



Department of Education

# Annual REPORT

2006/2007



education

Department:  
Education  
REPUBLIC OF SOUTH AFRICA



Department of Education

*Annual*

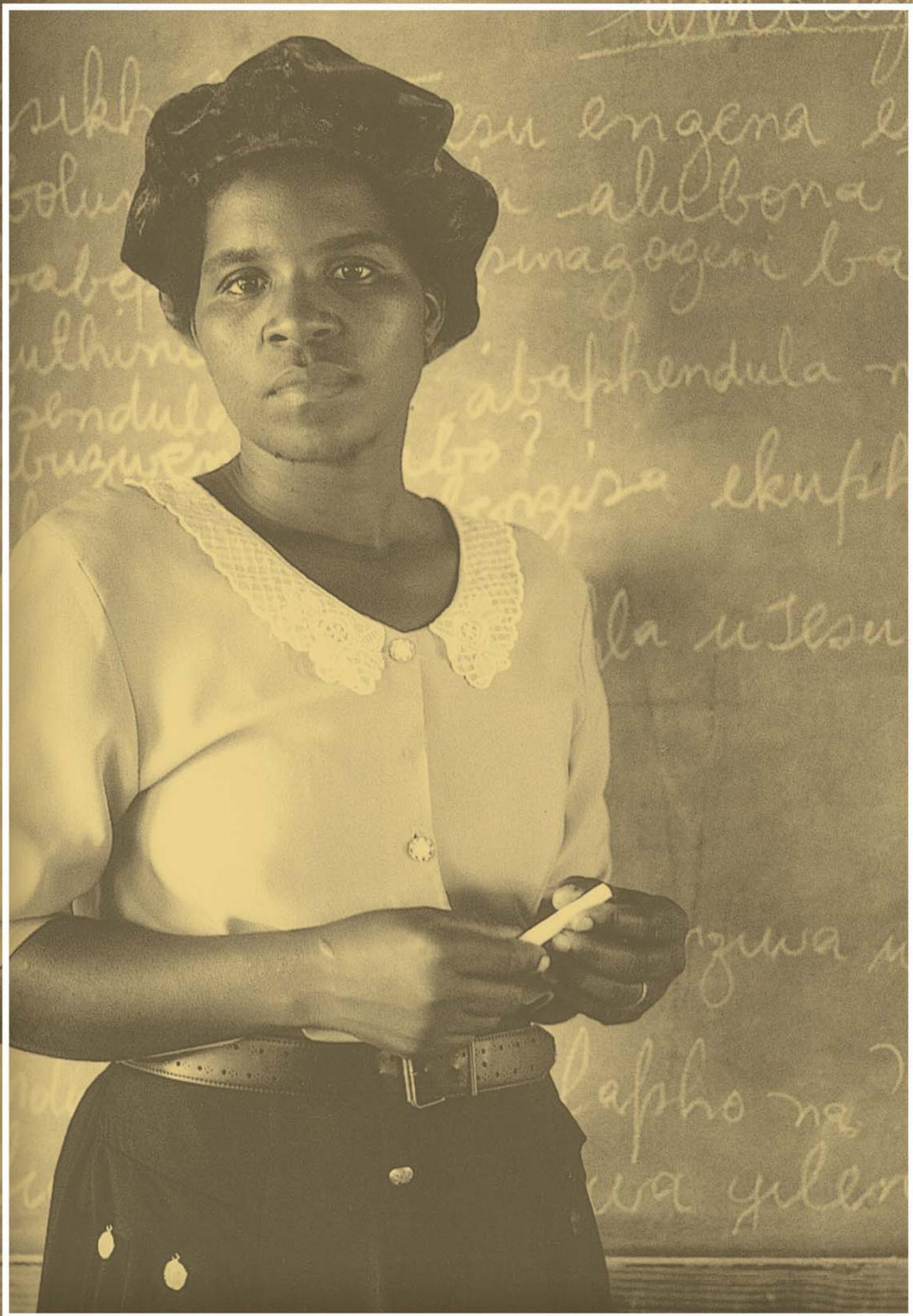
**REPORT**

2006/2007

To the Minister of Education, Ms Naledi Pandor, MP

It is with great pleasure that I present this report on the work of the Department of Education for the financial year ended on 31 March 2007.

**Duncan Hindle**  
*Director-General: Education*  
September 2007



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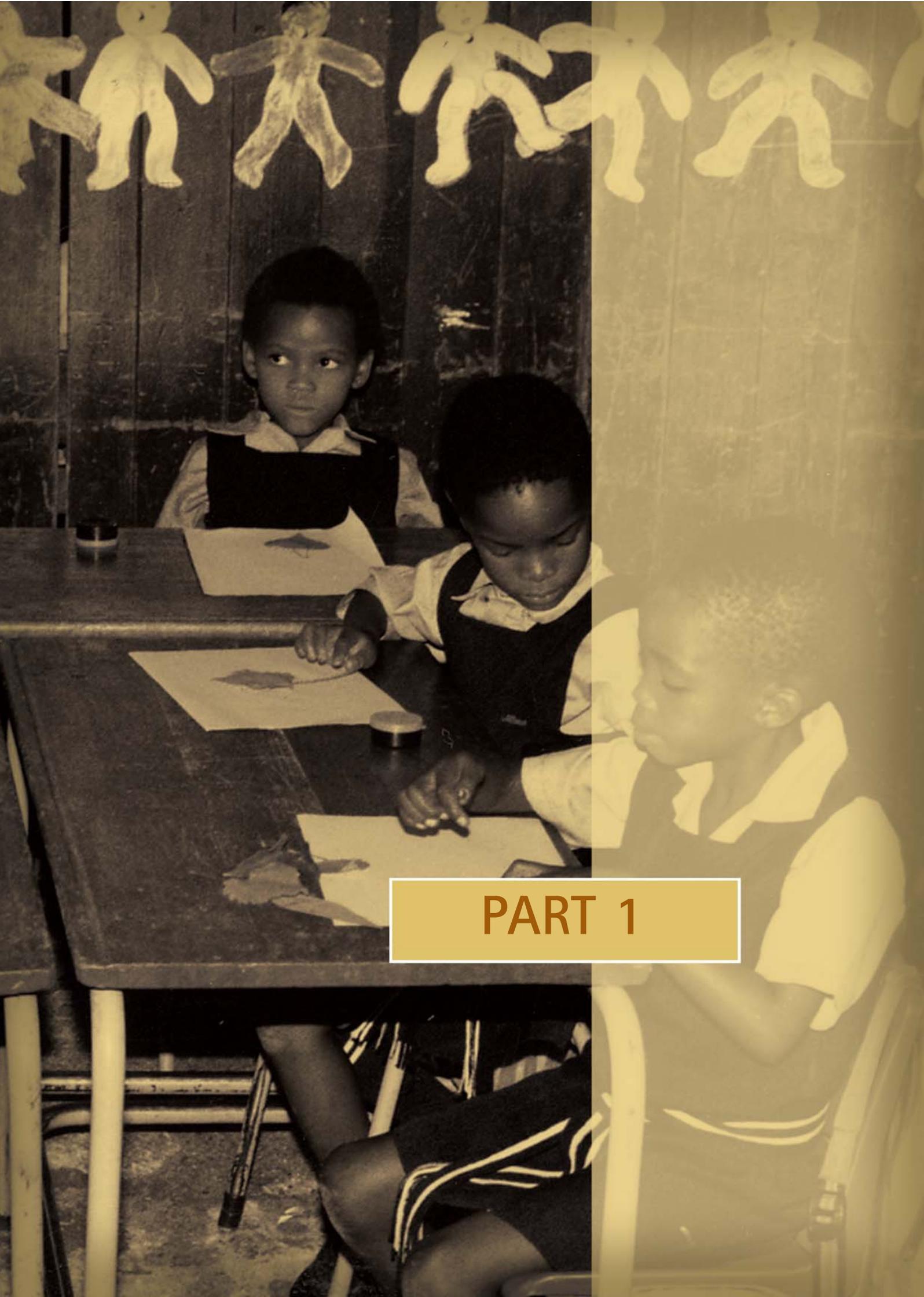
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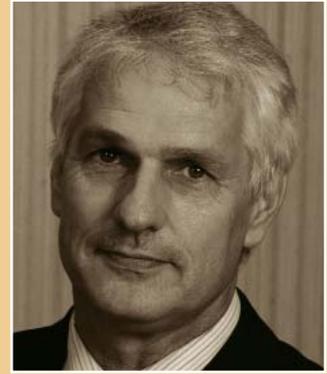
# PART 1





## PART 1: INTRODUCTION

- 1.1 Introduction by the Director-General
- 1.2 Message from the Minister
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- 1.7 Department: Highlights, Achievements and Challenges



## 1.1 INTRODUCTION BY THE DIRECTOR-GENERAL

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

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

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

improving their life chances through ensuring the provision of quality education for all.

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

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

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

Duncan Hindle  
Director-General  
September 2007



## 1.2 MESSAGE FROM THE MINISTER

At the beginning of my term as Minister of Education in 2004, I identified five broad priorities that required considered attention in order to strengthen the provision of quality education across the sector. This annual report provides an opportunity to report on the progress we have made in dealing with equity and poverty, in implementing policies to accelerate skills development particularly in the FET colleges, in improving school infrastructure and in implementing of a new curriculum, in promoting health lifestyles, and in transforming the higher-education sector so as to improve access and success.

There are positive achievements in the various phases of education that we can and should celebrate:

- The implementation of the final phase of the National Curriculum.
- The introduction of full-service bursaries for student teachers through the Fundza Lushaka programme.
- The 96 schools that achieved passes of 50% or more in Maths HG.
- The 13 schools that achieved over 100% passes in Maths HG.
- The 9 Readathon schools that were recognized among many entrants for reading excellence in 2006.
- The teacher nominees in the national teaching awards

and the many thousands of dedicated teachers that they represent.

- Rural schools that achieve 100% success in matric and the determined communities that support them.
- Higher-education institutions that achieve top ranking research outcomes and international awards.
- Learners and students who are high achievers and outstanding leaders.
- The successful hosting of the Commonwealth Conference of Education Ministers in December 2006.
- The energy and enthusiasm that is evident in the newly re-capitalized FET college sector.

We still have work to do in reaching for the goal of providing quality education to all, but we are on the right track. Let us celebrate our achievements with pride.

I thank the many teachers, officials, support staff and parents who continue to do their best for our children because they believe in the importance of education.

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

Naledi Pandor, MP  
Minister of Education



## 1.3 OVERVIEW OF PROGRESS

The post 2004 election period presented a new set of strategic challenges and opportunities to the education sector. In the period under review there has been no major departure from the overall policy trajectory of the past decade, and significant progress has been made in achieving many of these policy objectives.

Perhaps the major accomplishment has been the declaration of 40% of all schools as no fee institutions – affecting almost half of the total number of learners. This is a major advance towards the goal of free education, and millions of children and parents have been freed from concerns about school fee payment, and the consequences of not paying. At the same time the exemptions policy has been strengthened, and together with the policy on school uniforms, we have tried to eradicate any possible barriers to school attendance. The school nutrition programme which feeds over million children daily, is a further incentive to attend school, and the results are clear: we have effectively achieved the millennium development goal of universal primary education, long before the target date of 2014.

During the 2006/07 financial year, the Ministry placed a great deal of emphasis on improving the quality of education. The concerns about the quality of public education range from the provision of suitable infrastructure and scholar transport, from textbook delivery to the quality of teaching and learning outcomes. We have also been concerned with learner retention issues, second chance opportunities for youths, skills development, higher education governance and student success rates.

The Ministry has, over the past year, focused on various strategies to address the above concerns. One of these has been the quality improvement and development strategy (QIDS-UP) an affirmative action strategy that puts the success of learners at the centre. The QIDS-UP strategy includes improved teaching and learning to address key content and academic skills, including the continuation of initiatives directed at enhancing our performance in science, mathematics and technology. The strategy involves the provision of schools with appropriate support, including reading and reference books, libraries and laboratories, as

well as with additional support staff to assist teachers. QIDS-UP schools will be closely monitored to ensure that the additional resources are converted into improved learning outcomes.

The Ministry has long been concerned with learner attainment, ensuring the achievement of quality through curriculum reform and improved teaching and learning. With increased investment in education, especially for the poor, including better classrooms in many areas, computer facilities, more learning support materials in many schools and a new curriculum, opportunities and conducive environments have been created for better learning and teaching.

The challenge with respect to improving the competence of the teacher in the classroom has been tackled when the Ministry published the National Policy Framework for Teacher Development and Education. This provides the basis for a truly professional cadre of teachers, who will be respected members of this noble profession. Efforts have been intensified to increase the supply of new teachers through various advocacy programmes, and the introduction of generous teacher bursaries that are tied to service contracts. I am pleased to report that registrations for the first year of the BEd degree have more than doubled from 5 173 in 2006 to 10 806 in 2007, suggesting that the profession is regaining some of its status.

Research into our education system has shown an unacceptable drop rate of learners beyond the compulsory age of schooling, and a Ministerial Committee has been appointed to investigate and advise on the matter. This is disappointing since it is at this level that skills development and improving the relevance of education for employment and job creation has to be strengthened. The new curriculum, introduced in Grades 7 and 10 during the year under review will, once fully implemented, address some of the skills needs in our country. For the first time, Mathematics (or Mathematical Literacy) is a compulsory matric subject. In 2008, the first cohort of pupils will sit for the National Senior Certificate examinations, offering seven subjects from a choice of twenty nine modern and relevant



curricula, and writing nationally set and internationally benchmarked papers. This is a major advance for our system, and signifies the conclusion of the curriculum transformation project initiated in 1998.

The system has a well-designed plan for the fifty revitalised FET Colleges. The Ministry has focused on providing technical and vocational training in FET Colleges for both youth and adults, and the recapitalisation of these Colleges, at a cost of R1.9 billion, has made this possible. The funds allocated for the project are dedicated to ensuring that Colleges have the necessary infrastructure, teaching equipment and materials, administrative systems, teaching staff and ICT to successfully deliver skills in the 13 key programmes addressing scarce and critical skills. With the introduction of bursaries for poor students, College enrollments have exceeded our targets, and these graduates will surely make a major contribution to the future of our economy.

The modernisation of venues and facilities, and new programmes designed in conjunction with industry, are the foundations on which this sector will be built. In addition, the FET Colleges Act, 2006 provides for the employment of suitable staff to teach these programmes.

The Ministry has supported the ongoing transformation of higher education which is critical to knowledge, research and skills acquisition in South Africa. The Ministry's support has been focused on expanding growth of scarce skills areas, including engineering faculties, in line with the goals of ASGISA in engaging universities to secure their participation in critical skills expansion. The challenge in the recently merged and reconfigured institutions is to overcome the

label of mediocrity. In the period under review, we have offered support to higher education institutions to become centres of excellence in tertiary education and in knowledge production through research. The recapitalisation and merger funding that government has made available supports the renewal of infra-structure, including the refurbishment of residences and support for academic programmes.

To widen access to higher education for disadvantaged students the Ministry continues to fund the National Student Financial Aid Scheme (NSFAS). The NSFAS also continues to offer invaluable service in administering scholarships and loans to deserving students in higher education, as well as to FET College students and including student leaders.

During the year under review, the Ministry participated in education matters on the continent and internationally. We have hosted delegations from Vietnam, Angola, Lesotho, Namibia, Saudi Arabia, Oman, United Arab Emirates and Burundi, and returned visits to these and many other countries. Following the declaration by the Heads of State of the African Union (AU) of a Second Decade of Education in Africa, South Africa hosted the first Working Group meeting which developed the Plan of Action for the Decade. In December 2006 the Ministry successfully hosted the 16<sup>th</sup> Commonwealth Conference of Education Ministers (CCEM).

Further international interactions included participation in the G8 Education Ministers meeting in Moscow, as an Outreach Partner country, participation in the SA-UK Bilateral Forum in London, and inclusion in the Presidential visits to Portugal and Ireland.



## 1.4 VISION, MISSION, AND VALUES

### Vision

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

### Mission

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

### Values

The Department of Education adheres to the following values:

#### People

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

#### Excellence

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

#### Teamwork

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

#### Learning

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

#### Innovation

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



## 1.5 LEGISLATIVE MANDATE

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

1. The Constitution of the Republic of South Africa (1996) which requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System February (1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
2. The National Education Policy Act (NEPA) (1996) was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities, of the Minister of Education and to formalize the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, *inter alia*, curriculum, assessment and language policy, as well as quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
3. The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies, is now in place in public schools country-wide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by Education Laws Amendment Act 24 of 2005 so as to authorize the declaration of schools in poverty stricken areas as "no fee schools".
4. The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001). The latter provides the basis for the development of a nationally coordinated further education and training system, comprising the senior secondary component of schooling and Further Education and Training (FET) colleges. It requires the FET institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programme-based funding and a national curriculum for learning and teaching.
5. The Higher Education Act (1997) provides for a unified and nationally planned system of higher education. It furthermore gave the green light for a statutory Council on Higher Education (CHE), which advises the Minister while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999) formed the basis for the transformation of the higher education sector, with implementation being informed by the National Plan for Higher Education (2001).
6. A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate the professional, moral and ethical responsibilities of



educators, as well as the competency requirements for teachers. The historically divided teaching force is now governed by one Act of Parliament and one professional council – the South African Council of Educators (SACE).

7. The Adult Basic Education and Training Act (ABET) (2000) provides for the establishment of public and private adult learning centres, funding for ABET, the governance of public centers, as well as quality assurance mechanisms for this sector.
8. The South African Qualifications Authority (SAQA) Act (1995) provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our adult learners.
9. The National Curriculum Statement (NCS) (Grades R-12) embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, and nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models that are aligned to the NQF in theory and practice.
10. The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010 as well as for an improvement in the quality of programme, curricula and teacher development for 0 to 4-year-olds, and 6 to 9-year olds.
11. The Education White Paper 6 on Inclusive Education, 2001, explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This, in turn, will improve the participation and retention levels of learners in the education system, particularly with regard to those learners who are prone to dropping out.
12. The General and Further Education and Training Quality Assurance Act, Act 58 of 2001, provides for the establishment of Umalusi, which is charged with the provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well conducting the actual assessment.
13. The National Financial Aid Scheme Act, Act 56 of 1999, provides for the granting of loans and bursaries to eligible students at public higher education institutions, as well as the administration of such loans and bursaries.
14. The Further Education and Training Colleges Act, 2006 (Act 16 of 2006) provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, in Further Education and Training, the registration of private further education and training colleges, and the promotion of quality in further education and training.



## 1.6 FIVE YEAR PRIORITIES

The Department performs its work taking into account five broad priorities set by the Minister at the beginning of the current term of government. The broad priorities are:

### A Dealing with poverty with special attention given to:

- A1 the cost of education and the declaration of "no-fee" schools;
- A2 the National Schools Nutrition Programme; and
- A3 rural education.

### B Skills Development with particular focus on:

- B1 Recapitalisation of FET Institutions
- B2 Improving the teaching of Mathematics and Science
- B3 Role of Higher Education in addressing skills shortage
- B4 Adult Education and Training
- B5 Human Resource Development

### C Quality Improvement

### D Health Education

### E Institutional Development

The following narrative presents a brief summary of the progress made by the Department during the course of the current financial year.



## A Dealing with poverty

### A1 Cost of education and declaration of "no-fee schools"

The amendments to the South African Schools Act, 1996, to provide for no fee schools were published in the Government Gazette in January 2006. The norms and standards for the financing of public schools were accordingly amended. The Department assisted provincial departments of education in compiling a list of schools that would be declared "no-fee schools". This list was published on 1 December 2006 in the Government Gazette No. 29438, 2006. Fee exemption regulations have been published and are being implemented. The challenge will be monitoring these policies. Costing of basic non-personnel non-capital package will be incorporated into this work going forward.

### A2 National School Nutrition Programme

The NSNP is funded through a conditional grant to the value of R1 098 036 that is distributed to the provincial departments of education based on the equitable share formula. A total of 5 996 050 learners in 18 039 schools from Grade R to Grade 7, except in the Eastern Cape feeding is between Grade R to Grade 4, ensuring that all schools in quintiles 1 and 2 are catered for. The expenditure as at end of the 2006 school year amounted to R917 024.

Four provinces (EC, KZN, NC and NW) reviewed their procurement models to increase opportunities for women cooperatives and local SMMEs to participate in the NSNP. The Eastern Cape has however experienced challenges in implementing its model, particularly during the third quarter. These challenges led the Eastern Cape to conduct forensic investigations that culminated in the suspension of some of the officials that were implicated in the report.

By end of the 2006 school year 7 429 food gardens had been established to supplement the menu with fresh vegetables in all provinces. This number has prospects of increasing as more food gardens are established.

### A3 Rural Education

The above initiatives together with the initiatives towards the development of school infrastructure, Quality Improvement Development Support Programme (QIDS-UP) are focused primarily towards disadvantaged communities, the majority of which are in rural areas. The Department is at an advanced stage in the development of the National Education Infrastructure Management Information system (NEIMIS). The advantage of such a system is that it will assist in giving school profiles, particularly those in rural areas and farms. A total of 15 503 schools that should benefit from the QIDS-UP programme have been identified.

The Department has strengthened its partnership with the Mandela Foundation and with UNICEF to find some synergy and to explore innovative strategies to deal with issues that are relevant to the curriculum, language and capacity building.

## B Skills development

### B1 Recapitalisation of FET Institutions

The FET College Recapitalisation programme is geared to ensuring that the delivery of 11 priority skills programmes in the period 2007–2009. In 2006 the focus of the recapitalisation project was on the development of modern, high level vocational programmes and preparation for their implementation. Towards the end of 2006, the Minister of Finance announced the allocation of R600 million (over three years) for bursaries at FET Colleges. The National Student Financial Aid Scheme (NSFAS) will administer the bursaries for the Department of Education.

Further Education and Training Colleges have formed partnerships with various industries in the private sector in order to strengthen their programmes and to provide work place experience for their students. A Memorandum of Understanding has been developed with the Construction Industry to develop Centres of Excellence at Further Education and Training Colleges.

The National Policy for Teacher Education and Development (NPFTED) was gazetted on 23 October 2006 for public



comment. The revised policy will be published early in 2007. The NPFTED is supported by a Teacher Recruitment Bursary Programme funded to the value of R120 million to support a nominal number of 3000 bursaries tenable 24 higher education institutions. The programme will commence in May 2007.

## *B2 Improving the teaching of Mathematics and Science*

There has been a steady increase in the number of learners that pass Mathematics at Higher Grade from 24 143 in 2004, 26 383 in 2005 and 25 217 in 2006. There has also been a steady increase in the number of learners passing Science from 26 975 in 2004, 29 965 in 2005 and 29 781 in 2006. A similar trend is observed in the number of learners that passed these subjects at Standard Grade.

Dinaledi schools have contributed to the number passing in Mathematics (HG) showing a steady increase from 3331 in 2004, 3815 in 2005 and 3909 in 2006. Similarly the number passing Science has shown a steady increase from 3858 in 2004, 4622 in 2005 and 4747 in 2006. There have been, however, approximately 30 Dinaledi Schools that are not performing well in Mathematics and Science. The Department will strengthen the provision of learning support materials to all the schools and will also strengthen monitoring of the schools as some of the schools were found to have inadequate support.

## *B3 Role of Higher Education in addressing skills shortage*

Increased funding has been made available to Higher Education institutions in key identified areas such as Engineering where there is currently a skills shortage. The Minister made available R48 million to the Universities of Cape Town, KwaZulu-Natal, Pretoria, and Witwatersrand to increase and improve the quality of engineering programs. A bursary and a loan programme, Fundza Lushaka, for new teachers has been established. NSFAS continues to offer an invaluable role of administering the funds from which disadvantaged students benefit.

After the Department received all institutions' enrolment planning submissions, a consolidated enrolment plan for the sector was presented to the Minister as report "Student

Enrolment Planning Tables and Notes" for approval.

## *B4 Adult Education and Training*

Recent provincial reports show that there are approximately 185 000 learners that have been reached to date. Of these 35 000 learners are enrolled in literacy programmes in the Eastern Cape and Limpopo. The literacy programme will benefit from the funds allocated for the next MTEF period. Since the introduction of Level 4 ABET examinations in 2001, a total of 8152 adult learners obtained the ABET GETC, a qualification at NQF level 1. Of the 8152 adult learners, 5507 learners obtained the qualification at one sitting, while 2645 learners acquired the qualification by acquiring credits from 2001 to November 2006.

## *B5 Human Resource Development*

The Human Resource Development Strategy is still under review together with the revision of the National Qualifications Framework to ensure a more meaningful and purposeful system of skills development. In the meantime the increased performance of the system in producing learners who pass Mathematics and Science promises to contribute to skills development.

# **C Quality improvement**

A total of 15 503 poorly resourced schools have been identified through the Quality Improvement and Development Programme (QIDS-UP) for adequate resourcing to improve learning especially in literacy and numeracy. By the end of the 2006 school year, 5233 of these schools received 100 reading books per school to improve learner reading competencies in the Foundation Phase (Grades R to 3).

During 2006 the report on the findings of Systemic Evaluation of Grade 6 national survey on learner skills in Literacy and Numeracy was finalised and distributed to all relevant stakeholders. Key issues emanating from the study were disseminated to schools for information and relevant actions to improve the quality of learning and teaching. By the end of the 2006 school year, the Department had provided three (3) Teacher Guides per school to all schools that offer Grade 6 to address problem areas in literacy, numeracy and science for use by teachers to address learning weaknesses in the three affected areas.



## D Health education

Life Skills programmes are part of the curriculum implemented in schools.

The Department has strengthened the partnership with the UNODC and the Department of Social Development (Key Moja) with the aim of advancing the intervention on drug use / abuse in schools. Guidelines for the prevention and management of drug use / abuse by learners have been published.

The Department is collaborating with USAID towards the development of a peer education programme. An implementation plan for the programme has been developed.

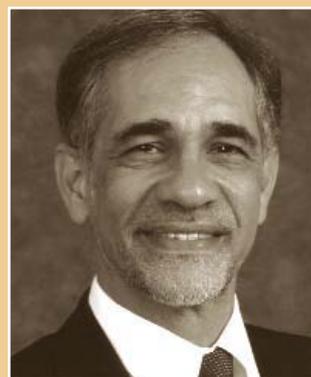
## E Institutional development

The Department is continuing with its work to ensure:

- a) the provision of adequate regulatory support to higher education institutions;
- b) academic and research support to the HE system;
- c) the provision of institutional support;
- d) the achievement of institutional diversity; and
- e) the promotion of the internalization of higher education.

More detail in the above regard is provided in this report under higher education.

DEPUTY MINISTER  
DEPARTMENT OF EDUCATION



*Mr Enver Surty, MP*

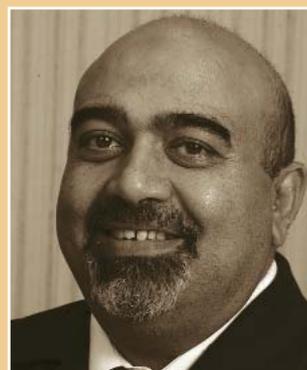
DEPUTY DIRECTORS-GENERAL  
DEPARTMENT OF EDUCATION



*Ms Penny Vinjevoold  
Deputy Director-General:  
Further Education and Training*



*Ms Palesa Tyobeka  
Deputy Director-General:  
General Education*



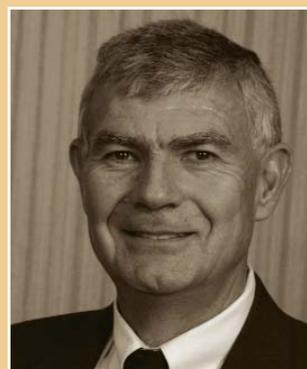
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System Planning and Monitoring*



*Ms Gugu Ndebele  
Deputy Director-General:  
Social and School Enrichment*



*Dr Molapo Qhobela  
Deputy Director-General:  
Higher Education*



*Mr Philip Benadè  
Chief Financial Officer*



## 1.7 DEPARTMENT: HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

### Programme 1: Administration

#### Background

The main purpose of this Branch is to provide administrative support in respect of the responsibilities of the Offices of the Minister, the Deputy Minister and the Director-General, as well as administrative support to the line functions in the Department.

The Branch is responsible for providing the Department with the following services: Personnel, Financial, Logistical, Security and Asset Management. The above functions include services such as tender administration, budgetary processes, staff recruitment, cleaning and other auxiliary services. Other functions also located in the Branch are the Internal Audit Unit, International Relations, UNESCO National Commission, GITO, Media Liaison and National and Provincial Communication, National and Provincial Co-ordination and Administration, Development Support, Provincial Budget Monitoring and Provincial Administrative Support Services.

Of the above functions, the strategic objectives and operational plans of only International Relations and the UNESCO National Commission are published in the annual strategic plan of the Department. However, all the above functions are also required to compile strategic and operational plans on an annual basis, which are aligned with the managers' performance agreements.

#### Executive Summary

During the quarter under review a successful familiarization trip to India was conducted and an agreement with India was signed on co-operation in the field of education. The Department hosted Brazil, Saudi Arabia, Oman, The United Arab Emirates and Burundi. In terms of staff training, 22 Middle Managers attended a Project Management Course

and 10 Managers attended a course on Supply Chain Management. Four manuals for computer training were developed as well. Staff assessments of the DoE were finalised during the month of March 2007. The Departmental Supply Chain Management Policy has been revised, approved and implemented. The Provincial Budgets and Spending Database has been created. This has enhanced the monitoring of provincial spending. A successful workshop on planning, reporting and performance evaluation of conditional grants was held in February 2007 and an evaluation team set up to monitor conditional grants in provinces. The Royal Netherlands Embassy has pledged a further R40 million to the DoE.

The Department performed a budget standard exercise with all the nine PEDs over the period 22 January to 6 February 2007. The purpose of the meetings was to analyse and evaluate the 2007 PEDs' budget statements and to ensure that the key policy priorities are sufficiently funded. PEDs were given the opportunity to present their 2007/08 budgets and 2006/07 projected expenditure outcomes. This gave a global picture concerning the financial position of the PEDs and the education system as a whole.

Through Vodacom, North West Department of Education and DoE project, the funding and construction of two schools were completed and handed over to communities in the North West Province – Vukuzenzele Secondary School in Rustenberg and New Kamogelo Primary School in Migdol. Through another donation by Investec, computers, library books and science kits were handed over to schools by the Minister and Deputy Minister.

In terms of the construction of the new building, National Treasury approved TA III and the concession agreement was signed on the 22nd March 2007. The Call Centre was established and became fully operational in February 2007.

To mark the end of the financial year, stocktaking was undertaken and in terms of final expenditure, the Department of education spent 95,65% of its total vote.



## Programme 2: System Planning and Monitoring

While there have been some key achievements, there have been problems in a number of other areas. While very little work was left undone a considerable number of activities were not fully complete. The problems are basically linked to the unavailability of suitable managers, the lack of capacity to deliver on the objectives effectively and on time, and problems in regard to the ability of service providers to adequately understand and deliver on the requirements of the branch. An assessment is being made of the work-flow and structure of the branch so that service delivery can be improved. USAID through its support programme to the DoE has made technical assistance available for the assessment of the branch, EMIS and Infrastructure strategy. There has been some re-organising of staff to ensure more effective delivery. Advances have also been made to HEIs to indicate how they can collaborate with the planning branch in building capacity and developing competent planners.

### Chief Directorate: Physical and Financial Planning

This Chief Directorate continues to struggle to fill two vacant SMS posts at Director level.

### Directorate: Physical Planning

Progress in this Chief Directorate has been exceptional in regard to the finalization of the NEIMS (National Infrastructure Management System) and the service provider delivered the bulk of the deliverables by March 15. The deliverables are being checked and a final report is being prepared for submission to the Minister.

While the bids submitted for building schools in regards to the Schools Infrastructure Support Programme (EU funded SISP) led to only 21 schools out of the planned 150 being attended. Work is progressing very rapidly on these schools. The national treasury is being approached to provide additional funds to provinces to deal with the schools not being attended to.

Work on basic services to schools accelerated in response to the injection of R950 million by Treasury over the MTEF to eradicate backlogs.

There has been unsatisfactory progress on the development of an infrastructure policy framework and norms and standards because of dissatisfaction with work of the service provider (CSIR contracted by World Bank). This work will now be completed in-house with the support of the World Bank team and substantial initial work done by the World Bank Team. There is some prospect of this work making significant progress by June 2007. Work on strengthening co-ordination among the various role players in delivery has received minimal attention.

The Directorate continues to function without a Director, recruitment efforts to find a suitable candidate have not succeeded. The Chief Director is taking personal responsibility for managing some aspects of the operational plan.

### Directorate: Financial Planning

The greatest success in this area has been the kick-start to the no fee school policy. Some 5 million learners attending some 13 900 schools are beneficiaries. The monitoring of the implementation of no fee schools and school funding generally has been poor. Efforts are already underway to rectify this situation.

ABET and FET norms are still under scrutiny by the Ministry of Finance, but implementation planning (costing models and management plans) is proceeding. The FET norms and standards were finalised for submission to Minister of Education for approval.

The funding framework for inclusive education has been consulted in the lower structures and will serve before HEDCOM in May 2007.

This Directorate also faces capacity problems in that the Director has not been replaced. An internal person who showed promise during the interviews has been appointed as acting director as a developmental opportunity until a suitable senior has been recruited and the post has been adequately filled.

### Directorate: Economic Analysis

Commissioned report on assessment of provincial Annual Performance Plans has been completed.



The budget priority process for 2007/08 is advanced and a comprehensive review exercise with National Treasury on the 2006/07 priorities process was undertaken.

Education Financing Tool contract has not yet been resolved, the current tool is not satisfactory. Provincial budget monitoring and interaction with formats and guidelines are ongoing and a number of provinces were visited.

### **Chief Directorate: Education Information Systems and Monitoring and Evaluation**

Considerable progress has been made in the management of the Chief Directorate with the arrival of the new Chief Director. There has been some re-organising of staff to ensure effective service delivery.

### **Directorate: Monitoring and Evaluation**

While work has progressed at a steady rate, not all activities were fully completed. The Monitoring and Evaluation framework has still to be finalised. The Ministerial Committee on learner retention has been established. A capacity building programme for planners has been arranged for May 2007.

### **Directorate: Education Information Management Systems**

Work on the implementation of the Education Information Policy is progressing steadily. The first "Requirements for Surveys" standards have been published.

There has been significant progress on the South African Schools Administration Management System (SA-SAMS) project. Three provinces have published tender specifications for the roll out of SA-SAMS starting in January 2007 and the HEDCOM sub-committee on EMIS approved the proposed system enhancements to SA-SAMS.

All the surveys for 2006 were successfully conducted by December 2006, as was the design and approval of the survey forms for the 6 surveys to be conducted in the first quarter of 2007. The survey data for 2005 (with the exception of FET) has been fully integrated and is available for reporting purposes.

EMIS has responded to 700 requests for information as at the end of the third quarter.

A successful data quality exercise was concluded, the report shows that there is room for improvement in the collection of data, the section is going to unpack the report and request provincial education departments to pay more attention to the control of accurate data collection.

### **Directorate: Education Management Systems**

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

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

The business intelligence (BI) project has finalised all the requirements for completing the pilot phase of the project and the user training for EMIS staff on the pilot BI system has been completed.

### **National Human Resource Development Strategy**

The review of the National Human Resource Development strategy, its co-ordination and integration is finally underway. Meetings were held with the Presidency on how to take the process forward, presentations were made to the economic cluster and skills working group. Preparations are underway for a service provider to assist with the tasks and a report to cabinet is being prepared.

### **Chief Directorate: Education Human Resource Management**

The Chief Director: EHRM was appointed with effect from 1 October 2006. The newly appointed Chief Director had to get personally involved in the management of the directorates because of the retirement of the Director: Educator Planning, Provisioning and Evaluation and the vacant post of Director: Education Labour Relations.



## Directorate: Education Planning

The amendments to the post provisioning norms for educators have been submitted to HEDCOM. No progress has been made in developing an HR management system. The service provider, SITA, could not be contracted because the project charter did not address the terms of reference. The Directorate lacks capacity due to the vacancies of Director and Deputy Director. Existing staff are not able to deal with the high-level planning needs of the function. The recruitment strategy still needs considerable work. The norms and standards for support staff were successfully shepherded through the approval process. Provinces were assisted in planning and determining the costs of implementing the support staff norms. Good progress is noted in regard to the development of a model to identify remote schools.

## Directorate: Educator Performance Management

The national coordination function for Integrated Quality Management System (IQMS) was allocated to the acting Director. Two additional staff have been contracted on a temporary basis. The service provider appointed to assist with the review of the IQMS has completed Phase 2 (completion of literature review) of the project. Three provinces (KwaZulu-Natal, Limpopo & Eastern Cape) were visited to assess progress and provided with assistance. A draft report on the review of the IQMS has been concluded. Work is proceeding towards the establishment of the National Education and Evaluation Unit.

## Directorate: Education Labour Relations

The draft collective agreements on performance rewards was tabled for negotiations at ELRC after CEM and the Mandating Committee provided a mandate. The ELRC International Research and Study Visits Report was finalized. The ELRC Labour Seminar was held in Cape Town in December 2006. The major labour relations issue was the dispute declared by SADTU on the non-implementation of accelerated salary progression in December and its finalization through an agreement. The draft agreement on incentives was successfully approved by CEM and the Minister.

## Directorate: Legal and Legislative Services

A proper, effective and timely service was provided. Considerable work on the Education Laws Amendment Bill 2007 has been done. Support to the Mpumalanga Department of Education was given on the language issue and the exemptions regulations was finalised and the FET Bill was enacted. The service provided an effective response to the challenge on the fee exemptions by some schools and the application of an interdict against the Minister was set aside with costs.

## Programme 3: General Education and Training

### Curriculum and Assessment Development

The national target of increasing the number of Grade R learners has been reached. However, there is unevenness across the different provinces, with some provinces far below the target set for this year. The quality of the programmes also remains a challenge, and providing guidelines to all Grade R teachers on how to improve the quality of provisioning will be the main focus for the next financial year.

The National Curriculum Statement was successfully introduced in Grades 8 and 9 and the National Policy on Assessment and Qualifications for Schools in the GET Band was amended to be in line with the National Curriculum Statement.

Training on the Assessment Policies for GET and FET was conducted from 29 January to 9 March 2007 in all provinces, targeting Learning Area and Subjects Coordinators. Assessment Guidelines for the Intermediate and Senior Phases in all Learning Areas have been also finalised and distributed to all schools.

Approximately 10 000 schools were provided with reading books to establish classroom reading corners for learners in an attempt to encourage learners to read. Guidelines on the teaching and monitoring of reading progress at GET level were also developed, to provide increased support to teachers on the teaching of reading.



Overall progress in the introduction of Inclusive Education continues to be slow because of the amount of detail and specialist skills needed in all the critical areas of implementation. Some of the critical developments have been around:

- a) Developing funding norms for both full service and special schools, which should be gazetted during the year in 2007; and
- b) The training of more than 2000 educators and other staff from the 30 full service schools, 30 special schools and 4 reform schools across the 9 provinces that are part of the piloting of an Inclusive model of education.

## Institutional and Human Resources Development

Implementation of the National Framework on Teacher Education and Development: The recruitment of teachers was kick-started through the allocation of funds for a Teacher Education Bursary to all HEIs. The teacher recruitment campaign began at the University of Limpopo. A multi-year implementation plan is being prepared. Preparatory work on the development of a new Continuing Professional Teacher Development system is underway through a joint DoE/SACE Task Team.

The Department has successfully conducted an audit of the needs and capacity of all education districts in the country. This audit will form the basis on which the resourcing of districts will be based.

Five higher education institutions will implement a field test of proposed entry level qualification for school leadership which are to present the qualification during 2007/09. These universities are ready to start delivering in May 2007 having complied with DoE and CHE qualification registration requirements.

A report on the 2006 School Governing Body Elections was completed, indicating that the elections were successfully held in over 99.9% of schools within the prescribed timeframes. No legal challenges were reported to any of the elections across 27 000 schools. During the elections monitoring teams from the Department and the Independent Electoral Commission identified some irregularities in procedures. These will be addressed and

rectified before the 2009 elections, to ensure that those elections run even more smoothly.

## Quality Promotion and Assurance

For the first time in this country, a baseline on learner performance in literacy and numeracy in Grade 3 has been established to monitor learner performance and to hold primary schools accountable for improving learner competencies in these learning areas. As a start, the assessment of primary school learners was conducted in two districts – more than 16 000 grade 3 learners in Lusikisiki in the Eastern Cape and over 9000 grade 4 learners in Sedibeng West in Gauteng. The Department started with these districts as they are part of the districts that are targeted for accelerated improvement through QIDS UP.

In addition to assessment of learner written competencies in literacy and numeracy, to address poor reading skills among the learners, a specific instrument for assessing early-grade reading skills at the Foundation Phase was developed. This early-grade reading assessment (EGRA) instrument will help teachers identify children's challenges in early reading soon enough to intervene and to strengthen development of the foundational skills of reading in all official South African languages in tandem with our approach to promote multilingualism.

The evaluation of schools by provinces was monitored closely to determine whether schools are improving the quality of education provisioning and delivery. A report to provide information and feedback on the state of education and policy implementation in schools that were evaluated was collated. This report provides evidence on the quality of education provisioning in the schools that were evaluated. It also identifies good and problematic practices that exist in the system. Further, the report identifies some weaknesses with respect to the processes and instruments that are used to gather data on school performance that need to be addressed.



