaans University	37 527	40 651
Rhodes University	7 487	8 673
Technikon Border	21 310	21 918
Technikon Cape	56 928	57 950
Technikon Eastern Cape	18 936	20 560
Technikon Free State	15 565	17 068
Technikon Mangosothu	4 769	5 175
Technikon Natal	40 223	40 410
Technikon North-West	20 847	22 578
Technikon Peninsula	7 264	8 546
Technikon Port Elizabeth	15 193	15 812
Technikon Pretoria	21 679	25 931
Technikon S A	18 728	20 038

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

	As at 31 March 2002 R'000	As at 31 March 2001 R'000
Technikon Vaal Triangle	23 317	23 317
Technikon Witwatersrand	18 802	25 074
University of Potchefstroom	31 681	33 560
University of South Africa	17 750	19 255
University of Stellenbosch	43 732	49 665
University of The North	49 785	49 785
University of Transkei	13 772	16 427
University of Venda	39 337	42 116
University of Zululand	29 287	29 979
University of Cape Town	50 407	52 973
University of Fort Hare	11 719	11 719
University of Free State	20 506	25 833
University of Natal	58 610	62 965
University of North-West	4 707	6 338
University of Port Elizabeth	20 584	23 301
University of Pretoria	25 484	32 500
University of Western Cape	1 992	3 441
University of Witwatersrand	67 980	71 945
Vista University	123 000	123 000
	<u>957 539</u>	<u>1 027 272</u>

25 Subsequent payments not recognised in income statement 2001/02

25.1 Listed by standard item

	R'000
Personnel	-
Administrative	2 788
Inventories	127
Equipment	601
Professional and special services	986
Transfer payments	4 949
Local and foreign aid assistance (including RDP funds)	700
	<u>10 151</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

25.2 Listed by programme level	2001/02 R'000
Programme 1: Administration	997
Programme 2: Planning and Monitoring	152
Programme 3: General Education	1 749
Programme 4: Further Education and Training	1 283
Programme 5: Higher Education	5 097
Programme 6: Auxiliary and Associated Services	873
	<u>10 151</u>

26 Short-term employee benefits	2001/02 R'000
Leave entitlement	15 472
Thirteenth cheque	1 514
Performance bonus	459
	<u>17 445</u>

27 Commitments	Current expenditure	Capital expenditure	2001/02 R'000
Liable to			
Approved and contracted	15 739	678	16 417
	<u>15 739</u>	<u>678</u>	<u>16 417</u>

28 Leases	Property	Equipment	2001/02 R'000
Not later than 1 year	-	339	339
Later than 1 year and not later than 5 years	-	160	160
Later than 5 years	-	-	-
	<u>-</u>	<u>499</u>	<u>499</u>
Future finance charges	-	-	-
Present value of lease liabilities	<u>-</u>	<u>499</u>	<u>499</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2002

29 Controlled entities

Please refer to paragraph 6 of the Management report for details concerning public entities.

30 Key management personnel

30.1 Remuneration	2001/02 R'000
Minister	751
Deputy Minister	562
Director-General	669
Four Deputy Directors-General	1 999
Other key management personnel	477
	<u>4 458</u>

30.2 Other remuneration and compensation provided to key management

None

30.3 Loans which are not widely available (and/or widely known) to persons outside the key management

None

Department of Education - Vote 14

APPROPRIATION STATEMENT for the year ended 31 March 2002

Programme	Adjustments estimate 2001/02 R'000	Virement 2001/02 R'000	Amount Voted 2001/02 R'000	Expenditure 2001/02 R'000	Savings (Excess) 2001/02 R'000	%	Amount Voted 2000/01 R'000	Expenditure 2000/01 R'000
1 Administration	54 824	1 922	56 746	55 820	926	1.63%	51 187	44 399
2. Planning and Monitoring	73 558	(5 000)	68 558	13 647	54 911	80.09%	13 139	12 399
3. General Education	179 411	1 000	180 411	133 727	46 684	25.88%	67 615	81 335
4. Further Education	95 349	(1 922)	93 427	85 213	8 214	8.79%	75 088	78 460
5. Higher Education	7 547 315	-	7 547 315	7 543 343	3 972	0.05%	7 114 122	7 084 975
6. Auxilliary and Associated Services	271 603	4 000	275 603	272 028	3 575	1.30%	357 243	256 386
Special functions: Authorised losses	-	-	-	68	(68)	0%	-	-
Total	8 222 060	-	8 222 060	8 103 846	118 214	1.44%	7 678 394	7 557 954
Economic classification - Actual expenditure	Adjustment estimate 2001/02 R'000	Virement 2001/02 R'000	Amount Voted 2001/02 R'000	Expenditure 2001/02 R'000	Savings (Excess) 2001/02 R'000	%	Amount Voted 2000/01 R'000	Expenditure 2000/01 R'000
Current								
Personnel	119 697	(3 988)	115 709	110 210	5 499	4.75%	109 104	94 710
Transfer payments	7 652 770	-	7 652 770	7 646 883	5 887	0.08%	7 165 000	7 121 654
Other	207 487	3 237	210 724	143 612	67 112	31.85%	170 857	126 303
Capital								
Transfer payments	200 905	-	200 905	199 474	1 431	0.71%	229 088	210 945
Acquisition of capital assets	41 201	751	41 952	3 667	38 285	91.26%	4 345	4 342
Total	8 222 060	-	8 222 060	8 103 846	118 214	1.44%	7 678 394	7 557 954
Standard items - Actual expenditure	Adjustment estimate 2001/02 R'000	Virement 2001/02 R'000	Amount Voted 2001/02 R'000	Expenditure 2001/02 R'000	Savings (Excess) 2001/02 R'000	%	Amount Voted 2000/01 R'000	Expenditure 2000/01 R'000
Personnel	119 697	(3 988)	115 709	110 210	5 499	4.75%	109 104	94 710
Administrative	66 212	5 522	71 734	60 210	11 524	16.06%	46 340	43 659
Inventories	17 279	4 697	21 976	16 999	4 977	22.65%	9 019	19 710
Equipment	26 113	(579)	25 534	8 038	17 496	68.52%	10 303	8 697
Professional and special services	139 083	(6 769)	132 314	60 875	71 439	53.99%	108 083	58 030
Transfer payments	7 853 675	-	7 853 675	7 846 357	7 318	0.09%	7 394 088	7 332 600
Miscellaneous	1	1 117	1 118	1 089	29	2.59%	1 457	548
Special functions: Authorised losses	-	-	-	68	(68)	0%	-	-
Total	8 222 060	-	8 222 060	8 103 846	118 214	1.44%	7 678 394	7 557 954

NOTES TO THE APPROPRIATION STATEMENT for the year ended 31 March 2002

I. Explanation of material variances from Amount Voted (after Virement):

1.1 Per programme:

Programme 2: Planning and Monitoring

Under-expenditure is mainly due to:

- The restructuring of the Department and the delay in the filling of vacant posts.
- A delay in the tender process followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.