## Programme 4: Further Education and Training

### Highlights

#### Schools

- The National Curriculum Statement (NCS) was implemented in Grade 10 in 2006 and Grade 11 in 2007.
- Assessment Guidelines developed and published for all 29 subjects of NCS.
- Teachers trained on the National Curriculum Statement.
- The expansion of the Maths, Science and Technology Strategy to 400 Dinaledi schools.
- Grade 11 and 12 national textbook catalogue published.
- National Protocol for Assessment gazetted.

#### Colleges

- The first phase of the recapitalisation of the 50 Further Education and Training (FET) Colleges.
- The introduction of priority skills programmes for South Africa.
- National Certificate (Vocational) gazetted.
- The FET Colleges Act gazetted.
- Granting of funds for recapitalisation according to Conditional Grants.
- Preparation for and enrolment of 25 000 students on National Certificates (Vocational).
- 12 000 bursaries worth R64 million awarded.

#### Examinations

- Six examinations in the FET College sector were successfully administered.
- Question papers for the 11 national subjects of the Senior Certificate were set.
- The Senior Certificate and ABET Examinations were successfully administered.
- Grade 10 exemplars and question papers for pilot schools were developed for the NSC.
- Grade 11 exemplars and question papers were set for all 28 subjects for the NSC.

### Achievements

#### Recapitalisation of FET Colleges

The first year recapitalisation plans for all 50 colleges were completed and approved. The funding allocations and

requirements for the recapitalisation of the FET Colleges was completed and published in the Division of Revenues Act. A standardized monthly financial and quarterly reporting cycle was established at college and provincial level.

The curriculum for 11 vocational programmes and 4 fundamentals of the National Certificate (Vocational) were finalized and implemented. 1800 lecturers were trained to teach the new programmes. A monitoring unit was established and visited colleges. Textbooks were screened and an approved catalogue circulated to colleges. The connectivity project for KZN has been finalized. The FET sector plan has been drafted. The implementation of the NC(V) Level 2 has begun with 25 000 students.

#### Registration of private FET institutions

545 applications have been processed and are awaiting accreditation reports. The Minister announced the end of the transitional arrangements in the Government Gazette. A National Register for Private Further Education and Training institutions was developed by SITA and is operational. It is ready for capturing the names of campuses and qualifications of the private colleges that are to be registered. A new set of regulations for private FET institutions has been proposed.

#### Programmes targeted at youth in FET colleges and secondary schools

A career guidance booklet has been updated and distributed to colleges. A book profiling FET colleges has been published and will be available in the new financial year. The new programmes and bursary opportunities were profiled via the media and an advocacy campaign. The process for awarding state bursaries was developed with NSFAS. 12 000 bursaries worth R64 million were awarded. Career guidance and counseling systems were established at colleges. Student Support Services were established at 18 colleges.

#### Improved integrity of assessment and public examinations

The Senior Certificate, ABET and FET college examinations were successfully administered. Grade 10 exemplars and question papers were developed and piloted. Grade 11 exemplars and question papers have been developed and distributed to the provinces. Examiners and moderators for the 2008 National Senior Certificate have been appointed and trained.



The National Examinations Irregularity Committee (NEIC) finalized all technical irregularities at a meeting in December 2006.

## National Strategy for Learner Attainment (NSLA)

The Department visited 91 of the 114 schools that performed below 20%. Ninety-nine of these schools improved their performance in the 2006 Senior Certificate Examination. A meeting of all provincial co-ordinators and Heads of Examinations was convened in January 2007, to review the achievements and areas of weakness relating to the NSLA. The NSLA strategy was revised in January 2007 and is being implemented in the provinces.

In the 2006 Senior Certificate Examination there was a significant increase in the number of learners that wrote and passed the 2006 examination. 351 503 learners passed the 2006 examinations.

## NCS Maths Science and Technology

A monitoring team was established for Dinaledi Schools and the report completed as well as a report on the analysis of Grade 12 Senior Certificate results. Resource packs, calculators, textbook and teacher training video tapes were provided to all Dinaledi schools.

## Implementation of the National Curriculum Statement

- Teachers were trained in the 29 subjects of the National Curriculum Statement. A report on the training has been completed.
- The Grade 11 and Grade 12 catalogue for textbooks and a catalogue of literature titles have been completed. The Grade 12 textbook catalogue was distributed to provinces in March 2007.
- Assessment workshops were conducted for 2600 provincial officials. A training manual, Learning Programme Guidelines and Subject Assessment Guidelines were finalised.
- The 29 Subject Assessment Guidelines were distributed to all provinces for distribution to schools.
- The Learning Programme Guidelines were finalized and posted on *Thutong*.

## Monitor and support the goals of the White Paper on e-Education

- The Thutong portal has 22 106 resources in its system and 23 705 registered users of which 11 603 are teachers.
- 32 000 teachers and 252 provincial Master Trainers have been trained in basic ICT use.
- The ICT Implementation Plan has been registered with National Treasury.
- The Transactional Advisor for the Feasibility Study has been appointed.
- Provinces are continuing with ICT roll-out programmes, which focus on high schools, as per their business plans.

## Challenges

There is still a shortage of textbooks at high schools and laboratory facilities at many schools remain in a derelict state.

Quality of delivery on the National Certificate Vocational programmes which started in January 2007.

## Programme 5: Quality Promotion and Development

### Chief Directorate: Equity in Education

The Equity in Education Chief Directorate has continued to focus on the strengthening of social cohesion and promoting racial integration in schools by organising events to commemorate significant days and by producing informative materials. A national campaign to promote national symbols based on a popular booklet, called *My Country, South Africa*, was conducted. This booklet popularises the national symbols within the context of promoting greater social cohesion. The Chief Directorate, in partnership with the Department of Arts and Culture, has also facilitated the installation of national flags in 2000 schools across the country. Furthermore, three values and youth workshops have been conducted in the Free State, the North West and Mpumalanga.

The Equity in Education Chief Directorate has also proceeded with the implementation of the Racial Integration Strategy. Workshops to promote the Strategy were held in eight



provinces. These provinces have further initiated processes to build structures to deal with racial discrimination in schools.

The Equity in Education Chief Directorate successfully held a national gender equity workshop for youth in December 2006 which provided invaluable inputs towards the comprehensive National Plan for Gender Equity. It further developed and distributed to all schools "*Opening our Eyes*", a training manual for addressing gender-based violence in schools. To date, training for District and Provincial officials was conducted in Kwa-Zulu Natal. A workshop on gender-based violence and HIV and AIDS was conducted for 198 students from Tertiary Institutions. Furthermore, Girls/Boys Education Movement clinics where social issues like teenage pregnancy, gender based violence, mentoring and counselling were conducted for 350 learners from all provinces.

The Chief Directorate could not implement most projects related to rural education because of lack of funds and personnel in the directorate. However, the Chief Directorate is in consultation with the Nelson Mandela Foundation to shape the draft comprehensive plan on rural education. Furthermore, a proposal for a longitudinal research study on the appropriate strategies to be followed on developing a Rural Education framework has been mooted.

### Chief Directorate: Health in Education

As part of the partnership between the Department and United Nations Office on Drugs and Crime, training materials for educators on drug abuse prevention and education are being developed. Provincial training will commence during 2007/08 financial year. Guidelines on drug testing and searches in schools are being developed. The Framework on Health and Wellness which aims to improve the understanding of health-related issues has been developed and inputs were received from stakeholders. The implementation and communication plan is being developed.

The Health in Education Chief Directorate continued to organise and participate in events aimed at promoting healthy lifestyles. It has, in partnership with the Department of Health (DoH), Roche Pharmaceuticals and Weighless successfully held a Health Wise Day on 5 October 2006 as part of celebrations of the World Teachers' Day. A health and wellness consultative workshop was held in August 2006. A

Jamboree was organised in partnership with other government departments as part of Promoting Schools as Nodes of Care and Support for Vulnerable Children in Matjeni Primary School, Nkomazi, Mpumalanga from 7-8 October 2006. A door-to-door campaign was held on 29-30 November 2006 at Elukwatini, Albert Lithuli Municipality, Mpumalanga as a build up to the World AIDS Day (WAD) on 1 December 2006, where Peer education programmes were used to educate youth about HIV and AIDS prevention, care, treatment and abstinence. Guidelines for the Management and Prevention of Drug Use/Abuse by Learners in all Public Schools and Further Education and Training Institutions were launched during the International Day on Drug Use and Abuse and Illicit Trafficking at Umbumbulu, KwaZulu-Natal in September 2006. These guidelines have been distributed to schools.

The Health in Education Chief Directorate also continued to contribute through the National School Nutrition Programme towards enhanced active learning capacity by providing meals and improving household food security through the promotion of food production initiatives in schools and nutrition education. The National School Nutrition Programme provided meals to a total of 6 054 000 learners in 18 039 schools nationally, with a total budgets of R1,098 billion and R6 million allocated to the provinces and national offices for administrative purposes respectively. All schools participating in the National School Nutrition Programme were encouraged to keep a vegetable garden, no matter how small. About 6226 vegetable gardens are operational. This aims to assist in promoting skills development, reviving indigenous knowledge and values, providing additional nourishing fresh produce, and most importantly, to enhance parents' participation in school activities and generating economic activities. The harvest at schools is also used to supplement the school meals provided in the programme. 237 workshops on gardening skills were conducted from January to March 2007 whereby 3685 educators, 1125 parents, and 1811 learners were trained on how to set up gardens. Some schools are beginning to plant fruit trees especially in Free State Gauteng, Mpumalanga, Northern Cape and Western Cape.

42 000 health and hygiene playing cards have been printed and distributed to provinces for distribution to schools. 18 403 training files on food safety have been distributed to provinces.



Eastern Cape, Gauteng North West and Western Cape continue to provide schools with cooking and eating utensils as well as mini-kitchens. The challenge that is facing some schools is theft and poor quality equipment. One major challenge is targeting and provision of meals to all deserving learners, staff turnover resulting from contract positions, lack of cooking and eating equipment and utensils and remuneration of Food Handlers. In terms of implementation, the Chief Directorate also faces challenges in terms of monitoring the implementation of the NSNP because the Provincial and Districts Coordinators who assist also have other functions outside the NSNP to perform.

### Chief Directorate: Social Inclusion

More than 285 000 adult learners have been reached during 2006 through formal ABET programmes and 20 000 learners through basic literacy programmes. A further 300 000 learners have been reached through other programmes like the expanded and skills-based ABET programmes, implemented by the public and private sector, NGOs and SETAs. The Norms and Standards for funding of Adult Learning Centres have been completed and submitted to the Minister of Finance for approval of funding.

The Ministerial Committee on Literacy completed and submitted its report to the Minister in June 2006. The report was further presented to Cabinet in November 2006. Cabinet approved the Committee's recommendation for a mass literacy campaign in South Africa, and has recommended an Inter-Ministerial Committee, chaired by the Minister of Education to oversee the campaign.

In July 2006, the Adult Directorate, in collaboration with the Adult Learning Network conferred Awards for Long Service to the ABET Sector to seven selected ABET Practitioners. The Chief Directorate also successfully held a Celebration of Adult Learner Week and an Adult Learner Week Conference in September 2006, and a colloquium on school safety on 21 November 2006.

A National Coordinating Committee (NACOC) on school sport has been established emanating from the collaboration framework on School Sport, signed by the Minister of Education and the Minister of Sports and Recreation. The sub-committees of NACOC have elected four codes committees to further discharge the responsibilities as defined. A five-year school sport

programme has been drafted. A draft document on the framework for collaboration between the Department of Education and Department of Arts and Culture has been developed and submitted to Senior Management for approval. The Directorate worked with the Legal section of the Department in drafting amendments to the regulations for safety measures in public schools. The Minister has approved and signed the amended Regulations for safety measures at Public schools (Government Gazette No. 29376 dated 10 November 2006).

The Chief Directorate has, in collaboration with other Chief Directorates within the Branch coordinated events within the national programme that promote mass participation in school enrichment programmes like the commemoration of the 10<sup>th</sup> Anniversary of the Constitution of South Africa, the 30<sup>th</sup> Anniversary of the Youth Uprising, and the 50<sup>th</sup> Anniversary of the Women's March. These annual events were also successfully organised: National Schools Language Festival; National Concert both held at UNISA to celebrate the 30<sup>th</sup> Anniversary of the Youth Uprising, June 16, and the National Youth Choir participated on 9 August 2006, as part of the celebrations of the 50<sup>th</sup> Anniversary of the Women's March on Pretoria. These events were also coordinated: South African Schools Choral Eisteddfod; the DoE\DBSA National Art Competition; and in partnership with the Transnet Foundation the Chief Directorate coordinated the Transnet Inter-nodal Tournament; and the National Indigenous Games, Music and Movement Festival which was held in Polokwane in September 2006.

The Department convened consultative meetings with physical education specialists from Wits University, Free State University, Pretoria University, Stellenbosch University as well as the British Council, Soul City, the Department of Sport and Recreation for developing a strategy and an implementation plan for resuscitating Physical Education in schools.

The Chief Directorate embarked on a project through which schools with high levels of crime and violence were identified throughout the country. In collaboration with Provincial School Safety Coordinators 585 schools (65 schools per province) were identified as schools presenting with high levels of crime and violence. From the 585 schools, one school per province was identified to form part of a



national intervention strategy whereby specific attention was given to infrastructural changes in order to curb incidents of crime and violence.

## Programme 6: Higher Education

In the period under review, the Higher Education Branch continued to focus attention on the implementation of the National Plan for Higher Education, which provides the framework and identifies the strategic levers necessary to enable the achievement of the policy goals and objectives for the transformation of the higher education system. In the past year the main focus of the Higher Education branch was on the finalisation of the student enrolment planning and output targets for the period to 2010. This process was guided by the ministerial policy statement on student enrolment planning, which sets the policy framework for enrolment planning. The Statement provides the following parameters to higher education institutions.

1. The higher education system must contribute to national human resource and research priorities.
2. Enrolments must be matched to available resources, to enable the higher education system to deliver its teaching and research mandate.
3. Institutions must, in their enrolment plans, focus on improving graduation and success rates.
4. A differentiated approach to enrolment planning must be adopted. The planning process must accept that uniform sets of planning goals and targets cannot be applied across all institutions in the public higher education system.

Institutional plans which proposed targets for enrolments and student outputs were considered for individual institutions and targets were approved as appropriate by the Minister of Education in March 2007. All institutions are expected to operate within these approved parameters. The Department of Education will monitor, on an annual basis, the performance of institutions relative to their input and output targets.

In terms of the enrolment planning for this period, the enrolment target for the public system is set to grow to 820 000 students by 2010. This target is 82 000 higher than the actual 2005 enrolment total of 738 000. The growth in

enrolments would be accompanied by a change in the shape of the system by field of studies. The enrolment share of science and technology (including health sciences) majors should change from 29% in 2005 to 30% by 2010, and the share of business and management majors should increase from 29% in 2005 to 33% by 2010. These changes would imply that the share which education plus other humanities majors have of the total would drop from 42% in 2005 to 37% in 2010.

The output levels of the system are scheduled to increase. Higher Education institutions have committed themselves to ensuring that the average success rate for all undergraduate and postgraduate courses in the system will improve from the 2005 average of 71% to at least 77% by 2010. The total of graduates produced by the system should therefore increase from the 2005 total of 120 000 to 150 000 by 2010, implying that dropout rates would fall and graduation rates would improve significantly.

Individual institutions have been set unique enrolment and output targets which include success rates, graduation rates, minimum number of graduates, ratio of enrolments in science engineering and technology: business and management: education and other humanities. Institutions are expected to operate within these approved parameters. The Department of Education will monitor, on an annual basis, the performance of institutions relative to their input and output targets.

### Restructuring the Higher Education Landscape

The Branch also prioritised the consolidation of the restructuring of the higher education landscape, by providing technical support and assistance to merged institutions. The areas of support ranged from finance, legal, human resources and labour, information and communications technology, academic, student affairs and governance, which are all critical to the success of the merger.

During the year under review, R725 million, inclusive of direct merger cost and recapitalisation, was made available to the following Universities: Fort Hare, Free State, KwaZulu-Natal, Limpopo, Nelson Mandela Metropolitan, North West, Walter Sisulu, Unisa, Venda, Zululand, Cape Peninsula, Central University, Mangosuthu and Tshwane.



At the institutional level, interactions and meetings between the relevant governing structures, technical task teams and the Merger Unit have been ongoing. The Merger Unit has conducted a series of on-site institutional visits to discuss technical support, monitor progress, and offer advice and clarification on key issues. In addition, the Merger Unit has held focused workshops with individual institutions to address specific issues, such as academic planning, human resources and student governance and participation. The Branch has also held a number of workshops for Councils to brief them on their role, functions and fiduciary responsibilities.

The Branch and the Merger Unit has also held meetings with national labour unions and student organisations to clarify and address issues of concern relating to the merger process and any other institutional matter that could be of concern.

The Branch has also provided technical assistance to SRCs of merged institutions in the development of new governance models appropriate for multi-campus institutions and assisted SRCs in developing new constitutions.

### Student Governance and Leadership

The Department of Education, through a project of supporting governance in higher education has supported the establishment of the South African Union of Students (SAUS). SAUS has been formed through the merger of the South African Universities Student Representative Council (SAU-SRC) and South African Technikon's Student Union (SATSU) in April 2006.

SAUS is an apolitical, non-profit organization formed to advance the interests of students for quality education, with its membership drawn from all SRCs at higher education institutions.

Deputy President Phumzile Mlambo Ngcuka and Minister Naledi Pandor formally launched the Union at the University of Stellenbosch on 1 April 2006.

Aims and objectives of SAUS include:

- Promote, protect and advance the interests of all students regardless of race, class, gender, nationality, sexual orientation, religion, age, political affiliation or ideology.

- Promote the development of education system that provides equity of access, opportunity and outcomes and positively responds to the needs of both students and economic, social, cultural and needs of our country, region and continent.
- Build and enhance the capacity of affiliated members through interactive workshops and forums.
- The Union is currently led by Ms Sibuyi Sibuyi, a post graduate student at the University of KwaZulu-Natal.

Since the launch of SAUS in April 2006, the Department has provided technical support to SAUS to improve their operational effectiveness and policy development. In addition the Department requested and received support from USAID and HE institutions for infrastructure and equipment for SAUS operations.

### Reporting by Higher Education Institutions

As part of the Ministry's commitment to promote the public accountability of higher education institutions in line with the Higher Education Act, the Minister, after consultation with the higher education sector, published Regulations for the Annual Reporting by Public Higher Education Institutions in Government Gazette No. 25407, 29 August 2003. The reporting framework is in line with Generally Accepted Accounting Practice (GAAP) in South Africa. During the year under review, these regulations were amended to conform with requirement of new auditing procedures.

### Support for Research at HE institutions

The Department has continued to refine the procedures to implement the *Policy for Measurement of Research Output of Public Higher Education Institutions* which came into effect on 1 January 2005. These changes were effected to improve the operational efficiency of the policy. The policy is intended to enhance productivity by recognising the major types of research output, such as journals, books and proceedings produced by higher education institutions. The revised procedures are intended to simplify the evaluation of books and proceedings as approved research outputs.



## The Higher Education Qualifications Framework

The Higher Education Qualifications Framework (HEQF) was finalised and submitted to the Council on Higher Education in March 2007, in terms of Section 3 (1) of the Higher Education Act, which stipulates that the Minister of Education must determine policy on higher education after consulting the Council on Higher Education (CHE).

The development of this policy has benefited from extensive discussion and consultation within and outside higher education following the publication of the draft Higher Education Qualifications Framework in 2004.

This qualifications framework has been designed to meet demanding challenges facing the higher education system in the 21<sup>st</sup> century. It will guide higher education institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development.

The policy also provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF) and its structures for standards generation and quality assurance. It improves the coherence of the higher education system and facilitates the articulation of qualifications, thereby enhancing the flexibility of the system and enabling students to move more efficiently over time from one programme to another as they pursue their academic or professional careers.

The finalisation of the framework has been contingent on the resolution of the review of the National Qualifications Framework. The Minister of Education and the Minister of Labour are currently considering a revised policy framework for the NQF, which aims to make NQF implementation more efficient and more responsive to the needs of the country. The revised policy retains the original objectives of the NQF, including the principle of an integrated approach to education and training, but envisages changes in its organisational structures to improve the efficiency and efficacy of NQF implementation. The proposed policy provides a model for NQF implementation that will be coherent, clear and unambiguous as to the roles of the government, the respective statutory bodies responsible for advice or implementation, and other participants in NQF

processes. It simplifies the NQF apparatus, in order to speed up the achievement of NQF objectives.

## National Institutes for Higher Education

The National Plan proposed the establishment of two National Institutes for Higher Education in Mpumalanga and the Northern Cape, as a mechanism to facilitate the coherent provision of higher education in these provinces by public higher education institutions. The concept of the National Institutes signalled the commitment of the Ministry of Education not only to the White Paper principle of widening access to previously disadvantaged communities, but to also deepening and entrenching collaboration between South African higher education institutions.

The Minister of Education has appointed the Board of both National Institutes for Higher Education. The Board of the National Institute for Higher Education in Mpumalanga is chaired by Professor Ben Khoapa, while that of the Institute in the Northern Cape is chaired by Professor Brian Figaji. The Boards are fully operational and are receiving financial and technical support from the Department of Education.

## Higher Education against HIV/AIDS

The Ministry of Education is a key partner in the Higher Education against HIV/AIDS programme. The programme is managed by Higher Education South Africa and funded by the European Union. The European Union has provided €20 million to support the Programme for the period 1 December 2005 to 31 May 2009.

The HEAIDS Programme is a nationally coordinated large-scale effort to develop and strengthen the capacity, systems and structures of all Higher Education Institutions (HEIs) to prevent, manage, and mitigate the causes, challenges and consequences of HIV/AIDS in the sub-sector. The overall objective of the Programme is to support the Department of Education in achieving its vision of a national education and training system which contributes towards improving the quality of life and prosperity of all its citizens, specifically with respect to the Higher Education sub-sector.

The Programme promotes the provision of appropriate and sustainable HIV/AIDS services and programmes for both staff and students within a policy and funding framework. It arose from the success of the joint SAUVCA/CTP/DoE HEAIDS



Programme implemented from 2002 to 2005. It was designed after consultation with relevant stakeholders including government officials, NGOs, sectoral role-players and European Union Member States. Beneficiaries are integral to the process of determining the scope of the various interventions.

## Higher Education Management Information System

The Higher Education Management Information System (HEMIS) is a unique record, statistical reporting system for all staff and students in public higher education institutions. The system enables the Department and higher education institutions to collate and use student enrolment and output data for effective and efficient planning and reporting. Cohort studies of student graduation rates have been conducted for the 2000 and 2001 first time entering students using the HEMIS data.

During the year under review, a draft document on the revised Classification of Subject Matter (CESM) was approved by the Minister of Education. The revisions to the CESM categories will enable the Department and institutions to analyse and use HEMIS data more effectively. Similarly, a draft document on the specifications for space reporting by public higher education institutions was approved by the Minister. Improvements will be made in the next financial year to the HEMIS system in terms of the both the CESM categories and space reporting modules.

## Legislation

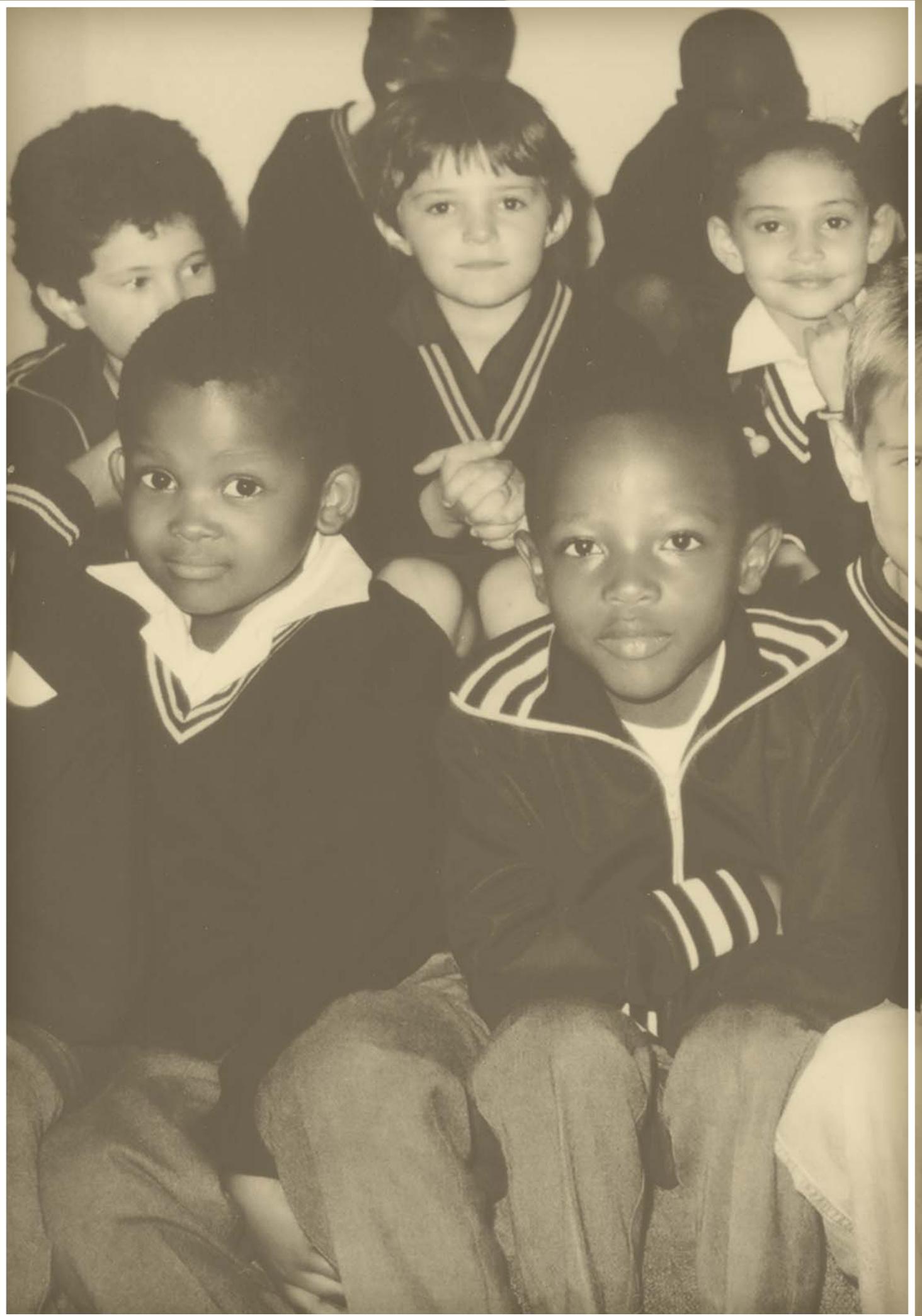
In terms of the Higher Education Act, the Minister of Education approves the statutes of all higher education institutions. During the year under review, the Minister approved the new statute of the University of Kwazulu-Natal. The draft statutes of the University of the Free State, Nelson Mandela, Tshwane University of Technology were reviewed, and will be finalised in the first quarter of the new financial year.







PART 2





## PROGRAMME PERFORMANCE

- 2.1 Administration
- 2.2 System Planning and Monitoring
- 2.3 General Education and Training
- 2.4 Further Education and Training
- 2.5 Quality Promotion and Development
- 2.6 Higher Education

## PROGRAMME 1 : ADMINISTRATION

### CHIEF DIRECTORATE : INTERNATIONAL RELATIONS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	FINAL REPORT	COMMENTS
To manage international relations, including bilateral and multilateral relations, so as to advance the interests of the Department, the country and the region, as well as those of Africa and the countries of the South	Systems are developed and procedures established for the phased implementation of policy guidelines	Conduct desk-top research and have consultations with various departments and international specialists.	April to December 2006	Policy guidelines approved.	Revised policy guidelines have been completed but still have to be re-crafted to reflect nuances specific to the DoE. Plan to improve the coordination of ODA between national and provincial offices is on track.	The process is taking longer than expected.
	Priority programmes are implemented, in line with IRPS priorities within trilateral and bilateral frameworks.	Participate in the India-Brazil-South Africa Trilateral Commission, as well as in Joint Bilateral Commissions or Forums with China, Brazil, India, Cuba, Russia, Indonesia, Malaysia and the small island States. Host 16 CCEM.	April 2006- March 2007	Programmes resorting under the Commission are implemented and reports are tabled at Commission meetings.	Participated in the SA - Peoples Republic of China (PRC) Annual Consultation meeting to review programmes of cooperation. Coordinated the Minister's participation during the State Visit of the PRC.	DoE did not participate in the IBSA Commission due to lack of staff. The IBSA Academic workshop has been postponed because of the postponement of the IBSA Ministerial Commission.
		Joint Bilateral Commissions are serviced with the following countries : Attend and participate in the BNC, JPCC, JCC meetings in Sudan, Nigeria, Angola, Rwanda, the DRC, Botswana, Lesotho, Swaziland, Mali, Algeria, Egypt, Saudi Arabia and Palestine.	April 2006 and March 2007	Reports provided on meetings. Signed Agreements on educational co-operation.	Serviced the BNC, JPCC and JCC meetings. Signed an Agreement with Saudi Arabia.	The BNC with Nigeria was postponed indefinitely

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	FINAL REPORT	COMMENTS
To effectively integrate and co-ordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organisation	Monitor and report on the progress of integration and co-ordination of UNESCO programmes, declarations and conventions at government and civil society level.	Participate in the multilateral meetings/ forums/ technical committees/ working groups of the SADC, the AU and NEPAD.	Mar-07		Hosted the AU Working Group Meetings. Participated in the Conference of Ministers of Education of the AU held in Mozambique where a Second Decade of Education was declared.	No meeting convened by SADC in this period
		Visit and host priority countries to develop the framework for the implementation of the outreach initiatives-Sudan,the DRC, Rwanda, Guinea (Conakry), Gabon, Swaziland and Lesotho	April 2006 to March 2007	Framework has been approved.	Hosted visits by Angola, Lesotho, Namibia, Saudi Arabia, Oman, United Arab Emirates and Burundi	Sudan visit will take place in May 2007
		Provide an overview of the Commission's activities for 2001 to 2005,conduct a review of the UNESCO-NEPAD activities, in line with national department priorities, and report on the 33rd UNESCO General Conference	April 2006 to December 2006	Audit report has been finalised, the integration status report has been produced, and the conference report has been tabled.	Commencement of the Consultation process for the preparations of the I15 general Conference. Preparation and synopsis of the agenda documents to be discussed at the G12 UNESCO Executive Board for the South African representative/dele-gates.	Reports 100% Complete
		Draft a report on the 33rd UNESCO General Conference				

## PROGRAMME 2: SYSTEM PLANNING AND MONITORING

### CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS

#### DIRECTORATE: PHYSICAL PLANNING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To develop, implement and monitor a strategy for improved delivery of basic services to schools, including infrastructure, facilities, water, sanitation and electricity, and to resource funding for these.	A national strategy on the provision of school infrastructure is finalised, including norms and standards	Finalise a national strategy on the provision of school infrastructure and basic services for approval by CEM and Cabinet.	Mar-07	Strategy approved.	Participation in number of coordinating bodies related to basic service provision. Strategy proposed for eradication of water and sanitation backlogs in response to additional allocation for 2007/08.	Difficulty in recruitment of Director. Lack of suitable applicants.
		Finalised approval of the norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources by CEM and Cabinet.	Mar-07	Norms and standards and BMP approved.	Project not complete and work continuing. Potential date for finalisation October to December 2007. NEIMS includes interim norms/standards.	Project was interrupted due to unsatisfactory work from service provider and re-launched as a joint DoE/World Bank project.
		Develop a draft policy on under-utilised education facilities for approval by CEM.	Mar-07	Policy approved.	Not actioned.	Programme for the year was too ambitious given resources and adequate data were not available prior to NEIMS.
		National guidelines for learner transport and hostel provisioning ready for approval by HEDCOM.	Mar-07	National policy on learner transport and school hostel provisioning.	Status Report and draft guidelines presented to HEDCOM; must now move into process of policy finalisation.	Time is required to move beyond the consultant report and proposals to final policy.
		Departmental and inter-departmental stakeholders working group is established to coordinate medium to long-term strategy for better matching institutional design of learning outcomes at schools.	Mar-07	Infrastructure facilities provided in accordance with curriculum requirements.	Not actioned.	Programme for the year was too ambitious; this matter will, however, get substantial attention in the development of norms and standards and the capital investment strategy.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Establish departmental and inter-departmental stakeholders working group to design and coordinate medium to long-term strategy to address the impact of policy on school design.	Mar-07	Inter-departmental stakeholders working group is established.	Not actioned.	Programme for the year was too ambitious; this matter will, however, get substantial attention in the development of norms and standards and the capital investment strategy.	
	A school infrastructure audit completed in all schools. A National Education Infrastructure Management System (NEIMS) is developed to manage and monitor school infrastructure.	Mar-07	Models for alternative funding mechanisms developed.	NEIMS delivered but alternative funding models not developed due to cancellation of contract on norms and standards. Therefore part of DoE/World Bank project to develop policy framework, norms & standards and a capital investment strategy.	Project was interrupted due to unsatisfactory work from service provider and re-launched as a joint DoE/World Bank project.	
	Monthly monitoring reports on infrastructure delivery and the impact of demographic changes.	Mar-07	No registered schools where learning is taking place under trees.	Monthly reports received and reported to CEM. Provinces still reporting that they have dealt with learners under trees.		
	Facilitate meetings with the National Treasury to secure funding.	Mar-07	Secured funding to eradicate all unacceptable school structures and provision of basic services.	No dedicated meetings or budget bid. Additional funding for water, sanitation and electricity backlog eradication made available via Water Affairs.	Comprehensive budget bid had to await more detailed information now available through NEIMS. Infrastructure an identified system priority for 2008 and included in deliberation with provinces.	
	Monthly infrastructure reports on the monitoring of water, sanitation, electricity, laboratories, libraries, computer rooms and administrative facilities.	Mar-07	Ministerial monthly reports for CEM meetings.	Monthly reports received and reported to CEM.		

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Monthly infrastructure reports on the monitoring of water, sanitation, electricity, laboratories, libraries, computer rooms and administrative facilities.	Mar-07	Ministerial monthly reports for CEM meetings.	Monthly reports received and reported to CEM.	
		Monitoring and evaluating the provision of basic services to public schools, as reflected in the monthly reports.	Mar-07	A 20% increase in the number of schools with access to water and sanitation. A 10% increase in the electrification of schools.	63% of schools targeted for 06/07 have been provided with water by end of quarter. 42% of schools targeted for 06/07 have been provided with sanitation	
		To conduct an analysis of the impact of demographic changes on infrastructure provision, and develop a planning model to minimize the impact.	Mar-07	A report is produced on the impact of demographic changes on school infrastructure planning.	No separate project launched. NEIMS will show impact of change in learner numbers on need for facilities.	Capacity absorbed on other projects and not sufficient planning for this prior to the start of the year. Planning of school provision will get attention in the DoE/World Bank study on a capital investment strategy
		Participate actively in the development of Integrated and Sustainable Urban and Rural Development Planning (ISURDP)	As required	Identified schools provided with basic services. School infrastructure delivery plans to form part of integrated development plans.	Attended several meetings with DOH, DPLG on human settlement and integration of plans. Not intensive interaction with DPLG processes.	No clear process to participate in.
		Monitor the Section 14 Agreements, public schools on private land.	Mar-07	Signed Section 14 agreements.	In depth assessment of agreements has been included in school audit (NEIMS). Slow progress.	Limited numbers of agreements in place and no clear monitoring strategy. Extension of NEIMS contract provides for in depth analysis of status quo and solutions.
		Implement Work Plan 1 of the SA/EU School Infrastructure Support Program in Limpopo, the Eastern Cape and KwaZulu-Natal.	Mar-07	Work Plan 1 of the SA/EU School Infrastructure Support Program implemented.	Work Plan 3 now approved and being implemented. Satisfactory progress with 21 schools contracted for although disappointment in that the bulk of tender processes had to be cancelled and funding sacrificed due to non-compliant tenders.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Obtain approval for Work Plan 2 of the SA/EU School Infrastructure Support Program and award contracts.	Mar-07	Work Plan 2 of the SA/EU School Infrastructure Support Program approved.	Work Plan 3 now approved and being implemented. Satisfactory progress with 21 schools contracted for although disappointment in that the bulk of tender processes had to be cancelled and funding sacrificed due to non-compliant tenders.	Due to non-compliance with EU procurement rules. The bulk of tender processes had to be cancelled and funding sacrificed.
		Established sustainable partnerships with the private sector and other role-players to invest in school infrastructure, building and rehabilitation.	Mar-07	Partnerships with private sector for investment in school building and rehabilitation established.	Not systematically executed. Ongoing interactions with private sector but more coordination and focus needed. PPP project proceeding in Free State and participation in preparation for transaction advisors for ICT PPP feasibility.	Need to unify focus and capacity for this if to make a success.
		Facilitate submission of four quarterly reports and an annual report on monitoring the 2006/07 budget statements, priority list and quarterly reports, as presented by the provincial departments of education in a format as requested by the national Treasury.	Mar-07	Report on 2006/07- infrastructure delivery programme completed.  Present quarterly reports, as indicated in the DORA quarterly reports, on progress in the delivery of infrastructure.	Awaiting full set of implementation lists and Quarterly report to enable analysis. A variation order has been approved to link this process with NEIMS. Slow progress.	Problems with information, focus and capacity.
		The technical school infrastructure audit is completed in all public schools and a report is produced. (National Education Infrastructure Management System)	Mar-07	Technical school audit conducted.	Good progress, fieldwork is in final stages, 31,152 sites of fieldwork has been completed and 31,138 sites have been signed off by the provinces. The service provider captured the data of 28,108 sites.	
		Pilot NEIMS in a provincial department of education. Maintain and update NEIMS in the Northern Cape Department of Education.	Mar-07	Pilot phase of NEIMS is running.	Not being pursued.	Decided against the pilot in the Northern Cape. Service provider developing process and tools for updating of database.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		NEIMS report to be published and updated on the Department of Education's website.	Mar-07	NEIMS report published.	First draft of report with department. Will be published after assessment and further communication with in the sector.	
		Guidelines are produced for effective asset management, including the preventive maintenance of schools, and distributed to provincial departments of education.	Mar-07	Guidelines for asset management completed.	Not actioned.	To be completed as part of DoE/World Bank capital investment strategy work.
		Provide support and advice on the development of a model for FET colleges. Ensure that capital infrastructure would meet the demand for restructured FET colleges.	Mar-07	FET recapitalisation programme implemented.	Support to Branch F as required. No interaction on this so far in 2006/07.	No support requested from Branch F.
		Provide support and advice regarding the conversion of schools for inclusive education.	Mar-07	Designs for "full-service" schools for inclusive education completed.	Support to Branch G as required.	Limited requests made.
		Provide support and advice regarding the conversion of schools for inclusive education.	Mar-07	Designs for "full-service" schools for inclusive education completed.	Support to Branch G as required.	Limited requests made.

## DIRECTORATE: PHYSICAL PLANNING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To plan and monitor the equitable distribution of education funding in support of education policies.	National database on school fees and exemptions is established.	Monitor the implementation of the amended Norms and Standards for funding of Public Schools.	Mar-07	Monitoring reports produced.	Monitoring proposal submitted to HEDCOM sub-committee on infrastructure in education in February 2007.  Lists of no fee schools in 2007 gazetted on 1 December 2006. The monitoring plan is being developed together with the activities list for both the PEDs.	Delays in finalising monitoring approach and plan due to focus on implementation of no fee schools
	Finalise norms and produce monitoring reports on the implementation of the national norms and standards for funding of ordinary public schools, independent schools and ABET centres.	Monitor the implementation of the Norms and Standards for funding have ABET.	Mar-07	Monitoring reports produced.	Management plans developed but no monitoring as yet.  Norms submitted to the Minister of Finance. Awaiting feedback. Wrote a submission regarding follow up on comments from Minister of Finance on the NES. Drafted a management plan on implementation.	ABET norms awaiting approval from the Minister of Finance to implement. This approval has now been outstanding for more than a year.
		Publish Norms and Standards for funding of FET colleges in the Government Gazette.	Apr-06	Approved Norms and Standards for funding FET colleges published.	Finalised the draft FET norms and the draft policy document is on route to the Minister of Education and Minister of Finance for comments. Drafted a management plan on the implementation of FET funding norms.	Publication awaits ministerial approval and concurrence from Minister of Finance. Submission to Minister delayed by need for progress on determining financial implications and issues of location of FET.
	Publish Norms and Standards for funding of ECD in Government Gazette.	Apr-06	Norms and Standards for funding of ECD published.	Minister approved the NES. Waiting for approval/comments from National Treasury. Developed a management plan on the implementation of the Grade R norms. Busy with the process of establishing an ECD task team for the implementation of the norms.	Not published but submitted to Minister of Finance for concurrence.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Publish Norms and Standards for funding of FET colleges in the Government Gazette.	Publish Norms and Standards for funding of ECD in Government Gazette.	Apr-06	Approved Norms and Standards for funding FET colleges published.	Finalised the draft FET norms and the draft policy document is on route to the Minister of Education and Minister of Finance for comments. Drafted a management plan on the implementation of FET funding norms.	Publication awaits ministerial approval and concurrence from Minister of Finance. Submission to Minister delayed by need for progress on determining financial implications and issues of location of FET.
	Preliminary research is carried out, and terms of reference for a regulatory mechanism for school fees are compiled.	Draft Interim Funding mechanism for funding special schools.	Apr-06	Norms and Standards for funding of ECD published.	Minister approved the NES. Waiting for approval/comments from National Treasury. Developed a management plan on the implementation of the Grade R norms. Busy with the process of establishing an ECD task team for the implementation of the norms.	Not published but submitted to Minister of Finance for concurrence.
	Finalise and produce an assessment report on the readiness of PEDs to implement the national norms and standards for the funding of FET colleges, and Grade R.	Use questionnaires to monitor the information on the implementation of school funding norms, ABET, interim FET, interim special school funding and Grade R funding.	May-06	Interim funding mechanism for funding special schools.	Revised funding proposal under consideration by HEDCOM and being discussed at CEM.	Policy complexity and capacity for research and policy development delaying finalisation.
	Appoint and manage the service provider, determining the basic minimum packages for non-staff members and non-capital expenditure per learner in ordinary public schools.	Use questionnaires to monitor the information on the implementation of school funding norms, ABET, interim FET, interim special school funding and Grade R funding.	Dec-06	Compliance reports produced.	In a process of developing questionnaires for monitoring implementation of NES for Funding FET, ABET and Grade R. Implementation planning proceeding but no monitoring as yet.	Relevant norms and standards not approved and therefore no implementation as yet.
			Dec-06	Basic minimum package determined.	Not actioned.	Sustainable approach to determining adequate and sustainable funding has to be developed.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Support PEDs in the implementation of funding norms, administration and other matters.	Mar-07	Reports, advisory notes, submissions and briefings are prepared and presented.	Submission on matters that concern the PEDs have been drafted. Agenda items for CEM, HEDCOM, HEDCOM sub-committee on finance have been prepared. Parliamentary questions and other queries have been answered.	

## DIRECTORATE: ECONOMIC ANALYSIS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To monitor and evaluate the allocation and utilisation of financial resources in education by PEDs	To promote and support optimal resource allocation and utilisation in the education system	Analyse the credibility and appropriateness of the PED performance and target data.	Sep-06	Report on the assessment of credibility and policy compliance of PEDs annual performance plans for 2006/7 is produced.	Consultant report delivered and being communicated to provinces.	
		Provincial budget comparison.	Jun-06	Report: provincial budget comparison 2006/07.	Report completed.	
		Analyse both financial and non-financial data targets in respect of budgets made available.	Mar-07	Education investment review is produced.	Chapters drafted and were not finalised.	Submitted chapters for the investment report are being reviewed.
To facilitate standard and uniform reporting format and program structures of PEDs	To facilitate standard and uniform reporting format and program structures of PEDs	Revision of standard chart of accounts (SCOA).	Mar-07	Standard and uniform reporting formats and program structures are finalised and utilised across PEDs.	The request to National Treasury to incorporate some education related SCOA items in Annexure B of the budget statement has not been incorporated yet.	Request still under consideration by National Treasury.
		Revision of PEDs programme structures.	Mar-07		Ongoing interaction on provincial requests. Further requests on changes on programme structures could not be accommodated in this current budget cycle.	No agreement was reached on a separate programme for Capex in PEDs. The initiative on ICT has been hampered by non-support of the ICT bid.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Finalise revised APP template and the reporting manual.	Mar-07		Finalised. Updated specifications provided to provinces	
	To access future financial needs of education in relation to policy	Conduct a consultative process on education priorities for the ensuing year.	Mar-07	Consultative process finalized.	Process for 2007/8 budgets completed. Proposals for 2008/09 budget process were tabled for HEDCOM and CEM consideration, and were approved.	
		Draft and finalise annual priority paper.	Sep-06	Annual priority paper is produced for the education sector.	Document finalised and submitted to MTEC	
		Analyse of needs for long-range education financing, resourcing and costing tool.	Sep-06	Education financing, resourcing, costing tool is finalised	Not completed.	Contractor delivered tool but assessed as incomplete – further development of tool under consideration
	To monitor and provide support to the provincial education budgeting processes	Collect data from relevant sources to attend to new information request from UNESCO, for the 2005/06 financial year.	Mar-07	An analysis report is produced on provincial expenditure and budget figures	2004/05 report completed. PED's have been requested to submit data for 2005/06 financial year and report will be compiled.	
		Participate in first-quarter and mid-year review of PED performance.	Sep-07 – Nov-07	Preparation for and attendance of meetings	Participation in processes completed. 9 Provinces were	
		Compile reports per PEDs emanating from the provincial visits.	Sep-07 – Nov-07	Provincial reports	First quarter review report has been completed.	
		Collate information on PEDs budget process.	Nov-07	Draft guidelines on PED's budget process	Document finalised for approval by HEDCOM Sub-Committee	

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCE MANAGEMENT**  
**DIRECTORATE: EDUCATION PLANNING, PROVISIONING AND EVALUATION**

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
To develop and implement an HR planning system, so as to ensure that all institutions are adequately staffed with appropriately skilled educators.	An HR planning framework and database is developed.	Develop an EHR planning framework.	Apr-06	EHR planning framework is in place.	Education Human Resource Planning framework not finalised.	Activity carried over into 2007/08, due to lack of capacity.	
	The results of pilot study in incentives are analysed, revised and implemented in identified areas, as part of pilot studies.	Collect information on educator staff, teachers in training and learners, and develop a profile of each group.	Oct-06	Profiles published in internal report.	Not achieved.	Activity carried over into 2007/08, due to lack of capacity.	
		Develop scenarios regarding supply and demand of educators for the short, medium and long-term.	Oct-06	Scenarios, together with recommendations, are available.	Not achieved.	Activity carried over into 2007/08.	
	Specific needs with regard to recruitment of skills for particular posts are investigated, and a recruitment strategy is developed.	Develop a recruitment strategy, which is aimed at recruiting teachers with the right skills to posts where they are needed.	Dec-06	Draft recruitment strategy is available.	Not achieved.	Activity carried over into 2007/08.	
		Annual report on HR planning is produced.	Dec-06	Report submitted to Senior Management.	Not achieved.	Activity carried over into 2007/08.	
	Status of temporary teachers is investigated and recommendations are made to HEDCOM.	Produce an annual report on Education Human Resource Planning.	Mar-07	Annual report is published and submitted to Senior Management.	Not achieved.	Activity carried over into 2007/08.	
		Establish an inter-provincial technical task team.	Apr-06	Task team is in place and approved by HEDCOM.	Task Team was established and completed its task and recommendation been considered.		
	To develop HR management systems.						

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	A needs analysis for an HRM system is completed.	Perform a needs analysis investigation of the entire education system, with regard to HR information management.	May-06	Report is available.	Report finalised.	
	Needs analysis is completed on the development of secondary systems to enable the provinces to function effectively with regard to HRM	Appoint a service provider to – 1. investigate the extent to which the current information systems comply with the needs that have been identified. 2. what further development of the current systems is required. 3. what additional systems need to be developed.	Jul-06	Service provider is appointed.	A service provider, SITA was appointed.	Service Provider did not comply with terms of reference. No contract could be concluded. Activity carried over into 2007/08.
	A strategy is developed for the optimal utilisation of current primary systems, such as PERSAL and EMIS.				Not achieved.	Activity carried over into 2007/08.
	New fields are created on PERSAL in accordance with HRM needs.	Appoint a service provider to develop systems and procedures that are required in terms of the above-mentioned investigation.	Oct-06	Service provider is appointed.	Not achieved.	Activity carried over into 2007/08.
To develop and maintain post-provisioning norms (PPN) for educators and non-educators, aimed at optimal effectiveness and fairness in the utilisation of human resources in education.	Review the PPN and advise on new approaches to ensure equity and quality. Develop PPNs for inclusive education, FET colleges and for support staff to schools are developed and policy declared	Study the report of the ELRC, based on its investigation in this regard, and assess the recommendations.	Apr-06	Report is available on the assessment of recommendations, with recommendations on which should be addressed.	The PPN was revised to incorporate the National Curriculum Statements. Tabled for discussion at HEDCOM. Norms for Support Staff at Schools were developed and approved by HEDCOM and CEM.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		<p>Investigate possible ways in which concerns could be addressed. Develop draft amendments to policy.</p> <p>Investigate the effect that the revised school funding norms will have on post provisioning, and develop draft amendments to the current policy.</p>	Aug-06	<p>Report with draft policy is in place.</p> <p>Report with draft amendments to policy is in place.</p>	Not achieved.	Activity carried over into 2007/08. Complexity of PPN and capacity constraints requirements for consultation.
		<p>Investigate the effect that the current post and teacher provisioning policy has on learning outcomes, class sizes, school timetabling, teacher workload and other related issues. Develop draft amendments to the current policy.</p>	Jun-06	Report is in place.	Draft document completed and being discussed by HEDCOM.	Activity carried over into 2007/08.
		<p>Develop post-provisioning norms for inclusive education.</p>	Oct-06	Draft norms are in place.	Not completed.	Activity carried over into 2007/08.
		<p>Develop post-provisioning norms for FET colleges.</p>	Oct-06	Draft norms are in place.	Draft report is available.	FET College Act passed in December 2006.
		<p>Develop post-provisioning norms for support staff at schools, together with an implementation strategy.</p>	Jul-06	Draft norms, together with proposed implementation strategy, are in place.	Norms approved by CEM and HEDCOM.	
		<p>Investigate issues pertaining to the temporary employment of teachers, and develop draft policy, aimed at ensuring fair and effective utilisation of employees.</p>	Oct-06	Draft policy is in place.	Not completed.	Activity carried over into 2007/08.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To monitor and manage the supply and demand of educators	Study and assess recommendations from the ELRC/HSRC investigation into determinants on the supply and demand of educators. Identify issues that need to be addressed and develop draft solutions to problems.	Study and assess recommendations from the ELRC/HSRC investigation into determinants on the supply and demand of educators. Identify issues that need to be addressed and develop draft solutions to problems. Provide Senior Management with recommendations.	Oct-06	Report available, with recommendations, on how identified issues should be addressed.	Not completed.	Activity carried over into 2007/08.
		Study and assess recommendations of the ELRC investigation with regard to educator workload. Investigate possible ways in which concerns regarding workload and teacher morale can be addressed, and provide recommendations to Senior Management.	Oct-06	Report available, with recommendations, on how identified issues should be addressed.	Not completed.	Collaboration taken place. Activity carried over into 2007/08.
		Investigate the effectiveness of current policy regarding performance management, and develop draft amendments to the current policy, including the introduction of performance rewards, aimed at improving learning outcomes.	May-06	Report available, with recommendations, on how the current performance management system could be improved. Agreement on a performance reward system is in place.	Draft collective agreement mandated by HEDCOM, CEM and Cabinet Mandating Committee.	Negotiations to conclude an agreement deadlocked with trade unions.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Develop interim policy regarding the provision of incentives to educators, aimed at improving recruitment and retention of teachers with the required skills in posts where they are needed.	May-06	Interim policy is in place and approved for purposes of implementation on a trial basis.	Draft collective agreement mandated by HEDCOM, CEM and Cabinet Mandating Committee.	Negotiations to conclude an agreement deadlocked with trade unions.
		Assess the effectiveness of the incentives that have been implemented on a trial basis.	Jan-07	Report on testing results is available.	Draft collective agreement mandated by HEDCOM, CEM and Cabinet Mandating Committee.	Negotiations to conclude an agreement deadlocked with trade unions.
		Review interim incentives policy in accordance with findings, based on further investigation and pilot projects. This will include an overseas study of practices in other appropriate countries.	Mar-07	Draft policy is in place.	Policy not in place due to negotiations. Policy drafted and with mandating committee and negotiations with unions have started.	Agreement on incentives still to be signed by trade unions.

## DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To implement procedures and processes for the Integrated Quality Management System (IQMS), and to amend these where necessary.	The IQMS implementation is monitored.	Develop and implement an intervention strategy for the Eastern Cape and Limpopo, to complete the IQMS processes.	Mar-07	An intervention strategy is in place for the Eastern Cape and Limpopo, to complete the IQMS processes.	Intervention strategy developed and implemented for Limpopo and Eastern Cape.	Eastern Cape and Limpopo lagging behind in implementation.
		Assistance to provinces in implementation of the IQMS, including provincial visits, evaluation of progress, provision of materials and service providers for training.	Mar-07	Report on assistance given and progress made by provinces	All nine provinces visited. Reports on progress provided to Senior Management and HEDCOM.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
Monitoring and evaluation reports are produced on the reduction in the number of disputes.			Mar-07	All provinces implement ELRC Resolution 8 of 2003, which ensures an effective and efficient performance system for educators that lead to salary progression within the time frames of the resolution.	All provinces implementing within timeframes of the settlement agreement.	
		Review the reliability of IQMS for performance assessment.	Mar-07	Report on the review	Service provider completed review. Final Report to be available on 16 April 2007.	
		Explore the establishment/ appointment of an agency to manage the IQMS.	Mar-07	Recommendations of merits of an external agency. The entire procedure and processes of the IQMS are implemented.	Draft document being developed.	Activity carried over into 2007/08. New function and posts in a process of being filled.
		Agreement is reached in ELRC on the reward system for educators.	Jul-06	Educators receive rewards, following evaluation.	Mandate provided by CEM and Mandating Committee. Proposal tabled for negotiations at ELRC.	Negotiations with trade unions deadlocked.
		A study tour to SADC countries is undertaken, to examine other models of education labour relations and conditions of service.	Dec-06	Report on international experience is produced.	Achieved. The International Research and Study Visits Report finalised and submitted by ELRC to the Minister and DG.	
		Finalise proposals and implement plans for an incentive system for educators.	Jul-06	The incentive system is implemented in its entirety, and a progress report is produced.	Mandate provided by HEDCOM and CEM. Negotiations with trade unions continuing.	Lack of capacity and funds in Limpopo and Eastern Cape.
		Agreement is reached in ELRC on grading norms for schools.	April 2006	Grading norms are implemented in schools.	All provinces excluding Limpopo and Eastern Cape have implemented the agreement.	Lack of capacity in Limpopo and Eastern Cape.
		Accelerated Salary Progression Agreement signed in ELRC	Mar-06	Qualifying educators receive accelerated salary progression, following evaluation.	All provinces excluding Limpopo and Eastern Cape have implemented accelerated salary progression.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
To develop partnerships and strengthen relations in labour relations matters within the SADC.		Research projects of the ELRC, in respect of the workload of educators, post provisioning norms and HIV/Aids, are translated into signed agreements.	Dec-06	Agreements are implemented.	Task teams have not completed work.	Activity carried over into 2007/08.  Meeting held by the ELRC Task Team; but SADTU disputed inputs of Employer.	
		Workshops held with provinces on the interpretation and understanding of signed collective agreements.	Mar-07	Provinces correctly interpret and implement signed collective agreements.	Workshops were held as requested by provinces.		
	Facilitate labour relations structures in other SADC countries, with the assistance of the ILO.	Facilitation of labour relations structures in other SADC countries, with the assistance of the ILO.	Mar-07	Improved relations with labour relation's structures from other SADC countries.	Achieved. The International Research and Study Visits Report finalised and submitted by ELRC to the Minister and DG.		
		Attend conferences on labour relations issues in other parts of Africa, and internationally.	Mar-07	Capacity-building pertaining to international industrial relations implemented.	Achieved. Report on the 14th International Relations World Congress in Peru tabled in ELRC. ELRC Labour Seminar was held on 14-15 December 2006 in Cape Town.		
			Study tours to other countries to conduct research on conditions of employment and matters currently under investigation in the ELRC.	Mar-07	Research reports and proposals are produced.	Achieved. The International Research and Study Visits Report finalised and submitted by ELRC to the Minister and DG.	

## CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To review the NHRD Strategy for South Africa, and to advise the Minister and Cabinet Committee on HRD.	Develop a revised Strategic Framework for HRD, in support of the Accelerated Shared Growth Initiative.	Development of a broad conceptual framework for the NHRD strategy, which is linked to the Accelerated, Shared Economic Growth Initiative by the NHRD Directorate.	Apr-06	Broad conceptual framework of NHRD strategy completed.	Achieved. The NHRD Concept document has been approved by the Director General in December 2006.	
		Convene Inter-branch meetings to discuss and debate the first draft of the new broad conceptual framework.	May-06	Inter-branch Committee on NHRD is established.	Not achieved.	In process.
		Draft revised NHRD strategy conceptual framework presented to Senior Management.	May-06	Revised draft NHRD conceptual framework completed.	Achieved.	The NHRD concept document has been discussed and agreed to at SM on 24 September 2006.
		DG to present the NHRD strategy to all relevant stakeholders.	Jul-06	Revised draft NHRD conceptual framework completed.	Revised NHRD Strategy not yet in place.	The revised NHRD Framework will be converted into the revised NHRD Strategy after the Minister has approved the draft NHRD Framework to the Cabinet Lekgotla in July 2007.
		Minister to present NHRD conceptual framework to relevant Ministers and stakeholders.	Jul-06	Revised draft NHRD conceptual framework is completed.	Not completed - in process.	Awaiting consultation process outcomes.
		Meeting with relevant departmental officials and social partners (all stakeholders) for discussions and recommendations to further develop the draft NHRD strategy conceptual framework.	Aug-06	Revised draft NHRD conceptual framework completed.	Not completed - in process.	Awaiting consultation process outcomes.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To facilitate and coordinate departmental participation in the National Framework for Skills Development, in partnership with the EDP SETA.	Ensure favourable conditions for implementation of the National Skills Development Framework within the education sector	Improved draft revised NHRD strategy presented at the Inter-departmental HRD CC forum for discussion and value-adding.	Aug-06	Draft HRD conceptual framework completed.	Not completed - in process.	Awaiting consultation process outcomes.
		Draft NHRD conceptual framework presented to Minister (MMM).	Sep-06	Draft NHRD conceptual framework completed	Not completed - in process.	Awaiting consultation process outcomes.
		Draft NHRD converted from a conceptual framework into NHRD strategy and presented at the National Cluster Committees.	Oct-06	Knowledge, strategies of how to further improve/revise the NHRD strategy in place.	Not completed - in process.	Awaiting consultation process outcomes.
		Draft NHRD strategy presented to Cabinet for approval.	Nov-06	Draft NHRD strategy is approved.	Not completed - in process.	Awaiting consultation process outcomes.
		Design, layout and printing of the NHRD Strategy for South Africa.		NHRD Strategy for South Africa published.	Not completed - in process.	Awaiting consultation process outcomes.
		Facilitation and coordination of the implementation of the NSDS targets.	Mar-07	NSDS Strategy 2005/10 in place.	NSDS targets identified and agreed to by all of the EDTP SETA. NSDS Strategy adopted by the EDTP SETA.	Achieved.
		Facilitate, coordinate, support, monitor and evaluate the implementation of Skills Development Plans in the departments of education, in collaboration with EDTP SETA.	Mar-07	Workplace Skills Plans (WSPs) in place.	National Skills Development Framework was published. Document distributed to PEDs.	Achieved.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Development and implementation of Agreement (MoU) between the ETDP SETA and education departments.	Mar-07	Agreed on agreement (MoU).	Responsibility of reaching agreement (MoU) was shifted to Branch G by decision of Senior Management.	
		Visits to departments of education to support, monitor and evaluate the implementation of education, training and development plans.	Mar-07	Reports submitted	Provincial workshops/meetings completed by March 2007.	Report on findings/recommendation to be submitted to DG.

### DIRECTORATE: MONITORING AND EVALUATION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To develop and implement a Monitoring and Evaluation Framework in education, using macro service delivery indicators.	A Monitoring and Evaluation framework for the system is approved and disseminated.	1. A Monitoring and Evaluation (M&E) framework is approved and disseminated.	Jun-06	The M&E framework is in place.	Internal consultations have been held. The Draft Framework has been discussed at SM and HEDCOM. HEDCOM recommended that meetings be held with its Sub-Committees on QA and EMIS. A consultative meeting with the two HEDCOM Sub-Committees is planned.	Awaiting outcome of consultative meeting
		2. A transversal team is established within DoE	Jun-06		No progress.	The DG has approved additional representation on the transversal team. The matter will be discussed further in SM.
		3. HEDCOM sub-committee on M&E is established.	Jun-06	HEDCOM sub-committee on M&E is in place.	Not completed.	A proposal to organise an interprovincial indaba with relevant HEDCOM subcommittees has been made to the DG. The matter will be discussed at SM.  The matter will be taken to HEDCOM after the consultative meeting.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		1. A baseline report on the macro indicators in the education system is developed and disseminated.	Nov-06	A macro indicators baseline report produced.	Indicator values have been calculated. The report is in the process of being developed	Most indicator values had to be recalculated using revised population figures.
		2. Data is gathered in preparation for the education service delivery indicators report.	Jul-06	Scope of work is defined, indicators to be reported on are identified, and terms of reference are established.	Data sources for some service delivery indicators have been identified.	Awaiting data from NEIMS and other sources
		1. Suitable monitoring and evaluation capacity-building programmes for national and provincial education department officials are identified.	Sep-06	M&E training programmes are identified. Proposal for M&E training is developed and approved.	A course on data analysis is being developed. A capacity building programme on M & E and research is being investigated.	Course on data analysis scheduled for May 2007
		2. Resources for monitoring and evaluation capacity building programmes are mobilised.	Nov-06	Funding for M&E training is secured.	Voted funds have been identified for the data analysis course.	Funds from EMIS will be used
		3. National and provincial monitoring and evaluation. Staff members participate in monitoring and evaluation capacity-building programmes.	Feb-07	Training of officials in M&E. Staff in M&E directorate trained according to a development plan.	Not completed.	A meeting has been held with SAMDI regarding capacity building in M & E
			Mar-07	Completion of required reports.	Not completed.	A consultative workshop on the 2005 EFA Country report was held in August 2006. A special consultative meeting on same was held with GDE. A report on WFFC was prepared for the presidency.
To coordinate and enhance national and international reporting obligations.		Country report on national and international commitments prepared, including GWM&E, EFA, MDG and APRM.				
To facilitate and undertake research and analyses to support planning processes in the Department.		1. Completion of a report on strategies to improve attendance and participation.	Feb-07	Report on attendance produced, as well as strategies to improve attendance.	Work delayed.	The research is being undertaken by the service provider.  Fieldwork begun in February 2007.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Completion of a study on the extent of home schooling.	2. Completion of a study into the extent of home schooling.	Jan-07	Report on home schooling produced.	Not completed.	The service provider has been selected. Work is in progress.
	Further research agenda is finalised.	3. M&E research agenda finalised.	Dec-07	Agenda for educational research compiled.	Not completed.	SM discussed the research agenda and provided some inputs. A meeting will be held with the DG in May 2007.
	Annual seminar for education researchers is convened.	1. A major seminar for education stakeholders is held to disseminate macro education indicators report.	Feb-07	At least one seminar is held.	Not activated.	The seminar will be held in September 2007.
		2. Coordinating of, and responding to information requests from education stakeholders.	Ongoing.	Information and data queries are interpreted and analysed.	Requests on issues such as home education, dropout and human rights have been responded to.	A Ministerial Committee on learner retention is being established.

### DIRECTORATE: EMIS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To implement and report on the implementation of the Education Information policy	Fifty percent of the first set of approved standards and guidelines is implemented.	A pilot study is conducted on Education Information Policy compliance, via the use of a monitoring tool, which is enhanced in accordance with the outcomes and recommendations of the pilot study.	Jun-06	A report on PED compliance is submitted to HEDCOM.	A report has been compiled. Compliance was monitored through the monitoring tool in all PED and seven (7) have responded, with exception of KZ; LP; WC. The report based on the seven provincial submission is still being compiled.	Target not achieved because of lack of PED responses despite informing provincial HoDs from Limpopo and Western Cape.
			Dec-06	Fifty percent of the first set of approved standards and guidelines is implemented.	Target achieved.	The First set of Education Information Standards have now been gazetted Government Gazette No 29757 02 April 2007

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	A second set of information standards and guidelines is approved.	Continue with further development of draft information standards, via the Standards Committee, and obtain approval.		A second set of information standards and guidelines is approved as regulations.	Standards on the Data Dictionary have now been merged with those of StatsSA.  The situation is that there are a total of nine (9) standards that have to be approved: Five (5) (SC001-SC005) have now been gazetted. Sc006 has been approved by HEDCOM and SC007.	Target not fully achieved because of the need to ameliorate the process by the utilisation of National Statistics System (NSS) led by Stats SA towards national quality information (South African Statistics Quality Assessment Framework).
	Develop and test a monitoring tool for the implementation of information standards.		Jun-06	The monitoring tool is tested and developed.	Done.	Target achieved.
	Facilitate the development of operational information systems.	Develop, pilot and implement a system for the dissemination of district-level information on school performance.	Oct-06	The approved standards are published in the Government Gazette	Published.	Target achieved.
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records development.		Develop, pilot and implement a system for the dissemination of district-level information on school performance.	Jun-06	Paper-based system developed and tested. Training material is developed and training is organised country-wide. The system is piloted in one province.	The learner performance project will form part of the Upgrade of SA-SAMS at district level. The terms of reference have been approved by the Bid Committee on 28 March 2007 and SITA has been requested for a proposal to provide a programmer for the SA-SAMS.	Learner Performance System has been slightly re conceptualized to take advantage of SA-SAMS and therefore required that new terms of references be submitted to the Bid Committee for approval
	The FETMIS system is developed and used in all FET colleges	The enhanced Further Education & Training Management Information System (FETMIS) is rolled out to FET colleges.	Jun-06	FETPAC 1 & 2 are upgraded and tested.	Done.	Target achieved.
				Roll-out of FETPAC 1 and 2 in provincial departments of education and FET colleges completed.	SITA is still working on the roll-out and training proposal. Additional testing is still required. It is necessary to integrate the FETPAC project into the strategic plans of FET colleges with specific regard to the connectivity of FET colleges.	The impact of the connectivity project for FET colleges needs to be integrated into the FETPAC project plan. Slow progress

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	The 2006 national surveys are conducted, verified and integrated into the national data warehouse.		Dec-06		All national surveys, namely (I) SNAP, ASS, SNE, ABET & ECD were conducted. All survey tools were developed and delivered to provinces for data capture of each survey.	Target achieved.
	The learner unit record system is implemented in two provinces and the Western Cape.				The learner unit record system is under development at national level. SITA has completed the User requirements specification and is working on the functional specification. WC has already implemented a learner tracking system and Free State is collecting data.	Target not fully achieved as SITA is still developing the system.
	Monitoring and support of SA-SAMS (V4) roll-out by provinces, 25% of all public schools utilise	Train 575 nodal schools and districts in SA-SAMS.	Apr-06	Educators from 575 nodal schools and Districts are trained in SA-SAMS.	Achieved.	Achieved.
		Monitor and support of SA-SAMS (V4) roll-out by provinces, and 25% of all public schools utilise SA-SAMS for improved school management.		Roll out of SA-SAMS Version 4 in provinces, and 25% of all schools have used the system.	EC, Free State, Gauteng and Mpumalanga are actively rolling out SA-SAMS to schools. Limpopo is waiting for tender to be awarded.	Partially achieved but rollout has gained momentum and provinces are making good progress which is expected to continue in the 2007/08 year.
		Revise document on user requirements on SA-SAMS version 5 (ASS, ECD, ABET, LSEN, Curriculum, Learner Performance, Learner Tracking, Master List).	Sep-06	SA-SAMS is fully revised, upgraded and packaged in a major revision as version 5 for release in 2007.	An enhancement concept document was compiled on SA-SAMS and presented to the HEDCOM Sub-Committee on EMIS who approved it. The terms of reference have been approved by the Bid Committee on 28 March 2007 and SITA has been requested for a proposal.	The terms of reference have been accepted and coding will commence in mid May 2007.
	Integrated EMIS	A draft strategy for an integrated national EMIS is developed, costed and submitted for funding.	Sep-06	Funding is secured for the incremental implementation of an integrated education management information system network.	Provincial spending in line with the National EMIS business plan is monitored. A workshop for 3 May 2007 has been set up to ensure that national and provincial spending is in line with a single strategy and the national EMIS business plan.	Ongoing.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
				The integrated education management information system network is implemented in three provinces, including support to acquire resources, hardware and software.	Provinces are spending in line with the integrated vision.	Ongoing.
	A Business intelligence Tool and a GIS facility are fully set up within the national department.				The pilot Business Intelligence project was fully completed in January 2007. The terms of reference for a DoE wide business intelligence platform were approved by the Bid Committee on 28 March 2007. SITA now to present a proposal.	Pilot project fully completed.
	Facilitate the implementation of business intelligence tools in the provinces	Conduct an audit of PED IS Architecture.	Mar-07	Audit document of infrastructure in PEDs available.	The pilot Business Intelligence project was fully completed in January 2007. Two province now utilizing BI, namely FS and KZN. The terms of reference for a DoE wide business intelligence platform were approved by the Bid Committee on 28 March 2007.	Pilot project fully completed.
		Assess and design hardware specifications.		Architecture is approved by PEDs.	SITA to present proposal on Terms of Reference for DoE wide Business intelligence project.	Pilot project fully completed
		Support provincial departments in the procurement of systems.		Hardware specifications document is compiled.	SITA to present proposal on Terms of Reference for DoE wide Business intelligence project.	Pilot project fully completed
				Support for procurement and installation of hardware provided	SITA to present proposal on Terms of Reference for DoE wide Business intelligence project.	Pilot project fully completed
	An annual sample survey is conducted to verify and improve the accuracy of the 2006 annual school survey data.			Report for DG & Minister	A draft report was submitted to EMIS by the service provider. It is currently being revised by the latter after the DoE's comments. Report presented to HEDCOM. CEM and Minister.	Recommendation been attended to.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
	Production of 2005 Statistics at a Glance report, and the preliminary release of the 2006 learner data.	Establish partnerships with other agencies involved in data acquisition.	Nov-06	Publication	2005 statistics published.	Target Achieved.	
			May-06	Flyer reports are produced	Done.	Target Achieved.	
		Ongoing	Formal working partnerships and collaboration are established and actively maintained with other Education information-gathering, analysing and disseminating bodies, such as StatsSA, HSRC, SAQA, CHE, DoHA, SADC and NESIS/IUNESCO.	The main partnership in this regard was to work with Statistics South Africa. Other partners such as HSRC; SAQA; CHE were rather ambitious to include. Partnering with StatsSA has been extensive and value adding to the work of EMIS.	Skewed Target Achieved. That is, there was extensive partnering with only one of the said partners.		
		Mar-07	User needs/requirements identified.	A draft report was submitted to EMIS by the service provider. It is currently being revised by the latter after the DoE's comments. Inter-directorate cooperation in this task was achieved especially with EMGD.	Target achieved to about 80%.		
		Mar-07	Provide support to PEDs with the improvement of quality of data.	All provincial data for the previous year is integrated into a national data warehouse and the quality has improved.	A draft report was submitted to EMIS by the service provider. It is currently being revised by the latter after the DoE's comments. ASS 2006 (without KZ; NC & WC); SNE; ECD 2006 (without Fs, KZN, MP, NC, WC); ABET 2006 (without KZN; MP, NC & WC).	Targets Not Achieved. Provincial Submission of data not adhering to Education Information Standards dates. Despite all of the non-compliance by PEDs SNAP 2007 data was integrated on time for the Finance Minister's Budget Speech of 2007.	
		Nov-06	Implement the Business Intelligence and GIS within the Department and train users in the use of the system.	Implemented the Business Intelligence and GIS within DoE.	Reported above.	Reported above.	
				BI licenses expanded to DoE Training of DoE official of DoE on use of Contractual appointment of 3 technical staff for 12 months.	Reported above.	Reported above.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Support provincial education departments in the implementation of Business intelligence systems and GIS	Mar-07	BI specifications shared with PED's KwaZulu-Natal and Western Cape systems are integrated into the national network	Reported above.	Reported above.
		Improve hardware and infrastructure for improved performance.	Mar-07	SITA is contracted to facilitate BI roll-out to provinces. Full implementation of storage area network and data store.	Reported above. Completed.	Reported above.
		Support PEDs in conducting national surveys: <ul style="list-style-type: none"> <li>The annual survey for ECD institutions.</li> <li>The annual survey for ABET.</li> </ul>	Mar-07	Utilisation of EMIS portal within the Department Data obtained from the surveys is more responsive and meets the required quality standards, portrayed in technical reports.	GITO & EMIS are still working on activation of the Portal. Both internal quality data guidelines and National Statistics System Quality Dimension are already implemented in the EMIS process.	In process. In process.
		The 2006 EMIS survey forms are improved to meet new requirements for 2007	Mar-07	A report is compiled, reflecting the status of the 2005 annual survey data.	Report completed and available. Target Achieved. Snap and annual survey data is submitted to the DoE by PEDs, from all institutions, within specified time-frames.	To be shared with PED Heads and DG.
		Develop guidelines and procedures to ensure compliance of databases and outputs of EMIS with standard data definitions.	Nov-06	EMIS Products & Database systems are enhanced to comply with approved instruments and data definitions.	All implemented as planned. Target Achieved. Updated survey forms are made available.	ABET & SNE questionnaires approved by HEDCOM and implemented. ASS & ECD refined further and submitted to HEDCOM.
			Mar-07		Done.	Guidelines presented to HEDCOM Sub-Committee on EMIS and will be finalized as soon as Education Information Standards are approved.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Design, development and pilot studies are completed for an information system, based on learner unit records.	Mar-07	First phase implementation of LURITS.	Final URS submitted by SITA on 28 Feb 2007.	URS completed.
			Jan-06	Tender requirement specifications document (URS) developed.	SITA working on functional specification for LURITS.	In progress.
			Jun-06	Appoint service provider to develop the system.	SITA has been requested for proposal for development of total system.	In progress.
			Mar-07	Develop and test the system.	Waiting for SITA proposal.	In progress.
		All EMIS systems are governed by quality control standards	Mar-07	Quality control standards are implemented.	Completed on 31 March 2007.	Target achieved.
		The error margin of data collected from school surveys is reduced by 5%, via the implementation and use of approved data quality-control systems.		All EMIS systems are monitored for improvement of the quality control system implementation.		Target achieved.
		A sample survey (data audit) is conducted to quantify and improve the accuracy of the 2006 annual school survey data.	Jan-07	A report on the reliability and validity of data collected via annual surveys is submitted to HEDCOM.	Successful Project.	Target Achieved.
		Production of an annual publication, based on the schools 2005 annual survey.	Jun-06	A 2005 statistical report is produced.		Target achieved.
		Production of a summarised report, based on a schools 2006 snap survey.	Dec-06	The 2006 statistical report is produced.		Target achieved.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Production of flyers on the 2005 education data from selected surveys of other sectors.	Jun-07	Flyer reports are produced.	Flyer reports are produced. Target achieved.	
		Publication of educational statistical information on the departmental website.	Ongoing	Existing information is published on the website.	Existing information is published on the website. Target not achieved.	
		Seminars and workshops are conducted on an ongoing basis, to present data and to demonstrate the use of education statistics information.	Dec-06	Three seminars are held to present statistical information.	Three seminars are held to present statistical information. Target not achieved.	
		An ongoing educational data and information query response service is managed and maintained.	Ongoing	A report on the data queries and responses is completed and presented to Senior Management.		More than exceeded: Section is overloaded and requires more staff.
		EMIS staff members are trained according to development needs.	Mar-07	EMIS staff members are trained according to approved development needs.	Budget was exceeded.	Target achieved.
		Recruit and train six interns to increase capacity and skills base in EMI.		Six interns are recruited and trained for the development of capacity in EMIS and planning for use at national or provinces.	Interns were provided with the required work experience to the extent that in the new restructuring there is expectation that some of the m will be engaged full time as EMIS operatives.	Target achieved.

## DIRECTORATE: LEGISLATION AND LEGAL SERVICES

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To draft regulations and legislation, and to assist in the processing of these.	Assist the Minister to draft and introduce new legislation in Parliament, and to prepare regulations in terms of existing legislation.	<ol style="list-style-type: none"> <li>1. Draft Further Education and Training Colleges Bill, 2006.</li> <li>2. Draft Memo and agenda item for HEDCOM and CEM via DDG/P for approval.</li> <li>3. Evaluate comments and amend Bill on merit, after the return date for comments.</li> <li>4. Draft submission for Minister's approval.</li> </ol>	Second session of Parliament.	Bill promulgated.	GG no. 29469 dated 11 December 2006.	
		<ol style="list-style-type: none"> <li>1. Draft an Education Laws Amendment Bill, 2007.</li> <li>2. Draft Memo and agenda item for HEDCOM and CEM for approval to publish for public comments.</li> <li>3. Draft submission to Minister to publish for comments.</li> </ol>	30-Apr	Submission sent to the Minister.	Target achieved.	
		<ol style="list-style-type: none"> <li>1. Draft Regulations for Safety Measures at Public Schools: Amendment.</li> <li>2. Draft Memo and Agenda item for approval by HEDCOM and CEM.</li> <li>3. Draft submission to Minister for her approval.</li> <li>4. Draft Notice for the publication of the final Regulations.</li> </ol>		Regulations for Safety Measures at Public Schools.	GG no. 29376 dated 10 November 2006.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		<ol style="list-style-type: none"> <li>1. Draft Regulations for the Exemption of Parents from Payment of School Fees.</li> <li>2. Draft Memo and Agenda item for approval by HEDCOM and CEM.</li> <li>3. Draft submission to Minister for her approval.</li> <li>4. Draft Notice for the publication of the final Regulations.</li> </ol>		Regulations for the Exemption of Parents from Payment of School Fees.	GG no. 29469 dated 18 October 2006.	
To provide legal advice	<p>Manage all necessary actions in court against the Minister or the Department.</p> <p>Advise the Minister, the Department, provincial departments and the broad public on education legislation and the Education Law.</p>	<ol style="list-style-type: none"> <li>1. Research applicable legislative material and cases.</li> <li>2. Draft legal opinion, based on aforesaid research.</li> <li>3. Provide either oral or written advice.</li> <li>4. Consult with provincial legal reps in order to identify problems and the solution thereof.</li> </ol>	<p>Timeframe set as part of the request for advice.</p> <p>Time-frames also under the control of the directorates and departments.</p>	Legal advice provided.	The Mathipa cases went to court during this period (more than one court case). The Governing Body of Maritzburg College vs. Department of Education case was heard in the Pietermaritzburg High Court.	Judgments in favour of Minister with costs.
To advise on all contracts and agreements in the Department.	Scrutinise and draft agreements between the Minister, the Department and other parties.	Scrutinise agreements and contracts between the Minister and other institutions. (We advise on whether the Minister should enter into an agreement. Advise whether agreement is to be amended).	Time frames depend on particular deadline that has been set.	Contract or agreement signed or amended.	Achieved. Advice was given on the following contracts and agreements: Memorandum of Agreement between Barloworld Logistics (Pty) Ltd and the DoE; Memorandum of Agreement between Childline SA and the DoE; The South African Schools Choral Eisteddfod 2007.	