Programme 3: General Education

Under-expenditure is mainly due to:

- The restructuring of the Department and the delay in the filling of vacant posts.
- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity also delayed the implementation of this project.
- Tenderers not meeting the requirements for tenders on the training of practitioners, management structures and the advocacy campaign for the Early Childhood Development Project.
- A delay in the provision of information by some provinces with regard to the Financial Management and Quality Enhancement project: Teacher Development: Maths and Science. This resulted in a delay in the registration of students at the relevant higher education institutions.

Programme 4: Further Education and Training

Under-expenditure is mainly due to:

- Fewer enrolments for the National Technical Examinations than expected.
- A change of various levels of management in some provinces, which influenced the flow of activities within the Youth and Community Colleges project.
- Expenditure not claimed by provincial education departments for the functions of the National Film Library, which were transferred to certain provinces as from July 2001.

1.2 Per standard item:

Personnel:

Under-expenditure is mainly due to:

- The restructuring of the Department and the delay in the filling of vacant posts.
- Fewer enrolments for the National Technical Examinations than expected.

Administrative:

Under-expenditure is mainly due to:

- A delay in the tender process followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.
- Tenderers not meeting the requirements for tenders on management structures and the advocacy campaign for the Early Childhood Development Project.
- A delay in the provision of information by some provinces with regard to the Financial Management and Quality Enhancement project: Teacher Development: Maths and Science. This resulted in a delay in the registration of students at the relevant higher education institutions.
- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.

Inventories:

Under-expenditure is mainly due to:

- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.
- A delay in the tender process followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.
- Tenderers not meeting the requirements for tenders on educational kits for the Early Childhood Development Project.

Equipment:

Under-expenditure is mainly due to:

- Tenderers not meeting the requirements for tenders on educational kits for the Early Childhood Development Project.
- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.

- A delay in the tender process followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.

Professional and Special Services:

Under-expenditure is mainly due to:

- A delay in the provision of information by some provinces with regard to the Financial Management and Quality Enhancement project: Teacher Development: Maths and Science. This resulted in a delay in the registration of students at the relevant higher education institutions.
- Some delays in provincial support projects for Financial Management and Quality Enhancement as deliverables for projects needed to be verified by both the provincial education departments and the Department of Education after completion.
- A delay in the tender process followed in respect of the Thuba Makote project. Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.
- A delay in the mechanisms that had to be put in place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.
- Tenderers not meeting the requirements for tenders on the training of practitioners for the Early Childhood Development Project.
- Work not completed as a result of time constraints. The tender was awarded in January 2002 leaving only 6 weeks for material development. There was a need for training of supervisors and principals on the implementation of the Whole School Evaluation policy.
- Service providers could not submit reports on school profiles on due dates with regard to the Financial Management and Quality Enhancement project: Systemic Evaluation.

2. Reconciliation of appropriation statement to income statement:

	2001/02 R'000	2000/01 R'000
Total revenue per income statement	8 293 766	7 750 066
Less: Non voted funds	12 705	7 520
Less: Local and foreign aid assistance (including RDP funds)	59 001	64 152
Amount voted per appropriation statement	<u>8 222 060</u>	<u>7 678 394</u>
 Total expenditure per income statement	 8 176 503	 7 631 652
Less: Local and foreign aid assistance (including RDP funds)	<u>72 657</u>	<u>73 698</u>
Actual expenditure per appropriation statement	<u>8 103 846</u>	<u>7 557 954</u>

SUMMARY INCOME STATEMENT OF AID ASSISTANCE RECEIVED
for the year ended 31 March 2002

	Notes	2001/02 R'000	2000/01 R'000
Total local aid assistance (incl RDP)	3.2	3 424	1 374
Open Society Foundation		-	150
Other		-	1 224
Billiton		50	-
Coca Cola		715	-
Old Mutual Group Schemes		500	-
Telkom SA Ltd		500	-
Sasol Ltd		300	-
Giya Arts Management and Events Pty Ltd		23	-
MTN		500	-
Transnet		836	-
Total foreign aid assistance	3.2	55 343	71 849
CANADA		4 569	113
Carnegie		262	-
CIDA		-	899
CIDA (CSAEMP)		-	1 578
DANCED		2 788	-
DANIDA/ELSEN		6 600	13 000
Denmark		-	2 301
European Union		-	16 778
Finland		14 878	4 206
Netherlands Government		-	3 619
Norwegian Government		-	5 686
SIDA		12 455	15 919
UNICEF		2 605	220
USAID		9 686	5 704
USAID (College Fund)		1 500	1 826
Aid assistance received in kind		58 767	73 223

SUMMARY INCOME STATEMENT OF AID ASSISTANCE RECEIVED
for the year ended 31 March 2002

	Notes	2001/02 R'000	2000/01 R'000
Received in cash			
Total foreign aid assistance	3.1	59 001	64 152
Denmark		-	84
European Union		46 871	46 918
France		976	-
Netherlands		10 880	15 443
USAID		274	1 707
Aid assistance received in cash		59 001	64 152
Less:			
Donor funded expenditure			
Total foreign aid assistance	10.1	72 657	73 698
Denmark		85	65
European Union		49 562	58 272
France		774	189
Netherlands		20 537	13 600
USAID		1 699	1 572
Net (deficit)		(13 656)	(9 546)
Analysis:			
Repayable to/(Recoverable from) the RDP Fund	19.3	7 727	(5 929)
		7 727	(5 929)

Department of Education

ANALYSIS OF DONOR FUNDED EXPENDITURE PAID IN CASH

Total foreign aid assistance

	Denmark R'000	European Union R'000	France R'000	Netherlands R'000	USAID R'000	Total R'000
Expenditure per standard item						
Personnel	15	-	-	3 249	-	3 264
Administrative	7	359	94	10 319	774	11 553
Inventories	22	4	-	4 859	85	4 970
Equipment	-	9	26	1	-	36
Professional and special services	41	12 563	179	2 109	840	15 732
Transfer payments	-	36 627	475	-	-	37 102
	85	49 562	774	20 537	1 699	72 657

Department of Education

STATEMENT OF LOCAL AID ASSISTANCE RECEIVED (INCLUDING RDP) for the year ended 31 March 2002

Value received in kind		2001/02	2000/01
Source of aid	Intended use	R'000	R'000
Open Society Foundation	Feeder School Project	-	150
Billiton	Special advisors for Minister	50	-
Coca Cola	COLTS	715	-
Old Mutual Group Schemes	Tirisano School Choral Eisteddfod	500	-
Telkom SA Ltd	Tirisano School Choral Eisteddfod	500	-
Sasol Ltd	Tirisano School Choral Eisteddfod	300	-
Giya Arts Management and Events Pty Ltd	Tirisano School Choral Eisteddfod	23	-
MTN	SANLI	500	-
Transnet	Appointment of consultant	836	-
Minor donations	Various study tours, etc	-	1 224
		<u>3 424</u>	<u>1 374</u>

Department of Education

STATEMENT OF FOREIGN AID ASSISTANCE RECEIVED for the year ended 31 March 2002

Source of funds Actual 2002	Intended use	Amount rolled over 1-Apr-01 R'000	Amount received for the year R'000	Amount spent for the year R'000	Balance un/(over)spent as at 31-March-02 R'000	
DANCED	National Environmental Education Programme (NEEP)	19	628	86	561	(a)
DANCED	KZN Literacy Initiative Programme	-	2 500	-	2 500	(b)
European Union	South African Qualifications Authority (SAQA)	-	35 777	35 777	-	(c)
European Union	Implementation of SA Schools Act	5 864	3 269	1 105	8 028	(d)
European Union	Eastern Cape Schools Reconstruction	30 712	33 352	778	63 286	(e)
European Union	Library books: HDI's	3 063	23 924	11 830	15 157	(f)
European Union	NSFAS	80	-	72	8	(g)
European Union	Technical Support	-	4 892	-	4 892	(h)
France	Training of Education Executives	650	-	-	650	
France	Students and Youth into Science, Technology, Engineering & Mathematics (SYSTEM)	2 344	-	653	1 691	(i)
France	Maths and Science	5 999	1 209	121	7 087	(j)
USAID	National Working Group for Higher Education	-	274	1 699	(1 425)	(k)
USAID	HIV/AIDS emergency guidelines for educators	109	-	-	109	
USAID	School improvement	25	-	-	25	
Netherlands	Sectoral Budget Support Programme	14 386	24 667	20 536	18 517	(l)
Netherlands	School reconstruction project: Limpopo Prov	10 503	669	-	11 172	(m)
Taiwanese	Management of National Schools Building Project	453	-	-	453	
		74 207	131 161	72 657	132 711	

Vote 14 - Department of Education

STATEMENT OF FOREIGN AID ASSISTANCE RECEIVED for the year ended 31 March 2002

Source of funds Actual 2001	Intended use	Amount rolled over 1-Apr-00 R'000	Amount received for the year R'000	Amount spent for the year R'000	Balance un/(over)spent as at 31-March-01 R'000
DANCED	National Environmental Education Programme	-	84	65	19
European Union	South African Qualifications Authority (SAQA)	-	14 923	14 923	-
European Union	National Student Financial Aid Scheme (NSFAS)	-	26 550	26 470	80
European Union	Implementation of SA Schools Act	-	6 286	422	5 864
European Union	Eastern Cape Schools Reconstruction	29 293	16 126	14 707	30 712
European Union	Library books: higher education institutions	-	4 812	1 749	3 063
France	SYSTEM	-	2 533	189	2 344
France	Maths & Science	5 999	-	-	5 999
France	Training of Education Executives	650	-	-	650
USAID	School Improvement	-	71	46	25
USAID	HIV/AIDS Emergency Guidelines for Educators	-	1 636	1 527	109
Netherlands	Sectoral Budget Support Programme	27 986	-	13 600	14 386
Netherlands	School Reconstruction Project in Limpopo	-	10 503	-	10 503
Taiwanese	Management of National Schools Building Project	453	-	-	453
		64 381	83 524	73 698	74 207

Value received in kind

Source of foreign aid	Intended use	2001/02 R'000	2000/01 R'000	
Canada	South African Teacher Development Project in FS,GT & MP	4 569	113	(n)
Carnegie	History Projects	262	-	(o)
CIDA	CSAEMP in GT, MP & FS	-	149	
CIDA (CSAEMP)	Education management development & mainstreaming of gender in education in GP, MP & FS	-	1 578	
CIDA	Survey of needs in MP	-	750	

Department of Education

STATEMENT OF FOREIGN AID ASSISTANCE RECEIVED for the year ended 31 March 2002

Value received in kind				
Source of foreign aid	Intended use		2001/02 R'000	2000/01 R'000
DANCED	NEEP-GET Project		2 788	- (p)
Denmark	ELSEN in KZN, NW & WC		6 600	13 000 (q)
DfID	1)Survey of needs in EC, 2)Quality assurance, 3)Study on private higher education institutions		-	2 301
European Union	Three main areas of support: ABET, ECD and Development Support		-	16 778
Finland	Enhancement of the quality of educators in higher education, technology enhanced learning and ELSEN in MP & NC	14 878	4 206	(r)
Netherlands	Sectoral Budget Support Programme		-	3 619
Norwegian	South African - Norway Tertiary Education Development Project (SANTED)		-	5 686
SIDA	Audit of special education provisioning		958	- (s)
SIDA	Gender equity programme		1 398	565 (t)
SIDA	EMGD capacity building		2 109	2 832 (u)
SIDA	Adult Basic Education and Training		-	6 478
SIDA	School Register of Needs		3 854	2 240 (v)
SIDA	Education Management Information System		4 136	2 632 (w)
SIDA	ELSEN		-	1 172
UNICEF	Gender policy development		2 605	220 (x)
USAID	Governance project		6 758	2 494 (y)
USAID	Training of Grade 4 maths and science lead teachers in provinces		-	1 500
USAID	Survey of needs in FS		-	1 400
USAID	Equity in the classroom project		379	60 (z)
USAID	Development of business plans for conditional grants		2 549	250 (aa)
USAID College Fund	Policy support for Higher Education Branch		1 500	1 826 (ab)
			55 343	71 849

STATEMENT OF FOREIGN AID ASSISTANCE RECEIVED
for the year ended 31 March 2002

Performance information on use of assistance:

Please see Annexure A on pages 176 to 181 of this report

Pending applications for assistance:

Source of assistance	Intended use	Amount R'000
ELRC	National Workshop 14-16 June (History project)	2 000
SIDA	Education MIS and Tirisano HIV/AIDS projects	3 500
DfID	Education Support Project Phase 2	84 000
		<hr/> 89 500 <hr/>

Department of Education

PERFORMANCE INFORMATION ON USE OF ASSISTANCE

CASH DONATIONS

(a) DANCED - NEEP

The funds were utilised to pay the salary of the project coordinator and the design, layout and printing of NEEP reports as well as flight tickets for the delegates to attend a steering committee workshop.

(b) DANCED - KZN

The amount is to be utilised for the KwaZulu-Natal Literacy Initiative Programme. The project has commenced in the 2002/03 financial year.

(c) EU - SAQA

SAQA is in the process of setting up structures for the National Qualifications Framework for the generation of standards and the implementation of quality assurance processes.

(d) EU - Implementation of SA Schools Act

The Consortium that is responsible for rendering technical assistance to provincial education departments in the implementation of the National Norms and Standards for School Funding has up to now, developed 37 task orders.

(e) EU - Eastern Cape Schools Reconstruction

Problems were encountered during the 2001/02 financial year with the appointment of a programme manager. This caused a delay in the implementation of the programme. However, IDT has now been appointed to implement the programme. The EU has been requested to extend the programme implementation to March 2003. Response is being waited from the EU.

(f) EU - Library Books (HDI's)

The Library Programme's purpose is to assist in redressing previous imbalances in the provision of learning resources, libraries and information services and support to teaching and research in science and technology, economics, management and business studies in historically disadvantaged institutions (HDI's). This project provided human resource development for ±700 staff in HDI libraries and departments of library science and held 3 key seminars for ± 50 members of staff in HDI departments of library science at universities. They have established links with 6 HDI departments of library science and 2032 training places had been utilised in 23 different training

Department of Education

interventions. The British Council contract ended on 30 June 2001 but has been extended until 31 December 2002. The Financing Agreement has also been extended to 30 June 2003.