## PROGRAMME 3: GENERAL EDUCATION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To expand access to quality Early Childhood Development opportunities, especially for poor communities	Forty percent of Quintile 1 and 2 primary schools offer Grade R.	Coordinate the development of national and provincial plans to meet Grade R targets.	Mar-07	Forty percent of learners in the system, aged five, enrolled in Grade R in Quintiles 1 and 2.	The target of 40% of all Grade R learners are in quintiles 1 and 2 schools, as planned. There is also an overall positive increase of learners in Grade R across the system.	The Free State Province did not get access to any budget for the Expanded Public Works Programme and has therefore been unable to provide any of the required training. The Department of Social Development also continued to experience challenges.
	Thirty percent of practitioners in registered ECD sites (targeting children 0 to 4 years) trained in the basics of Early Childhood Development.	Coordinate and manage the implementation of the Integrated ECD Plan, with special emphasis on providing skills to practitioners and ensuring quality programmes.	Mar-07	6000 practitioners trained in basics of Early Childhood Development.	A total of 5300 practitioners are in training across the various provinces, with strong monitoring and support for the national department.	The Free State Province did not get access to any budget for the Expanded Public Works Programme and has therefore been unable to provide any of the required training. The Department of Social Development also continued to experience challenges.
To improve the ability of young learners to read, write and do arithmetic, especially those from educationally disadvantaged backgrounds		Develop early stimulation programmes for home and community-based settings, in at least five languages.	Mar-07	Early stimulation programmes will be developed and 100 000 copies printed and distributed to ECD sites.	A series of 10 stimulation programmes has been developed to support the curriculum guidelines. The first one, that is, an introduction to the series, has been translated into 4 languages. The lay-out, printing and distribution will be done by 31 May 2007.	The department underestimated the time that it would take to finalise a framework for the programmes as well as the translations and finalisation of the programmes for distribution.
	National School Library Policy finalised and costed and implementation plan in place.	Finalise and create conditions for successful implementation of the National School Library Policy.	May-06	The National School Library Policy is approved and distributed.	Guidelines for Library provisioning are currently being developed utilising information from the NEIMS report.	The finalisation of this library provisioning policy and plan has been delayed due to the comprehensive audit of current facilities in schools through the NEIMS process.
	National Reading Strategy for the Foundation Phase is finalised.	Finalise and ensure implementation of the National Reading Strategy.	May-06	The National Reading Strategy is being implemented in all schools.	Quintile 1 and 2 schools in the prioritised districts have been provided with reference and reading books to establish classroom libraries. Guidelines on the teaching and monitoring of reading progress have also been developed.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To ensure effective implementation of the outcomes-based curricula as articulated in the National Curriculum Statement (NCS)	Teachers trained for the implementation of the NCS in grades 8 and 9, and learning and teaching materials delivered to all schools.	Provide 100 story-books to Foundation Phase classes in all Quintile 1 schools.	Mar-07	100 story-books to all foundation phase Quintile 1 classes.	3500 Additional Quintile 1 primary schools in 14 priority districts have been selected to receive three packs of 100 storybooks and bookshelves each.	
		Provide training for all teachers of Grades 8 and 9, and ensure availability of Learning and Teaching Materials for effective implementation.	Nov-06	All Grades 8 and 9 teachers are provided with quality orientation for successful implementation, and Learning and Teaching Support Materials (LTSMs) are available in all schools at the beginning of the year.	The National Policy on Assessment and Qualifications for Schools in the GET Band was gazetted on 12 February 2007. The Assessment Guidelines for the Intermediate and Senior Phases have been finalised.	
		Develop Life Skills, HIV and Aids materials for the Foundation Phase schools.	Jul-06	The Life Skills, HIV and Aids materials are developed, printed and distributed.	The training of all provincial officials for the implementation of grades 8 and 9 were conducted in all provinces, and monitoring of a sample of provinces was conducted. Implementation in schools will be monitored in 2007/08.	
		Service provider to develop and administer monitoring and evaluation instruments in the Foundation phase	Nov-06	1. Monitoring and evaluation instruments developed and administered to schools in the Foundation phase. 2. Collected data analysed. 3. Final evaluation report made available.	The evaluation of the implementation of the NCS in the Foundation Phase has been conducted. An evaluation report was finalised and submitted to the Department.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To improve access and quality of education for learners with special educational needs	The South African model of Inclusive Education is piloted in 30 education districts.	Develop short, medium and long term norms for funding an inclusive education system	Mar-07	Short-term measures in place to equitably fund special schools and draft funding norms developed for Inclusive Education.	Analysis of personnel and non-personnel needs of special schools was done to inform a revised short term strategy to provide the funding and post-provisioning needs of both special and full service schools.	Progress has been slow due to the gaps in availability of school data and the pending rigorous qualitative and quantitative analysis of such data from which clearer ratios can be derived for a more comprehensive picture of systemic needs.
		Establish District Based Support Teams in 30 designated districts	Mar-07	30 District Teams established.	District Based Support Teams are being set up, following training that was conducted between July and December 2006 in the Nodal areas as part of the Field Test on Inclusion.	Progress has been slow due to the absence of funding and post-provisioning norms to support the establishment of necessary posts at this level.
		Ensure appropriate infrastructure and requisite equipment to convert designated primary schools into full-service schools.	Mar-07	Twelve primary schools upgraded into full-service schools.	Project management teams were established. Plans are currently being revised to comply with standard specifications. Follow-up visits have been made 3 provinces – Limpopo, North West and Mpumalanga – to discuss progress with provincial project teams.	This phase of the project is experiencing delays due to non-submission of plans, submission of poor quality plans, the lack of/mobility of personnel at provincial level, and lack of clarity of financial responsibility at provincial level.
	Infrastructure, access and quality of teaching and learning are improved in the 66 most neglected special schools.	Convert designated special schools into resource centres to form part of the new District-based support system.	Mar-07	Twelve resource centres established in selected education Districts, as part of a strengthened District-based support system.	Approximately 2000 staff members across the 30 DBSTs and resource centres have received training on the Guidelines for Inclusive Learning Programmes.  Educators and district officials were targeted in 30 designated districts for training.	Further development is pending the development of systematic measures such as funding and post-provisioning norms, which is currently being finalised.
	Identify and mobilise out-of-school vulnerable children and youth, including disabled children in the designated urban and rural nodal areas.	Mar-07	The number of disabled and other vulnerable children, registering in ordinary public schools, is significantly increased.	The training of approximately 2000 educators and other staff in the 30 special schools, 30 Full Service schools and 4 Reform schools to identify, admit and support out of school youth, is complete.  Parents and communities have been involved in this training.	Strategies in provinces to target out-of-school learners, is unclear, and this is exacerbated by the lack of funding norms and financial support from provinces to provide additional resources in existing institutions.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To develop and retain appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills	The National Framework for Teacher Education (NFTE) is finalised and a costed implementation plan is in place.	Draft NFTE document and implementation plan sent for editing and taken through consultation process with critical stakeholders for inputs and adoption.	Mar-07	Inputs from consultation process received and considered for the final document. Final document edited and submitted to Minister of Education for adoption.	The NPFTED was released in October 2006 for public comment. Inputs were received and considered for inclusion in the final document. The inputs from the public comment and DoE were considered in the revisions to the policy document.	The Minister requested some adjustments to the final version of the NPFTED.
	Plan to ensure upgrading of all unqualified and underqualified teachers in the system is developed and a costed implementation plan is in place.	Manage the identification and registration of unqualified and under-qualified teachers into National Professional Diploma in Education (NPDE) programmes.	Mar-07	Data on teacher registration and completion rates of NPDE are available from participating higher education institutions. Snap audit on numbers of unqualified and underqualified teachers in Quintiles 1 and 2 schools complete.	The total allocation for the programme was R15,2m and the expenditure is 100%. The total number of teachers fully participating in the NPDE and utilising the DoE NSBS funds is 3146. The output rate for teachers who qualified for NPDE in 2006/7 is 85%.	The uncertainty with regard to the number of under-qualified and unqualified teachers in the system is a challenge to the system. Reports from the institutions indicate a growing need for the NPDE especially from the ECD, ABET and FET sectors.
	Recognise, acknowledge and award excellence in teaching.	Manage National Teacher Awards processes at national and provincial level.	Mar-07	900 GET teachers are registered for second year of MST ACE programme. Provincial and National Teacher Awards ceremonies take place as planned.	The MST project was allocated R22m for the delivery of the ACE to GET teachers. 100% of allocated money was utilised for the delivery of the ACE programme to about one thousand three hundred and twenty teachers (1320) from all provinces. The NTA national processes were completed, and the Provincial and National Ceremonies were successfully held. The National ceremony took place on 9 November 2006. The Ministerial Broader Recognition of teachers (retired and serving) also took place.	The teachers will complete their first year of study around June/July 2007 instead of March 2007 as was envisaged in the 2006-07 operational plan. This was due to the late appointment of higher education institutions which was finalised late in March 2006. Efforts were made to request the remaining six provinces to submit before the end of the financial year.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Learner access to the curriculum improved.	Register 1800 Senior Phase teachers in the English Second Language (ESL) Project.	Mar-07	Registration of teachers in the ESL. Training programmes for teachers implemented.	This project was withdrawn.	The tender approval came very late for the project to be effective. It was recommended that the project be discontinued and this was accepted.
		Policy implementation and monitoring mechanisms and functional structures are in place to ensure that teacher education programmes are approved and that qualifications of teachers are evaluated correctly.	Mar-07	Institutions, provinces and individuals have been informed in writing of the outcome of the evaluation of programmes and qualifications. Backlogs are kept to a minimum. Outcome of evaluation data analysed for patterns in evaluations.	A total of 24 teacher education programmes submitted by both public and private higher education institutions.	Provincial training sessions planned have not been undertaken in the light of the Minister's moratorium.
To develop and provide systems and policies for effective governance and management of schools, including full participation by parents and communities	Schools are functioning more effectively against a range of management and governance indicators.	Develop a national course for aspirant and serving school principals.	Mar-07	Development of the national course (ACE in School Leadership).	The Minister approved the following 5 HEIs to participate in the ACE field-testing phase (NMMU, UP, UCT, UWC and UKZN) to start in May 2007. The ACE course materials are being developed and will be distributed to participating HEIs.	Developed course materials will be distributed to all 400 students in the first week of May 2007.
		Audit the impact of Women in and into Management Positions programme on women who have completed the programme.	Mar-07	Audit completed of 100 provincial and national managers/ aspirant managers trained by the Women in and into Management Positions programme.	Training started at Mpumalanga, Limpopo and Northern Province in February/March 2007. EMGD audited the impact of WIIM programme on women who have completed training. Printed and distributed 5900 WIIM training manuals to provinces on request.	Evaluation will start in April to end June 2007.
		Develop an appropriate and effective programme of training for school managers and governors on Co-operative Discipline.	Mar-07	Programme developed which reduces incidence of use of Corporal Punishment in schools.	Advocacy campaign and the production of videos for provinces, districts and schools has been approved. The process ran February end March 2007. Broadcast on SABC 1 (Beyond the Classroom) started in March.	The broadcast on Beyond the Classroom will end in June 2007. Radio broadcast will start on 6 May until 22 July 2007.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Develop a training programme for school managers on management of the National Curriculum Statement.	Jan-07	Training course and materials completed.	Service provider with developed materials identified. Materials reviewed.	Process to go through tender Adjudication.
		Complete national education management policy and associated protocols, the South African Standard for Principalship.	Dec-06	National education management policy and associated protocols, the South African Standard for Principalship.	Terms of Reference approved by Deputy Director General. Four (4) provinces to be trained in July 2007. The Education Management Policy Framework and the South African Standards for School Leadership were completed. Draft guidelines of the 3 protocols are in place, viz, protocols to regulate greater role to education authorities in the selection of principals.	Internal Consultation and engagement to be undertaken to refine policy.
		Manage advocacy, coordinate and monitor the SGB elections nationally. Write a national report on the SGB elections.	Nov-06	National SGB elections held successfully in all provinces, based on national guidelines for SGB elections. Report on elections produced.	The national survey of SGB Elections experienced difficulty in response returns from schools which will inevitably delay the final report. The risk management plan has been put in place to improve the response return percentage.	Based on recommendations of the National SGB elections report the National Guidelines on SGB election will be reviewed from June 2007 for final HEDCOM approval after which the process to review provincial SGB election regulations will start.
	Improve access of learners to schools and access of parents and communities to information related to schools.	Undertake the Rights and Responsibilities Campaign through pamphlets, radio and newspapers. Audit the campaign's impact on parents and school access/enrolment. Modify the campaign based on findings.	Nov-06	2 million 'z' pamphlets distributed, messages posted on 22 community radio stations and in newspapers in all official languages. Over 80% learners registered in school by Nov 2006. Campaign audited and impact defined.	EMGD completed this project by distributing 2 million 'z' cards and pamphlets and by posting messages on 22 community radio stations and in newspapers in all official languages. Over 80% learners registered in schools by Nov 2006.	
	Resource requirements to ensure adequate professional and administrative support for schools quantified, based on national and international models of good practice.	Audit of capacity-building and skills requirements for district managers and staff conducted, so as to determine the minimum requirements for effective service delivery.	Mar-07	Report on the Audit of capacity-building and skills requirements has been completed, and costed strategy for fully resourced districts across the country has been developed.	Audit of capacity-building and skills requirements for district managers and staff completed and an assessment report on the roles and functions of a district was developed for the July 2006 Cabinet Legotla.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To strengthen the system's ability to provide regular, credible and up-to-date data on school performance and learner achievement	Regular reports available on performance of schools through Whole-School Evaluation (WSE) and on learner achievement at grades 3 and 6 through systemic evaluations.	<p>Conduct a colloquium for all district heads.</p> <p>Refine District Education Management Information Systems (DEMIS), based on first-year implementation. Train District officials to use DEMIS information in planning.</p>	<p>Oct-06</p> <p>Sep-06</p>	<p>Colloquium held for all district heads.</p> <p>District officials are able to use data, based on a refined DEMIS, to guide their planning. Refined DEMIS implemented for the establishment of the first benchmark against the norms and standards for Districts.</p>	<p>A District Colloquium was held on 2-3 October 2006 for all district directors, district cluster heads and other district officials who deal with the implementation of Curriculum within schools. A second district heads meeting was held on 14 March 2007.</p> <p>The DEMIS instrument was administered to all districts in the country after they had been trained to use the instrument. 77 instruments were returned and a data-capturing tool was developed to store the DEMIS information.</p>	
		<p>Disseminate the findings of the Grade 6 systemic evaluation survey to all key role-players.</p>	<p>May-06</p>	<p>A national report and nine provincial reports distributed to key role-players and decision-makers in the system for appropriate interventions.</p> <p>Teacher guides in literacy, mathematics and natural sciences and a Policy Brief distributed to all schools with Intermediate Phase classes.</p>	<p>The Grade 6 national survey provided the system with valuable information on learner achievement and the conditions of learning and teaching in the schools. In addition to distributing reports, presentations of the findings were also made to various role players.</p> <p>All schools with Intermediate Phase classes received teacher guides to help them address areas that were found to need development in each of literacy, mathematics and natural sciences.</p>	
		<p>Develop items for the national assessment of literacy and numeracy at Grade 3 level.</p>	<p>Jan-07</p>	<p>Completed assessment frameworks and items for assessing Grade 3 learners in literacy and numeracy in a sample of 1500 schools.</p>	<p>There has been significant improvement in the quality of the tests that will be used for future systemic evaluations. The intention is to use more diagnostic tests that can help identify specific areas for intervention at classroom level.</p>	<p>The time- and resource-intensive nature of the refinement, the piloting and analysis of data from the pilot study necessitated that the main survey be shifted to September 2007. In future pilot studies and main surveys will be run on separate years.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Establish baseline information on learner achievement in literacy and numeracy in QIDS UP primary schools.	Mar-07	A profile for each district and school in QIDS UP available for tracking progress.	Two sets of high quality tests for each of literacy and numeracy have been developed and piloted. These will be given to districts to conduct annual assessments in all schools to monitor the quality of school-based assessments.	
		Manage evaluation of schools, using Whole School Evaluation indicators to assess readiness for delivering quality education.	Mar-07	Report on the state of education in the evaluated schools.	Evaluations of schools completed by 30 October 2006. The report on the state of education on the schools that were evaluated in 2003 (as mandated by the Whole-School Evaluation policy) to 2006 was completed.	The date which the service provider was required to submit the final report was extended to allow the service provider to improve the quality of the report.
		Develop the Quality Promotion and Assurance database system (OPA DBS) to accommodate baseline information on learner achievement and school performance and other relevant data in QIDS UP primary schools.	Mar-07	A profile for each district and school in QIDS UP available in the OPA DBS.	Prepared documentation for extending the OPA DBS to accommodate QIDS UP activities and deliverables.	A request to extend the current contract to include addition development of database was not approved and this was consequently discontinued.
		Update and maintain the web-based Quality Promotion and Assurance (OPA) database system.	Mar-07	The OPA DBS updated and maintained to provide reliable data.	Service Level Agreement in place and preparations being done to enable the OPA DBS to be available on the internet. The service provider continues to make necessary developments in the database within the original statement of work.	

## PROGRAMME 4: FURTHER EDUCATION AND TRAINING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To improve the quality of teaching, learning and assessment in FET band in schools, through curriculum, transformation, teacher training and improved resources provisioning especially ICT resources, and to advise PEDs on establishment of dedicated schools	National Curriculum Statement successfully introduced into Grade 10 -12.	Develop and publish National Grade 11 textbook catalogues.	May-06	National Grade 11 and 12 textbook catalogues published and delivered to schools and provinces.	A workshop for publishers took place in August 2006. A total of 499 Grade 11 textbooks were screened in April 2006, and the final catalogue sent to provinces at the end of May 2006. In October 2006 Grade 11 literature titles were screened.	
	All Grade 11 and 12 teachers attend orientation workshops for the implementation of the NCS.	Continue advocacy and communication campaign.	Ongoing.	Flyers and information brochures are delivered and distributed.	Twenty nine (29) Subject Assessment Guidelines (SAGs) were revised, printed and distributed to all provinces and 79 district offices for distribution to schools in January 2007. The documents were posted on the Department of Education website.	
	Assessment workshops are conducted for subject advisors.				From 28 January 2007 to 9 March 2007, the FET and GET Schools directorates conducted Assessment workshops for subject advisors in all the provinces. The purpose of the Assessment workshops was to mediate the National Protocol for Assessment (NPA).	
	The results of a survey of textbook provision to Grade 10 learners is published.				A survey of Grade 10 textbook supply has been completed and a report compiled.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Provide training to provincial training teams in 12 of the 29 subjects of NCS for Grade 11 and 12.	Apr-06	Provincial training teams appointed for 12 of the 29 subjects of NCS.	The Provincial Training Teams provided training for teachers. Most of the teacher training took place during the June /July holidays and September 2006 holidays. The subject specialists from the DoE monitored the teacher training conducted.	
		Co-ordinate training of Grades 11 and 12 teachers in 17 subjects.	Nov-06	Grades 11 and 12 teachers trained in 17 subjects.	During 2006, teacher training sessions for subjects with small enrolments were coordinated by the DoE.	
		Co-ordinate MSTE strategy.	Jun-06	MSTE Strategy implementation monitored.	The DoE appointed external monitoring teams to visit selected Dinaledi schools. The monitoring team was trained in the use of the monitoring instrument. A total of 138 Dinaledi schools were monitored between April and October 2006.	
	Teachers in the 400 Dinaledi schools are trained.	Provide co-ordinated support to 400 Dinaledi schools.	Dec-06	Dinaledi schools to be provided with teacher training.	The DoE developed teacher training materials in key concepts in maths and science. The DoE also provided a total of 268 printed maths and science files to provincial departments to support mentor teachers.	
	A total of 400 schools participate in the second phase of the Mathematics, Science and Technology Strategy, and are suitably resourced.		Dec-06	Dinaledi schools provided with additional resources.	Each of the 400 Dinaledi schools was provided with 50 study guides in Maths and Science, teacher training video tapes, a science resource pack; 100 calculators as support to enhance teaching and learning in Maths and science.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Expand portal offerings and use in schools and colleges.	Mar-07	The utilities of the education portal in schools and colleges expanded.	The following functionalities were added to the portal: 1. Development of an online resource workflow tool; 2. FET Schools' LTSM Catalogue System and the Grade 12 Catalogue. 3. FET Colleges' LTSM Catalogue System. 4. Project Management Tools.	The projects to develop curriculum multimedia materials and tools through SITA were unsuccessful due to the lack of curriculum expertise and procurement of curriculum experts within SITA. Therefore the Mathematical literacy project was not completed.
			Mar-07	Number of curriculum objects in the portal increased.	Thutong has 22 106 resources in its system. The curriculum section has been updated with the revised Learning Programme Guidelines, Subject Assessment Guidelines and all relevant curriculum materials.	
			Mar-07	Number of registered users in the Portal increased.	Thutong has 23 705 registered users of which 11 603 are teachers. The target for 2006/7 was 10 000.	
			Mar-07	Increased support of the NCS.	1. The Macmillan English Online Dictionary and Macmillan School Dictionary are free to all Thutong users. 2. The platform on which the Portal is built, the Knowledge Matrix has undergone significant improvements.	
		Implementation of E-Education White Paper	Mar-07	ICT Education Audit programmes provided.	Database has been developed and is being populated with data of 4 provinces (Phase 1 and 2).	
			Mar-06	Access to ICT Teacher Development.	8506 teachers have been trained in basic ICT use via the Partners in Learning Programme and 281 provincial master trainers in provinces as part of the provincial ownership of the training programme. 32 000 teachers have been trained in ICT curriculum.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To conduct credible examination and assessment practices in schools and colleges, based on research and international best practice, and to improve levels of learner attainment in the examinations.	High-quality and error-free question papers are set for the 11 national subjects for the Senior Certificate examinations for 2006.	Prepare error-free high quality examinations for 11 national subjects for 2006.	Mar-06	Support cost effective infrastructure solutions for schools.	The ICT Implementation Plan has been registered with National Treasury. The Transactional Advisor for the Feasibility Study has been appointed and commenced duties. All 6 NEPAD schools have been visited. The launch is scheduled for 17 April 2007.	
	Five credible examinations are conducted for General Studies and Natural Science set for all level 2 subjects.	Oversee administration of setting ,administration and marking of SC,ABET and FET Colleges examinations.	Ongoing	Examinations for the 11 national subjects for 2006 prepared and distributed to provinces by June 2006.	Question papers for the 11 national subjects were set for October/November 2006 as well as March 2007 examination. These papers were internally moderated, and externally moderated by Umalusi. Umalusi report indicated that there is an improvement in the standard of papers.	
	Examiners and moderators for the 2008 NSC are appointed and trained.	Select and train examiners and moderators for 2008 examinations.	Nov-06	Examiners and moderators for 2008 examinations appointed and begin training programme.	All examiners and moderators for the 2008 NSC examination have been appointed and trained. The first training session was an orientation session which was followed by a more focused programme that targeted new assessment types and development of questions.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To increase capacity of FET colleges, so as to fulfil their mandate.	A Learner Attainment Strategy for all schools is developed and implemented.	Refine Learner Attainment strategy for schools under 60%.	Jun-06	Learner Attainment Strategy for schools under 60% finalised and implemented.	The National Strategy for Learner Attainment (NSLA) programme was extremely successful in 2006. Of the 114 schools that performed below 20%, 91 were visited by the DoE. Ninety nine (99) of the under 20% schools improved their performance in the 2006 exams.	
	Grade 10 and 11 examination exemplars are developed and published.				The grade 10 exemplars and question papers for pilot schools were developed, internally moderated and distributed to PEDs. Comments received on the exemplars and pilot question papers were incorporated in the setting of the grade 11 exemplars and question papers.	
To increase capacity of FET colleges, so as to fulfil their mandate.	Colleges are suitably staffed and training is provided to college staff.			College lecturers are trained to deliver new programmes. Learner materials to support teaching developed and approved.	The curriculum for 11 programmes and 4 fundamentals of the NC(V) were widely consulted and finalised. Curriculum advocacy roadshows for the NC(V) undertaken in all Provinces. NOF level 2 curriculum documents edited, printed and distributed to colleges.	
	Staff development is integrated into annual planning as part of the FET Recapitalisation Plan.				The colleges were allocated R10 000 per lecturer within the recapitalization plan for the period 2006-2009. College operational plans were developed to include the HRD for staff. The Department developed training programmes and planned, briefed and monitored activities.	
	A Monitoring Unit is established at DoE.				A monitoring unit was formed in the Department. The unit conducted 3 college visits during the year and also established and maintained a monthly and quarterly reporting system. In addition a Ministerial Committee was established.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To increase learner participation, retention and throughput, especially amongst the youth.	FETC (Vocational) is gazetted with 11 new programmes at level 2, 3 and 4.	Finalise College ACT.		College Act Passed.	The National Certificate (Vocational) registered was registered with SADA and gazetted.	
		Complete FET Sector Plan.		FET Sector Plan completed and distributed.	The FET Colleges Bill was developed and taken through the required consultation processes by October 2006. After consideration of the public comments and making the necessary amendments, the Bill was subjected to the parliamentary processes and promulgated.	
	Campaign launched to recruit youths for formal programmes at FET colleges.	Increase access to education and training for youth.		Increase in number of 16-24 year olds registered at FET Colleges.	Plan will be distributed in 2007/08 as part of the implementation of the FET College Act process.	The remaining two Youth & Democracy Education Campaigns to be held in the Northern Cape and in Free State in June and August respectively.
Career guidance and counselling systems are established for FET colleges, and for youths.					Marketing material developed for the FET Colleges focusing on the NCV programmes. The Sowetan Power Your Future Editorials profiled FET Colleges and NCV).	
					Career guidance and counselling forms part of student support services. The first workshop for student support services was held in 2006. The second workshop is scheduled for May 2007. Outcomes of the first workshop have been used to develop the Terms of Reference for further workshops.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	A student tracking system is piloted.				Funding for piloting a student tracking system has been sought and approved by Danida. Terms of reference for the student tracking system have been developed and approved. Work on the student tracking system is planned to start in June 2007.	
	Student Support Units are established at 20 colleges.				Financial support for the initial implementation of the student support services at 6 SEDSII supported colleges and 1 other college per province has been sought and approved. Danida through the SEDSII programme is supporting student support services.	The student support services framework which will be used by all Colleges will be finalised in May 2007. A workshop for College student support managers will be held in May 2007.
To manage and report on implementation and success values.	All colleges are connected via the ICT connectivity project.	Connectivity for all public college sites.		FET Colleges connected.	The programme of connectivity has been rolled out to 52 sites in KwaZulu-Natal. The actual connecting of the colleges onto the new FET College Virtual Network (VPN) has been postponed to the 2007/08 financial year.	
To develop programmes and qualifications to ensure relevance quality and coordiante with DoL, SETAs, etc.	Norms and standards for funding college programmes are published as policy.	Approve and support operational plans for 50 colleges.		Operational plans for 50 colleges approved and implemented.	50 FET College Plans were developed and approved for the 2006/07 financial year to the value of R470 million. The implementation of the plans in the 50 colleges was monitored in 3 visits (September 2006, November 2006, and March 2007)	
To regulate private institutions that offer full qualifications in the FET band.	Develop and put into place a National Register of private FET institutions.				The National Register was developed by SITA and is fully operational. It is ready for capturing the names, campuses and qualifications of private colleges that are to be registered. The Directorate staff were trained on how to maintain the system.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Evaluate applications for registration and issue certificates of registration.	Complete process of Registration of Private FET Colleges.		Registration of Private FET Colleges on track.	While the processing of 545 applications has been completed, the evaluation of these applications could not start because of the outstanding accreditation reports and repeated requests for extensions to submit additional information.	UMALUSI was not in a position to provide the Department with the required accreditation reports to finalise the evaluation of applications.
	Announcement of the date for the end of the current transitional arrangements for registration.				The end of the transitional arrangements was announced by the Minister in Government Gazette No. 28911 of 1 June 2006. This announcement was also published in the print media.	
	Review the regulations for the registration of private FET institutions.				A new set of Regulations has been proposed and will be put through the promulgation Schedule in 2007/08.	Neither the amendments nor the new Regulations could be effected in the context of a changing primary legislation under which they were to be developed.

## PROGRAMME 5: QUALITY PROMOTION AND DEVELOPMENT

### DIRECTORATE: SCHOOL ENRICHMENT PROGRAMMES

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To develop, implement and coordinate the framework for school enrichment programmes	Consultations with relevant stakeholders and the drafting of the framework for school enrichment programmes, including, sport, arts, culture and heritage.	Establish a core team of policy writers from the DoE, PEDs, Departments of Arts and Culture as well as Sport and Recreation, the Youth Commission and our social partners.	Jun-06	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	The revised draft document on the framework for collaboration between DoE and DAC has been submitted to the Branch Head for further action. The Minister has approved and signed the amended Regulations for safety measures at Public schools.	The drafting of the school Enrichment Programme Framework has been deferred to the next financial year.
		Core team conducts and analyses relevant legislation, policies and frameworks, national and international protocols, national, continental and international programmes on sport, arts, culture, music, heritage.	Aug-06	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	A HEDCOM sub-committee for school enrichment programmes held a meeting in February 2007 to discuss school enrichment policy issues and programmes. The Department of Arts and Culture, THETA SETA and LoveLife contributed in the discussions.	A task team will be constituted to analyse the existing legislations.
		Core team drafts a concept document on a national framework for School Enrichment Programmes.	Sep-06	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	Meetings were held with Wits University, the British Council and Soul City on developing a strategy on Physical Education. A concept document was drafted and was submitted to Senior Management and HEDCOM.	Consultation with Higher Education Institutions has contributed in developing a concept document in this regard.
		Consultations with the reference group consisting of provincial coordinators responsible for social transformation, justice and cohesion, relevant departments, Youth Commission and other social partners.	Oct-06	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	The Directorate held a meeting in July 2006 with National Youth Commission to discuss strategic social and enrichment programmes for the youth in schools focusing on sports, arts and culture.	The Youth Development unit, ABET, and school environment directorate are developing a consolidated approach in this regard.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To incorporate school enrichment programs as part of teachers development strategy as well as enriching the curriculum implementation process		Draft concept document is presented to Senior Management and HEDCOM.	Nov-06	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	Consultation has taken place but a draft document has not been presented to Senior Management.	The drafting of the Framework on School Enrichment Programme has been deferred to the next financial year.
		Draft framework on school enrichment programme, including school sport, arts, culture, and heritage, is presented to Senior Management, ELRC and HEDCOM.	Mar-07	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	A task team is scheduled to meet in March 2007 to draft a Framework on School Enrichment Programmes.	Participation of the social sector departments will be a priority.
		Collaborate with Branch G and relevant stakeholders in developing curricular enrichment programmes and materials for PRESET (initial professional education of teachers, IPET) programmes.	Jul-06	PRESET programmes in the National Teacher Development Strategy, include core/elective offerings on school enrichment programmes.	A draft strategic and implementation plan on physical education and school sport has been developed.	Physical Education and school sport strategy has been drafted and tabled at HEDCOM.
		With the assistance of Branches G, F and H, initiate discussions with relevant HEIs for the introduction of Advanced Certificates in Education (ACE) on sport, arts, culture and heritage.	Mar-07	Accredited INSET programmes on school enrichment programmes are introduced in 20% of the nodal and farm schools.	A HEDCOM sub-committee for school enrichment programmes has held a meeting in November 2006 to communicate the strategy on physical education and school sport.	Consultation with relevant stakeholders is ongoing.
	The delivery of Arts and Culture and Life Orientation learning areas in the GET Band has been strengthened.	Collaborate with strategic partners for accredited training of teachers in sport, arts and culture short courses, events management, coaching, etc.	Mar-07	The delivery of Arts and Culture and Life Orientation Learning Areas in the GET Band has been strengthened.	Through the UK SA linkage programme, Educators from the identified schools have been trained.	Collaboration with Department of Arts and Culture and the Development Bank of Southern Africa are strengthened.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To implement, coordinate and monitor national and international instruments and programmes	National programmes that promote mass participation in school enrichment programmes and physical activity are in place.	Coordinate, manage and monitor a variety of national programmes that promote mass participation and physical activity, ranging from workshops to the actual events.	Mar-07	National programmes that promote mass participation in school enrichment programmes and physical activity are in place.	Sports and Recreation SA has acquired the services to train educators from the identified schools, and training has commenced.	National programmes have been successfully coordinated.
	Programmes for talent identification and further development of learners and capacity-building innovations for educators are in place.	Coordinate, manage and monitor national events for high performance school sport, arts, culture performances.	Mar-07	Programmes for talent identification and further development of learners and capacity building innovations for educators are in place.	The 2006 National Schools' Summer Games were a success despite challenges in the provision of services.	National programmes have been successfully coordinated.
	National and international declarations on Education, Arts and Sport are analysed.	Coordinate the participation of selected teams and groups in continental and international tournaments and events.	Mar-07	Programmes for talent identification and further development of learners and capacity building innovations for educators are in place.	In relation to talent identification the sub-committee on talent identification and further development presented the plan to NACOC and NACOC is refining the five year programme.	Learners have participated in international and national programmes.
	Coordinate and monitor capacity-building programmes for educators as coaches, trainers, technical officials, managers, etc.	Coordinate and monitor capacity-building programmes for educators as coaches, trainers, technical officials, managers, etc.	Mar-07	Programmes for talent identification and further development of learners and capacity building innovations for educators are in place.	Through the mass participation programme capacity building programme on six identified codes for educators are in place.	Project complete.
	Coordinate events to celebrate the 30 <sup>th</sup> Anniversary of the Soweto Uprisings of 1976, in Gauteng, and Heritage Month through the National Indigenous Games, Music and Movement in Limpopo.	Coordinate events to celebrate the 30 <sup>th</sup> Anniversary of the Soweto Uprisings of 1976, in Gauteng, and Heritage Month through the National Indigenous Games, Music and Movement in Limpopo.	June 06 & Sept. 06	Programmes for talent identification and further development of learners and capacity building innovations for educators are in place.	Meetings with relevant stakeholders in preparation for the 2007 Ngoma and Indigenous Games were held.	Project complete. School sport and music structures have been put in place.
	Establish and sustain national coordinating committees for schools enrichment programmes.	Establish and sustain national coordinating committees for schools enrichment programmes.	Mar-07	National and international declarations on Education, Arts and Sport are analysed.	NACOC sub-committee guidelines and policies were discussed in the November 2006 Quarterly Meeting.	Project completed.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Organise and coordinate workshops, quarterly meetings, and attend national and international conferences on schools enrichment programmes		Implementation plan for national and international instruments is available.	Meetings in preparation for the 2007 School Enrichment Programmes plan have been held.	Project complete.
		Prepare reports to monitor compliance with national and international declarations on Education, Arts and Sport.		Implementation plan for national and international instruments is available.	A meeting with Universities of Witwatersrand, Pretoria, Stellenbosch and Free State were held and assisted with the drafting of the concept on Physical Education.	Interbranch meeting will be held to further consolidate the recommendations on the resuscitation of physical education.

### DIRECTORATE: SOCIAL ISSUES MANAGEMENT

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To make all education institutions safe learning environments	Outline of the framework for safety in schools has been finalised.	Consult and outline the framework for safety in schools.	Jan-07	Outline of the framework for safety in schools has been finalised.	Document to be reworked.	Awaiting inputs from the DDG. Subsequent drafts will reflect inputs from CSIR research report.
	Ministerial project on addressing incidents of crime and violence in 9 schools (one per province) with the highest levels of crime and violence.	Ministerial Project to be implemented in the 9 schools with the highest levels of crime and violence (one per province). Services to be rendered in terms of infrastructural changes as specified in the Tender for School Safety.	Mar-07	Services have been rendered according to the specifications of the Tender.	Ministerial Project to be completed by 31 March 2007 according to the specifications of Tender EDO 362.	Metal detectors have been delivered to all 9 schools. Security guards have been appointed and job descriptions have been submitted to the Service provider.
	Hlayiseka – Be Aware, Take Action Early Warning System has been piloted and developed.	The Hlayiseka: Early Warning System – Be Aware, Take Action to be rolled out in all provinces with the focus on the 585 schools with the highest levels of crime and violence.	Sep-07	Provincial Implementation Committees have been established in all provinces and training has been executed.	Report completed.	The report has been submitted.
	Training on the Signposts for Safe Schools is conducted in 20% of public schools.	Training on the Signposts for Safe Schools, in partnership with Safety and Security, has been conducted in all provinces.	Dec-06	Provincial Departments to roll out Sign Posts for Safe Schools to all schools in province.	Provincial School Safety Coordinators to report on the implementation of the Sign Post for Safe Schools.	Establishment of school safety committees will be rolled-out in the next financial year.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Partnerships with departments, NGOs and other organisations have been initiated.	Strengthen partnerships with departments, NGOs and other relevant stakeholders.	Mar-07	A national audit on schools with highest levels of crime, violence and substance abuse has been framed.	Preliminary discussion between DDG and CJCP took place on 7 March 2007.	The project has been deferred to the next financial year.
	Partnerships with departments, NGOs and other organisations have been initiated.	Strengthen partnerships with departments, NGOs and other relevant stakeholders.	Mar-07	Partnerships with departments, NGOs and other organisations have been initiated.	Partnership with CJCP has been strengthened - with regard to the roll out of the Hayiseka: Early Warning System and the envisaged audit on crime and violence in schools.	Partnership continuing.
To create safety nets for vulnerable children	The outline for the framework on safety nets for vulnerable children has been developed and approved.	Consult and draft and outline for the framework for safety nets for vulnerable children.	Mar-07	The outline for the framework on safety nets for vulnerable children has been developed and approved.	Draft framework on safety nets for vulnerable children has been submitted to DDG.	Remainder of funds will be utilised for the printing of the Hayiseka Early Warning System Manual.
	A situational analysis and a national audit of vulnerable children have been conducted and report published.	Collaborate with the Presidency, and the Departments of Social Development and Health in conducting a situational analysis and an audit of vulnerable children.	Mar-07	A situational analysis and a national audit of vulnerable children have been conducted and report published.	Report from UNICEF mainly focuses on statistical evidence pertaining to vulnerable children.	Research report by UNICEF on vulnerable children has been scrutinised. Captured data is noted for incorporation with the Safety Nets document.

## DIRECTORATE: ADULT BASIC EDUCATION AND TRAINING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To expand the reach of basic literacy and Adult Basic Education Training formal programmes	49 000 learners in basic literacy programmes.	Coordinate the delivery of basic literacy programmes.	Mar-07	49 935 learners in basic literacy programmes.	Provincial reports show that almost 35 000 learners have attended literacy programmes in the Eastern Cape and North West Provinces.	Surpassed and completed.
	285 000 adult learners in formal ABET programmes in Public Adult Learning Centres (PALCs) and workplaces.	Coordinate the delivery of formal ABET programmes in Public Adult Learning Centres (PALCs).	Mar-07	285 000 learners adult learners in formal ABET programmes in PALCs and workplaces.	Provincial reports show that more than 185 000 adult learners participated in formal ABET programmes in PALCs and workplaces.	Surpassed and completed.
	300 000 learners reached through expanded ABET programmes linked to the NSDS, EPWP and ASGISA.	Coordinate the delivery of expanded and skills-based ABET programmes implemented by public and private providers, NGOs and SETAs.	Mar-07	300 000 learners reached through expanded and skills-based ABET programmes linked to the NSDS, EPWP and ASGISA.	The Department of Labour is developing a database of achievement on this activity.	The collaboration with DoL will serve to enhance reporting in this area.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
	Final report of the Ministerial Committee on Literacy is submitted and published.	Facilitate the work of the Ministerial Committee on Literacy (MCL).	Mar-07	Reporting on compliance and delivery of a Government programme of action. Final report of the MCL is submitted and published.	Programme of Action reports have been regularly updated.	Project completed.	
	A framework for the reconfiguration of ABET has been developed.	Conduct a national audit of ABET programmes offered by private ABET providers.	Mar-07	The national audit on ABET provisioning is conducted and published.	An operational plan for the Mass Literacy Campaign is being prepared for presentation to Cabinet. The Ministerial Committee Report has not been printed. An abridged version is being developed for printing and public distribution.	Minister has recommended a colloquium on 26 April 2007 to discuss the operational plan with relevant ABET stakeholders.	
		Frame the reconfiguration of ABET, focusing on the typology of institutions, qualification, curriculum, and assessment.	Mar-07	A framework for the reconfiguration of ABET has been developed.	This activity has been captured into the operational plan of the directorate or 2007/08 for further development.	Activity completed. An alternative for gathering important data needs to be explored in the Directorate and captured into a viable communication strategy with provinces. A draft document has been presented.	
		Draft a strategy for a pilot multi-media in ABET centres.	Mar-07	A strategy for a pilot multi-purpose media in ABET centres has been developed.	A framework for the strategy has been developed.	A draft document has been presented.	
		Support the implementation of ICT programmes in the BFI project in Limpopo Province.	Dec-06	BFI-SA project reports are available.	A survey on the readiness of the project to be implemented has been conducted by a student from the International Literacy Institute (ILI). Report details shall be made available to the DoE.	The project modalities have been adapted and the function has shifted out of a line budget activity. Donor funds are being sought for this activity.	
		Advocacy campaigns and celebrations of significant events on literacy and ABET programmes.	Mar-07	Significant events related to literacy and ABET programmes celebrated.	ALW was successfully celebrated in September 2006. New advocacy materials for 2007/08 have been completed.	Project has been successfully completed.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To implement, coordinate and monitor the norms and standards for funding of ABET programmes	Norms and standards for the funding of ABET programmes are approved and published.	Finalise the norms and standards for the funding of ABET programmes in collaboration with Branch P.  Table the draft norms and standards for the funding of ABET programmes for approval by HEDCOM and CEM.	Aug-06  Oct-06	Norms and standards for the funding of ABET programmes have been approved.  Norms and standards for the funding of ABET programmes have been approved and published.	Norms and standards for the funding of ABET programmes have been approved.  The HEDCOM submission is dependent on the feedback and approval by the Minister of Finance.	The Norms and standards have been completed and approved by the Minister of Education. Awaiting approval from the Minister of Finance.  Final approval depending on the Minister of Finance.
	Implementation plan and advocacy strategy on the norms and standards have been developed.	Publish the approved norms and standards for the funding of ABET programmes in a Government Notice.  Develop an implementation plan on the norms and standards for the funding of ABET programmes.	Dec-06  Dec-06	Norms and standards for the funding of ABET programmes have been approved and published.  An implementation plan and advocacy strategy on the norms and standards for the funding of ABET programmes has been developed.	Publishing is delayed pending feedback from the Minister of Finance.  Draft implementation plan has been developed.	Final approval depending on the Minister of Finance.  The implementation will occur in conjunction with feedback from the Minister of Finance.
		Develop an advocacy strategy and engage in an advocacy campaign on the norms and standards for the funding of ABET programmes.	Dec-06		A draft advocacy strategy has been developed. The roll-out to take place once the Norms and Standards have been published and the implementation plan approved.	Roll-out will take place after the Norms and Standards have been published and the implementation plan approved.
		The conditions of service for ABET practitioners are finalised and approved.	Consult and draft the conditions of service for ABET practitioners, in collaboration with Branch P.  Table the draft conditions of service for ABET practitioners for approval by HEDCOM and CEM.	Sep-06  Oct-06	The conditions of service for ABET practitioners are finalised and approved.  The ELRC recommended document has been presented to HEDCOM for approval.	The draft document has been completed.  The review of the ABET system will assist in finalising this activity.
To develop standardised conditions of service for ABET practitioners	Implementation plan and advocacy strategy on the conditions of service for ABET practitioners have been developed.	Publish the approved standardised conditions of service for ABET practitioners in a Government Notice.	Dec-06	The conditions of service for ABET practitioners are finalised and published.	The conditions of service for ABET will be published after approval by HEDCOM.	The review of the ABET system will assist in finalising this activity.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Develop an implementation plan on the conditions of service for ABET practitioners.	Mar-07	An implementation plan and advocacy strategy on the conditions of service for ABET practitioners has been developed.	A draft implementation plan for the conditions of service for ABET practitioners has been developed.	The review of the ABET system will assist in finalising this activity.
		Develop an advocacy strategy and engage in an advocacy campaign on the conditions of service for ABET practitioners.	Mar-07		A draft advocacy strategy for the conditions of service for ABET practitioners has been developed.	The review of the ABET system will assist in finalising this activity.
To facilitate the development of appropriate learning and teaching support materials (LTSM) for ABET programmes	Evaluate quality of the LTSMs for basic literacy learners and ABET programmes.	Evaluate learner and educator support materials to ascertain current relevance for basic literacy and ABET programmes.	Dec-06	The quality of the LTSMs for basic literacy and ABET programmes has been evaluated.	A draft catalogue of ABET materials has been developed.	A revised document will be developed in the 2007/08 financial year.