(g) EU - NSFAS

The only condition attached to this grant was that the funds must go to academically able but financially needy students and that over 50% of the funds should go to female students. Both of these conditions have been met.

(h) EU - Technical Support

The Technical Support Project focuses on initiatives intended for the development of education policies on access, provision and the delivery of education services in respect of Early Childhood Development (ECD) and Adult Basic Education and Training (ABET). This project will be completed not later than 31 March 2004. An EU expert will be appointed to administer the programme in the Department.

(i) France - SYSTEM

The System Diploma Programme was phased out at the end of 2001. A total number of 147 students enrolled for the four-year pilot diploma programme that was implemented in selected colleges of education in five provinces (Northern Cape, North West, Northern Province, Mpumalanga and Free State). Tertiary institutions accredited the Diploma.

(j) France - Maths and Science

During the 2001/02 financial year project schools' plans were coordinated and developed, the development of project schools' profiles and the conclusion of the project schools' directory were facilitated and an Autumn Clinic for Project Schools was planned. The funds were also used to pay for the salary of the project manager.

(k) USAID - National Working Group for higher education

The National Working Group has produced a report with recommendations to the Minister of Education on appropriate arrangements for consolidating the provision of higher education on a regional basis through establishing new institutional and organisational forms, including reducing the number of higher education institutions from 36 to 21 through mergers.

(l) Netherlands - Sectoral Budget Support

Most projects under General Education and Training (GET) and Further Education and Training (FET) started with implementation in 2001 and will continue up to 2003. Most of the money spent was on the Revised National

Department of Education

Curriculum Statement. All schools will be provided with three copies of the complete statement, which will be made available in all 11 official languages. The revised curriculum will be introduced at Foundation Phase in 2004 and phased in in all other grades in the GET band by 2008. A total number of 5 900 schools in KwaZulu-Natal are benefiting from the Resources and Information Network (RAIN), whose goal is to distribute teaching and learning support materials and other educational resources quickly and cost effectively to schools in the provinces.

(m) Netherlands - Schools reconstruction in the Northern Province

This project has not yet commenced.

DONATIONS IN KIND

(n) CANADA - Teacher Development Project

Delegates from the Department of Education went on a study tour to Canada to learn about the collaborative approach of Alberta education bodies regarding INSET (in-service educator training). Needs assessments were conducted and the skills of 7 district and 8 provincial delegates in planning, developing and costing project activities were strengthened and enhanced.

(o) Carnegie - History Projects

Since the launch of the South African History Project in August 2001 an amount of R262 291 from the Carnegie Foundation budget has been used for the establishment of the project, buy furniture and equipment and pay appointed staff (consultants). Also included was the making of "Unchained Memories" for 27 April 2002 which was aired on national television, the Provincial Round Table Conferences in March 2002, and the development and printing of pamphlets and posters for nine provincial workshops.

(p) DANCED NEEP-GET project

During 2001/02 funds was mainly utilised for funding of cluster meetings, study weeks, national meetings and the development and printing of training material.

(q) DENMARK - Inclusive education

The main expenditure during the year was for training and research by 3 provincial consortiums, an SADC international conference, office equipment for 4 officers, bursaries for educators and national quality evaluation.

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(r) Finland - South African Finnish Co-operation Programme in the Education Sector (SCOPE)

Most of the planned activities for 2001 were achieved. In teacher education, the programme managed to build capacity within the two colleges of education in Mpumalanga and the Northern Cape respectively. The information and communication technology aim of enhancing the quality of infrastructure in institutions has been achieved. Institutions are taking ownership and responsibility for maintaining and sustaining the intervention. The programme developed implementation strategies for Education White Paper No. 6 on building an inclusive education system in South Africa. The highlight of the year was the launch of SCOPE by the Minister of Education.

(s) SIDA - Audit on special education provisioning

Several planning meetings of the task team and provincial directors were held with the consortium conducting the audit (led by the University of Natal) to plan the audit in the nine provinces. Five questionnaires were developed, printed and circulated in the nine provinces. Information meetings of the researchers and principals of the special schools have been completed. Plans for both quantitative and qualitative research are in place. A process has already been put in place to select data-capturers.

(t) SIDA - Gender equity programme

Different capacity building activities were conducted with the provinces in conjunction with provincial gender focal persons. The following activities took place: provinces conducted workshops and seminars on gender sensitisation; workshops on the development of materials have also been conducted in the Limpopo Province; 16 days of activism against gender based violence were held in all provinces except Gauteng; Mpumalanga has produced a sexuality workbook for learners and it will be launched soon. A consultative workshop on the operational gender framework with gender expert's was held; workshops on gender, development, planning and consultation on the draft policy framework were held in the North West and the Free State provinces.

(u) SIDA - EMGD capacity building

Service providers have been successfully contracted for most of the planned projects. An agreement was reached in February 2002 for the service provider to rework the training materials on Woman In and Into Management and Leadership Positions and to develop the sexual harassment module and the facilitator's guide.

(v) SIDA - School Register of Needs (SRN)

The tender for the development of an updating system for the SRN database was awarded to Praxis Computing. Praxis has completed the preliminary investigation report. A national project workshop was held on 15 November 2001. During the workshop additional data fields that would further enhance the utilisation of the SRN data in

Department of Education

physical planning were identified. The workshop provided the design team with a broad overview of the objectives and requirements of the system. The national workshop was followed up with provincial visits to compile a report on proposed procedures and processes for the collection of information for the update of the system and to establish available human and computer capacity for the system.

(w) SIDA - Education Management Information System (EMIS)

The Further Education and Training Management Information System (FETMIS) has been completed in the Northern and Eastern Cape. The EMIS Steering Committee had its first meeting in February 2002. The objectives of the meeting were to ensure the final approval of the 2002 Annual Survey Forms for Schools and ABET centers; to agree on the plans for reporting in 2002; to monitor progress with regard to the submission of 2001 data to the Department and to discuss the consultation process and next steps for the education information policy. A statistical report titled "Education Statistics at a Glance in 2000" was finalised.

(x) UNICEF - Gender policy development

UNICEF support has been provided to the national and provincial education departments (Limpopo, Eastern Cape and Kwazulu Natal) for either acquiring materials and expertise or through supporting Non-Governmental Organisations (NGOs) collaborating with the education departments.

(y) USAID - Governance project

Training was provided to educators, education officials and school governing body members. The training resulted in improved curriculum practices, enhanced district and school management, and school governance practices, better assessment practices and improved education management information systems.

(z) USAID - Equity in the classroom project

A workshop was held in May 2001 for Training of Trainers. Funds were furthermore used for payment of a USAID consultant, transport and accommodation costs of participants as well as material for the workshops.

(aa) USAID - Development of business plans for conditional grants

Technical assistance was provided for the development of business plans for conditional grants, under which problems hindering the implementation of conditional grants were identified and recommendations regarding how the implementation process could be improved, at both national and provincial levels, were made.

Department of Education

(ab) USAID College fund - Policy support for the Higher Education Branch

17 HDIs have successfully developed three-year rolling plans. 15 HDIs have developed strategic plans to be incorporated into three-year rolling plans as a result of technical assistance provided through national, regional, and institution specific workshops to HDIs and HDI institutional planners on the implementation of the National Plan for Higher Education. The curricula for 11 higher education programmes in mathematics, science, technology, and engineering, revised in accordance with the South African Qualifications Authority standards, are now being taught in HDIs.

ANNEXURES



DEPARTMENT OF EDUCATION

BUDGET TABLES

TABLE 1: DIVISION OF THE GUIDE-LINE AMOUNT (IN THOUSANDS OF RAND)
OF THE NATIONAL DEPARTMENT OF EDUCATION FOR 2001/02

GUIDE-LINE AMOUNT	8 208 861
Department of Education	677 255 ¹⁾
Universities	5 147 529
Technikons	1 934 077
National Student Financial Aid Scheme	450 000

- ¹⁾ Includes R359,5 million for the functioning of the Department of Education as well as major transfer payments of R63,5 million for HIV/AIDS, R213 million for Financial Management and Quality Enhancement and R21 million for Early Childhood Development.

TABLE 2: SUBSIDY FORMULA ALLOCATIONS TO UNIVERSITIES AND TECHNIKONS FROM 1996/97 TO 2001/02 (AMOUNTS IN THOUSANDS OF RAND)

INSTITUTION	SUBSIDY FORMULA ALLOCATIONS (AMOUNTS IN THOUSANDS OF RAND)											
	1996/97 Allocation (R'000)	funding level (a-value)	1997/98 Allocation (R'000)	funding level (a-value)	1998/99 Allocation (R'000)	funding level (a-value)	1999/2000 Allocation (R'000)	funding level (a-value)	2000/01 Allocation (R'000)	funding level (a-value)	2001/02 Allocation 1) (R'000)	funding level (a-value)
UNIVERSITIES	3 274 982	0.681	3 591 089	0.659	3 854 455	0.652	4 155 323	0.650	4 498 399	0.636	4 880 623	0.638
CAPE TOWN	221 990	0.662	249 381	0.643	268 820	0.643	280 267	0.641	308 985	0.628	350 047	0.629
DURBAN WESTVILLE	130 484	0.674	141 472	0.643	132 358	0.643	143 802	0.641	161 945	0.628	167 012	0.629
FORT HARE	69 939	0.743	81 923	0.706	90 587	0.705	93 769	0.695	85 794	0.670	86 992	0.850
MEDUNSA	81 581	0.662	99 422	0.693	104 111	0.735	158 054	0.850	154 956	0.837	168 911	0.830
NATAL	229 572	0.662	248 266	0.643	275 505	0.643	301 978	0.641	336 600	0.628	355 072	0.629
NORTH	160 649	0.662	203 556	0.643	209 013	0.643	177 826	0.641	186 390	0.628	181 419	0.629
NORTH WEST	85 676	1.418	101 927	1.178	91 646	0.800	88 191	0.641	100 014	0.628	112 449	0.629
ORANGE FREE STATE	144 268	0.662	156 577	0.643	179 515	0.643	185 818	0.641	190 053	0.628	221 343	0.629
PORT ELIZABETH	76 942	0.662	79 315	0.643	80 045	0.643	105 993	0.641	138 837	0.628	172 013	0.629
POTCHEFSTROOM	124 761	0.662	136 323	0.643	149 001	0.643	168 791	0.641	212 697	0.628	242 208	0.629
PRETORIA	362 225	0.662	399 518	0.643	448 720	0.643	477 027	0.641	534 746	0.628	584 249	0.629
RAU	154 813	0.662	180 333	0.643	189 591	0.643	212 215	0.641	241 523	0.628	225 545	0.629
RHODES	60 834	0.662	75 590	0.643	78 386	0.643	85 659	0.641	98 235	0.628	100 289	0.629
STELLENBOSCH	213 097	0.662	228 393	0.643	258 130	0.643	282 296	0.641	314 017	0.628	361 561	0.629
TRANSKEI	98 037	0.999	112 432	0.839	109 367	0.749	99 743	0.739	98 837	0.690	102 651	0.690
UNISA	349 637	0.662	330 863	0.643	402 877	0.643	417 884	0.641	458 674	0.628	488 963	0.629
VENDA	66 679	0.696	70 406	0.661	85 052	0.643	90 471	0.641	83 594	0.628	106 987	0.629
VISTA	154 859	0.662	185 307	0.643	179 681	0.643	221 238	0.641	231 689	0.628	253 767	0.629
WESTERN CAPE	155 579	0.662	144 478	0.643	143 061	0.643	159 804	0.641	145 469	0.628	145 842	0.629

TABLE 2: continued

INSTITUTION	SUBSIDY FORMULA ALLOCATIONS (AMOUNTS IN THOUSANDS OF RAND)											
	1996/97 Allocation (R'000)	funding level (a-value)	1997/98 Allocation (R'000)	funding level (a-value)	1998/99 Allocation (R'000)	funding level (a-value)	1999/2000 Allocation (R'000)	funding level (a-value)	2000/01 Allocation (R'000)	funding level (a-value)	2001/02 Allocation 1) (R'000)	funding level (a-value)
WITWATERSRAND	267 332	0.662	276 643	0.643	292 154	0.643	309 229	0.641	315 496	0.628	342 529	0.629
ZULULAND	66 028	0.662	88 964	0.643	86 835	0.643	95 268	0.641	99 848	0.628	110 774	0.629
TECHNIKONS	1 120 156	0.686	1 295 725	0.646	1 454 980	0.643	1 648 414	0.641	1 705 959	0.628	1 837 033	0.629
BORDER	24 837	0.814	32 161	0.733	38 923	0.643	54 944	0.641	63 085	0.628	70 626	0.629
CAPE	89 529	0.682	94 848	0.643	102 392	0.643	104 408	0.641	115 766	0.628	126 057	0.629
EASTERN CAPE	28 823	0.745	38 183	0.671	53 872	0.643	55 831	0.641	54 204	0.628	67 739	0.629
FREE STATE	55 068	0.682	57 548	0.643	64 971	0.643	66 135	0.641	64 932	0.628	72 273	0.629
M L SULTAN	68 839	0.682	77 267	0.643	96 716	0.643	126 204	0.641	111 695	0.628	120 044	0.629
MANGOSUTHU	43 546	0.682	69 548	0.643	68 936	0.643	74 923	0.641	73 538	0.628	74 644	0.629
NATAL	74 586	0.682	87 094	0.643	102 233	0.643	113 056	0.641	110 464	0.628	118 755	0.629
NORTH WEST	25 450	0.697	33 201	0.652	41 802	0.643	39 034	0.641	54 173	0.628	58 262	0.629
NORTHERN GAUTENG	79 210	0.682	89 117	0.643	96 213	0.643	95 320	0.641	110 595	0.628	119 710	0.629
PENINSULA	65 538	0.682	87 835	0.643	94 726	0.643	103 893	0.641	113 374	0.628	115 509	0.629
PORT ELIZABETH	74 735	0.682	82 913	0.643	87 070	0.643	90 363	0.641	93 196	0.628	104 283	0.629
PRETORIA	135 329	0.682	153 023	0.643	161 589	0.643	208 049	0.641	238 352	0.628	275 887	0.629
SA	180 547	0.682	188 121	0.643	212 427	0.643	251 232	0.641	223 610	0.628	239 290	0.629
VAAL TRIANGLE	77 964	0.682	97 143	0.643	94 181	0.643	133 676	0.641	136 776	0.628	133 764	0.629
WITWATERSRAND	96 155	0.682	107 723	0.643	138 929	0.643	131 346	0.641	142 199	0.628	140 190	0.629
ALL INSTITUTIONS	4 395 138	0.682	4 886 814	0.656	5 309 435	0.650	5 803 737	0.647	6 204 358	0.634	6 717 656	0.636