## DIRECTORATE: GENDER EQUITY

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To develop, coordinate and monitor the implementation of the comprehensive National Plan for Gender Equity.	Implementation plan and communication strategy have been developed.	Develop an implementation strategy.	Mar-07	An implementation plan and a communication strategy on the comprehensive National Plan on Gender Equity have been developed.	The draft National Plan has been developed after the national workshop.	Deferred to the next financial year.
		Conduct a skills audit of officials.	Mar-07		The draft questionnaire has been developed in partnership with Staffing Services.	Project discontinued. The activity has been moved to Educational Management and Governance Directorate.
		Conduct research on the impact of female managers on academic performance and school ethos.	Mar-07	An implementation plan and a communication strategy on the comprehensive National Plan on Gender Equity have been developed.	The activity has been discontinued.	Project discontinued. The activity has been moved to the Educational Management and Governance Directorate.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Guidelines on learner pregnancy, and an implementation plan and advocacy strategy on the guidelines are available.	Print and distribute Measures to Prevent Learner Pregnancy in Public Schools.	Mar-07	Measures to Prevent Learner Pregnancy, an implementation plan and an advocacy strategy are available.	Effecting changes on the Guidelines as recommended by CEM.	The draft guidelines will be tabled at CEM in March.
		Organise training workshops on Learner pregnancy guidelines for district members and SGB members.	Mar-07	Guidelines on Learner Pregnancy, an implementation plan and an advocacy strategy are available.	The measures still await approval by CEM.	The planned workshops will take place only after the approval of the measures by CEM.
	A national audit of learner pregnancy in schools has been conducted.	Conduct a national audit on learner pregnancy in schools.	Mar-07	A national audit of learner pregnancy in schools has been conducted.	The questionnaire has been developed and will be presented to Senior Management for approval.	The second draft has been printed.
	A framework to address gender based violence has been developed.	Develop a framework to address Gender-Based Violence (GBV).	Mar-07	Framework to address GBV has been developed.	The framework has been finalised, printed and distributed.	Project completed.
		Develop an implementation plan and a communication strategy for the GBV framework.	Mar-07	Framework to address GBV has been developed.	Final plan has been developed for implementation in the 2007/08 financial year.	Implementation plan will be part of the guidelines.
		Print and GBV manual, Opening Our Eyes.	Mar-07	Framework to address GBV has been developed.	The training manual for SMTs, SGBs, LRCs, educators and learners has been printed and distributed to provinces.	Project completed.
		Organise a workshop to address GBV.	Mar-07	Framework to address GBV has been developed.	The workshop was successfully conducted in KZN on the 2-3 November 2006.	Project completed.
	Izimbizo for parents, educators, learners and other stakeholders on gender in education held. National and international days are celebrated and commemorated.	Organise community dialogues in Limpopo, the Western Cape and the Eastern Cape.	Mar-07	Izimbizo for parents, educators, learners and other stakeholders on gender in education held. National and international days are celebrated and commemorated.	The dialogues were completed and report finalised.	Project completed.
			Mar-07	School visits and dialogue with governance and management structures and civil society.	Visited schools in Gauteng, Limpopo and KwaZulu Natal where there were reported cases of abuse.	Project completed.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To increase a positive learning experience for girls throughout the education system	Learning and support materials for the Foundation Phase reflect the values of the Constitution with particular emphasis on equity and equality.	Organise a conference on gender in education, as part of the commemoration of the 50 <sup>th</sup> Anniversary of the Women's March.	Aug-06	Road Map for Gender Equality Goal 2015 developed.	The August workshop on gender equity will prepare documentation for the conference on gender equity. The national plan will project to 2012 to enable the DoE to report on the MDG for gender equality in 2015.	Workshop was conducted, report available and is incorporated into the concept document for the Minister's proposed colloquium.
		Develop a framework for infusing constitutional values in Learning Support Materials.	Mar-07	Learning Support Materials for the Foundation Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	The process to develop the framework will begin in September 2006.	Project discontinued.
		Print and distribute the framework to schools.	Mar-07	Learning Support Materials for the Foundation Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	The activity has been discontinued.	Project discontinued.
		Organise training workshops for district officials, curriculum advisors and educators on the implementation of the framework.	Mar-07	Educators and Curriculum advisors are able to use the LTSM framework.	The activity has been discontinued.	Project discontinued.
		Support and monitor educators in the implementation of the framework.	Mar-07	Learning Support Materials for the Foundation Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	The activity has been discontinued.	Project discontinued.
		Facilitate the formation of GEM/ BEM clubs at school level.	Mar-07	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	Draft booklet on GEM/BEM has been finalised. Submission for the DG's foreword is en route.	Still awaiting DG's approval.
		Facilitate the organisation of GEM / BEM school-based activities.	Mar-07	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	Provinces have started with activities at schools.	GFPs have formed the GEM clubs at some schools.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		Organise GEM workshops in all provinces.	Mar-07	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	Provincial GEM workshops have organised Eastern Cape, KZN, Limpopo, Mpumalanga, Northern Cape, Western Cape.	The next round of GEM/BEM workshops will start during June Holidays.
		Review of the GEM / BEM framework.	Mar-07	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	The Directorate with the assistance of UNICEF has finalised the TOR and the GEM review will take place in February 2007.	Data collected and report is finalised.
	Strategy for the recruitment, retention and the completion of studies by girl-learners in the Dinaledi schools has been developed	Cooperate with Branch F on recruiting and retaining girl-learners in Dinaledi schools.	Mar-07	Strategy for the recruitment, retention and the completion of studies by girl-learners in the Dinaledi schools have been developed.	Data shows an increase in registration, retention, and passes of girl-learners in science, mathematics and technology.	More girls have written Maths and Science in Higher Grade.
		Cooperate with Branch F in coordinating the training of educators on the implementation of the strategy.	Mar-07	Strategy for the recruitment, retention and the completion of studies by girl-learners in the Dinaledi schools have been developed.	Branch F has trained educators in the relevant learning areas.	Collaboration continued.
		Cooperate with Branch F in providing support to Dinaledi schools.	Mar-07	Strategy for the recruitment, retention and the completion of studies by girl-learners in the Dinaledi schools have been developed.	Support provided via focussed programme delivery, specific to Dinaledi schools.	More girls have registered and written Maths and Science in Higher Grade.
	100 girls per Province placed in workplaces for mentorship as part of gateway subjects.	Organise round-table discussions with different companies.	Mar-07	100 girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	The Directorate will support provinces in their business breakfast meetings.	This matter was discussed at the HEDCOM Sub-committee meeting at Isando to ensure that more girls benefit from the programme.
		Develop a collaboration framework for mentoring of girl-learners in gateway subjects.	Mar-07	100 girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	Limpopo and the Eastern Cape Province continued with the learner placement during school holidays.	The next placement will take place June 2007.
		Facilitate the identification of the 100 girls per province to participate in the programme.	Mar-07	100 girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	Limpopo and the Eastern Cape Province continued with the learner placement during school holidays.	The next placement will take place June 2007.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
To monitor and report on targets set for gender parity and equality at all levels of the system.	A monitoring tool for reporting on gender-based violence, gender parity and gender equity has been developed. Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	Coordinate the placement of girl-learners in companies during winter and festive holidays.	Mar-07	100 girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	This activity was successfully carried out in Limpopo and the Eastern Cape Provinces. The activity is continuing.	Project complete.	
		Compile a report on mentorship programmes on gateway subjects for girl-learners.	Mar-07	100 girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	The report has been compiled by Provincial Gender Focal Persons.	Project complete.	
		Develop a monitoring and evaluation framework on GBV, gender parity and gender equity in the education system.	Mar-07	A monitoring tool for reporting on GBV, gender parity and gender equity has been developed.	The draft is available for finalisation during the HEDCOM Sub-committee meeting.	The tool was discussed and inputs made are being incorporated.	
		Coordinate quarterly meetings with provincial Gender Focal Persons.	Mar-07	Progress reports from provinces are presented	The meeting was held in Mpumalanga.	Reports discussed in a meeting held with Gender Focal Persons in Isando.	
		Organise workshops on national and international instruments.	Mar-07	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	The Torch has been to 7 Provinces.	
		Compile an annual report on the impact of the strategy addressing GBV.	Mar-07	Annual report on the impact of the GBV strategy is available.	Annual report on the impact of the GBV strategy is available.	Reports discussed in a meeting held in Isando will be incorporated into the final report.	
		Conduct provincial visits to schools for advocacy on GBV.	Mar-07	Annual report on the impact of the GBV strategy is available.	Annual report on the impact of the GBV strategy is available.	Report available.	
		Develop a report on compliance with national and international instruments on gender imperatives	Mar-07	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	The annual report will be finalised in the in 2007.	Report available.
						EFA Report finalised.	Project completed.

## DIRECTORATE: RACE AND VALUES

STRATEGIC OBJECTIVE		PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To ensure that all education institutions promote non-racism and equality in their ethos, policies and practices.	Minimum of one official per district/circuit and cadre of key managers in selected districts/circuits trained in non-racism, equality and human rights.	A national seminar to reflect on the lessons learnt from the evaluation of the ACE.	Mar-07	Minimum of one official per district/circuit and cadre of key managers in selected districts/circuits trained in non-racism, equality and human rights.	The project has been concluded in seven universities.	The project has been completed.	
	SGBs in 30% of public schools have policies in place on how to govern schools in relation to non-racism and equality.	Provide ongoing support to institutions continuing to offer the ACE.	Mar-07	Key personnel in school support structures closest to school trained to render support to schools in order to promote non-racism and equality in their school ethos, policies and practices.	Workshops held in Western Cape and Mpumalanga.	The project has been completed.	
An instrument to monitor compliance with the values of the Constitution is developed.	Strategy for racial integration is distributed to all education institutions.	Two workshops, each in Mpumalanga and Western Cape, to assist school governing bodies (SGBs) to govern schools in line with the values of the Constitution.	Feb-07	Advocacy to all schools via SGBs, school management teams (SMTs) and representative councils for learners (RCLs) showing the links between the value of democracy at school level and the local government elections.	Workshops concluded in eight provinces.	Only Mpumalanga is outstanding, as they have been unable to obtain the necessary internal approval for the workshop.	
		Nine workshops on racial integration to empower provincial and district officials.	Jul-06	30% of SGBs have policies in place on how to govern schools in relation to non-racism and equality.	Workshops have taken place in eight provinces	Workshops have taken place in eight provinces and structures are being established.	

Provinces have agreed to pay for accommodation and travel of teachers for all workshops.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS	
To ensure that all teacher development programmes prepare teachers to teach in a manner which promotes the values of non-racism and equality	All INSET (Continuing Professional Teacher Development, CPTD) programmes on the National Curriculum Statements (NCS) reflect the values of the Constitution, with particular emphasis on non-racism and equality.	All intervention teams assisted to establish appropriate reporting mechanisms.	Sep-06	Intervention teams consisting of national, provincial and district officials are set up and trained to deal with racial incidents.	Training done in eight provinces.	Structures are being established in eight provinces.	
		The Race and Values Network meets on a quarterly basis as part of the HEDCOM Equity in Education Sub-Committee.	Mar-07	All district managers are trained to implement the Racial Integration Strategy. The Race and Values Network meets quarterly.	Training done in eight provinces. Four network meetings were held.	District managers were trained in six provinces. The network operates effectively in all nine provinces.	
		Conduct a baseline study to determine the extent of racial desegregation in schools.	Feb-07	A racial desegregation baseline is established.	Tender committee advised approval for the project be obtained from SM and HEDCOM.	R1m has been declared and the work deferred to the next financial year.	
		Two national workshops to train provincial officials to use the monitoring instrument.	Mar-07	An instrument to monitor compliance with the values of the Constitution has been developed and is used in all provinces.	This activity has been linked to the broader M&E processes in the DoE.	The project has been completed.	
		An agreement is concluded with relevant stakeholders to monitor and promote human rights in education.	Mar-07	Database on racism and human rights violations is available.	This activity has been linked to the broader M&E processes in the DoE.	The project has been completed.	
		A database on racism and human rights violations is maintained.	Mar-07			This activity has been incorporated into the DoE monitoring process.	
		Support materials for teachers in GET and FET will be distributed to an additional 1800 teachers.	Sep-06	Support materials for teachers to an additional 400 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Materials have been distributed to schools in the Eastern Cape, Northern Cape and Mpumalanga.	The project is continuing.	

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Support materials for teachers to an additional 90 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	The Whole School Development intervention is implemented in ten schools each in Mpumalanga and the Western Cape.	Sep-06	The Whole School Development Model on Values and Human Rights is piloted in ten schools each in Mpumalanga and the Western Cape.	Materials have been distributed to schools in the Eastern Cape, Northern Cape and Mpumalanga.	The directorate continues to distribute these materials.
	30% of all schools celebrate national days and develop programmes on significant South African and international days.	Evaluation reports are finalised and presented at a Whole School Development Seminar.	Feb-07		Final reports have been submitted by the service provider. Evaluation specifications have been approved and quotations have been obtained.	The project has been completed.
		Strengthen co-operation with Constitution Hill and other partners to promote the 10 <sup>th</sup> anniversary of the adoption of the first democratic South African Constitution.	May-06	30% of all schools celebrate national days and develop programmes on significant South African and international days.	An event to commemorate the 10 <sup>th</sup> anniversary of the constitution was held in May at Constitution Hill.	The project has been completed.
		A campaign to celebrate the 30 <sup>th</sup> anniversary of the June 1976 uprisings in partnership with the Hector Peterson Museum, SA History Online and Apartheid Museum, among others.	Jun-06	30% of all schools celebrate national days and develop programmes on significant South African and international days.	Advocacy materials sent to all schools, an exhibition hosted in Soli Plaatz House.	The project has been completed.
	A booklet on the National Symbols – South Africa, My Country – is finalised and distributed to all districts.	A booklet on the National Symbols – South Africa, My Country – is finalised and distributed to all districts.	Apr-06	An advocacy programme is finalised to ensure all schools raise the National Flag daily and learner sing the National Anthem.	The booklet was finalised and distributed to all schools.	Due to the huge demand for the book an additional 100 000 copies have been printed for distribution to schools.
	An advocacy programme is finalised to ensure all schools to raise the National Flag daily, and learners sing the National Anthem.	The Flag in Every School Project reaches 2 000 schools where QIDS Up will be implemented.	Mar-07		The installation of 2000 flags has commenced in the Western Cape in January 2007.	Due to a delay in payments to the service provider the project will now be completed by end of April 2007.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
Rehabilitation of communities in line with TRC recommendations		Monitoring tool in place to ensure that all schools have received the National Symbols booklet with support from provincial and district officials.	Mar-07		Monitoring of distribution of the book has commenced.	The Directorate has already received many requests for the provision of additional books. It is however clear that distribution in the Eastern Cape is slower than anticipated.
		Capacity-building workshops on National Symbols are organised for district and provincial officials.	Mar-07	Training programme for provincial and district officials finalised to mediate the usage of the National Symbols Booklets in schools.	Workshops were held in eight provinces.	Only Mpumalanga is outstanding, as they have been unable to obtain the necessary internal approval for the workshop.
		Three workshops in the nodal areas focusing on moral regeneration, values and human rights for youth in nodal areas.	Mar-07	2000 youths in the nodal areas recruited to participate in moral regeneration activities in their communities.	Workshops have taken place in partnership with Amnesty International.	Workshops have taken place in the Northern Cape, Free State and Mpumalanga.
		The lessons of the TRC are taught in schools and learners understand the significance of the TRC process, especially at FET and HE levels.	Mar-07	A popular version of the TRC is finalised and distributed to all schools.	Funding has been secured for the project. Work has commenced in partnership with the Institute for Justice and Reconciliation.	User rights have been obtained from the SABC. DG approved the purchase of the materials. Work on the LTSMs can now commence in earnest.
		Consultations, drafting and gazetting of the guidelines for the rehabilitation of communities in line with TRC recommendations.	Mar-07	Guidelines for the rehabilitation of communities in line with TRC recommendations are developed.	Draft guidelines await SM approval.	The process has been delayed at the level of SM.
		Submissions on Apartheid Education are collated.	Mar-07	Submissions on Apartheid Education published.	A draft is ready for publication.	The book has now gone to print.

## DIRECTORATE: RURAL EDUCATION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To ensure access and retention of learners in rural and farm schools	A comprehensive plan on rural education, based on the report of the Ministerial Committee on Rural Education, has been developed.	Provincial and community consultations to finalise a comprehensive plan on rural education.	Mar-07	A comprehensive plan on rural education, based on the report of the Ministerial Committee on Rural Education, and including best practice models used in provinces on scholar transport, rationalisation, hostels, and community development, has been developed.	A draft norms and standards on rural education are being developed.	Consultation with other branches will be necessary.
	Consolidation of the National School Nutrition Programme (NSNP) as a community-based initiative in 30% of rural and farm schools.	A national strategy for the mobilisation of out-of-school children in rural and nodal areas and farms to access education and support is being developed.			A submission has been written to request permission to visit the identified schools.	Visit to schools with best practices in this regard need to be considered.
To improve the quality of rural, nodal and farm school education	All quintile 1 and 2 rural and farm schools are declared no fee schools.	Collaborate with Branch P in ensuring that all Quintile 1 and 2 rural and farm schools are declared no fee schools.	Dec-06	All quintile 1 and 2 rural and farm schools are declared no fee schools.	All Quintile 1 and 2 have been declared no fee schools.	Collaboration with branch P is continuing.
	Provincial road shows to ensure that all provinces extend school feeding to Quintiles 1 and 2 in the rural areas and on farms.	Provincial road shows to ensure that all provinces extend school feeding to Quintiles 1 and 2 in the rural areas and on farms.	Mar-07	Consolidation of the NSNP as a community-based initiative in 30% of rural and farm schools.	Collaboration with NSNP Directorate on updating the data base of schools participating in the NSNP programme is continuing.	Schools in quintile 1 and 2 nodal areas to be prioritised.
	Infrastructural rehabilitation and resourcing plan as part of the ISRDP and URP has been developed.	Cooperate with Branches G and P to ensure that infrastructure and resourcing plans target the poorest farm and rural schools.	Mar-07	Infrastructure rehabilitation and resourcing plan as part of ISRDP and URP has been developed.	Work to massify the National School Nutrition Programme in Quintile 1 and 2 nodal schools is continuing.	Schools in quintile 1 and nodal areas to be prioritised.
		Collaborate with Branch P, in ensuring section 14 Agreements (SASA) on farm schools guidelines is finalised.	Mar-07		Strategy for the implementation of the QIDS-UP programme underway.	Strategies of identifying schools to benefit from QIDS-UP programme underway.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
	Teacher recruitment, retention and incentive strategy has been developed.	Consultations with all relevant stakeholders, Branch P, ELRC, SACE and teacher unions to develop a comprehensive strategy.	Mar-07	Appropriate programmes for the teacher recruitment, retention and incentive strategy has been developed.	Provincial consultation took place on 27 September 2006 to identify schools to benefit from QIDS-UP.	Strategies of identifying schools to benefit from QIDS-UP programme underway.
	Appropriate programmes for the leadership and management capacity of school governing bodies (SGBs) and school management teams (SMTs) have been developed.	Capacity-building workshops in the Eastern Cape, KwaZulu Natal and Limpopo for SGBs and SMTs.	Mar-07	Appropriate programmes for the leadership and management capacity of SGBs and SMTs have been developed.	A draft recruitment and retention strategy has been developed with Branch P and have been implemented.	Launch of the recruitment and retention strategy is underway.
	The impact study on the capacity of SMTs, educators, SGBs, RCLs on curriculum delivery and enrichment has been conducted.	Workshops in Limpopo, KZN, and the Eastern Cape to train teachers on innovative methods to teach in multi-grade and multi-phase classrooms.	Mar-07	Specialised curriculum delivery, innovations and appropriate school curriculum enrichment programmes have been developed for rural and farm schools.	Consultation with the Nelson Mandela Foundation on the recommendations of the language in education conference are discussed.	The recommendations of the language in education conference need to be incorporated in the norms and standard for rural education.
	Specialised curriculum delivery innovations, and appropriate school curriculum enrichment programmes have been developed for rural and farm schools.	Translation of Foundation Phase reading books into indigenous languages.	Mar-07		A meeting with Nelson Mandela Foundation took place to plan for the provincial consultative meetings.	Financial resources should be mobilised to ensure the success of the consultative meetings.
To initiate sustainable partnerships with urban schools, community organisations, NGOs, private sector, and other organisations	Specialised curriculum delivery innovations, and appropriate school curriculum enrichment programmes have been developed for rural and farm schools.	Collaborate with Branches G, F and P in conducting an impact study on management, governance, and curriculum delivery in rural and farm schools.	Mar-07	The impact study on the capacity of SMTs educators, SGBs, RCLs, and on curriculum delivery and enrichment has been conducted.	No progress.	Financial resources should be mobilised to ensure the success of the consultative meeting.
	Partnerships with departments, urban schools, NGOs and other organisations have been initiated.	Provide secretarial support to the Forum on Rural Education.	Mar-07	Partnerships with departments, urban schools NGOs and other organisations have been initiated.	Partnership has been formed and the branch will ensure that consultations take place.	The branch is attempting to solicit funding to ensure the delivery in this regard.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		The Forum on Rural Education meets quarterly.	Mar-07		No progress.	The research study will inform the approach to be followed.
		Consultations with various farm and rural communities to strengthen partnerships.	Mar-07		Collaboration with Nelson Mandela Foundation and UNICEF proceeding.	Collaboration with Nelson Mandela Foundation and UNICEF continuing.

### DIRECTORATE: HEALTH PROMOTION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To coordinate and monitor the implementation of the framework on health and wellness in education	A framework for health and wellness in education has been finalised and approved.	Submit a framework for health and wellness in education.	Mar-07	A framework for health and wellness in education has been finalised and approved.	Draft framework developed and awaiting Senior Management's inputs and approval.	Awaiting SM's approval before submitting to HEDCOM and CEM for approval. The document will then be disseminated to all schools. There have been some delays, and such delays in approval will further impact on implementation of health and wellness in education programmes.
	An integrated implementation plan and a communication strategy on the framework for health and wellness in education has been finalized.	Develop, finalise and implement integrated implementation plans and the communication strategy on the framework for health and wellness in education.	Mar-07	An integrated implementation plan and the communication strategy on the framework for health and wellness for learners and educators has been finalised.	A draft implementation plan has been prepared for Senior Management's approval.	Still awaiting response from Senior Management. Delay in approval will impact on implementation of health and wellness in education programmes.
	National policy on HIV/AIDS for learners and educators in public schools, and students and educators in FET institutions has been reviewed.	Review the national policy on HIV/AIDS, for learners and educators in public schools, and students and educators in further education and training institutions.	Mar-07	National policy on HIV/AIDS, for learners and educators in public schools, and students and educators in further education and training institutions has been reviewed.	Review of HIV and AIDS policy to be incorporated in the SASA review process.	Delay in approval will impact on implementation of health and wellness in education programmes.
	Health and wellness interventions for educators based on the ELRC study findings implemented in the 11 high prevalence districts.	Implement the ELRC interventions for the educators in the 11 districts.	Mar-07	Health and wellness interventions for educators based on the ELRC study findings implemented in the 11 high prevalence districts.	Senior Management recommended that workshops be deferred.	Delay in approval will impact on implementation of health and wellness in education programmes.
		Develop a health guide/resource booklet.	Mar-07		Development of resource guide has been deferred to next financial year on request from DoH.	DoH will lead this process.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To strengthen collaboration with other government departments, non-governmental and other organisations, in the implementation of the framework for health in education	Implementation plan and communication strategy for the drug and substance abuse guidelines have been developed.	Develop implementation plan and communication strategy for the drug and substance abuse guidelines in schools.	Mar-07	Implementation plan and communication strategy for the drug and substance abuse guidelines have been developed.	Revised Guidelines to be distributed to District and Provincial Offices during training of educators next financial year.	Revised guidelines to include drug testing.
		Distribute posters and brochures on health and wellness programme for the educators.	Aug-06	Promotional materials on the wellness programme for educators distributed.	Revised 2007 Calendar developed and submitted for DG's approval. Distribution of approved calendars to commence during April-May 2007.	Schools to be guided on implementation on possible health related themes.
		Strengthen partnerships with departments, NGOs and other organisations.	Mar-07	Collaboration with departments, NGOs and other organisations has been initiated.	Participated in planning meetings of the DoSD/CDA Biennial Summit in February.	Department to incorporate recommendations of summit into departmental substance abuse prevention programmes.
		Consolidate partnerships with RCLs and other partners in supporting the establishment and implementation of the peer education programme.	Mar-07		DoE/UNODC workshops on drug and substance training materials took place in February 2007. Planning of follow-up workshop to finalise training materials in May 2007.	Provincial roll-out of training to commence soon after HEDCOM approval of training materials .
		Implement and report on national and international protocols.	Mar-07	National and international protocols on health and wellness have been analysed.	Ongoing interaction with national and international protocols.	Continue to measure and share with other countries effectiveness of DoE programmes.
		National and international health and wellness protocols have been analysed.				

## DIRECTORATE: NATIONAL SCHOOL NUTRITION PROGRAMMES

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To contribute to enhanced active learning capacity through school feeding	A national targeting strategy to increase access to school feeding at schools serving the poorest communities is available.	Monitor access to meals of approved quality by learners.	Mar-07	A national targeting strategy to increase access to school feeding at schools serving the poorest communities is available.	The programme reached 5 996 050 learners in 18 039 schools in an average of 40 days. Monitoring visits were conducted by national, provincial and district personnel. In a nut-shell, overall access to meals was successfully extended.	Feeding is going on as scheduled in the provinces and monitoring was successfully conducted as planned. All quintile 1 & 2 schools that were excluded from the programme have been included in the 2007/08 business plan.
	A national strategy for revised menu options is in place.	Consolidate the realistic targets of the NSNP.	Mar-07		A draft framework is being developed. Ongoing discussions and input by NSNP Team made it possible to make partial progress on the framework.	The first draft has been internally circulated for inputs.
	A national strategy on compliance with health and hygiene standards at food preparation / serving points is in place.	Support the development of business plans for 2007/08.	Mar-07		7 provinces have submitted approved and signed business plans for 2007/08 financial year. The NSNP Directorate and Team provided ongoing support to the provinces and schools. Development support made valuable contribution towards Provincial Business Plan.	Eastern Cape and Northern Cape's business plans are still outstanding. DDG-S and the NSNP team intervened in the Eastern Cape and a meeting was held with the SG and senior management to facilitate a new implementation strategy and a business plan.
		Pilot de-worming in one coastal province.	Mar-07		Discussions on de-worming are ongoing with the Department of Health. No progress on this activity can be reported due to constraints related to lack of finance.	The Department of Health will lead the process.
		Identify best practice in feeding models as implemented by different provinces.	Mar-07		A national strategy for revised menu options is in place.	An assessment based on the observation and feedback from schools during the monitoring visits show that the quotation system has less challenges compared to the tender system. Overall, there was little progress in a comprehensive assessment of all provinces.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
To generate food production and economic activities in communities in order to improve household food security	4 500 food production projects in place in nodal and other schools.	Capacitate food handlers and NSNP monitors on healthy and hygienic handling of the food service.	Mar-07	A national strategy on compliance with health and hygiene standards at food preparation/serving points is in place.	59 workshops were conducted during the 4th quarter in Limpopo and North West provinces. Capacity building workshops were successfully conducted in all Provinces developing knowledge and skills of Handlers. In overall, there is increased awareness and interest in the programme.	Eastern Cape and some districts in the Free State provinces have postponed their workshops to 2007/08.
	4 500 food production projects in place in nodal and other schools.	Support and monitor implementation of food production initiatives in schools.	Mar-07	4 500 food production projects in place in public schools.	4000 schools have vegetable gardens to date. 237 workshops on gardening skills were held for 3 685 educators, 1 125 parents and 1 811 learners. 616 schools were assisted to set up gardens. Some schools received garden tools from DoE, DoA and DoH.	Lack of water and security are still a challenge. Partnership with other government departments and private sector helps to leverage resources because Government department are investing in the programme in some provinces.
	Provincial strategies to roll out food security projects, in partnership with FAO, government departments, NGOs, communities, and business, are piloted in 10 nodal districts per province.	Consolidate teams to manage and implement food production initiatives in schools.	Mar-07	Provincial strategies to roll out food security projects, in partnership with FAO, government departments, NGOs, communities, and business, are piloted in 10 nodal districts per province.	FAO has accepted the DoE's request for technical support. An agreement will be signed soon by the Minister of Agriculture. The unit is developing an implementation plan. Collaboration between the DoE and DoA has produced positive results.	The process of finalising legal documents is too cumbersome. However we hope to implement the project in the new financial year.
To strengthen nutrition education in schools and communities	Provincial strategies to roll out NSNP models that stimulate economic activity in nodal districts are in place.	Identify NSNP models that stimulate economic activity in nodal areas.	Mar-07	Provincial strategies to roll out identified NSNP models that stimulate economic activity in nodal districts are in place.	KZN, EC and NW use the Local Women Cooperatives model, 357 Cooperatives are contracted. NC Food Handlers are part of EPWP programme. Local Co-operatives are successfully implemented. This has been identified as one of Provincial best practices in feeding models.	The capacity of cooperatives needs to be assessed and access to capital / funds be enhanced. Collaboration with DTL and DoL is necessary to improve capacity.
	A 20% improvement in the role of parents and teachers in promoting good nutrition and lifestyles among learners.	Develop learning and teaching support materials for nutrition education, in collaboration with Food and Agriculture Organisation.	Mar-07	20% of the learners, educators and parents are empowered to promote healthy nutrition and lifestyles in schools and communities.	143 948 posters with health and hygiene messages are currently being printed by government printers; 42 000 health and hygiene playing cards have been printed and delivered to the NSNP Directorate. There is a remarkable achievement.	Remaining posters are currently being printed.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURE	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATORS	FINAL REPORT	COMMENTS
		In collaboration with Branch G, conduct workshops for SGBs and SMTs to facilitate their role in successful implementation of NSNP.	Mar-07		An inter-provincial workshop to consolidate the implementation plan for nutrition education including the training of SGBs was held on 14 and 15 February 2007. There is a major achievement in strengthening nutrition education at schools.	The training plan and content is available for use.
		Empower school governors, managers and curriculum coordinators to promote healthy lifestyles.	Mar-07		84 000 booklets with hygiene themes for foundation and intermediate phases and 42 000 health and hygiene playing cards are being distributed to nutrition education coordinators in provinces for distribution to schools.	Booklets are being distributed to provinces.

# PROGRAMME 6: HIGHER EDUCATION

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
1. To provide regulatory support for the higher education system.							
1.1. To ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy.	Amendments approved and gazetted.	Review institutional Statutes from UKZN, UFS, NMMU and TUT.	Apr-06 – Mar-07	Draft amendments approved and gazetted.	The draft statutes of the Universities of the Free State, Nelson Mandela Metropolitan and Tshwane were discussed with the respective institutions and are to be submitted to the Minister in the first quarter of the new financial year.	The statute of the University of Kwazulu-Natal was approved and gazetted by the Minister of education including an amendment to the statute. The draft statutes of the University of the Free State, Nelson Mandela, Tshwane University of Technology were reviewed.	Higher Education Institutions are required to follow a comprehensive consultative process with internal stakeholders in the development of their statutes. This process often leads to delays in finalizing institutional statutes.
	Revised regulations and processes for the registration of private higher education institutions are adopted.		Apr-06 – Jun-06	Revised regulations implemented.		No amendments were effected to the regulations for the registration of private higher education institutions.	Priority was given to the evaluation and determination of applications by private institutions for fulfilment with the requirements of the regulations.
1.2. To ensure appropriate regulation of private higher education institutions.	Institutions are registered in accordance with the regulations.	Registration of Private Higher Education Institutions	Apr-06 – Mar-07	Institutions registered in accordance with regulations.	During the quarter, six institutions were evaluated for registration and of these 2 were finalized. The Minister approved the amendment of the regulations for the registration of private institutions to extend the evaluation period in terms of regulation.	A total of 28 institutions were evaluated for registration during the financial year. A further 16 institutions were also evaluated for compliance with Regulation 33 within the financial year. The Minister approved and gazetted the amendment of Regulation.	The complex nature of the applications and evaluations is the primary reason for being unable to complete the process.

STRATEGIC OBJECTIVES AND PRIORITIES		PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
2. To provide academic and research support to the higher education system								
2.1 To develop and maintain appropriate policies for enhancing the research output and academic performance of higher education institutions.	Enhance the role of institutions research offices in administering and managing research output evaluate processes and procedures.	2.1.1. Efficient implementation of the measuring of research outputs.	Apr-06 – Mar-07	Enhance the role of institutional research offices in the administering and managing of research output, evaluative processes and procedures.	As part of enhancement of the role of institutional research offices, visits were made to six institutions (TUT, VUT, Unisa, Rhodes, UP and DUT). The annual evaluation of research output of institutions was completed as scheduled and prescribed in policy.	The annual evaluation of research outputs of all higher education institutions was conducted successfully. A comprehensive report on the process and outcome was approved by the Minister and provided to all institutions concerned.		
		2.1.2. Develop policy and procedures for managing research development grants.	Apr-06 – Mar-07	Policy and procedures approved and gazetted.	The terms of reference for the development of the policy and procedures have been developed and approved. An expert panel of senior academics has also been established to advise on the development of the policy and procedures.	The terms of reference for the development of the policy and procedures have been developed and approved. An expert panel of senior academics has also been established to advise on the development of the policy and procedures.	Priority was given finalization of the NQF Review and HEQF.	
		2.1.3. Develop policy for the measuring of research outputs for the creative and performing arts.	Apr-06 – Mar-07	Policy and procedures approved and gazetted.		The draft terms of reference were finalized for the development of the draft policy.		Priority was given finalization of the NQF Review and HEQF.
		2.1.4. Develop policy for teaching development grants.	Sep-06	Policy and procedures approved and gazetted.		The terms of reference for the development of the policy and procedures have been developed and approved. An expert panel of senior academics has also been established to advise on the development of the policy and procedures.		Priority was given finalization of the student enrolment planning exercise for 2006/10.

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
		2.1.5. Develop monitoring framework and criteria for teaching development grants and foundation programmes.	Mar-07	Monitoring framework and criteria approved.	Minister of Education approved funding for foundation programmes of higher education institutions for 2007/08 financial year.	No progress was made towards the development of a monitoring framework for teaching development grants.	Progress was contingent on the finalization of the policy on teaching development grants.
2.2 To provide an appropriate policy framework for programmes and qualifications in higher education.	Policy, procedures and a monitoring framework and criteria are developed for research development grants, teaching development grants and the measuring of research outputs in the creative and performing arts.	2.2.1. Finalization of the Higher Education Qualifications Framework (HEQF).	Mar-07	Policy approved and gazetted.	The Minister requested and received advice from the CHE on the final draft HEQF as policy.	The draft policy was finalized and submitted to the CHE for advice.	The finalization of the HEQF was dependent on the progress made on the finalization of the NQF review

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
		2.2.2. Development of the transitional arrangement for the efficient implementation of the HEQF.	Apr 2006 - Dec 2006	Procedures approved and gazetted		No progress was made towards the development of transitional arrangements for the HEQF.	This is dependent on the promulgation and gazetting of the HEQF
	Programme Qualification Mix (PQM) to be aligned with the approved vision and mission statements of all higher education institutions.	2.2.3. Administration and regulation of the PQM of higher education institutions.	Mar-07	PQM aligned with the approved vision and mission of all higher education institutions.	In this quarter, the Department discussed the proposed amendment to the PQMs of the Tshwane University of Technology, UNISA, University of Johannesburg and Walter Sisulu University.	The PQM profile of institutions was revised and approved by the Minister of Education.	
<b>3. To provide institutional support to higher education institutions.</b>							
3.1 To support the enhancing of effective student governance and leadership at higher education institutions.	Unitary student representative body is established and approved.	3.1.1. Support the establishment of a unitary representative body of Student Representative Councils (SRCs) in higher education.	Apr-06 – Mar-07	Unitary student representative body established and operational.	In this quarter, technical support was provided to SAUS for the establishment of their operations.	Since the launch of SAUS in April 2006, the Department has provided technical support to SAUS to improve their operational effectiveness and policy development.	
		3.1.2. Support higher education institutions to promote enhanced student governance and student leadership capacity.	Apr-06 – Mar-07	Improved student governance and leadership.	This quarter coincided with the annual SRC elections; the Department provided advice and support to institutions for the preparation and conduct of the elections.	The improvement of student governance and leadership in higher education is an ongoing process between institutions and the Department. The Department hosted mentoring and training workshops for SRCs and institutional managers responsible for student governance.	

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
		3.1.3. Develop a framework guide for SRC constitutions.	Apr-06 – Mar-07	The guide is developed.	Ongoing support was given to SRCs.	During the year, the Department provided technical support to SRCs of merged institutions to assist them in the development of new student governance models appropriate for multi-campus institutions and new SRC constitutions.	
3.2 To support institutional forums.	An assessment of the current functionality of institutional forums is finalized.	3.2.1. Evaluate the current functionality of institutional forums at all higher education institutions.	Apr-06 – Mar-07	An assessment of the current functionality of institutional forums is finalized.	Tenders were evaluated and a successful tender awarded to a service provider during this quarter.	The tender for the evaluation of the functionality of institutional forums was awarded, but rescinded after the service provider put untenable conditions to the Department. The Tender will be re-advertised in the new financial year.	The untenable conditions demanded by the approved service provider led to the cancellation of the contract and thus delayed the project.
3.3 To support councils in executing their fiduciary responsibilities.	Provide targeted support towards improved effectiveness of councils.	3.3.1. Support for councils to improve cooperative and corporate governance.	Apr-06 – Mar-07	Improved effectiveness of Councils.	Technical support provided on roles and responsibilities to the Council of Mangosuthu Technikon.	Technical support was provided on the roles and responsibilities to Councils of the Vaal University of Technology, University of Venda and Mangosuthu Technikon. The Minister has also established a forum for Councils of higher education institutions.	
	A database of current and prospective Council members is developed and used.	3.3.2. Establish and maintain a departmental database of current and potential council members.	Apr-06 – Mar-07	Database developed.		A framework for the development of the database has been developed.	Priority given to the operationalisation of the NIHE.
	3.3.3 Monitoring of performance of councils via, inter alia, annual reports.	3.3.3 Monitoring of performance of councils via, inter alia, annual reports.	Apr-06 – Mar-07	Improved monitoring of finances of institutions by councils.	The revised regulations for the annual reporting of public higher education institutions were approved by the Minister.	The regulations for the reporting by public higher education institutions were amended to conform with the requirements for new auditing procedures and approved by the Minister of Education and will be gazetted during the new financial year.	The need to consult with the Accounting Standards Board significantly delayed the process.

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
3.4 To support higher education institutions in managing the impact of HIV and Aids.	Improved and effective national and institutional response to the management and alleviation of HIV and Aids.	3.4.1. Efficient implementation of the Higher Education HIV and Aids programme (HEADS), as managed on behalf of the Department of Education, by Higher Education South Africa (HESA).	Mar-07	Improved and effective national and institutional response to the management and alleviation of HIV and Aids.	The planned activities of the project were successfully concluded. However, the programme experienced significant implementation challenges due to requirement of procurement regulations.	The HEADS Programme has met most of its targets in terms of planned activities, including the launch of the programme. The Minister approved allocation of R250 000 to each University towards their HIV/AIDS programmes.	Many activities are in danger of not being implemented due to procurement challenges of EU regulations.
<b>4. To promote the internationalization of higher education.</b>							
4.1 To develop a framework for the internationalization of the South African higher education system, particularly in the context of Africa and NEPAD.	An improved and effective support system, at national level, regarding matters pertaining to international higher education exchanges.	4.1.1. Efficient management and coordination of international academic and research exchange agreements.	Mar-07	Improved and effective support system, at national and institutional level, pertaining to matters of international higher education exchanges.	Technical support was provided to the Minister and institutions on bilateral collaborations between South Africa and Norway, Saudi Arabia and Ireland.	Support to the Minister and higher education institutions on internationalization of higher education is an ongoing activity of the Department. The Minister of Education also signed a memorandum of understanding on Education with the Kingdom of Saudi Arabia.	Priority was given to providing technical support to the Minister and Universities.
4.2 To ensure effective management of international higher education scholarships.	Establish improved and effective information resources, pertaining to international study opportunities.	4.2.1 Comprehensive and updated, user-friendly information database system.	Mar-07	Improved and effective information resources on international study opportunities.	A framework for the development of a comprehensive database of international opportunities in higher education was developed. The database will be completed in the new financial year.	A framework for the development of the database has been developed.	Priority was given to providing technical support to the Minister and Universities.