1) Includes the subsidy formula amounts to incorporate 28 teacher training colleges into universities and technikons

TABLE 3: AD HOC ALLOCATIONS TO HIGHER EDUCATION INSTITUTIONS FOR 2001/02 (AMOUNTS IN THOUSANDS OF RAND)

HIGHER EDUCATION INSTITUTION	TOTAL AD HOC BUDGET FOR 2000/01 ¹⁾ (R'000)	BUDGET FOR AD HOC's FOR 2001/02 ²⁾					
		Interest and Redemption of loans (R'000)	Municipal assessment rates (R'000)	Leave gratuity (R'000)	Ad hoc incorporation needs ³⁾ (R'000)	Other ad hoc (R'000)	TOTAL (R'000)
UNIVERSITIES	248 796	130 449	72 209	300	27 648	36 300	266 906
CAPE TOWN	27 540	8 284	14 000	-	-	2 400	24 684
DURBAN WESTVILLE	2 100	-	2 664	-	-	-	2 664
FORT HARE	4 900	2 140	3 500	-	-	-	5 640
MEDUNSA	3 100	3 088	-	-	-	-	3 088
NATAL	18 270	10 734	4 728	-	2 715	2 400	20 577
NORTH	8 211	7 333	11	-	4 857	-	12 201
NORTH WEST	1 470	610	508	-	2 715	-	3 833
ORANGE FREE STATE	7 651	4 487	3 353	-	2 715	-	10 555
PORT ELIZABETH	6 535	4 610	1 780	-	-	-	6 390
POTCHEFSTROOM	6 936	5 145	1 876	-	2 715	-	9 736
PRETORIA	49 555	10 665	6 600	-	2 715	29 100 ⁴⁾	49 080
RAU	9 191	6 413	2 796	-	-	-	9 209
RHODES	3 609	1 635	1 920	-	-	-	3 555
STELLENBOSCH	18 564	9 290	6 790	-	-	2 400	18 480
TRANSKEI	10 000	7 800	2 200	-	-	-	10 000
UNISA	8 250	3 943	3 300	-	2 715	-	9 958
VENDA	5 800	4 270	10	-	3 786	-	8 066
VISTA	20 640	19 367	1 280	-	-	-	20 647
WESTERN CAPE	7 613	3 355	3 599	300	-	-	7 254
WITWATERSRAND	23 390	11 880	11 200	-	2 715	-	25 795
ZULULAND	5 471	5 400	94	-	-	-	5 494

TABLE 3: continued

HIGHER EDUCATION INSTITUTION	TOTAL AD HOC BUDGET FOR 2000/01 ¹⁾	BUDGET FOR AD HOC's FOR 2001/02 ²⁾					
		Interest and Redemption of loans	Municipal assessment rates	Leave gratuity	Ad hoc incorpora- tion needs ³⁾	Other ad hoc	TOTAL
	(R'000)	(R'000)	(R'000)	(R'000)	(R'000)	(R'000)	(R'000)
TECHNIKONS	87 343	61 789	20 111	-	15 144	-	97 044
BORDER	3 713	2 800	200	-	-	-	3 000
CAPE	12 460	10 130	2 430	-	3 786	-	16 346
EASTERN CAPE	4 589	2 990	51	-	4 857	-	7 898
FREE STATE	4 357	3 430	950	-	-	-	4 380
M L SULTAN	1 167	0	1 400	-	-	-	1 400
MANGOSUTHU	841	841	0	-	-	-	841
NATAL	9 894	6 893	3 000	-	3 786	-	13 679
NORTH WEST	2 067	1 865	-	-	-	-	1 865
NORTHERN GAUTENG	381	-	250	-	-	-	250
PENINSULA	3 700	1 978	1 800	-	-	-	3 778
PORT ELIZABETH	3 980	2 735	1 450	-	2 715	-	6 900
PRETORIA	14 667	11 070	2 200	-	-	-	13 270
SA	5 066	4 140	460	-	-	-	4 600
VAAL TRIANGLE	4 009	3 357	120	-	-	-	3 477
WITWATERSRAND	16 452	9 560	5 800	-	-	-	15 360
ALL INSTITUTIONS	336 139	192 238	92 320	300	42 792	36 300	363 950

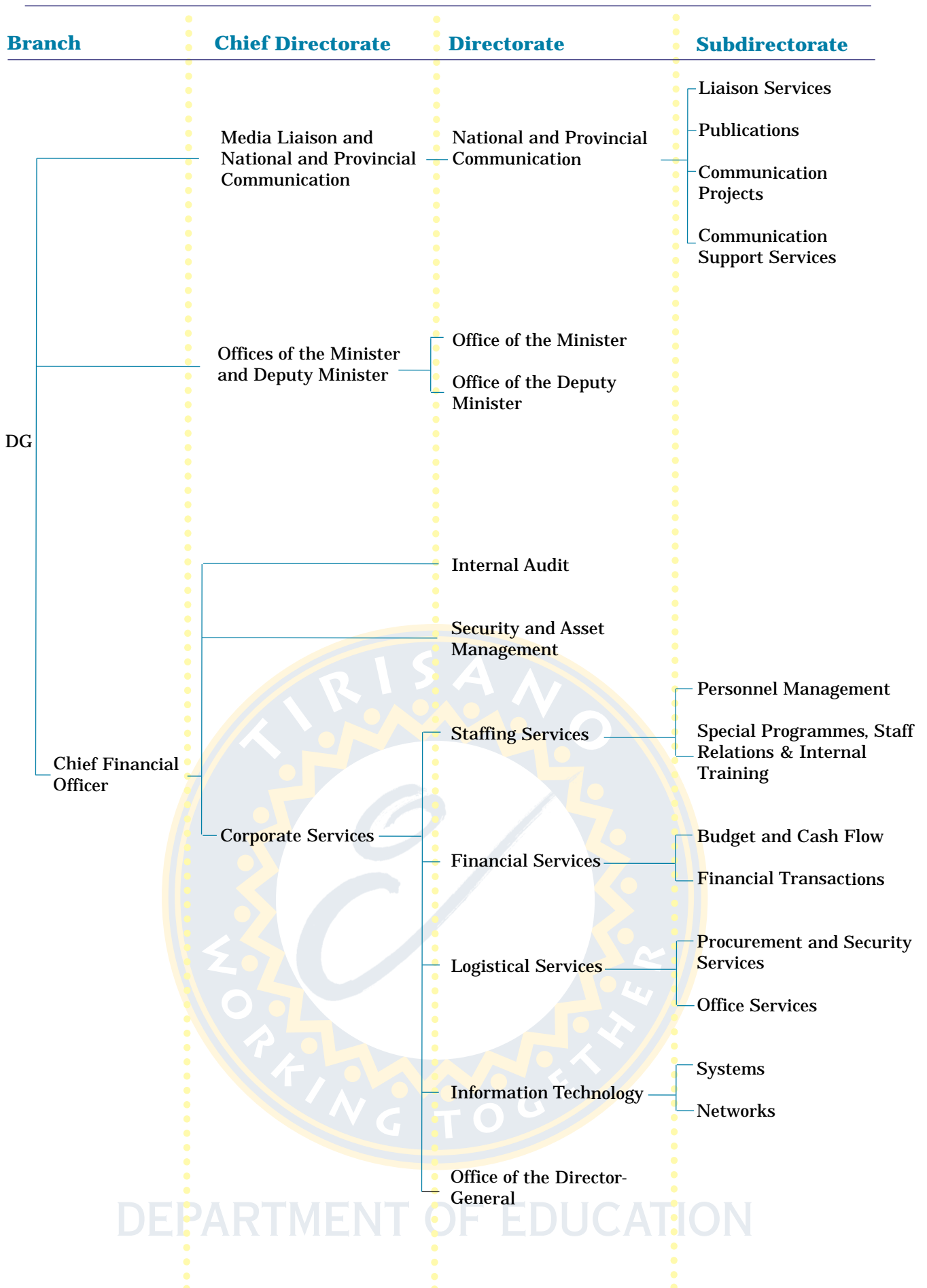
¹⁾ Excludes R443,5 million for the National Student Financial Aid Scheme and R30 million for redress.

²⁾ Excludes R450 million for the National Student Financial Aid Scheme.

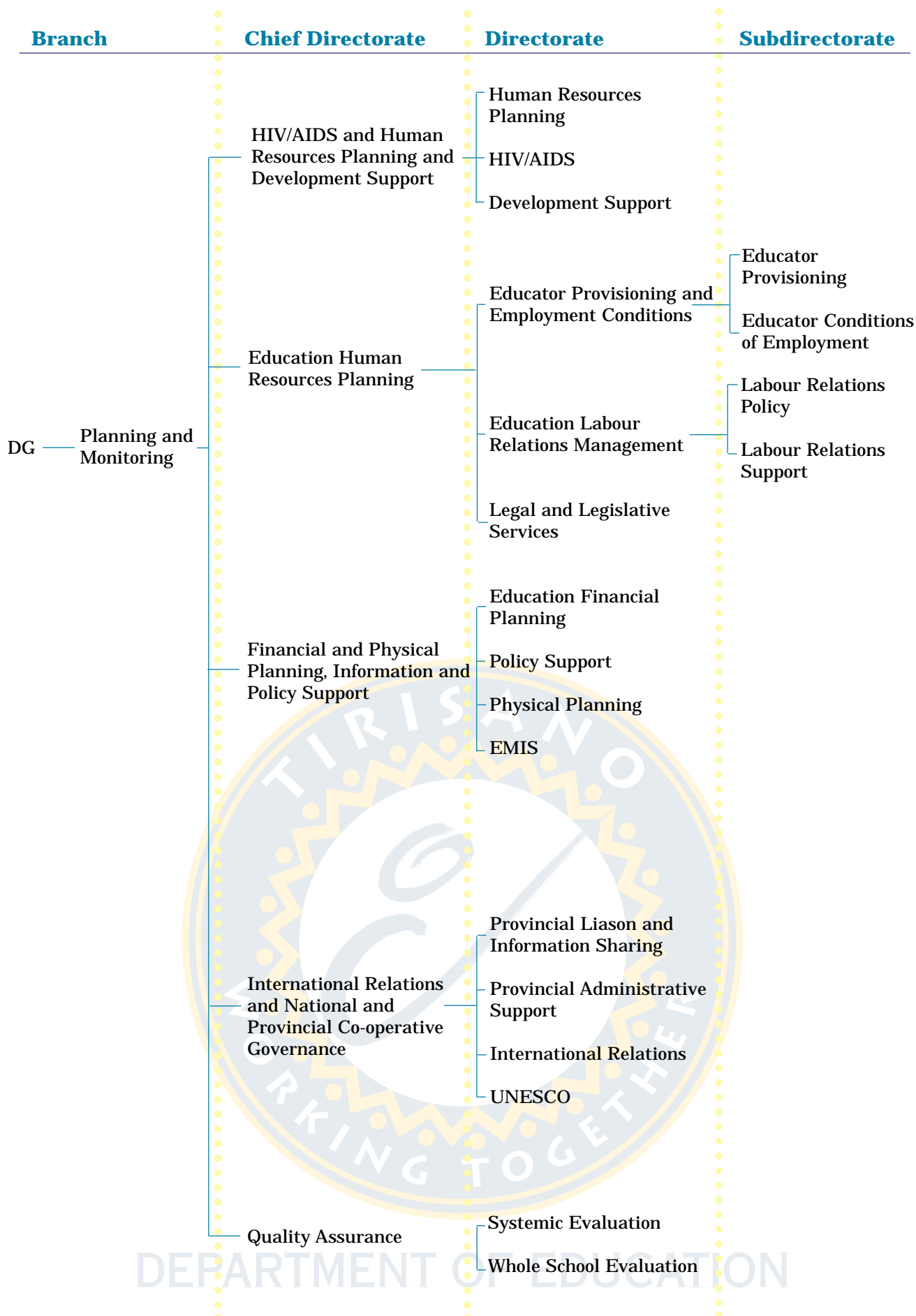
³⁾ A once-off allocation towards the incorporation of 28 teacher training colleges. This amount contributed to the upgrading of college buildings and the integration of the computer and administrative systems.