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

5.1 To ensure refinement of enrolment planning policy and processes.	Enrolment planning targets approved by the Minister.	5.1.1. Enrolment planning framework consultations with institutions completed.	Dec-06	Enrolment planning targets approved by the Minister.	During the quarter, all plans were consolidated, analyzed and proposals submitted to the Minister for consideration.	Enrolment planning and consolidation process has been successfully concluded. The enrolment planning targets for the sector and individual institutions for the years 2008/10 have been set and approved by the Minister.	
	Implementation of recommendations arising from the review of the funding needs of the higher education sector.	5.1.2. Analysis of recommendations from the review of the resourcing and funding for the higher education sector.	Mar-07	Implementation of approved changes to the funding framework, and ongoing monitoring of the funding framework.	The Macro funding study conducted by the National Treasury and the Department of Education submitted to the Minister and the Minister of Finance and awaiting response.	The Minister of Education and the Minister of Finance are currently considering the report.	
	The Minister of Education approves framework for the implementation of National Higher Education Information and Application Service.	5.1.3. Finalize the framework for the National Higher Education Information and Application Service (NHEIAS).	Aug-06	NHEIAS approved by the Minister of Education.	The establishment of the NHEIAS has been approved by the Minister. The implementation has been postponed to 2007/08 financial year	Priority was given to the operationalisation of NHEIAS.	Priority was given to the operationalisation of NHEIAS.

6. To achieve institutional diversity in the South African Higher Education system.

6.1 To establish the National Institutes of Higher Education (NIHES).	National Institutes of Higher Education in Mpumalanga and the Northern Cape are established with functioning boards.	6.1.1. Establish and provide support to the Boards of NIHES for Mpumalanga and the Northern Cape.	Mar-07	NIHES in Mpuma-langa and Northern Cape are established, with functioning boards.	In this quarter, the NIHE in Mpumalanga initiated the process of appointing a CEO and a CFO.	The NIHE Boards in Mpumalanga and the Northern Cape were appointed by the Minister. The boards are now operational, with budgets provided by the Department. The Department of Education continue to provide technical support to the Boards.	
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STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
6.2 To restructure the higher education system.	Documentation of the higher education restructuring and merger process is completed.	6.2.1. Documentation of the higher education restructuring and merger process completed.	Mar-07	Draft document on the higher education restructuring and merger process completed.	Technical and financial support was provided to merged institutions, including Walter Sisulu, Limpopo, North West, Venda, Zululand, Tshwane Universities.	A framework for the development of the project has been developed.	Priority given to support merged institutions facing governance and management problems.
	Support is provided for the restructuring process.	6.2.2. Provide financial and technical support for the restructuring process.	Mar-07	Support is provided for the restructuring process.		The Department provides ongoing technical and financial support to merged institutions as well as monitor progress made in the mergers. During the year under review, R725 million, inclusive of direct merger cost and recapitalisation, was made available to the universities.	
<b>7. To monitor and evaluate the higher education system (including equity, access, diversity and outputs).</b>							
7.1 To strengthen systemic performance indicators of the higher education system.	Systemic goals and performance measures in the National Plan for Higher Education are assessed and refined as appropriate.	7.1.1 Consolidation of, and consultation on systemic performance indicators in the National Plan for Higher Education, and assessment of systemic trends in higher education.	Jun-07	Systemic goals and performance measures in the National Plan for Higher Education are assessed and refined as appropriate. Analysis finalized and released for 2000 and 2001 entry cohorts.		Draft systemic and institutional performance indicators have been developed.	
		7.1.2 Monitoring of the restructuring process in higher education.	Mar-07	Institutional profiles developed and reported on.		A framework for the development of institutional profiles has been developed.	Priority was given to the finalization of the student enrolment planning exercise.
7.2 To strengthen institutional performance indicators of the higher education system.	A cohort analysis is finalized and released for 2000 and 2001 entry.	7.2.1 Development of a framework for institutional performance indicators.	Mar-07	Framework for institutional performance indicators developed.	Cohort studies were undertaken and successfully concluded as planned.	Cohort studies for the 2001 first time entering student into higher education were undertaken and successfully concluded as planned.	

STRATEGIC OBJECTIVES AND PRIORITIES	PERFORMANCE MEASURE	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT	FINAL REPORT	COMMENTS
7.3. To improve the Management Information System for Higher Education (HEIMS).	Institutional profiles are developed and reported on, using existing information in the higher education sector. A framework for institutional performance indicators is developed.	7.3.1. Finalization of the Classification of Subject Matter (CESM) review for application with regard to academic programme information.	Mar-07	CESM review finalized.	Final technical amendments made to the draft document on the Classification of Subject Matter (CESM) document.	Draft document on the revised Classification of Subject Matter (CESM) approved by the Minister.	
		7.3.2. Implementation of changes to the HEMIS software to support the outcome of the CESM review.	Mar-07	Changes to HEMIS software finalized.	The database changes have been completed and are in the process of being quality assured.	The database (structure) changes are complete but the standard reports and funding tables cannot be changed until the revised CESM categories have been approved.	
		7.3.3. Develop specifications for, and implement space-reporting system.	Jul-07	Specifications developed for space reporting system.	The specifications have been completed, and a software contractor was appointed in Oct 2006 for the system development.	Draft document on the specifications for space reporting by public higher education institutions approved by the Minister.	Space reporting system has not been implemented because the contract for the software development is a two year contract which ends only in October 2008 and the first submission of data is due only in 2008 for the 2007 reporting year.





**PART 3**



# HUMAN RESOURCE MANAGEMENT

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

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

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

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

## 3.1 Expenditure

Note: There is an average of 2771 employees appointed annually as examiners, which are not on the fixed establishment of the Department. During 2006/07 a total of R33,510 million was spent on this service but this amount is excluded from the personnel expenditure tables, as these officials are remunerated on a claim per task basis. The inclusion of this in the following tables would give a false reflection on the personnel numbers and cost in the tables.

The following figures are also not included in the personnel expenditure tables: HIV and Aids project, R3,276 million; Interns, R3 million and a combined expenditure for secondments and other projects, R5,895 million.

Departments budget in terms of clearly defined programmes. The following Tables summarise final audited expenditure by programme (Table 1.1) and by salary bands (Table 1.2). In particular, they provide an indication of the amounts spent on personnel costs in terms of each of the programmes or salary bands within the department.

**Table 1.1 – Personnel costs by programme, 2006/07**

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)
1	119 146	51 121	374	8 929	42.91	210
2	36 430	18 314	111	8 753	50.27	251
3	228 257	22 281	108	6 287	9.76	242
4	710 891	33 095	170	27 462	4.66	158
5	1 141 481	14 846	161	1 393	1.30	228
6	11 956 879	12 482	47	468	0.10	320
7	56 721	9 151	43	1 089	16.13	203
<b>Total</b>	<b>14 249 805</b>	<b>161 290</b>	<b>1 014</b>	<b>54 381</b>	<b>1.13</b>	<b>210</b>

**Table 1.2 – Personnel costs by salary bands, 2006/07**

Salary bands	Personnel Expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	3 526	2.18	50
Skilled (Levels 3-5)	11 790	7.31	79
Highly skilled production (Levels 6-8)	25 916	16.07	136
Highly skilled supervision (Levels 9-12)	73 654	45.67	265
Senior management (Levels 13-16)	46 404	28.77	580
<b>Total</b>	<b>161 290</b>	<b>100.00</b>	<b>210</b>

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

**Table 1.3 – Salaries, Overtime, Home Owners Allowance and Medical Assistance by programme, 2006/07**

Programme	Personnel costs (R'000)	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
		Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1	51 121	33 477	65.49	762	1.49	684	1.34	2 136	4.18
2	18 314	12 486	68.18	0	0.00	170	0.93	605	3.30
3	22 281	15 876	71.25	0	0.00	226	1.01	757	3.40
4 (Exams)	33 095	26 508	80.10	2	0.01	500	1.51	1 569	4.74
5	14 846	10 138	68.29	0	0.00	131	0.88	528	3.56
6	12 482	8 126	65.10	0	0.00	127	1.02	310	2.48
7	9 151	6 056	66.18	0	0.00	120	1.32	348	3.80
<b>Total</b>	<b>161 290</b>	<b>112 667</b>	<b>69.85</b>	<b>764</b>	<b>0.47</b>	<b>1 958</b>	<b>1.21</b>	<b>6 253</b>	<b>3.88</b>



**Table 1.4 – Salaries, Overtime, Home Owners Allowance and Medical Assistance by salary bands, 2006/07**

Salary Band	Personnel costs (R'000)	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
		Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Lower skilled (Levels 1-2)	3 526	2 232	63.30	227	6.44	122	3.46	254	7.20
Skilled (Levels 3-5)	11 790	8 655	73.41	248	2.10	260	2.21	920	7.80
Highly skilled production (Levels 6-8)	25 916	19 772	76.29	136	0.52	375	1.45	1 511	5.83
Highly skilled supervision (Levels 9-12)	73 654	54 799	74.40	153	0.21	728	0.99	2 402	3.26
Senior management (Levels 13-16)	46 404	27 209	58.64	0	0.00	474	1.02	1 166	2.51
<b>Total</b>	<b>161 290</b>	<b>112 667</b>	<b>69.85</b>	<b>764</b>	<b>0.47</b>	<b>1 959</b>	<b>1.21</b>	<b>6 253</b>	<b>3.88</b>

## 3.2 Employment and Vacancies

The following Tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment. This information is presented in terms of three key variables: programme (Table 2.1), salary band (Table 2.2) and critical occupations (Table 2.3). Departments have identified critical occupations that need to be monitored. Table 2.3 provides establishment and vacancy information for the key critical occupations of the department.

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

**Table 2.1 – Employment and vacancies by programme, 31 March 2007**

Programme	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
1	312	244	23.27	0
2	119	73	38.65	0
3	132	92	30.30	0
4	271	210	22.50	0
5	83	65	22.61	0
6	59	39	33.89	0
7	70	45	35.71	0
<b>Total</b>	<b>1 046</b>	<b>768</b>	<b>26.57</b>	<b>0</b>



**Table 2.2 – Employment and vacancies by salary bands, 31 March 2007**

Salary band	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	71	70	1.40	0
Skilled (Levels 3-5)	205	149	27.31	0
Highly skilled production (Levels 6-8)	251	191	23.90	0
Highly skilled supervision (Levels 9-12)	418	278	33.49	0
Senior management (Levels 13-16)	101	80	20.79	0
<b>Total</b>	<b>1 046</b>	<b>768</b>	<b>26.57</b>	<b>0</b>

**Table 2.3 – Employment and vacancies by critical occupation, 31 March 2007**

Critical occupations	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
Educators	169	126	25.44	0
<b>Total</b>	<b>169</b>	<b>126</b>	<b>25.44</b>	<b>0</b>

The information in each case reflects the situation as at 31 March 2007. For an indication of changes in staffing patterns over the year under review, please refer to section 3.4 of this report.

### 3.3 Job Evaluation

The Public Service Regulations, 1999 introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. This was complemented by a decision by the Minister for the Public Service and Administration that all SMS jobs must have been evaluated before 31 December 2002 and Deputy Director posts must be evaluated before 30 November 2007.

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

**Table 3.1 – Job Evaluation, 1 April 2006 to 31 March 2007**

Salary band	Number of posts	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	71	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	205	1	0.48	1	100.00	0	0.00
Highly skilled production (Levels 6-8)	251	5	1.99	1	20.00	0	0.00
Highly skilled supervision (Levels 9-12)	418	3	0.71	3	100.00	0	0.00
Senior Management Service Band A	67	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	25	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	8	1	12.50	1	100.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>1 046</b>	<b>10</b>	<b>0.95</b>	<b>6</b>	<b>60.00</b>	<b>0</b>	<b>0.00</b>



The following Table provides a summary of the number of employees whose salary positions were upgraded due to their posts being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

**Table 3.2 – Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2006 to 31 March 2007**

Beneficiaries	African	Indian	Coloured	White	Total
Female	1	0	0	0	1
Male	2	0	0	0	2
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

Employees with a disability : None

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

**Table 3.3 – Employees whose salary level exceeds the grade determined by job evaluation, 1 April 2006 to 31 March 2007 (in terms of PSR 1.V.C.3)**

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Director	1	13	14	Personnel notch due to scarce skills

Total Number of Employees whose salaries exceeded the level determined by job evaluation in 2006/07	1
Percentage of total employment	0.14

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

**Table 3.4 – Profile of employees whose salary level exceed the grade determined by job evaluation, 1 April 2006 to 31 March 2007 (in terms of PSR 1.V.C.3)**

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

Employees with a disability	None
Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2006/07	None

## 3.4 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following Tables provide a summary of turnover rates by salary band (Table 4.1) and by critical occupations (Table 4.2).

**Table 4.1 – Annual turnover rates by salary band for the period 1 April 2006 to 31 March 2007**

Salary Band	Number of employees per band as on 1 April 2006	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	73	6	9	12.32
Skilled (Levels 3-5)	146	27	26	17.80
Highly skilled production (Levels 6-8)	188	35	25	13.29
Highly skilled supervision (Levels 9-12)	260	60	36	13.84
Senior Management Service Band A	48	8	10	20.83
Senior Management Service Band B	17	5	5	29.41
Senior Management Service Band C	5	0	0	0.00
Senior Management Service Band D	1	0	0	0.00
<b>Total</b>	<b>738</b>	<b>141</b>	<b>111</b>	<b>15.04</b>

**Table 4.2 – Annual turnover rates by critical occupation for the period 1 April 2006 to 31 March 2007**

Occupation:	Number of employees per occupation as on 1 April 2006	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Educators	116	25	15	12.93
<b>Total</b>	<b>116</b>	<b>25</b>	<b>15</b>	<b>12.93</b>

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

**Table 4.3 – Reasons why staff are leaving the Department**

Termination Type	Number	% of total
Death	5	4.50
Resignation	28	25.23
Expiry of contract	26	23.43
Dismissal –misconduct	1	0.90
Discharged due to ill-health	3	2.70
Retirement	5	4.50
Transfers to other Public Service Departments	30	27.02
Employee initiated severance package	13	11.72
<b>Total</b>	<b>111</b>	<b>100.00</b>
Total number of employees who left as a % of the total employment		14.45



**Table 4.4 – Promotions by critical occupation**

Occupation	Employees at beginning of period	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progressions as a % of employees by occupation
Educators	116	5	4.31	90	77.58
<b>Total</b>	<b>116</b>	<b>5</b>	<b>4.31</b>	<b>90</b>	<b>77.58</b>

**Table 4.5 – Promotions by salary band**

Salary Band	Employees at 1 April 2006	Promotions to another salary level	Salary bands promotions as a % of employees by salary levels	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	73	0	0.00	55	75.34
Skilled (Levels 3-5)	146	2	1.36	116	79.45
Highly skilled production (Levels 6-8)	188	14	7.44	129	68.61
Highly skilled supervision (Levels 9-12)	260	15	5.76	99	38.07
Senior management (Levels 13-16)	71	7	9.85	45	63.38
<b>Total</b>	<b>738</b>	<b>38</b>	<b>5.14</b>	<b>444</b>	<b>60.16</b>

## 3.5 Employment Equity

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

**Table 5.1 – Total numbers of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2007**

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	27	5	4	17	16	2	5	4	80
Educators and Middle Managers	100	8	6	24	85	3	8	44	278
Officers and Clerks	65	5	0	9	178	6	4	73	340
Machine operators	1	0	0	0	1	0	0	0	2
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security, Interns)	25	0	0	0	43	0	0	0	68
<b>Total</b>	<b>218</b>	<b>18</b>	<b>10</b>	<b>50</b>	<b>323</b>	<b>11</b>	<b>17</b>	<b>121</b>	<b>768</b>
Employees with disabilities	6	0	0	2	4	0	0	3	15

**Table 5.2 – Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2007**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	1	2	2	0	1	1	8
Senior Management	26	5	3	15	14	2	4	3	72
Educators and Middle Managers	100	8	6	24	85	3	8	44	278
Skilled and academically qualified workers	65	5	0	9	178	6	4	73	340
Semi-skilled and discretionary decision making	26	0	0	0	44	0	0	0	70
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>218</b>	<b>18</b>	<b>10</b>	<b>50</b>	<b>323</b>	<b>11</b>	<b>17</b>	<b>121</b>	<b>768</b>

**Table 5.3 – Recruitment for the period 1 April 2006 to 31 March 2007**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	5	0	0	2	3	1	1	0	12
Educators and Middle Managers	14	2	0	8	20	1	1	10	56
Skilled and academically qualified workers	15	0	0	0	32	1	0	3	51
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>34</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>55</b>	<b>3</b>	<b>2</b>	<b>13</b>	<b>119</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 5.4 – Promotions for the period 1 April 2006 to 31 March 2007**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	1	0	0	0	2
Senior Management	1	1	1	0	1	0	1	0	5
Educators and Middle Managers	7	0	1	0	4	1	0	2	15
Skilled and academically qualified workers	3	0	0	0	11	0	0	2	16
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	1	2
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>40</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0



**Table 5.5 – Terminations for the period 1 April 2006 to 31 March 2007**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	2	1	0	3	7	1	1	0	15
Educators and Middle Managers	9	3	1	2	11	1	1	8	36
Skilled and academically qualified workers	2	0	0	0	12	0	0	11	25
Semi-skilled and discretionary decision making	8	0	0	1	13	0	0	4	26
Unskilled and defined decision making	3	0	0	0	6	0	0	0	9
<b>Total</b>	<b>24</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>49</b>	<b>2</b>	<b>2</b>	<b>23</b>	<b>111</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 5.6 – Disciplinary actions for the period 1 April 2006 to 31 March 2007**

	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	2	0	0	0	0	0	0	0	2

**Table 5.7 – Skills development for the period 1 April 2006 to 31 March 2007**

Occupational Categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	15	2	3	2	4	0	1	3	30
Educators and Middle Managers	60	3	4	5	27	1	3	10	113
Officers and Clerks	16	0	0	1	39	3	0	5	64
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security, Interns)	4	0	1	0	8	0	0	0	13
<b>Total</b>	<b>95</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>78</b>	<b>4</b>	<b>4</b>	<b>18</b>	<b>220</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

## 3.6 Performance Rewards

To encourage good performance, the department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability (Table 6.1), salary bands (Table 6.2) and critical occupations (Table 6.3).

**Table 6.1 – Performance Rewards by race, gender, and disability,  
1 April 2006 to 31 March 2007**

	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R,000)
<b>African</b>					
Male	67	212	31.60	1 179	18
Female	74	319	23.19	947	13
<b>Indian</b>					
Male	5	10	50.00	190	38
Female	4	17	23.52	137	34
<b>Coloured</b>					
Male	6	18	33.33	177	30
Female	2	11	18.18	46	23
<b>White</b>					
Male	20	48	41.66	660	33
Female	57	118	48.30	978	17
<b>Employees with a disability</b>	2	15	13.33	13	7
<b>Total</b>	<b>237</b>	<b>768</b>	<b>30.85</b>	<b>4 327</b>	<b>18</b>

**Table 6.2 – Performance Rewards by salary bands for personnel below Senior Management Service, 1 April 2006 to 31 March 2007**

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	13	70	18.57	42	3	1.19
Skilled (Levels 3-5)	30	149	20.13	117	4	0.99
Highly skilled production (Levels 6-8)	70	191	36.64	570	8	2.19
Highly skilled supervision (Levels 9-12)	50	278	17.98	1 006	20	1.36
<b>Total</b>	<b>163</b>	<b>688</b>	<b>23.69</b>	<b>1 735</b>	<b>11</b>	<b>1.51</b>



**Table 6.3 – Performance Rewards by critical occupations, 1 April 2006 to 31 March 2007**

Critical Occupations	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee (R'000)
Educators (Levels 8-10)	16	63	25.39	336	21
Educators (Levels 11-12)	24	63	38.09	655	27
<b>Total</b>	<b>40</b>	<b>126</b>	<b>31.74</b>	<b>991</b>	<b>25</b>

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

Salary Band	Beneficiary Profile			Total Cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within band			
Band A	18	53	33.96	791	44	2.74
Band B	11	18	61.11	461	42	3.99
Band C	5	8	62.50	349	70	6.87
Band D	0	1	0.00	0	0	0.00
<b>Total</b>	<b>34</b>	<b>80</b>	<b>42.50</b>	<b>1 601</b>	<b>47</b>	<b>3.45</b>

## 3.7 Foreign Workers

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

**Table 7.1 – Foreign Workers, 1 April 2006 to 31 March 2007, by salary band**

Salary Band	1 April 2006		31 March 2007		Change	
	Number	% of total	Number	% of total	Number	% change
Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	0	0.00	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	1	100.00	3	100.00	2	200.00
Senior management (Levels 13-16)	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>1</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>	<b>2</b>	<b>200.00</b>

Table 7.2 – Foreign Workers, 1 April 2006 to 31 March 2007, by major occupation

Major Occupation	1 April 2006		31 March 2007		Change	
	Number	% of total	Number	% of total	Number	% change
Educator	1	100.00	2	100.00	1	100.00
Total	1	100.00	2	100.00	1	100.00

### 3.8 Leave utilisation for the period 1 January 2006 to 31 December 2006

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following Tables provide an indication of the use of sick leave (Table 8.1) and disability leave (Table 8.2). In both cases, the estimated cost of the leave is also provided.

Table 8.1 – Sick leave, 1 January 2006 to 31 December 2006

Salary Band	Total days	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	335	88.35	46	65.71	7	52	296
Skilled (Levels 3-5)	809	65.38	118	79.19	7	162	529
Highly skilled production (Levels 6-8)	1 123	77.64	153	80.10	7	421	872
Highly skilled supervision (Levels 9-12)	1 168	84.16	185	66.54	6	1 122	983
Senior management (Levels 13-16)	191	81.15	38	47.50	5	368	155
Total	3 626	78.18	540	70.31	7	2 125	2 835

Table 8.2 – Disability leave (temporary and permanent), 1 January 2006 to 31 December 2006

Salary Band	Total days taken	% days with medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)	Total number of days with medical certification
Lower skilled (Levels 1-2)	129	100.00	9	12.85	14	21	129
Skilled (Levels 3-5)	169	97.04	21	14.09	8	35	164
Highly skilled production (Levels 6-8)	468	99.78	29	15.18	16	164	467
Highly skilled supervision (Levels 9-12)	202	99.50	20	7.19	10	195	201
Senior management (Levels 13-16)	57	100.00	2	2.50	29	103	57
Total	1 025	99.31	81	10.54	13	518	1 018



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

**Table 8.3 – Annual Leave, 1 January 2006 to 31 December 2006**

Salary Bands	Total days taken	Average per employee	Number of employees who took leave
Lower skilled (Levels 1-2)	1 611	22	73
Skilled (Levels 3-5)	3 059	18	168
Highly skilled production (Levels 6-8)	4 175	19	217
Highly skilled supervision (Levels 9-12)	5 565	19	295
Senior management (Levels 13-16)	1 528	17	91
<b>Total</b>	<b>15 938</b>	<b>19</b>	<b>844</b>

**Table 8.4 – Capped leave, 1 January 2006 to 31 December 2006**

Salary Bands	Total days of capped leave taken	Average number of days taken per employee	Number of employees who took capped leave
Lower skilled (Levels 1-2)	11	3	4
Skilled (Levels 3-5)	54	7	8
Highly skilled production (Levels 6-8)	186	12	15
Highly skilled supervision (Levels 9-12)	197	12	17
Senior management (Levels 13-16)	25	5	5
<b>Total</b>	<b>473</b>	<b>10</b>	<b>49</b>

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

**Table 8.5 – Leave payouts for the period 1 April 2006 to 31 March 2007**

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee ( R,000 )
Current leave payout on termination of service	70	21	3
Leave payout due to non-utilisation of leave	99	6	16
Capped leave payout on termination of service	295	29	10
<b>Total</b>	<b>464</b>	<b>56</b>	<b>8</b>

## 3.9 HIV/AIDS and Health Promotion Programmes

**Table 9.1 – Steps taken to reduce the risk of occupational exposure**

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



**Table 9.2 – Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)**

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	X		Ms C Mjijima, Chief Director
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	X		1 person from special programmes.
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	X		To assist employees with task related and personal problems.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	X		Each branch is represented in the committee.
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	X		Leave policy and Employee Assistance Programme policy
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	X		HIV and Aids policy HIV and Aids work place programme Condom distribution
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	X		Through information sharing and pre-test counselling. Results are few, as people will not be tested voluntarily without encouragement.
8. Has the department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	X		Training in first aid programmes. Distribution of condoms. Protective gloves distribution. Awareness campaigns. Distribution of booklets and pamphlets on HIV and Aids.



## 3.10 Labour Relations

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

**Table 10.1 – Collective agreements, 1 April 2006 to 31 March 2007**

Subject Matter	Date
Permanent appointment of Security personnel	1 August 2006
Upgrading of Secretary posts	31 May 2006

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

**Table 10.2 – Misconduct and disciplinary hearings finalised, 1 April 2006 to 31 March 2007**

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	1	50.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	50.00
Not guilty	0	0.00
Case withdrawn	0	0.00
<b>Total</b>	<b>2</b>	<b>100.00</b>

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

Type of misconduct	Number	% of total
Abscondment	0	0.00
Fraud	1	100.00
<b>Total</b>	<b>1</b>	<b>100.00</b>

**Table 10.4 – Grievances lodged for the period 1 April 2006 to 31 March 2007**

Grievances	Number	% of total
Number of grievances resolved	8	88.00
Number of grievances not resolved	1	12.00
<b>Total number of grievances lodged</b>	<b>9</b>	<b>100.00</b>

Table 10.5 – Disputes lodged with Councils for the period 1 April 2006 to 31 March 2007

Disputes	Number	% of total
Number of disputes upheld	1	33.33
Number of disputes dismissed	2	66.67
Total number of disputes lodged	3	100.00

Table 10.6 – Strike actions for the period 1 April 2006 to 31 March 2007

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

Table 10.7 – Precautionary suspensions for the period 1 April 2006 to 31 March 2007

Number of people suspended	1
Number of people whose suspension exceeded 30 days	1
Average number of days suspended	0
Cost (R'000) of suspensions	0

## 3.11 Skills development

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

Table 11.1 Training needs identified 1 April 2006 to 31 March 2007

Occupational Categories	Gender	Number of employees as at 1 April 2007	Training needs identified at start of reporting period			
			Learnerships Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	27	0	19	26	45
	Male	53	0	30	37	67
Educators and Middle Managers	Female	140	0	96	160	256
	Male	138	0	110	145	255
Officers and Clerks	Female	261	72	186	237	495
	Male	79	55	39	86	180
Machine Operators	Female	1	0	0	0	0
	Male	1	0	0	0	0
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security, Interns)	Female	43	0	24	37	61
	Male	25	0	19	36	55
Sub Total	Female	472	72	325	460	857
	Male	296	55	198	304	557
<b>Total</b>		<b>768</b>	<b>127</b>	<b>523</b>	<b>764</b>	<b>1414</b>



Table 11.2 Training provided 1 April 2006 to 31 March 2007

Occupational Categories	Gender	Number of employees as at 1 April 2007	Training provided within the reporting period			Total
			Learnerships / Internships	Skills Programmes and other short courses	Other forms of training	
Senior Managers	Female	27	0	28	8	36
	Male	53	0	38	18	56
Educators and Middle Managers	Female	140	0	41	41	82
	Male	138	0	52	52	104
Officers and Clerks	Female	261	72	47	47	166
	Male	79	55	23	12	90
Machine Operators	Female	1	0	0	0	0
	Male	1	0	0	0	0
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security, Interns)	Female	43	0	10	8	18
	Male	25	0	15	5	20
Sub Total	Female	472	72	126	104	302
	Male	296	55	128	87	270
<b>Total</b>		<b>768</b>	<b>127</b>	<b>254</b>	<b>191</b>	<b>572</b>

### 3.12 Injury on Duty

The following table provides basic information on injury on duty.

TABLE 12.1 – Injury on duty, 1 April 2006 to 31 March 2007

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

### 3.13 Utilisation of Consultants

Table 13.1 – Report on consultant appointments using appropriated funds

Project Title	Total number of consultants that worked on the project	Duration: Work days	Contract value in Rand
Project Management: Implementation of White Paper	4	730	3 709 560
Human Resource Development: Implementation of White Paper	6	93	24 675 850
National Educational Portal: Maintenance Services	5	774	5 589 245
Maintenance and Enhancement: Management Info System	9	730	819 705
Train Master Teachers: Grade 10 – 12	Unknown	144	110 580
Management of the Education Management Information System (EMIS)	Unknown	879	2 387 449
Research on the translation of question papers into nine official languages	13	107	360 670
Study on learner absenteeism	5	60	270 177
Transaction Advisor	Unknown	540	4 560 000
<b>Total number of projects: 9</b>	<b>Total individual consultants: 42</b>	<b>Total duration Work days: 4 057</b>	<b>Total contract value: R42 483 236</b>

Table 13.2 – Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs)

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
Project Management: Implementation of White Paper	Unknown	0.00	0
Human Resource Development: Implementation of White Paper	50.00	50.00	1
National Educational Portal: Maintenance Services	40.00	40.00	Unknown
Maintenance and Enhancement: Management Info System	65.25	65.25	9
Management of the Education Management Information System (EMIS)	0.00	0.00	0
Train Master Teachers: Grade 10 – 12	100	100	Unknown
Research on the translation of question papers into nine official languages	Unknown: University	Unknown: University	Unknown: University
Study on learner absenteeism	37.5	37.5	1
Transaction Advisor	20.00	20.00	Unknown



**Table 13.3 – Report on consultant appointments using Donor funds**

Project Title	Total number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand
Upgrade of National Schools Register of Needs	13	415	72 072 783
Whole School Development Intervention	5	105	1 105 800
English Second Language: Intermediated Phase: KwaZulu-Natal	5	204	495 600
English Second Language: Intermediated Phase: North West	6	63	418 096
English Second Language: Intermediated Phase: Eastern Cape	5	204	482 200
English Second Language: Intermediated Phase: Western Cape	6	63	418 096
English Second Language: Intermediated Phase: Northern Cape	6	63	418 096
English Second Language: Intermediated Phase: Free State	6	63	418 096
English Second Language: Intermediated Phase: Gauteng	6	63	418 096
English Second Language: Intermediated Phase: Mpumalanga	5	204	481 580
English Second Language: Intermediated Phase: Limpopo	6	63	418 096
<b>Total number of projects: 11</b>	<b>Total individual consultants: 69</b>	<b>Total duration Work days: 1 510</b>	<b>Total contract value: R77 146 540</b>

**Table 13.4 – Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs)**

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
Upgrade of National Schools Register of Needs	15.7	15.7	Unknown
Whole School Development Intervention	100.00	100.00	5
English Second Language: Intermediate Phase: KwaZulu-Natal	Did not complete forms	Did not complete forms	Did not complete forms
English Second Language: Intermediate Phase: North West	51.00	51.00	Unknown
English Second Language: Intermediate Phase: Eastern Cape	Did not complete forms	Did not complete forms	Did not complete forms
English Second Language: Intermediate Phase: Western Cape	51.00	51.00	Unknown
English Second Language: Intermediate Phase: Northern Cape	51.00	51.00	Unknown
English Second Language: Intermediate Phase: Free State	51.00	51.00	Unknown
English Second Language: Intermediate Phase: Gauteng	51.00	51.00	Unknown
English Second Language: Intermediate Phase: Mpumalanga	Did not complete forms	Did not complete forms	Did not complete forms
English Second Language: Intermediate Phase: Limpopo	51.00	51.00	Unknown







## PART 4





# DEPARTMENT OF EDUCATION VOTE 15

## ANNUAL FINANCIAL STATEMENTS 2006/07

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# REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2007

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

## 1. General review of the state of financial affairs

The original allocation for the Department included in the Estimates of National Expenditure 2006 was R14 129,233 million, including R10 828,620 million for the higher education institutions (HEIs) and R926,378 million for the National Student Financial Aid Scheme (NSFAS) (83,2% of

the Department's total budget). In the Adjusted Budget for 2006/07 was an additional amount of R169,943 million that increased the Department's allocation to R14 299,176 million.

The total expenditure for the 2006/07 financial year was R14 249,805 million, which represents a spending rate of 99,65%. The expenditure, in R'000, was made up as follows:

	2005/06	2006/07	Increase/ (Decrease)
Compensation of employees	181 236	198 751	17 515
Departmental operations	228 533	283 292	54 759
Departmental earmarked funds	68 162	59 040	(9 122)
Subsidies to higher education institutions	9 740 336	10 985 688	1 245 352
National Student Financial Aid Scheme	864 092	926 378	62 286
Subsidies to public entities in education	76 334	69 325	(7 009)
Conditional grants to provinces for:			
• HIV and Aids	136 293	144 471	8 178
• Further Education and Training College Sector Recapitalisation	-	470 000	470 000
• National School Nutrition Programme	1 112 151	1 098 036	(14 115)
Other transfers	12 944	14 824	1 880
<b>Total allocation</b>	<b>12 420 081</b>	<b>14 249 805</b>	<b>1 829 724</b>

The surplus on the Vote for the financial year amounts to R49,371 million.

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

Recent evidence confirms that there are still school infrastructure backlogs, e.g. overcrowded classrooms, schools in bad condition, inadequate water and sanitation facilities, a shortage of laboratories, libraries and IT equipment, and a lack of fences and other safety/security features. These backlogs persist, especially in poorer provinces and communities such as the Eastern Cape, KwaZulu-Natal and Limpopo. Key measures are required to eradicate these backlogs. The updated School Register of Needs and the infrastructure policy framework and norms and standards for education infrastructure that are being developed, will inform these strategic decisions, especially with regard to the timely provision and adequacy of funds to deal with infrastructure backlogs.

The National Norms and Standards for School Funding were extended to cater for no fee schools. These norms need to be extended to a number of other areas, e.g. learner transport, hostels and the funding of poor learners in "less poor" Quintile 3 to Quintile 5 schools. In addition to decisions about these areas the implementation, monitoring, support and impact of the norms have to be assessed in order to decide on necessary adjustments. The undertaking of a comprehensive education sector review in order to establish a long-term education plan is being considered. The determination of the adequacy of per learner funding will also receive attention.

A Ministerial Committee was setup in March 2007 to review, assess and investigate learner retention in the South African schooling system during 2007/08.



Education human resource management including supply, demand and utilisation will receive attention. More responsive education post allocation norms, a recruitment management strategy and a school-level teacher utilisation policy and procedures will be developed. The management and measurement of teacher performance through the Integrated Quality Management System (IQMS) will be enhanced, and a mechanism to assure good teacher performance at national level will be started through a national education evaluation and development unit (NEEDU). A comprehensive human resource information system will be developed to support short, medium and long-term planning.

It remains a strategic objective of the Department to improve the quality and timeliness of information available via the Education Management Information System (EMIS). A new activity which will support EMIS with systems development is therefore to be established, leaving the existing activity to focus more fully on data management and information supply. Work on developing a national learner unit record tracking system and the expansion of the annual audits of the quality of data provision by provincial education departments and education institutions will proceed.

The Department is leading the revision of the National Human Resource Development Strategy, and ensuring that it is implemented, monitored and evaluated.

Strategies to improve access to and quality of education for learners with special educational needs were developed in the period under review. Learners currently in special schools, those who are out of school, and those who are included in mainstream schools by default are being targeted.

The Education Management Policy Framework is in the process of being revised to increase focus on the management of indigenous knowledge, female access and success and transformational leadership. The report on the 2006 school governing body (SGB) elections is informing improvements that will be made to the national SGB election guidelines during 2007.

A common policy framework for all districts in the country, based on the District Education Management Information System (DEMIS) audit done by the Department, will be developed.

The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) was gazetted and will be implemented over the medium term.

In order to strengthen systemic evaluations and expand them beyond sample surveys, more learners will be assessed more frequently. Quality assessments will be administered at school level, and regular assessments driven by districts will be conducted.

The recapitalisation of the 50 further education and training (FET) colleges and the introduction of priority skills programmes for South Africa will continue in 2007/08.

The Mathematics, Science and Technology (MST) Strategy will be expanded to include 487 Dinaledi schools over the medium term.

The Department continued to focus on strengthening social cohesion and promoting racial integration in schools. Workshops on the Racial Integration Strategy were conducted in eight provinces.

A national campaign to promote national symbols was conducted. The Department, in partnership with the Department of Arts and Culture, facilitated the installation of the South African flag in 2 000 schools across the country. A training manual to address gender-based violence in schools was distributed to all schools and training for district and provincial officials was conducted for KwaZulu-Natal.

As part of the partnership between the Department and United Nations Office on Drugs and Crime, training materials on drug abuse prevention and education are being developed for educators. Provincial training will commence during the 2007/08 financial year. Guidelines on drug testing and searches in schools are being developed. The Framework on Health and Wellness which aims to improve the understanding of health-related issues was developed.

The Department, in partnership with the SABC, has embarked on a major campaign to raise the issue of co-operative discipline in schools. This will lead to a major training and support campaign with schools in 2007/08 and the identification of serious offenders.

The Department will continue to contribute to enhanced active learning capacity through the National School



Nutrition Programme, providing meals and improving household food security through the promotion of food production initiatives in schools and nutrition education. In order to address poor food choices and the general increase of obesity in children, correct nutrition and healthy lifestyles will be promoted in both feeding and non-feeding schools.

A national coordinating committee on school sport was established. The Regulations for Safety Measures at Public Schools were amended, and the Department embarked on a project in collaboration with provincial school safety coordinators to identify schools with high levels of crime and violence throughout the country. A total of 585 schools was identified, 65 in each province. One school per province was selected to form part of a national intervention strategy which gave specific attention to infrastructure changes in order to curb incidents of crime and violence.

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

No fee schools were introduced in 2007 in terms of the South African Schools Act. Nearly 5 million learners in 13 912 schools do not pay school fees and a threshold amount of a minimum of R554 per learner per year for non-personnel, non-capital expenditure is paid to schools. The aim of the policy is to improve the resourcing of schools, increase access, reduce marginalisation and extend government's anti-poverty drive by reducing pressure on poor households.

The Department embarked on an education system capacity assessment, which involved revising the roles and responsibilities of school principals, circuit managers and education districts. The assessment was also aimed at improving the teacher performance measurement system (IQMS), and developing allocation norms for school support staff and district staff.

A stakeholder consultative workshop was held on 18 August 2006, to present the 2005 Education for All Country Report, as well as to obtain feedback on indicators for the monitoring and evaluation of the education system.

During 2006, an audit of education information was conducted through the selection of a 2% random sample of the 27 400 public and independent ordinary schools (548

schools), stratified by province, level (primary or secondary education), district and size. A data quality audit report was compiled, comparing (i) learner enrolment recorded in school registers on the 10<sup>th</sup> day of school, in the 2006 academic year, (ii) enrolment information supplied to the departments by schools for the SNAP survey and (iii) the headcount of learners on the day of field work.

The first set of education information standards was published. The requirements spell out (i) education institutions mandated to conduct surveys (ii) information to be collected and (iii) survey dates and time frames for submission of information to the Department.

The Further Education and Training Colleges Act, 2006, was promulgated to provide for the regulation of further education and training, the establishment, governance, funding and employment of staff for public further education and training colleges, and the registration of private further education and training colleges. The Act also makes provision for the promotion of quality in further education and training and transitional arrangements.

The update of the School Register of Needs which commenced in 2005 was completed in March 2007. This update and expansion provides key information and tools for improved planning and monitoring of school infrastructure. By 30 March 2007 information on more than 30 000 sites had been captured.

The dispute with teacher unions on the payment of performance-based pay progression was settled, and draft agreements were completed in respect of providing teacher incentives and rewards for good performance. Norms and standards for the allocation of support staff to schools were agreed upon by provinces.

*Statistics at a Glance in South Africa 2005* and *School Realities 2006* were published in 2006. The South African Schools Administration Management System package was upgraded to support the new National Curriculum Statement (NCS) and is currently being rolled out to schools by provinces.

Monitoring of provincial training in preparation for the implementation of the NCS in Grades 8 and 9 was undertaken in all provinces, except Limpopo, and reports on the readiness of provinces to implement were assessed. The



provision of Learner Teacher Support Materials (LTSM) was assessed in a sample of 20 schools per province (about 180 schools in total) to ascertain whether schools had the necessary LTSM to support implementation of the NCS. Up to 95% of teachers for these grades (across the country) were trained in preparation for the introduction.

Together with the Departments of Social Development and Health, strategies for significantly expanding services to young children (from birth to 4 years of age) and for investigating the possibility of permanent job creation in the sector were developed.

A task team was appointed to develop a draft Numeracy Strategy, including a toolkit for teachers to use in the classroom to strengthen the teaching of Mathematics. A draft National Reading Strategy, which includes a reading toolkit, was also developed. This toolkit is intended to provide support to teachers in the teaching of reading and giving inputs on reading approaches to strengthen the reading levels of learners.