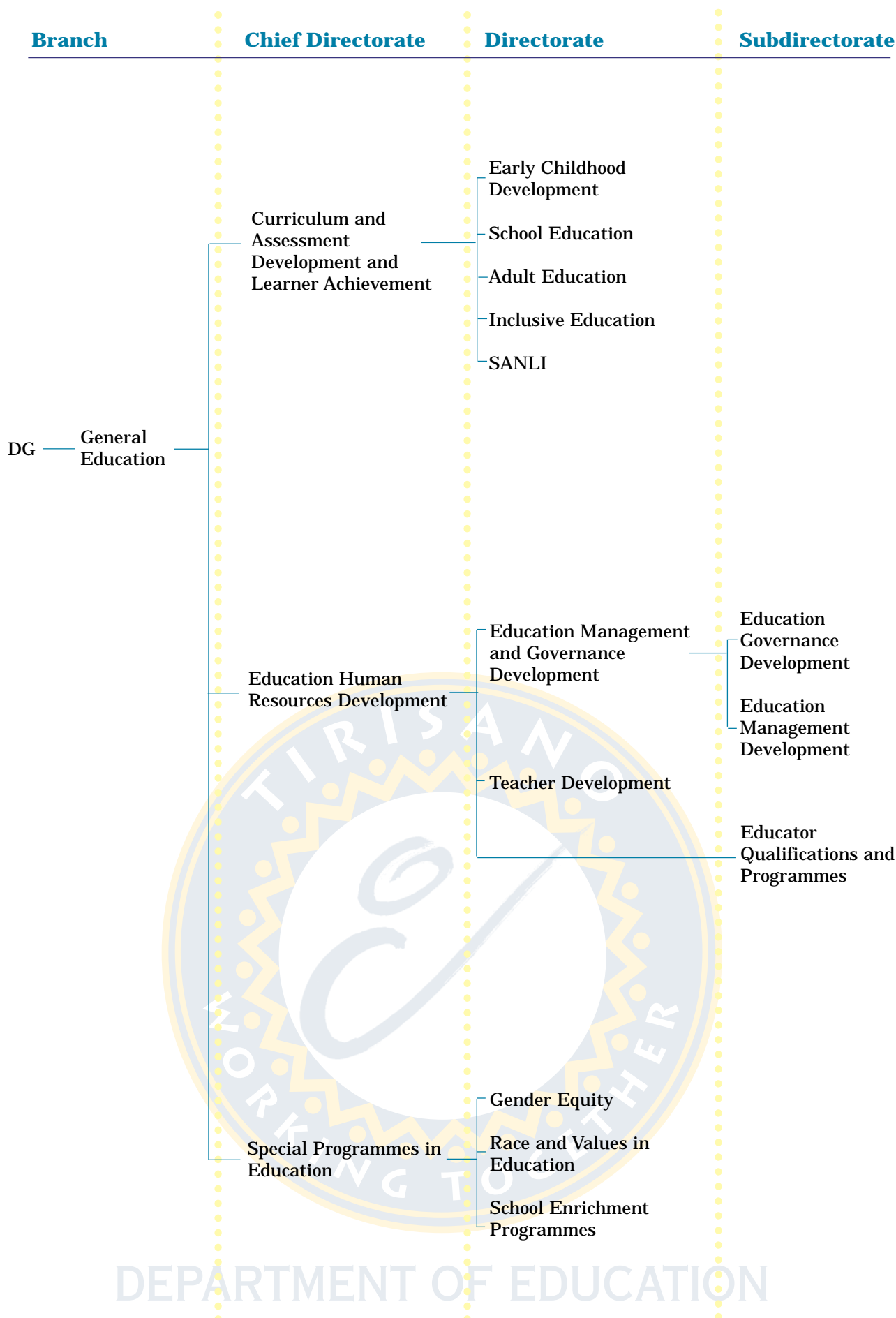
⁴⁾ R16,5 million to facilitate the amalgamation of the Veterinary Science Faculties of MEDUNSA and the University of Pretoria. It also includes R12,6 million for the development of a new Pretoria Academic Hospital as a result of a decision made in the 1980's.

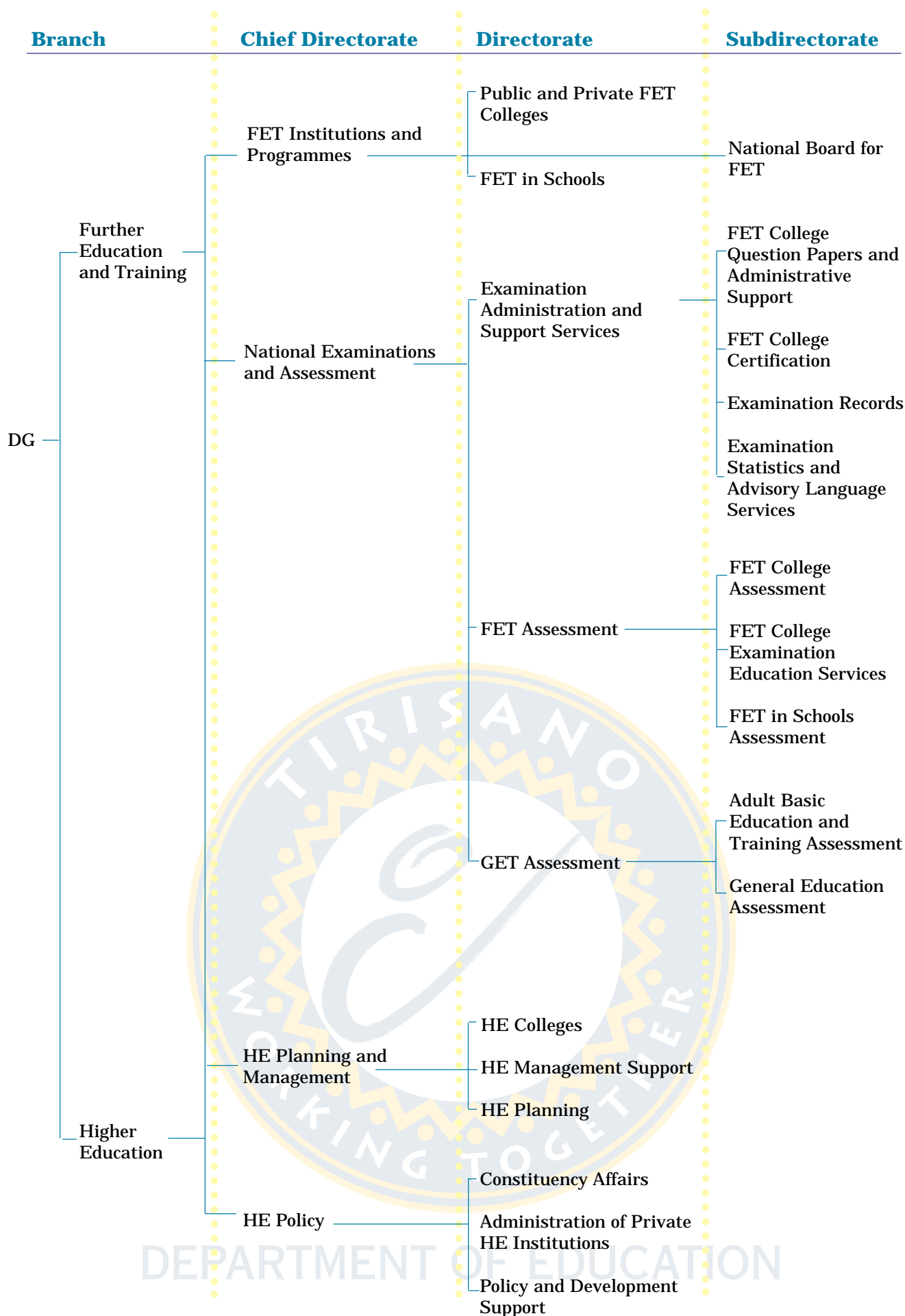
ORGANIGRAM



DEPARTMENT OF EDUCATION









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Produced by the Directorate: Strategic Planning

Design and Layout: Advertising Studio 136

Photography: Government Communication and Information Service (GCIS), University of the Witwatersrand, Greg Cruikshanks and Peter Maher

Printed for the Government Printer, Pretoria, by Formeset Printers Cape

Notes:



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