The Assessment Policy (1998) was reviewed to be in line with the NCS and the National Policy on Assessment and Qualifications for Schools in the General Education and Training (GET) band was gazetted.

Assessment training in the Assessment Policies for GET and FET was conducted in all provinces with learning area and subject coordinators. The training aimed to ensure a common understanding of the assessment policies for Grades R to 9, and their implications for planning and management of assessment across all phases. Assessment Guidelines for the intermediate and senior phases in all learning areas were finalised and are being distributed to schools.

The Drop All and Read campaign was launched at the beginning of the 2007 school year at a primary school in Port Elizabeth. The primary objective of the campaign was to welcome all Grade R and 1 learners into the education system with branded bags and books that will encourage them to read.

There are 500 000 Grade R learners in public facilities across all nine provinces and a total of 5 300 practitioners are in training as part of the Expanded Public Works Programme. These practitioners offer early childhood development

programmes in registered community-based centres for children from birth to four years of age. Just over 1 000 cooks and 1 000 gardeners were also trained.

Thirty special schools in 30 presidential nodal areas were identified for conversion into resource centres catering for learners with high-level support needs. Twelve mainstream primary schools were identified in these nodal areas for upgrading into full-service schools for learners with moderate levels of support need. Initial drawings for the physical infrastructure development were submitted. A total of 2 000 educators, including managers at district levels in the 30 districts, were trained in the Inclusive Education Policy, the Guidelines for Screening, Identification, Assessment and Support, and the Guidelines for Inclusive Learning Programmes.

The field-testing of the proposed entry-level qualification for principals was initiated at five universities, with an initial intake of 400 candidates. These universities are all using the nationally developed courses and modules. The implementation is accompanied by strong quality assurance and research components, to ensure that in 2008 the Department can make an evidence-based decision on the suitability of the course as a prerequisite for short-listing for the post of school principal.

The third triennial SGB elections were successfully conducted, and more than 99,9% of schools elected their SGBs within the time frame set. The course and modules for the Advanced Certificate in Education in School Leadership were developed and will be field-tested in 2007/08. A simulation game based on School Financial Guidelines was developed to assist SGBs to provide financial direction and oversight at their schools.

A District Heads Colloquium was held in October 2006. This led to the development of a Common Policy Framework on Districts that spells out the roles and responsibilities of districts. The assessment of districts using the DEMIS was audited. The audit covered district structures, systems, implied operations (roles and responsibilities), skills and capacities. Fourteen districts were identified to participate in the Quality Improvement and Development Strategy (QIDSUP) programme. These districts will be used as model districts for capacity-building for all district managers and officials.



The Fundza Lushaka bursary scheme was launched and 3 000 full-cost awards were made to aspirant teachers.

With regard to Systemic Evaluation, assessments of primary school learners were conducted in two targeted districts for accelerated improvement through QIDSUP. More than 16 000 Grade 3 learners in Lusikisiki in the Eastern Cape and 9 000 Grade 4 learners in Sedibeng West in Gauteng were evaluated to establish baseline information for monitoring learner performance in literacy and numeracy. In addition to the assessment of learners' written literacy and numeracy skills, the Department started developing a specific instrument for assessing early-grade reading skills verbally. This initiative is meant to strengthen the development of the foundational skill of reading which research shows is critical for future learning.

The Quality Assurance Database System was set-up in the Department and will be rolled out to provinces to capture, analyse and store school performance data collected during the Whole School Evaluation process.

In respect of the FET colleges recapitalisation programme, the curriculum for the 11 vocational programmes and four fundamentals of the National Certificate (Vocational) (NC(V)) were implemented. Furthermore, 1 800 lecturers were trained to teach the new programmes. Monitoring visits to colleges took place, the FET sector plan was drafted, the implementation of the NC(V) Level 2 began, LTSM were screened, and an approved catalogue was circulated to colleges. The connectivity project for KwaZulu-Natal was finalised and the national register for private colleges is operational.

Various programmes targeting youth in FET colleges and secondary schools were also implemented, including the distribution of a career guidance booklet to colleges, the profiling of new programmes and bursary opportunities in the media, and an advocacy campaign on the awarding of state bursaries (developed with NSFAS).

With regard to improved integrity of assessment and public examinations, the Senior Certificate, Adult Basic Education and Training and FET college examinations were successfully administered. Grade 10 exemplars and question papers were piloted. Grade 11 exemplars and question papers for all 28 National Senior Certificate (NSC) subjects were distributed

to the provincial departments. Examiners and moderators appointed for the 2008 NSC were trained.

As part of the Department's strategy to improve performance in under-performing schools, the Department visited 91 of the 114 schools that performed below 20%. Ninety-nine of these schools improved their performance in the 2006 Senior Certificate examinations. The National School Learner Attainment strategy was revised in January 2007 and is being implemented in the provinces.

With regard to the Mathematics, Science and Technology strategy, a monitoring team was established for Dinaledi Schools and reports on performance and the analysis of Grade 12 Senior Certificate results were submitted. Resource packs, calculators, textbooks and teacher training video tapes were provided to all Dinaledi schools.

The NCS was implemented in Grade 10 in 2006 and is being implemented in Grade 11 in 2007. Policy on the National Certificate (Vocational), the National Senior Certificate for schools, and the National Protocol for Assessment were gazetted. A catalogue of Grade 11 and 12 national textbooks was published. Teachers were trained in 29 NCS subjects (a report on the training was completed) and assessment guidelines for each subject were distributed to all provincial departments for distribution to schools. A catalogue for Grade 11 textbooks and a catalogue of literature titles were completed, and the Grade 12 textbook catalogue was distributed to provincial departments and publishers in March 2007. Assessment workshops were conducted for 2 600 provincial officials. A training manual, Learning Programme Guidelines and Subject Assessment Guidelines were also finalised. The Learning Programme Guidelines were posted on the Thutong website.

A national consultative workshop was held with education stakeholders, including religious and traditional leaders, to address issues of gender equity in education. A workshop on gender-based violence and HIV and AIDS was conducted for 198 students from tertiary institutions. Girls'/Boys' Education Movement clinics at which social issues like teenage pregnancy, gender-based violence, mentoring and counseling were discussed, were held for 350 learners from all provinces.

In line with government's commitment to preventing violence against women and children (365 Days Campaign



against Gender-Based Violence) the Department organised events around the Torch of Peace campaign at 49 schools in six weeks. *Izimbizo* were held in three provinces for parents, educators, learners and other stakeholders that have an impact on education.

As an outcome of the memorandum of understanding on Schools as Centres of Care and Support, signed by the Southern African Development Community Education Ministers the Department has, in collaboration with other departments, conducted two events during which schools were used to bring government's social services closer to communities. This involved issuing birth certificates, identity documents and social grants, and providing health screening to communities. A health and wellness consultative workshop was held in August 2006. The Guidelines for the Management and Prevention of Drug Use/Abuse by Learners in all Public Schools and Further Education and Training Institutions were launched in September 2006 on International Day against Drug Abuse and Illicit Trafficking in Umbumbulu, KwaZulu-Natal.

An inter-provincial workshop on Sustainable Food Production and Nutrition Education, aiming to assess progress and the status of this project in schools and to review the implementation and work plans in view of programme objectives and targets, was held in February 2007. Training was also provided to the Western Cape for National School Nutrition Programme (NSNP) staff on safety measures for the use of gas and fire extinguishers.

The Department coordinated the South African Schools Choral Eisteddfod, a national art competition for senior schools (with the Development Bank of South Africa), and the Transnet Internodal Sports Tournament (in partnership with the Transnet Foundation). Events such as the National Indigenous Games, Music and Movement Festival, the National Schools All Ages Tournaments, International Sport Federation World Gymnasia in Greece, the SA Schools Boys' Hockey Tournament, the National Schools Cross Country Championships, the Confederation of School Sports Associations of Southern African, athletics championships held in Namibia, the National Schools Summer Games, the National Schools Aquatic Championships and the National Schools Athletics Championships, were coordinated in collaboration with Sport and Recreation South Africa.

An Adult Learners' Week conference was successfully conducted in the year under review. In 2006, more than 285 000 adult learners were reached through formal ABET programmes and 20 000 learners through basic literacy programmes. A further 300 000 learners were reached through other programmes like the expanded and skills-based ABET programmes, implemented by the public and private sector, non-governmental organisations and sector education and training authorities. The Norms and Standards for the Funding of Adult Learning Centres have been completed and a report on literacy, which resulted in a mass literacy campaign in South Africa, was compiled.

With regard to the merging of higher education institutions (HEIs), all merged institutions have councils and vice-chancellors. Considerable progress was made in integrating key administrative systems, policies and procedures. Most institutions have progressed well in harmonising conditions of service and benefits, with three having completed the process. Proposals have been developed for consolidating academic programmes and structures, and these will be implemented in the years ahead. The boards of the national institutes for higher education in Mpumalanga and the Northern Cape are operational.

The new funding framework has been operational since 2004/05, and proposals for suitable student enrolment planning for higher education are being evaluated for finalisation in the first quarter of 2007. Discussions continued with all public HEIs about managing enrolment growth in line with national policy goals and objectives. To support national human resource development goals, all public HEIs were asked to identify priority areas in which they could increase enrolments.

A report was produced on the macro-funding of higher education. Performance indicators which include equity and graduation rates will be developed in 2007.

The Department continued with evaluating institutions in terms of the regulations for registering private HEIs. A review of the annual reporting framework for these institutions will be finalised in 2007.



### Spending trends

The under-expenditure of R49,371 million on the Department's programmes, measured against the allocations after virement, is as follows, in R'000:

	Under- expenditure	Percentage
1. Administration	2 264	1,86%
2. System Planning and Monitoring	14 107	27,91%
3. General Education	13 051	5,41%
4. Further Education and Training	5 062	0,71%
5. Quality Promotion and Development	8 444	0,73%
6. Higher Education	3 814	0,03%
7. Auxiliary and Associated Services	2 629	4,43%
<b>Total</b>	<b>49 371</b>	<b>0,35%</b>

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

### Virement

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

Shifted from	Shifted to	Amount R'000
1: Administration	3: General Education	240
1: Administration	4: Further Education and Training	6 860
2: System Planning and Monitoring	4: Further Education and Training	4 395
5: Quality Promotion and Development	4: Further Education and Training	6 718
6: Higher Education	4: Further Education and Training	1 345
6: Higher Education	7: Auxiliary and Associated Services	5 532

As a result of the large number of severance packages that were approved in 2006, the expenditure on Transfers and Subsidies: Households increased, while the expenditure on Compensation of Employees simultaneously decreased. This resulted in the shifting of funds from Compensation of Employees to Transfers and Subsidies: Households. Funds were also shifted to cover possible over expenditure on the FET colleges recapitalisation project, the cost of examination personnel, and to make provision for the writing off of old debt of the provincial education departments.

The virement was approved by the Director-General in accordance with the Treasury Guidelines.



## 2. Services rendered by the Department

### 2.1 Services rendered

The Department is responsible, mainly, for the formulation of a national education policy and for monitoring and evaluation of implementation thereof. However, services were rendered on a national basis in respect of FET college examinations and certificates and the registration of private higher education institutions. The total revenue collected in this regard for the year under review amounts to R753 784,50.

### 2.2 Tariff policy

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

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

### Private Higher Education Institutions

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

	Tariff in R
a) Application for registration	500,00
b) Amendments	500,00
c) Conversions	500,00

### 2.3 Free services

None

### 2.4 Inventories

The inventories on hand at year-end amounted to R1,647 million and were made up as follows, in R'000:

Item	Amount
Stationery	1 534
Domestic consumables	113
<b>Total</b>	<b>1 647</b>

The costing method used was the average price.

## 3. Capacity constraints

The Department's revised staff establishment, approved on 28 October 2006, has 1 046 posts. On 31 March 2007, 768 posts were filled, leaving 278 vacancies. In 2006/07 119 posts were filled but it is evident that the high number of vacancies would have had a negative impact on capacity and on implementation. The Department has a relatively high staff turnover rate.

Furthermore, the capacity both in terms of the recruitment of appropriate persons and the abilities of staff currently employed poses a serious challenge to service delivery in the System Planning and Monitoring branch. The Department used international technical assistance to assess its role and capacities with the aim of mapping out its functions and capacity requirements. Partnerships with HEIs to grow the requisite skills are being explored. Difficulties are experienced in securing suitable staff through normal appointment processes, and alternative processes must be found. Mechanisms to develop a speciality and training in economic analysis and financial and physical planning must be put in place. Most staff do not have the specialised skills required for financial and physical planning and analysis or the management of projects and processes.

The Department faces several challenges in monitoring the implementation of the NSNP. For instance, in some provinces, provincial coordinators are either appointed on contract or seconded, which results in a high staff turnover; the provincial NSNP structure is not part of the equitable provincial allocation and personnel costs are covered by a conditional grant; and/or provincial and district coordinators have to perform other education support service functions and are therefore not able to give the NSNP the attention it requires. A focussed approach is needed in finding a solution because of the possible costs involved but it is thought that there should at least be monitors who could be allocated to particular schools after a determination had been made on the frequency of monitoring.

#### 4. Utilisation of donor funds

The Department received donations totalling R260,912 million in cash from foreign donors in the 2006/07 financial year. Expenditure of R171,472 million was incurred against funds held in the RDP Fund. The balance of funds available to the Department in the RDP Fund, as at 31 March 2007, is R193,598 million.

Donor funds were mainly used as follows:

- The European Union (EU) has made available 60 million euros for the upgrading of 100 schools in Limpopo, the Eastern Cape and KwaZulu-Natal by 2008. Twenty-one schools in these provinces are currently being built or refurbished. Unfortunately fewer schools than initially anticipated are being built because bid processes did not secure enough qualified contractors to do the work within the approved price ceilings as determined by the fund agreement.
- The allocation for the year of R154,876 million for the Sectoral Budget Support Programme funded by the Netherlands was used mainly as follows:

##### **The National Education Infrastructure Management System (NEIMS)**

During the financial year 29 688 schools were visited and audited and 29 664 sites were signed off by the provinces. This project is close to completion with the Department having taken receipt of deliverables (essentially a schools database and information management tool) on 15 March 2007. After inspection of the deliverables certain adjustments are being made

and final reports and deliverables will be received early in 2007/08.

##### **Learner Transport Study**

A report on the status quo of learner transport was produced and national guidelines on learner transport are in the process of being finalised.

##### **Reading Books**

An amount of R40 million was allocated to the 100 Foundation Phase Storybooks project. The Department contributed an additional R19 million towards the procurement of storybook packs. Three (3) packs containing 100 storybooks each were provided to 3 436 Quintile 1 primary schools in 14 priority districts as part of the plan to resource these schools so that the teaching of reading could be improved.

##### **National Curriculum Statement**

Funds were used to monitor the implementation of the NCS.

##### **Teacher Development**

The purpose of this project is to ensure that the targeted educators are able to equip learners with the skills, knowledge and attitude they need for their adult lives and to make them responsible citizens. R15,279 million was used to upgrade the skills of unqualified and underqualified educators and R1,069 million was used for the National Framework for Teacher Education and Development and the recruitment campaign for initial teacher supply.

- The promotion, communication and distribution of the National Curriculum Statement for FET were made possible by the funds from the Taiwanese Government.
- Teacher resource packs for the Dinaledi project, teacher development for curriculum implementation specifically in the four technology subjects and the printing of reports, teacher guides and a policy brief for the assessment of Grade 6 learners were funded from French donor funds.
- The Integrated Education Programme of the United States Agency for International Development (USAID) continued to provide assistance to the Department in the form of two full-time and seven part-time technical assistants to assist the Department with matters of finance, education economics, human resources and information policy, planning and monitoring matters. The printing of reports and teacher guides for the assessment of Grade 6 learners was also funded by the USAID.



- Donor funds from the Shuttleworth Foundation and the Zenex Foundation were secured and are being used for the development of national materials for the Advanced Certificate in Education in School Leadership and the evaluation of the impact of the qualification.
- Funds received from Sweden and Finland were used for the completion of 12 full-service schools, the conversion of 30 special schools and the establishment of the district-based support teams. The advocacy and human resource development programmes for Inclusive Education are also being strengthened through this funding for implementation in the 2007/08 financial year.

## 5. Public entities

There are six public entities that report to the Minister of Education, namely:

### 5.1 Council on Higher Education (CHE)

The CHE is an independent statutory body established by the Higher Education Act, 1997. It advises the Minister of Education on higher education matters and is responsible for quality assurance and promotion through the Higher Education Quality Committee. It also advises the Minister on new funding arrangements, language policy and the structure of the higher education system. It is responsible for designing and implementing a system for quality assurance in higher education through its subcommittee, the Higher Education Quality Committee (HEQC). It promotes access to higher education, publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. The CHE's income comprises a government subsidy, donor funds and interest on investments. The Department transferred an amount of R27,902 million to the CHE during 2006/07.

In 2006/07 the CHE carried out a number of projects, which included the following:

- A number of case studies on "pipeline students" in merged institutions were published on the CHE's website. The topic is addressed within merger contexts and each case study deals with aspects such as admission requirements and access, credits and weights, student academic support, multi-campus and professional bodies.

- A consolidated report was written on three Auditor Preparation Workshops held during 2006/07. It will assist in the re-conceptualisation of future workshops.
- The Student Quality Literacy Project was established to equip currently registered and prospective education students to make informed decisions relating to quality, and to engage in quality assurance and quality promotion activities.
- History, student data, and staff and research profiles were produced for the Vaal University of Technology, the University of the Witwatersrand and the University of the Free State.
- Consultants were commissioned by the CHE to investigate the development of standards setting and standards generating in higher education.
- During the period under review the HEQC received 97 applications for programme accreditation from 39 private HEIs through the new online system. Fifty-three programmes were evaluated and 21 were provisionally accredited, 23 were not accredited and nine were cancelled as the information submitted was insufficient to make a proper and an informed evaluation. Forty-four programmes are still outstanding.
- The HEQC also received 61 applications for programme accreditation from public HEIs through the new online system. Nineteen programmes were evaluated and 17 were provisionally accredited, one was not accredited, one was deferred and 42 are outstanding.

### 5.2 Education Labour Relations Council (ELRC)

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

In 2006/07 the ELRC achieved the following:

- Research into the maximum hours the educators worked was conducted.
- The assessment of educators in terms of the IQMS took place.
- A seminar on international labour relations was convened in 2006.

- 589 disputes were referred to the council. Of these 101 were settled at a conciliation hearing, 169 were successfully dealt with at an arbitration hearing, 57 were settled by the parties at the arbitration hearing and 143 disputes were still being processed. The rest were either withdrawn, abandoned or removed due to lack of jurisdiction or non-attendance by the referring parties.
- Collective agreements for six chambers were ratified.

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

The NSFAS is established in terms of the National Student Financial Aid Scheme Act, 1999. It is responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database, undertaking research for the better utilisation of financial resources, and advising the Minister on matters relating to student financial aid. An amount of R926,378 million was transferred to the NSFAS in 2006/07. Other revenue comprises donor funds, money repayable on study loans, and interest on investments.

During 2006/07:

- NSFAS made advance payments available to institutions to cover the deposits of students who were likely to be NSFAS loan recipients and who required NSFAS funding to pay their deposits. The total amount advanced to institutions for 2006 in terms of this arrangement was R50,5 million.
- NSFAS broadened its outreach activities through developing partnerships with non governmental organisations (NGOs) in targeted areas of South Africa. Arrangements were finalised with 15 new NGOs in KwaZulu-Natal, Eastern Cape and Limpopo, and meetings were held in November with both new and existing NGOs in preparation for 2007.
- 124 730 loans/bursaries were awarded during 2006/07.
- The primary source of non-governmental grants remained the recovery of funds from past beneficiaries. R390 million was recovered during the year under review, 2% above the R381,5 million target. Plans were put in place to profile private sector fund-raising during the year under review, and discussions with major banks

regarding their involvement with student loans have continued.

- A number of institutions were identified for the pilot phase of the implementation and testing of web-based electronic loan agreement forms. Some aspects of the development of this system were delayed by the late commencement of the Children's Act (promulgated in June 2006) which, among other matters, provides for a reduction in the age of majority from 21 to 18, an essential component of the move to the electronic processing of loan agreements.

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

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

During 2006/07:

- The SACE worked closely with the South African Democratic Teachers' Union to continue to register educators who were not registered. A number of the 3 811 new applicants were walk-in foreign applicants who were either working or seeking teaching posts in South Africa.
- The SACE began with a critical analysis of the types and frequencies of misconduct cases lodged against the educators for the seven-year period from 1999 to 2006.
- A framework document was developed to assist further in the production of the SACE Professional Development Policy.
- During the period under review the SACE's Legal and Ethics Division processed 250 cases, 153 of which were ethics-related matters in that the allegations were of breaches of the Code of Ethics.



## 5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, 1995. Its main function is to develop and implement the National Qualifications Framework. It focuses on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. The Department transferred an amount of R33,991 million to SAQA during 2006/07. Other revenue comprises donor funds received, fees charged for processing the applications of private HEIs and interest on investments.

During 2006/07:

- A Standards Setting Proposal was shared and discussed with the SGBs, consultants and all partners and stakeholders at a workshop held in February 2007. The implementation plan was activated to improve the quality of qualification and unit standards.
- 115 new qualifications and 1 144 unit standards were registered on the National Qualifications Framework (NQF) during the period under review. The registered qualifications and unit standards focused on areas such as Credit and Wealth Management, Public Administration, Anti-Corruption, Jewellery Design and Manufacture, Labour Recruitment, Export and Export Administration, Multi-modal Transportation and Aircraft Piloting.
- A plan to generate generic qualifications for formative degree qualifications and provider-based qualifications was implemented. A Generic Qualifications Task Team was established and had its first meeting with the intention of instituting a variety of task teams to work with the specific sub-projects related to generic qualifications.
- The Joint Implementation Plans signed a registered Level 7 qualification with the National Disaster Management Centre based in the Department of Provincial and Local Government.

## 5.6 Umalusi

Umalusi is a council established in terms of the General and Further Education and Training Quality Assurance Act, 2001. It is responsible for monitoring the suitability and adequacy of standards and qualifications, promoting quality improvement among providers, assuring the quality of learner assessment at exit points, and issuing certificates for

learner achievement in terms of standards or qualifications registered on the NQF. During the 2006/07 financial year, an amount of R7,432 million was transferred to Umalusi. Other revenue comprises fees charged for services, donor funds, contributions received and interest on investments.

During 2006/07:

- Umalusi continued to improve the examinations quality assurance processes and ensured that the question papers were of the required standard. The question papers for all examinations: grade 12, ABET Level 4 and Vocational Education and Training N1, N2 and N3 were moderated.
- To ensure the availability of subject reports with detailed qualitative information on question papers, teams of subject specialists were established. The subject specialists took into consideration the views of other experts, examiners and teachers, who also assisted in a post-examination analysis of question papers.
- Umalusi began the process of reviewing the standardisation policy and developed a consolidated document on the quality assurance of assessment processes, after which it finished developing the Common Tasks of Assessment. To establish and maintain the assessment standards, the council embarked on a process of analysing assessment and National Certificate (Vocational) subject guidelines. All the examination processes were completed.
- Umalusi undertook a process of revising existing qualifications and curricula. The approach and criteria used for evaluating curricula and qualifications was also revised. A framework document in this regard was completed and sent for comments internally and externally. Draft criteria and guidelines (including assessment and certification) were developed for the evaluation of qualifications.

## 6. Other organisations to which transfer payments have been made

### 6.1 Higher education institutions (HEIs)

Funds were transferred in order to support HEIs to enable them to perform their core functions (i.e. teaching and research) efficiently and effectively. This is linked to the broader policy goals and objectives outlined in the National

Plan for Higher Education, which is underpinned by the need to ensure the sustainability, affordability and responsiveness of the higher education system, to enable it to contribute to the social and economic development of South Africa. A total amount of R10 985,688 million was transferred to HEIs.

## 6.2 Sector education and training authority (SETA)

In terms of the Skills Development Act, 1998, and the Skills Development Levies Act, 1999, an amount of R108 160 was transferred to the Education, Training and Development Practices Sector Education and Training Authority.

## 6.3 Other transfers

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

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, to make these agencies aware that their practices should be adapted to the needs of nationally-driven education policies, programmes and projects, and develop a consensus between ministries and agencies on approaches to the major issues facing education in Africa. An amount of R25 000 was transferred to ADEA.

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

An amount of R77 000 was transferred to this Centre.

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

An amount of R6,741 million was transferred to UNESCO as South Africa's annual membership fee.

- **Commonwealth of Learning**

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

- **India-Brazil-South Africa**

The India-Brazil-South Africa Trilateral Commission Dialogue Forum was established in 2003 between these three developing countries in order to work towards a common vision for enhanced South-South cooperation. An amount of R310 000 was transferred to the University of KwaZulu-Natal for this Commission.

## 6.4 Conditional grants to provincial education departments

Three conditional grants, the Further Education and Training Colleges (FET Colleges) Recapitalisation Grant, the HIV and

Aids Life Skills Programme and the National School Nutrition Programme were allocated to the Department during the period under review. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2006, had been met.

The total allocation per conditional grant for 2006/07, in R'000, is as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% Spent
FET Colleges	470 000	470 000	470 000	100,0
HIV and Aids	144 471	144 471	139 120	96,3
NSNP	1 098 036	1 098 036	1 091 991	99,4
<b>Total</b>	<b>1 712 507</b>	<b>1 712 507</b>	<b>1 701 111</b>	<b>99,3</b>

### 6.4.1 FET Colleges Recapitalisation Grant

The main objective of this conditional grant is to recapitalise the 50 public FET Colleges to improve their capacity to contribute to skills development and training in the country. The total amount spent reflects the transfers by provincial education departments to FET Colleges. Actual spending at college level amounted to R418,430 million.

Achievements during the 2006/07 financial year:

- Colleges were monitored through the submission of monthly and quarterly reports, as well as monitoring visits to colleges to check for compliance with the approved operation plans.
- Funds were effectively utilised to meet the needs of the projects. Progress was made in the areas of upgrading, refurbishment and alteration of infrastructure, buying or building of new classrooms, laboratories, offices and the purchase of equipment.

### 6.4.2 HIV and Aids

The main objective of this conditional grant are to coordinate and support the structured integration of life skills and HIV and Aids programmes across all learning areas in the school curriculum, to ensure access to an appropriate effective, integrated system of prevention, care and support for children infected and affected by HIV and Aids and to deliver life skills, sexuality and HIV and Aids education programmes in primary and secondary schools.



Achievements during the 2006/07 financial year:

- Three management meetings were held during the financial year to identify gaps and challenges facing that might affect delivery, as well as areas that required attention. Provincial departments were constantly reminded of the Division of Revenue Act (DoRA) requirements as well as overall accounting procedures.
- 1 321 master trainers were trained on the integration of Life Skills and HIV and Aids programmes across all learning areas of the curriculum.
- 25 000 educators were trained to integrate the programme across all learning areas of the curriculum.
- 10 020 learners were trained in peer education.
- Care and support structures and programmes for learners and educators were established at 15 000 schools.

#### 6.4.3 National School Nutrition Programme

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

Achievements during the 2006/07 financial year:

- The Department conducted bi-monthly visits to schools and district offices and a total of 103 schools were monitored by the Department.
- Meetings were held with district officials in one district for each province.
- Meetings were held on procurement with the Eastern Cape and Free State Education Departments.
- Capacity-building workshops on food safety and sustainable food production were monitored in provinces.
- A total of 17 410 schools were monitored by provinces and districts.
- About six million learners were fed in 18 039 schools.

#### 6.4.4 Compliance with the Division of Revenue Act

In terms of section 25(5) of the DoRA, 2006 the duties of the transferring national officer include submitting a monthly report to National Treasury, in the format determined by National Treasury, not later than 20 days after the end of each month. This obligation was adhered to. In terms of section 12(2) of the DoRA, 2006 the duties of the receiving officer include submitting a monthly report to the relevant provincial treasury and the transferring national officer on the amount received, funds stopped or withheld, and the

actual expenditure of the province. Not all provinces complied with this provision for each month of the financial year.

Furthermore, quarterly reports in respect of the FET Colleges Conditional Grant were not submitted according to the template provided by the National Treasury. This oversight was emphasised during meetings with provincial departments as well as during the monitoring visits to FET colleges. The problem will be addressed further in the 2007/08 financial year.

#### 6.4.5 Late approval of business plans

A workshop was held with the provincial coordinators to support provincial departments in the development of business plans for 2006/07. It was agreed with the provincial departments that draft business plans would be submitted to the Department for evaluation, before they were signed off in the provinces.

Business plans were evaluated and comments were sent to provincial departments to amend and circulate for signature in the province. The signed business plans were then submitted and approved. The Western Cape submitted its HIV and Aids business plan late.

In order to comply with the requirements of the DoRA, the Department informed the provincial education department and National Treasury about the outstanding business plan and the first transfer to the Western Cape was delayed until the plan had been submitted. The certificate of compliance is therefore dated 15 May 2006.

During the year funds were also withheld if provincial departments had low expenditure levels. However, by the close of the financial year, all funds had been transferred.

## 7. Public private partnerships (PPP)

The Department entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department. The concession agreement was signed in March 2007 and construction will commence in the 2007/08 financial year.

## 8. Corporate governance arrangements

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

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

### 8.2 Internal Audit Unit

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

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

### 8.3 The Audit Committee

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

### 8.4 Management processes for minimising conflict of interest

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

### 8.5 Implementation of a code of conduct

The Code of Conduct for Public Servants developed by the Public Service Commission to promote a high standard of

professional ethics in the Public Service has been implemented in the Department, and managers ensure that all staff adhere to it. The two Codes of Conduct – one for Public Servants and one for CS educators – have been distributed to every official in the Department and are fully implemented.

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

### 8.6 Safety, health and environmental issues facing the Department

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

### 8.7 Other Governance Structures

- **Bid Adjudication Committee (BAC)**  
The Committee is responsible for considering recommendations made by the Bid Evaluation Committee (BEC) on the evaluation process, scrutinising the terms of reference of bids, and making recommendations to the Director-General on how these are awarded. The Committee also ensures that bid processes are fair, equitable, transparent, competitive and cost-effective, and that they comply with the PFMA, other relevant legislation and Treasury guidelines. The members of the Committee are appointed by the Director-General and are chief directors from the various programmes in the Department. The Committee meets at least once a month.
- **Information Technology Committee (ITC)**  
The purpose of the ITC, which meets once a month, is to regulate the purchasing of all information technology goods and services in the Department. The ITC considers the purpose for which the goods and/or services are needed, compliance with the regulatory framework for the purchase of IT goods and services, and how the goods and/or services will enhance and benefit the Department in terms of standardisation, need, quantity required, frequency of use, and potential impact on work in terms of work outcomes and cost advantage.



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

## 9. Discontinued activities/activities to be discontinued

None.

## 10. New/proposed activities

### Adult Literacy

The purpose of this activity is to implement and manage the mass literacy campaign, which aims to eradicate illiteracy in the country. This activity will not influence the normal operations of the Department, since a new Directorate has been created. An earmarked amount of R20 million has been allocated for the implementation of this activity in the 2007/08 financial year.

## 11. Asset management

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

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

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

The Asset Management Unit was established in 2004. Asset Management Teams are not applicable to this Department as it has no provincial offices.

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

The Asset Register complies with the minimum requirements.

### 11.4 Indication of the extent of compliance with asset management reform milestones

All assets were recorded in the Asset Register and a policy was developed.

## 12. Events after the reporting date

None

## 13. Performance information

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

Monthly and quarterly progress reports in respect of the projects outlined in the strategic plan for 2006/07 were submitted to the Minister during the year.

For information concerning the Department's performance, 144 to 147 of this Report. For more detail you are referred to the contents of the Annual Report.

## 14. SCOPA resolutions

None

## 15. Other

None

## Approval

The Annual Financial Statements set out on pages 161 to 204 have been approved by the Accounting Officer.

Mr D Hindle  
Director-General  
Date: 28/08/2007



# REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2007.

## 1. AUDIT COMMITTEE MEMBERS AND ATTENDANCE:

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

NAME OF MEMBER	NUMBER OF MEETINGS ATTENDED
Mr S Sithole (Chairperson)	6
Mr C L Ledwaba	6
Mr J Perks	4
Ms C Mpati	4
Mr J Kruger	4

## 2. AUDIT COMMITTEE RESPONSIBILITY

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

## 3. THE EFFECTIVENESS OF INTERNAL CONTROL

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

From the various reports of the internal auditors, the Audit Report on the Annual Financial Statements and management report of the Auditor-General, it was noted that no significant or material non compliance with

prescribed policies and procedures have been reported. Accordingly, we can report that the systems of internal control for the period under review were effective and efficient.

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

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

## 5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has

- reviewed and discussed the audited annual financial statements to be included in the annual report; with the Auditor-General and the Chief Financial Officer representing the Accounting Officer;
- reviewed the Auditor-General's management report and the Department of Education Management response thereto.

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

Chairperson of the Audit Committee

Date: 29/08/2007



## REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF VOTE 15 – DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2007

### REPORT ON THE FINANCIAL STATEMENTS

#### Introduction

1. I have audited the accompanying financial statements of the Department of Education which comprise the statement of financial position as at 31 March 2007, appropriation statement, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 161 to 204.

#### Responsibility of the accounting officer for the financial statements

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy 1.1 to the financial statements and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA). This responsibility includes:

- designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error
- selecting and applying appropriate accounting policies
- making accounting estimates that are reasonable in the circumstances.

#### Responsibility of the Auditor-General

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 read with section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004), my responsibility is to express an opinion on these financial statements based on my audit.

4. I conducted my audit in accordance with the International Standards on Auditing and *General Notice 647 of 2007*, issued in *Government Gazette No. 29919 of 25 May 2007*. Those standards require that I comply

with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

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

6. An audit also includes evaluating the:

- appropriateness of accounting policies used
- reasonableness of accounting estimates made by management
- overall presentation of the financial statements.

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

#### Basis of accounting

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

#### Opinion

9. In my opinion the financial statements present fairly, in all material respects, the financial position of the Department of Education as at 31 March 2007 and its financial performance and cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy 1.1 to the financial statements and in the manner required by the PFMA.



## OTHER MATTERS

I draw attention to the following matters that are ancillary to my responsibilities in the audit of the financial statements:

### Delay in finalisation of audit

10. Due to the national public sector strike action during June 2007 the Auditor-General had to delay the finalisation of affected departments, although this department has not been affected. As a result, the Auditor-General's consistency review process of the audit reports could only be conducted subsequent to 31 July 2007, the consequence of which was a delay in the finalisation of the audit of this department for the 2006-07 financial year.

## OTHER REPORTING RESPONSIBILITIES

### Reporting on performance information

11. I have audited the performance information as set out on pages 36 to 115.

### Responsibilities of the accounting officer

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

### Responsibility of the Auditor-General

13. I conducted my engagement in accordance with section 13 of the Public Audit Act, 2004 (Act No. 25 of 2004) read with *General Notice 646 of 2007*, issued in *Government Gazette No. 29919 of 25 May 2007*.

14. In terms of the foregoing my engagement included performing procedures of an audit nature to obtain sufficient appropriate evidence about the performance information and related systems, processes and procedures. The procedures selected depend on the auditor's judgement.

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

## APPRECIATION

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

D E L Zondo *for Auditor-General*

Pretoria

29/08/2007



AUDITOR-GENERAL



# ACCOUNTING POLICIES

## for the year ended 31 March 2007

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 2 of 2006.

### 1. Presentation of the Financial Statements

#### 1.1 Basis of preparation

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

#### 1.2 Presentation currency

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

#### 1.3 Rounding

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

#### 1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

#### 1.5 Comparative figures – Appropriation Statement

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

### 2. Revenue

#### 2.1 Appropriated funds

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

Total appropriated funds are presented in the statement of financial performance.

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

#### 2.2 Departmental revenue

All departmental revenue is paid into the National Revenue Fund when received, unless otherwise stated. Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the statement of financial position. Amounts receivable at the reporting date are disclosed in the disclosure notes to the annual financial statements.

##### 2.2.1 Tax revenue

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

Tax receipts are recognised in the statement of financial performance when received.

##### 2.2.2 Sales of goods and services other than capital assets

The proceeds received from the sale of goods and/or the provision of services is recognised in the statement of financial performance when the cash is received.

##### 2.2.3 Fines, penalties and forfeits

Fines, penalties and forfeits are compulsory unrequited amounts, which were imposed by a court or quasi-judicial



body and collected by the department. Revenue arising from fines, penalties and forfeits is recognised in the statement of financial performance when the cash is received.

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

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

#### 2.2.5 Sale of capital assets

The proceeds received on sale of capital assets are recognised in the statement of financial performance when the cash is received.

#### 2.2.6 Financial transactions in assets and liabilities

Repayments of loans and advances previously extended to employees and public corporations for policy purposes are recognised as revenue in the statement of financial performance on receipt of the funds. Amounts receivable at the reporting date are disclosed as part of the disclosure notes to the annual financial statements.

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

#### 2.2.7 Gifts, donations and sponsorships (transfers received)

All cash gifts, donations and sponsorships are paid into the National Revenue Fund and recorded as revenue in the statement of financial performance when received. Amounts receivable at the reporting date are disclosed in the disclosure notes to the financial statements.

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

### 2.3 Local and foreign aid assistance

Local and foreign aid assistance is recognised in the financial records when the department directly receives the cash from the donor(s). The total cash amounts received during the year is reflected in the statement of financial performance as revenue.

All in-kind local and foreign aid assistance are disclosed at fair value in the annexures to the annual financial statements.

The cash payments made during the year relating to local and foreign aid assistance projects are recognised as expenditure in the statement of financial performance. The value of the assistance expensed prior to the receipt of the funds is recognised as a receivable in the statement of financial position.

Inappropriately expensed amounts using local and foreign aid assistance and any unutilised amounts are recognised as payables in the statement of financial position.

## 3. Expenditure

### 3.1 Compensation of employees

Salaries and wages comprise payments to employees. Salaries and wages are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system.

All other payments are classified as current expenses.

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

#### 3.1.1 Short-term employee benefits

Short-term employee benefits comprise of leave entitlements (including capped leave), thirteenth cheques and performance bonuses. The cost of short-term employee benefits is expensed as salaries and wages in the statement of financial performance when the final authorisation for payment is effected on the system.

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



### 3.1.2 Long-term employee benefits

#### 3.1.2.1 Termination benefits

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

#### 3.1.2.2 Post employment retirement benefits

The department provides medical benefits for certain of its employees. Employer contributions to the medical funds are expensed when the final authorisation for payment to the fund is effected on the system.

### 3.2 Goods and services

Payments made for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system. The expense is classified as capital if the goods and services were used for a capital project or an asset of R5 000 or more is purchased. All assets costing less than R5 000 will also be reflected under goods and services.

### 3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system. This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount is recorded under *goods and services*.

### 3.4 Financial transactions in assets and liabilities

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or under-spending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but amounts are disclosed as a disclosure note.

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

### 3.5 Unauthorised expenditure

When discovered unauthorised expenditure is recognised as an asset in the statement of financial position until such

time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is recognised in the statement of financial performance when the unauthorised expenditure is approved and the related funds are received. Where the amount is approved without funding it is recognised as expenditure, subject to availability of savings, in the statement of financial performance on the date of approval.

### 3.6 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

### 3.7 Irregular expenditure

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

### 3.8 Transfers and subsidies

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

### 3.9 Expenditure for capital assets

Payments made for capital assets are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system.

## 4. Assets

### 4.1 Cash and cash equivalents

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

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



#### 4.2 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made.

#### 4.3 Receivables

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

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

#### 4.4 Loans

Loans are recognised in the statement of financial position at the nominal amount when cash is paid to the beneficiary. Amounts that are potentially irrecoverable are included in the disclosure notes.

#### 4.5 Inventory

Inventories purchased during the financial year are disclosed at cost in the notes.

#### 4.6 Capital assets

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

Projects (of construction/development) running over more than one financial year relating to assets, are only capitalised as assets on completion of the project and at the total cost incurred over the duration of the project.

The total movement in the asset register for the current financial year are reflected in the disclosure notes.

### 5. Liabilities

#### 5.1 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are recognised at historical cost in the statement of financial position.

#### 5.2 Lease commitments

Lease commitments represent amounts owing from the reporting date to the end of the lease contract. These commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

Operating and finance lease commitments are expensed when the payments are made. Assets acquired in terms of finance lease agreements are included in the disclosure notes to the financial statements.

#### 5.3 Accruals

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

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

#### 5.4 Contingent liabilities

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

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

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

Contingent liabilities are included in the disclosure notes.

#### 5.5 Commitments

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



Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

## 6. Net Assets

### 6.1 Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are transferred to the National Revenue Fund on disposal, repayment or recovery of such amounts.

### 6.2 Recoverable revenue

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

## 7. Key management personnel

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

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

## 8. Public private partnerships

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

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

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

## APPROPRIATION STATEMENT for the year ended 31 March 2007

### Appropriation per programme

	2006/07						2005/06		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation	Final Appropriation R'000	Actual Expenditure R'000
<b>1. Administration</b>									
Current payment	125 556	-	( 7 551)	118 005	116 379	1 626	98.6	96 541	95 331
Transfers and subsidies	1 176	-	451	1 627	1 622	5	99.7	332	349
Payment for capital assets	1 778	-	-	1 778	1 145	633	64.4	6 437	5 047
<b>2. System Planning and Monitoring</b>									
Current payment	53 809	-	( 7 214)	46 595	33 383	13 212	71.6	37 680	33 827
Transfers and subsidies	13	-	2 656	2 669	2 666	3	99.9	75	70
Payment for capital assets	1 110	-	163	1 273	381	892	29.9	1 123	305
<b>3. General Education</b>									
Current payment	95 601	-	( 548)	95 053	82 525	12 528	86.8	99 305	84 584
Transfers and subsidies	144 591	-	788	145 379	145 355	24	100.0	139 096	139 063
Payment for capital assets	876	-	-	876	377	499	43.0	1 158	835
<b>4. Further Education and Training</b>									
Current payment	183 088	-	18 801	201 889	197 697	4 192	97.9	185 998	182 545
Transfers and subsidies	511 577	-	517	512 094	512 093	1	100.0	49 991	49 986
Payment for capital assets	1 970	-	-	1 970	1 101	869	55.9	7 004	5 930
<b>5. Quality Promotion and Development</b>									
Current payment	57 704	-	( 6 720)	50 984	43 221	7 763	84.8	33 207	30 692
Transfers and subsidies	1 098 049	-	2	1 098 051	1 098 050	1	100.0	1 112 214	1 112 198
Payment for capital assets	890	-	-	890	210	680	23.6	1 969	1 631
<b>6. Higher Education</b>									
Current payment	24 092	-	( 6 870)	17 222	16 721	501	97.1	14 317	13 769
Transfers and subsidies	11 942 998	-	( 7)	11 942 991	11 939 978	3 013	100.0	10 792 463	10 632 860
Payment for capital assets	480	-	-	480	180	300	37.5	272	203
<b>7. Auxiliary and Associated Services</b>									
Current payment	41 928	-	5 039	46 967	45 698	1 269	97.3	24 344	23 074
Transfers and subsidies	9 656	-	493	10 149	8 958	1 191	88.3	9 452	7 624
Payment for capital assets	2 234	-	-	2 234	2 065	169	92.4	212	158
<b>Total</b>	<b>14 299 176</b>	<b>-</b>	<b>-</b>	<b>14 299 176</b>	<b>14 249 805</b>	<b>49 371</b>	<b>99.7</b>	<b>12 613 190</b>	<b>12 420 081</b>
<b>Reconciliation with Statement of Financial Performance</b>									
Add:	Departmental receipts			6 761				13 429	
	Local and foreign aid assistance			203 365				68 892	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>				<b>14 509 302</b>				<b>12 695 511</b>	
Add:	Local and foreign aid assistance			171 472				78 587	
<b>Actual amounts per Statement of Financial Performance</b>				<b>14 421 277</b>				<b>12 498 668</b>	

**APPROPRIATION STATEMENT**  
for the year ended 31 March 2007

**DEPARTMENT OF EDUCATION**  
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Appropriation per economic classification

	2006/07						2005/06			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>										
Compensation of employees	216 922	-	(6 903)	210 019	207 019	207 019	3 000	98.6	190 248	188 818
Goods and services	364 856	-	1 840	366 696	307 835	307 835	58 861	83.9	301 144	264 507
Financial transactions in assets and liabilities	-	-	-	-	20 770	20 770	(20 770)	0.0	-	10 497
<b>Transfers and subsidies</b>										
Provinces and municipalities	1 712 656	-	5	1 712 661	1 712 656	1 712 656	5	100.0	1 249 072	1 249 019
Departmental agencies and accounts	995 813	-	-	995 813	995 861	995 861	(48)	100.0	943 027	943 091
Universities and technikon	10 988 701	-	-	10 988 701	10 985 688	10 985 688	3 013	100.0	9 899 929	9 740 336
Foreign governments and international organisations	9 749	-	434	10 183	8 971	8 971	1 212	88.1	11 273	9 413
Households	1 141	-	4 461	5 602	5 546	5 546	56	99.0	322	291
<b>Payment for capital assets</b>										
Machinery and equipment	7 844	-	155	7 999	5 447	5 447	2 552	68.1	17 289	13 830
Software and other intangible assets	1 494	-	8	1 502	12	12	1 490	0.8	886	279
<b>Total</b>	<b>14 299 176</b>	<b>-</b>	<b>-</b>	<b>14 299 176</b>	<b>14 249 805</b>	<b>14 249 805</b>	<b>49 371</b>	<b>99.7</b>	<b>12 613 190</b>	<b>12 420 081</b>

DEPARTMENT OF EDUCATION  
VOTE 15

APPROPRIATION STATEMENT  
for the year ended 31 March 2007

### Detail per programme 1 – Administration

Programme per sub-programme	2006/07						2005/06		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>1.1 Minister</b>									
Current payment	1 037	-	15	1 052	1 050	2	99.8	1 008	998
<b>1.2 Deputy Minister</b>									
Current payment	803	-	15	818	816	2	99.8	788	772
<b>1.3 Management</b>									
Current payment	53 997	-	(7 200)	46 797	45 941	856	98.2	39 165	38 713
Transfers and subsidies	68	-	50	118	116	2	98.3	95	118
Payment for capital assets	771	-	83	854	558	296	65.3	805	690
<b>1.4 Corporate Services</b>									
Current payment	51 669	-	(761)	50 908	50 146	762	98.5	55 580	54 848
Transfers and subsidies	1 108	-	401	1 509	1 506	3	99.8	237	231
Payment for capital assets	1 007	-	(83)	924	587	337	63.5	5 632	4 357
<b>1.5 Property Management</b>									
Current payment	18 050	-	380	18 430	18 426	4	100.0	-	-
<b>Total</b>	<b>128 510</b>	<b>-</b>	<b>(7 100)</b>	<b>121 410</b>	<b>119 146</b>	<b>2 264</b>	<b>98.1</b>	<b>103 310</b>	<b>100 727</b>
<b>Economic classification</b>									
<b>Current payments</b>									
Compensation of employees	57 360	-	(4 691)	52 669	52 201	468	99.1	47 745	47 594
Goods and services	68 196	-	(2 860)	65 336	63 542	1 794	97.3	48 796	47 687
Financial transactions in assets and liabilities	-	-	-	-	636	(636)	0.0	-	50
<b>Transfers and subsidies</b>									
Provinces and municipalities	37	-	5	42	42	-	100.0	155	144
Departmental agencies and accounts	110	-	-	110	141	(31)	128.2	101	128
Households	1 029	-	446	1 475	1 439	36	97.6	76	77
<b>Payment for capital assets</b>									
Machinery and equipment	1 662	-	10	1 672	1 133	539	67.8	6 352	4 980
Software and other intangible assets	116	-	(10)	106	12	94	11.3	85	67
<b>Total</b>	<b>128 510</b>	<b>-</b>	<b>(7 100)</b>	<b>121 410</b>	<b>119 146</b>	<b>2 264</b>	<b>98.1</b>	<b>103 310</b>	<b>100 727</b>

APPROPRIATION STATEMENT  
for the year ended 31 March 2007

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Detail per programme 2 – System Planning and Monitoring

Programme per subprogramme	2006/07					2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Final Expenditure R'000	Actual Expenditure R'000
<b>2.1 Education Human Resources Planning</b>										
Current payment	11 868	-	( 1 810)	10 058	9 342	716	92.9	10 392	9 882	9 882
Transfers and subsidies	6	-	1 654	1 660	1 658	2	99.9	24	22	22
Payment for capital assets	164	-	-	164	100	64	61.0	124	96	96
<b>2.2 Information Monitoring and Evaluation</b>										
Current payment	24 551	-	( 2 899)	21 652	9 736	11 916	45.0	18 765	16 554	16 554
Transfers and subsidies	3	-	1	4	4	-	100.0	14	13	13
Payment for capital assets	834	-	54	888	83	805	9.3	847	115	115
<b>2.3 Financial and Physical Planning and Analysis</b>										
Current payment	17 390	-	( 2 505)	14 885	14 305	580	96.1	8 523	7 391	7 391
Transfers and subsidies	4	-	1 001	1 005	1 004	1	99.9	37	35	35
Payment for capital assets	112	-	109	221	198	23	89.6	152	94	94
<b>Total</b>	<b>54 932</b>	<b>-</b>	<b>( 4 395)</b>	<b>50 537</b>	<b>36 430</b>	<b>14 107</b>	<b>72.1</b>	<b>38 878</b>	<b>34 202</b>	<b>34 202</b>

Economic classification	2006/07					2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Final Expenditure R'000	Actual Expenditure R'000
<b>Current payments</b>										
Compensation of employees	20 384	-	( 1 479)	18 905	18 578	327	98.3	18 166	17 274	17 274
Goods and services	33 425	-	( 5 735)	27 690	14 802	12 888	53.5	19 514	16 552	16 552
Financial transactions in assets and liabilities	-	-	-	-	3	( 3)	0.0	-	-	1
<b>Transfers and subsidies</b>										
Provinces and municipalities	13	-	3	16	15	1	93.8	56	51	51
Departmental agencies and accounts	-	-	-	-	7	( 7)	0.0	-	-	19
Households	-	-	2 653	2 653	2 644	9	99.7	19	-	-
<b>Payment for capital assets</b>										
Machinery and equipment	311	-	216	527	381	146	72.3	571	216	216
Software and other intangible assets	799	-	( 53)	746	-	746	0.0	552	89	89
<b>Total</b>	<b>54 932</b>	<b>-</b>	<b>( 4 395)</b>	<b>50 537</b>	<b>36 430</b>	<b>14 107</b>	<b>72.1</b>	<b>38 878</b>	<b>34 202</b>	<b>34 202</b>

APPROPRIATION STATEMENT  
for the year ended 31 March 2007

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### Detail per programme 3 – General Education

Programme per subprogramme	2006/07					2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Appropriation R'000	Final Expenditure R'000	Actual Expenditure R'000
<b>3.1 General Education and Training Curriculum and Assessment</b>										
Current payment	52 723	-	2 882	55 605	43 794	11 811	78.8	53 781	40 936	40 936
Transfers and subsidies	144 579	-	783	145 362	145 338	24	100.0	138 927	138 885	138 885
Payment for capital assets	335	-	-	335	201	134	60.0	496	334	334
<b>3.2 Institutional and Human Resources Development</b>										
Current payment	32 565	-	( 520)	32 045	31 581	464	98.6	37 626	35 979	35 979
Transfers and subsidies	9	-	5	14	13	1	92.9	152	163	163
Payment for capital assets	418	-	-	418	165	253	39.5	352	273	273
<b>3.3 Quality Promotion and Assurance</b>										
Current payment	10 313	-	( 2 910)	7 403	7 150	253	96.6	7 898	7 669	7 669
Transfers and subsidies	3	-	-	3	4	( 1)	133.3	17	15	15
Payment for capital assets	123	-	-	123	11	112	8.9	310	228	228
<b>Total</b>	<b>241 068</b>	<b>-</b>	<b>240</b>	<b>241 308</b>	<b>228 257</b>	<b>13 051</b>	<b>94.6</b>	<b>239 559</b>	<b>224 482</b>	<b>224 482</b>
<b>Economic classification</b>										
<b>Current payments</b>										
Compensation of employees	28 690	-	( 1 660)	27 030	26 165	865	96.8	25 771	25 634	25 634
Goods and services	66 911	-	1 112	68 023	56 315	11 708	82.8	73 534	58 929	58 929
Financial transactions in assets and liabilities	-	-	-	-	45	( 45)	0.0	-	-	21
<b>Transfers and subsidies</b>										
Provinces and municipalities	144 491	-	-	144 491	144 490	1	100.0	136 367	136 362	136 362
Departmental agencies and accounts	-	-	-	-	8	( 8)	0.0	2 500	2 513	2 513
Foreign governments and international organisations	100	-	-	100	77	23	77.0	100	61	61
Households	-	-	788	788	780	8	99.0	129	127	127
<b>Payment for capital assets</b>										
Machinery and equipment	719	-	10	729	377	352	51.7	1 025	720	720
Software and other intangible assets	157	-	( 10)	147	-	147	0.0	133	115	115
<b>Total</b>	<b>241 068</b>	<b>-</b>	<b>240</b>	<b>241 308</b>	<b>228 257</b>	<b>13 051</b>	<b>94.6</b>	<b>239 559</b>	<b>224 482</b>	<b>224 482</b>

# Detail per programme 4 – Further Education and Training

APPROPRIATION STATEMENT  
for the year ended 31 March 2007

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Programme per subprogramme	2006/07					2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation	Final Appropriation R'000	Final Expenditure R'000	Actual Expenditure R'000
<b>4.1 Education Measurement, Assessment and Public Examinations</b>										
Current payment	95 212	-	14 978	110 190	109 889	301	99.7	83 776	80 992	80 992
Transfers and subsidies	142	-	466	608	607	1	99.8	255	254	254
Payment for capital assets	1 358	-	-	1 358	544	814	40.1	6 419	5 631	5 631
<b>4.2 Further Education and Training Schools</b>										
Current payment	46 696	-	( 11 190)	35 506	33 043	2 463	93.1	41 544	41 179	41 179
Transfers and subsidies	41 430	-	51	41 481	41 482	( 1)	100.0	49 713	49 711	49 711
Payment for capital assets	319	-	-	319	329	( 10)	103.1	296	98	98
<b>4.3 Further Education and Training College Programmes, Qualifications and Institutional Support</b>										
Current payment	41 180	-	15 013	56 193	54 765	1 428	97.5	60 678	60 374	60 374
Transfers and subsidies	470 005	-	-	470 005	470 004	1	100.0	23	21	21
Payment for capital assets	293	-	-	293	228	65	77.8	289	201	201
<b>Total</b>	<b>696 635</b>	<b>-</b>	<b>19 318</b>	<b>715 953</b>	<b>710 891</b>	<b>5 062</b>	<b>99.3</b>	<b>242 993</b>	<b>238 461</b>	<b>238 461</b>
<b>Economic classification</b>										
<b>Current payments</b>										
Compensation of employees	68 551	-	4 156	72 707	72 199	508	99.3	66 095	66 046	66 046
Goods and services	114 537	-	14 645	129 182	115 432	13 750	89.4	119 903	116 451	116 451
Financial transactions in assets and liabilities	-	-	-	-	10 066	( 10 066)	0.0	-	48	48
<b>Transfers and subsidies</b>										
Provinces and municipalities	470 042	-	3	470 045	470 044	1	100.0	216	212	212
Departmental agencies and accounts	41 423	-	-	41 423	41 423	-	100.0	49 686	49 690	49 690
Households	112	-	514	626	626	-	100.0	89	84	84
<b>Payment for capital assets</b>										
Machinery and equipment	1 935	-	7	1 942	1 101	841	56.7	6 913	5 922	5 922
Software and other intangible assets	35	-	( 7)	28	-	28	0.0	91	8	8
<b>Total</b>	<b>696 635</b>	<b>-</b>	<b>19 318</b>	<b>715 953</b>	<b>710 891</b>	<b>5 062</b>	<b>99.3</b>	<b>242 993</b>	<b>238 461</b>	<b>238 461</b>

### Detail per programme 5 – Quality Promotion and Development

Programme per subprogramme	2006/07				2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>5.1 Adult Learning and School Enrichment Programmes</b>									
Current payment	21 946	-	( 6 755)	15 191	14 185	1 006	93.4	13 177	12 764
Transfers and subsidies	4	-	-	4	5	( 1)	125.0	18	14
Payment for capital assets	154	-	-	154	59	95	38.3	107	82
<b>5.2 Health and Wellness Promotion</b>									
Current payment	21 740	-	1 020	22 760	16 165	6 595	71.0	13 774	12 080
Transfers and subsidies	1 098 043	-	1	1 098 044	1 098 042	2	100.0	1 112 176	1 112 171
Payment for capital assets	540	-	-	540	64	476	11.9	1 749	1 507
<b>5.3 Equity in Education</b>									
Current payment	14 018	-	( 985)	13 033	12 871	162	98.8	6 256	5 848
Transfers and subsidies	2	-	1	3	3	-	100.0	20	13
Payment for capital assets	196	-	-	196	87	109	44.4	113	42
<b>Total</b>	<b>1 156 643</b>	<b>-</b>	<b>( 6 718)</b>	<b>1 149 925</b>	<b>1 141 481</b>	<b>8 444</b>	<b>99.3</b>	<b>1 147 390</b>	<b>1 144 521</b>
<b>Economic classification</b>									
<b>Current payments</b>									
Compensation of employees	16 446	-	( 1 010)	15 436	15 182	254	98.4	14 123	14 071
Goods and services	41 258	-	( 5 710)	35 548	28 033	7 515	78.9	19 084	16 620
Financial transactions in assets and liabilities	-	-	-	-	6	( 6)	0.0	-	1
<b>Transfers and subsidies</b>									
Provinces and municipalities	1 098 049	-	-	1 098 049	1 098 048	1	100.0	1 112 205	1 112 194
Departmental agencies and accounts	-	-	-	-	2	( 2)	0.0	-	1
Households	-	-	2	2	-	2	0.0	9	3
<b>Payment for capital assets</b>									
Machinery and equipment	534	-	36	570	210	360	36.8	1 953	1 631
Software and other intangible assets	356	-	( 36)	320	-	320	0.0	16	-
<b>Total</b>	<b>1 156 643</b>	<b>-</b>	<b>( 6 718)</b>	<b>1 149 925</b>	<b>1 141 481</b>	<b>8 444</b>	<b>99.3</b>	<b>1 147 390</b>	<b>1 144 521</b>

## Detail per programme 6 – Higher Education

APPROPRIATION STATEMENT  
for the year ended 31 March 2007

DEPARTMENT OF EDUCATION  
VOTE 15

Programme per subprogramme	2006/07					2005/06				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation	Final Appropriation R'000	Actual Expenditure R'000	
<b>6.1 Higher Education Planning and Management</b>										
Current payment	15 344	-	( 5 280)	10 064	9 759	305	97.0	6 994	6 559	
Transfers and subsidies	11 942 988	-	( 2)	11 942 986	11 939 973	3 013	100.0	10 792 444	10 632 844	
Payment for capital assets	204	-	-	204	78	126	38.2	126	110	
<b>6.2 Higher Education Policy and Development</b>										
Current payment	8 748	-	( 1 590)	7 158	6 962	196	97.3	7 323	7 210	
Transfers and subsidies	10	-	( 5)	5	5	-	100.0	19	16	
Payment for capital assets	276	-	-	276	102	174	37.0	146	93	
<b>Total</b>	<b>11 967 570</b>	<b>-</b>	<b>( 6 877)</b>	<b>11 960 693</b>	<b>11 956 879</b>	<b>3 814</b>	<b>100.0</b>	<b>10 807 052</b>	<b>10 646 832</b>	
<b>Economic classification</b>										
<b>Current payments</b>										
Compensation of employees	13 958	-	( 1 040)	12 918	12 674	244	98.1	9 844	9 815	
Goods and services	10 134	-	( 5 830)	4 304	4 043	261	93.9	4 473	3 952	
Financial transactions in assets and liabilities	-	-	-	-	4	( 4)	0.0	-	2	
<b>Transfers and subsidies</b>										
Provinces and municipalities	17	-	( 7)	10	10	-	100.0	41	31	
Departmental agencies and accounts	954 280	-	-	954 280	954 280	-	100.0	890 740	890 740	
Universities and technikons	10 988 701	-	-	10 988 701	10 985 688	3 013	100.0	9 899 929	9 740 336	
Foreign governments and international organisations	-	-	-	-	-	-	0.0	1 753	1 753	
<b>Payment for capital assets</b>										
Machinery and equipment	459	-	5	464	180	284	38.8	263	203	
Software and other intangible assets	21	-	( 5)	16	-	16	0.0	9	-	
<b>Total</b>	<b>11 967 570</b>	<b>-</b>	<b>( 6 877)</b>	<b>11 960 693</b>	<b>11 956 879</b>	<b>3 814</b>	<b>100.0</b>	<b>10 807 052</b>	<b>10 646 832</b>	

### Detail per programme 7 – Auxiliary and Associated Services

Programme per subprogramme	2006/07					2005/06			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>7.1 International Relations and UNESCO</b>									
Current payment	19 505	-	( 2 899)	16 606	16 182	424	97.4	6 315	6 192
Transfers and subsidies	9 653	-	434	10 087	8 897	1 190	88.2	9 435	7 610
Payment for capital assets	157	-	-	157	100	57	63.7	115	98
<b>7.2 Financial Support Services</b>									
Current payment	22 423	-	7 938	30 361	29 516	845	97.2	18 029	16 882
Transfers and subsidies	3	-	59	62	61	1	98.4	17	14
Payment for capital assets	2 077	-	-	2 077	1 965	112	94.6	97	60
<b>Total</b>	<b>53 818</b>	<b>-</b>	<b>5 532</b>	<b>59 350</b>	<b>56 721</b>	<b>2 629</b>	<b>95.6</b>	<b>34 008</b>	<b>30 856</b>
Economic classification	2006/07					2005/06			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
<b>Current payments</b>									
Compensation of employees	11 533	-	( 1 179)	10 354	10 020	334	96.8	8 504	8 384
Goods and services	30 395	-	6 218	36 613	25 668	10 945	70.1	15 840	4 316
Financial transactions in assets and liabilities	-	-	-	-	10 010	( 10 010)	0.0	-	10 374
<b>Transfers and subsidies</b>									
Provinces and municipalities	7	-	1	8	7	1	87.5	32	25
Foreign governments and international organisations	9 649	-	434	10 083	8 894	1 189	88.2	9 420	7 599
Households	-	-	58	58	57	1	98.3	-	-
<b>Payment for capital assets</b>									
Machinery and equipment	2 224	-	( 129)	2 095	2 065	30	98.6	212	158
Software and other intangible assets	10	-	129	139	-	139	0.0	-	-
<b>Total</b>	<b>53 818</b>	<b>-</b>	<b>5 532</b>	<b>59 350</b>	<b>56 721</b>	<b>2 629</b>	<b>95.6</b>	<b>34 008</b>	<b>30 856</b>



## NOTES TO THE APPROPRIATION STATEMENT

for the year ended 31 March 2007

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

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

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

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the annual financial statements.

### 3. Detail on financial transactions in assets and liabilities

Detail of these transactions per programme can be viewed in note 6 (Details of special functions (theft and losses)) to the annual financial statements.

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

#### 4.1 Per programme:

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Administration	121 410	119 146	2 264	1.9
Under-expenditure is due, mainly to the following:				
<ul style="list-style-type: none"> <li>The delays in the appointment of consultants who were supposed to work on the new office building.</li> </ul>				
System Planning and Monitoring	50 537	36 430	14 107	27.9
Under-expenditure is due, mainly to the following:				
<ul style="list-style-type: none"> <li>Delays in the roll-out of the Education Management Information System development which did not take place as projected, since user requirements for the LURITS/SA-SAMS project had to be finalised through SITA.</li> <li>The implementation of the IQMS project was delayed as the selected service provider did not adhere to the terms of reference of the project.</li> <li>The inadequate bids which were received for school projects resulted in fewer tenders than anticipated.</li> <li>The slow filling of management posts.</li> </ul>				
General Education	241 308	228 257	13 051	5.4
Under-expenditure is due, mainly to the following:				
<ul style="list-style-type: none"> <li>The delays in the submission of invoices from Government Printers for various services.</li> <li>The delays in the execution of the National Integrated Plan as a result of lack of synergy between different spheres of government.</li> <li>The ESL project that was discontinued due to inability to find a suitable service provider.</li> </ul>				

	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation %
Further Education and Training	715 953	710 891	5 062	0.7

Under-expenditure is due, mainly to the following:

- The delays in the delivery of books ordered in 2006/07 for Life Orientation Curriculum and delays in the submission of invoices from Government Printers for the Dinaledi project.
- The Assessment Guidelines Documents for Intermediate and Senior Phases could not be printed by the end of March as the policy was only gazetted late in February 2007.

Quality Promotion and Development	1 149 925	1 141 481	8 444	0.7
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Under-expenditure is due, mainly to the following:

- The delays in the implementation of the tender for school safety. Services were not fully delivered by the supplier by 31 March 2007. Final payments will only be executed once the project is signed off at each of the 9 individual schools.
- Delays in the printing of Nutrition Education charts on nutrition and healthy lifestyles.

Higher Education	11 960 693	11 956 879	3 814	0.0
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Explanation of variance:

- There were no material variances in this programme.

Auxiliary and Associated Services	59 350	56 721	2 629	4.4
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Under-expenditure is due, mainly to the following:

- The slow filling of vacancies.
- Savings on the transfer payment to UNESCO as a result of the favourable Rand/Dollar exchange rate.

4.2 Per economic classification:	2006/07 R'000	2005/06 R'000
<b>Current expenditure</b>		
Compensation of employees	3 000	1 430
Goods and services	58 861	36 637
Financial transactions in assets and liabilities	( 20 770)	( 10 497)
<b>Transfers and subsidies</b>		
Provinces and municipalities	5	53
Departmental agencies and accounts	( 48)	( 64)
Universities and technikons	3 013	159 593
Foreign governments and international organisations	1 212	1 860
Households	56	31
<b>Payments for capital assets</b>		
Machinery and equipment	2 552	3 459
Software and other intangible assets	1 490	607



## STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>REVENUE</b>			
Annual appropriation	1.	14 299 176	12 613 190
Departmental revenue	2.	6 761	13 429
Local and foreign aid assistance	3.	203 365	68 892
<b>TOTAL REVENUE</b>		<u>14 509 302</u>	<u>12 695 511</u>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	4.	207 019	188 818
Goods and services	5.	307 835	264 507
Financial transactions in assets and liabilities	6.	20 770	10 497
Local and foreign aid assistance	3.	171 472	78 587
<b>Total current expenditure</b>		<u>707 096</u>	<u>542 409</u>
<b>Transfers and subsidies</b>	7.	13 708 722	11 942 150
<b>Expenditure for capital assets</b>			
Machinery and Equipment	8.	5 447	13 830
Software and other intangible assets	8.	12	279
<b>Total expenditure for capital assets</b>		<u>5 459</u>	<u>14 109</u>
<b>TOTAL EXPENDITURE</b>		<u>14 421 277</u>	<u>12 498 668</u>
<b>SURPLUS</b>		88 025	196 843
<b>SURPLUS FOR THE YEAR</b>		<u>88 025</u>	<u>196 843</u>
<b>Reconciliation of Net Surplus for the year</b>			
Voted Funds to be surrendered to the revenue fund	13.	49 371	193 109
Departmental revenue to be surrendered to the revenue fund	14.	6 761	13 429
Local and foreign aid assistance	3.	31 893	( 9 695)
<b>SURPLUS FOR THE YEAR</b>		<u>88 025</u>	<u>196 843</u>



## STATEMENT OF FINANCIAL POSITION as at 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>ASSETS</b>			
<b>Current assets</b>		166 507	176 134
Cash and cash equivalents	9.	15	15
Prepayments and advances	10.	161	203
Receivables	11.	164 471	174 773
Loans	12.	1 308	1 215
Local and foreign aid assistance receivable	3.	552	( 72)
<b>Non-current assets</b>		35 191	36 499
Loans	12.	35 191	36 499
<b>TOTAL ASSETS</b>		<u>201 698</u>	<u>212 633</u>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		165 199	174 917
Voted funds to be surrendered to the Revenue Fund	13.	49 371	193 109
Departmental revenue to be surrendered to the Revenue Fund	14.	( 352)	1 308
Bank overdraft	15.	104 945	2 393
Payables	16.	2 386	1 775
Local and foreign aid assistance repayable	3.	-	3 869
Local and foreign aid assistance unutilised	3.	8 849	( 27 537)
<b>TOTAL LIABILITIES</b>		<u>165 199</u>	<u>174 917</u>
<b>NET ASSETS</b>		<u>36 499</u>	<u>37 716</u>
<b>Represented by:</b>			
Capitalisation Reserves		36 499	37 714
Recoverable revenue		-	2
<b>TOTAL</b>		<u>36 499</u>	<u>37 716</u>



## STATEMENT OF CHANGES IN NET ASSETS

for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>Capitalisation Reserves</b>			
Opening balance		37 714	38 816
Transfers		( 1 215)	( 1 102)
Closing balance		<u>36 499</u>	<u>37 714</u>
<b>Recoverable revenue</b>			
Opening balance		2	14
Transfers		( 2)	( 12)
Debts recovered (included in departmental receipts)		( 31)	( 16)
Debts raised		29	4
Closing balance		<u>-</u>	<u>2</u>
<b>TOTAL</b>		<u><u>36 499</u></u>	<u><u>37 716</u></u>



## CASH FLOW STATEMENT for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		14 509 066	12 695 511
Annual appropriated funds received	1.	14 299 176	12 613 190
Departmental revenue received		6 525	13 429
Local and foreign aid assistance received	3.	203 365	68 892
Net (increase)/ decrease in working capital		10 955	18 781
Surrendered to Revenue Fund		( 201 530)	( 92 366)
Current payments		( 707 096)	( 542 409)
Transfers and subsidies paid		(13 708 722)	(11 942 150)
Net cash flow available from operating activities	17.	<u>( 97 327)</u>	<u>137 367</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets		( 5 459)	( 14 109)
Proceeds from sale of capital assets	2.	236	-
(Increase)/ decrease in loans		1 215	1 102
Net cash flows from investing activities		<u>( 4 008)</u>	<u>( 13 007)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Increase/ (decrease) in net assets		( 1 217)	( 1 114)
Net cash flows from financing activities		<u>( 1 217)</u>	<u>( 1 114)</u>
Net increase/ (decrease) in cash and cash equivalents		( 102 552)	123 246
Cash and cash equivalents at beginning of period		( 2 378)	( 125 624)
Cash and cash equivalents at end of period	18.	<u>( 104 930)</u>	<u>( 2 378)</u>



## NOTES TO THE ANNUAL FINANCIAL STATEMENTS for the year ended 31 March 2007

### 1. Annual Appropriation

#### 1.1 Annual Appropriation

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

Programmes	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Appropriation Received 2005/06 R'000
Administration	121 410	121 410	-	103 310
System Planning and Monitoring	50 537	50 537	-	38 878
General Education	241 308	241 308	-	239 559
Further Education and Training	715 953	715 953	-	242 993
Quality Promotion and Development	1 149 925	1 149 925	-	1 147 390
Higher Education	11 960 693	11 960 693	-	10 807 052
Auxiliary and Associated Services	59 350	59 350	-	34 008
<b>Total</b>	<b>14 299 176</b>	<b>14 299 176</b>	<b>-</b>	<b>12 613 190</b>

A surplus of R49,371 million was realised and an amount of R18,243 million has been included in the Department's request to roll funds over to 2007/08.

### 2. Departmental revenue

	Note	2006/07 R'000	2005/06 R'000
Sales of goods and services other than capital assets	2.1	881	2 623
Interest, dividends and rent on land	2.2	4 158	4 300
Sales of capital assets	2.3	236	-
Financial transactions in assets and liabilities	2.4	1 443	5 879
Transfers received	2.5	43	627
<b>Total revenue collected</b>		<b>6 761</b>	<b>13 429</b>
<b>Total</b>		<b>6 761</b>	<b>13 429</b>

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

Sales of goods and services produced by the department	876	2 607
Administrative fees	764	2 508
Other sales	112	99
Sales of scrap, waste and other used current goods	5	16
<b>Total</b>	<b>881</b>	<b>2 623</b>

#### 2.2 Interest, dividends and rent on land and buildings

Interest	4 158	4 300
<b>Total</b>	<b>4 158</b>	<b>4 300</b>

#### 2.3 Sales of capital assets

Other capital assets	236	-
<b>Total</b>	<b>236</b>	<b>-</b>



**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>2.4 Financial transactions in assets and liabilities</b>			
Nature of loss recovered			
Other receipts including recoverable revenue		1 443	5 879
<b>Total</b>		<b>1 443</b>	<b>5 879</b>
<b>2.5 Transfers received</b>			
International Organisations		43	626
Public Corporations and Private enterprises		-	1
<b>Total</b>		<b>43</b>	<b>627</b>
<b>3. Local and foreign aid assistance</b>			
<b>3.1 Assistance received in cash from RDP</b>			
Foreign			
Opening Balance		( 23 596)	( 13 901)
Revenue		203 365	68 892
Expenditure		171 472	78 587
Current		171 472	78 587
Capital		-	-
Closing Balance		8 297	( 23 596)
<b>Total</b>			
Opening Balance		( 23 596)	( 13 901)
Revenue		203 365	68 892
Expenditure		171 472	78 587
Current		171 472	78 587
Capital		-	-
Closing Balance	Annexure 1H	8 297	( 23 596)
<b>Analysis of balance</b>			
Local and foreign aid receivable		552	( 72)
Local and foreign aid unutilised		8 849	( 27 537)
Local and foreign aid payable to RDP fund/donors		-	3 869
<b>Closing balance</b>		<b>8 297</b>	<b>( 23 596)</b>
<b>4. Compensation of employees</b>			
<b>4.1 Salaries and wages</b>			
Basic salary		115 714	105 892
Performance award		4 146	3 542
Service Based		16	13
Compensative/circumstantial		38 704	34 440
Periodic payments		137	773
Other non-pensionable allowances		27 800	25 364
<b>Total</b>		<b>186 517</b>	<b>170 024</b>



**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>4.2 Social contributions</b>			
<b>4.2.1 Employer contributions</b>			
Pension		14 223	12 806
Medical		6 254	5 964
Bargaining council		23	22
Official unions and associations		2	2
<b>Total</b>		<b>20 502</b>	<b>18 794</b>
<b>Total compensation of employees</b>		<b>207 019</b>	<b>188 818</b>
<b>Average number of employees</b>		<b>846</b>	<b>798</b>
<b>5. Goods and services</b>			
Advertising		13 789	5 155
Attendance fees (including registration fees)		951	775
Bank charges and card fees		56	115
Bursaries (employees)		285	238
Communication		6 229	5 421
Computer services		35 622	61 379
Consultants, contractors and special services		54 381	44 735
Courier and delivery services		14 044	3 467
Tracing agents and debt collections		1	-
Drivers licences and permits		3	3
Entertainment		2 615	713
External audit fees	5.1	2 713	4 002
Equipment less than R5 000		2 683	1 934
Government motor transport		2 849	533
Inventory	5.2	24 780	26 569
Legal fees		620	625
Maintenance, repair and running costs		2 727	2 054
Municipal services		1 336	-
Operating leases		7 350	5 589
Photographic services		23	9
Plant flowers and other decorations		243	18
Printing and publications		19 959	23 658
Resettlement costs		1 216	2 365
Subscriptions		752	776
Owned and leasehold property expenditure		17 179	-
Translations and transcriptions		675	351
Travel and subsistence	5.3	66 359	62 873
Venues and facilities		12 923	9 417
Protective, special clothing and uniforms		793	61
Training and staff development		14 679	1 672
<b>Total</b>		<b>307 835</b>	<b>264 507</b>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
<b>5.1 External audit fees</b>			
Regulatory audits		2 348	2 822
Performance audits		-	870
Other audits		365	310
<b>Total external audit fees</b>		<b>2 713</b>	<b>4 002</b>
<b>5.2 Inventory</b>			
Domestic consumables		372	447
Agricultural		15	7
Learning and teaching support material		15 551	19 217
Other consumables		140	5
Parts and other maintenance material		371	234
Stationery and printing		8 327	6 656
Restoration and fittings		-	2
Medical supplies		4	1
<b>Total Inventory</b>		<b>24 780</b>	<b>26 569</b>
<b>5.3 Travel and subsistence</b>			
Local		60 869	57 530
Foreign		5 490	5 343
<b>Total travel and subsistence</b>		<b>66 359</b>	<b>62 873</b>
<b>6. Financial transactions in assets and liabilities</b>			
Debts written off	6.1	20 770	10 497
<b>Total</b>		<b>20 770</b>	<b>10 497</b>
<b>6.1 Debts written off</b>			
<b>Nature of debts written off</b>			
Transfer to debts written off			
Overpayment on salary		-	1
Housing guarantee and housing payment		-	60
Theft		-	18
Claims: Eastern Cape Education Department		10 000	6 900
Claims: Gauteng Education Department		10 000	34
Claims: KwaZulu-Natal Education Department		-	3 438
Bonitas - Excess premiums		554	-
Usizo College - Dishonoured Cheques		53	-
Other		163	46
<b>Total</b>		<b>20 770</b>	<b>10 497</b>
<b>7. Transfers and subsidies</b>			
Provinces and municipalities	ANNEXURE 1A, 1B	1 712 656	1 249 019
Departmental agencies and accounts	ANNEXURE 1C	995 861	943 091
Universities and technikons	ANNEXURE 1D	10 985 688	9 740 336
Foreign governments and international organisations	ANNEXURE 1E	8 971	9 413
Households	ANNEXURE 1F	5 546	291
<b>Total</b>		<b>13 708 722</b>	<b>11 942 150</b>



**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000			
<b>8. Expenditure for capital assets</b>						
Machinery and equipment	27.	5 447	13 830			
Software and other intangible assets		12	279			
Computer software	28.	12	279			
<b>Total</b>		<b>5 459</b>	<b>14 109</b>			
<b>9. Cash and cash equivalents</b>						
Cash on hand		15	15			
<b>Total</b>		<b>15</b>	<b>15</b>			
<b>10. Prepayments and advances</b>						
Travel and subsistence		161	202			
Advances paid to other entities		-	1			
<b>Total</b>		<b>161</b>	<b>203</b>			
<b>11. Receivables</b>						
		Less than one year R'000	One to three years R'000	Older than three years R'000	Total R'000	Total R'000
Private enterprises	11.1	20	5	-	25	567
Staff debtors	11.2	64	84	7	155	148
Other debtors	11.3	617	638	89	1 344	1 165
Intergovernmental Receivables	Annexure 3	14 216	81	148 650	162 947	172 893
<b>Total</b>		<b>14 917</b>	<b>808</b>	<b>148 746</b>	<b>164 471</b>	<b>174 773</b>
<b>11.1 Private enterprises</b>					2006/07 R'000	2005/06 R'000
Bonitas					-	554
Travel Agencies					25	13
<b>Total</b>					<b>25</b>	<b>567</b>
<b>11.2 Staff debtors</b>						
Bursaries					-	3
Motor accidents					103	122
Other					52	23
<b>Total</b>					<b>155</b>	<b>148</b>
<b>11.3 Other Debtors</b>						
Cheque fraud					6	6
Out of service debt					244	163
Tax debt					1	1
Other					1 093	995
<b>Total</b>					<b>1 344</b>	<b>1 165</b>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2007

	Note	2006/07	2005/06		
		R'000	R'000		
<b>12. Loans</b>					
Universities and Technikons		36 499	37 714		
<b>Total</b>		<b>36 499</b>	<b>37 714</b>		
Cape Peninsula University of Technology		5 216	5 451		
Durban Institute of Technology		8 770	9 010		
Nelson Mandela Metropolitan University		699	766		
Tshwane University of Technology		9 468	9 775		
Vaal University of Technology		3 492	3 600		
University of Johannesburg		5 993	6 184		
University of Stellenbosch		1 553	1 713		
<b>Total Non-Current Loans</b>		<b>35 191</b>	<b>36 499</b>		
<b>Analysis of Balance</b>					
Opening Balance		37 714	38 816		
Repayments		( 1 215)	( 1 102)		
<b>Closing Balance</b>		<b>36 499</b>	<b>37 714</b>		
Current portion of loans		1 308	1 215		
<b>13. Voted funds to be surrendered to the Revenue Fund</b>					
Opening balance		193 109	80 174		
Transfer from Statement of Financial Performance		49 371	193 109		
Paid during the year		( 193 109)	( 80 174)		
<b>Closing balance</b>		<b>49 371</b>	<b>193 109</b>		
<b>14. Departmental revenue to be surrendered to the Revenue Fund</b>					
Opening balance		1 308	71		
Transfer from Statement of Financial Performance		6 761	13 429		
Paid during the year		( 8 421)	( 12 192)		
<b>Closing balance</b>		<b>( 352)</b>	<b>1 308</b>		
<b>15. Bank overdraft</b>					
Consolidated Paymaster General Account		104 945	2 393		
<b>Total</b>		<b>104 945</b>	<b>2 393</b>		
<b>16. Payables – current</b>					
Description		30 Days	30+ Days	2006/07	2005/06
		R'000	R'000	Total	Total
				R'000	R'000
Amounts owing to other entities	ANNEXURE 4	1 550	6	1 556	1 236
Advances received	16.1	-	151	151	151
Other payables	16.2	30	649	679	388
<b>Total</b>		<b>1 580</b>	<b>806</b>	<b>2 386</b>	<b>1 775</b>



**NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

	Note	2006/07	2005/06
<b>16.1 Advances received</b>		<b>R'000</b>	<b>R'000</b>
Eastern Cape Education Department		95	95
Mpumalanga Education Department: Bank Commission on Japanese donation		30	30
Limpopo Education Department: Bank Commission Japanese donation		26	26
<b>Total</b>		<b>151</b>	<b>151</b>
<b>16.2 Other payables</b>			
<i>Description</i>			
UNESCO National Commission		649	371
Other		30	17
<b>Total</b>		<b>679</b>	<b>388</b>
<b>17. Net cash flow available from operating activities</b>			
Net surplus/(deficit) as per Statement of Financial Performance		88 025	196 843
Add back non cash/cash movements not deemed operating activities		( 185 352)	( 59 476)
(Increase)/decrease in receivables – current		10 302	19 010
(Increase)/decrease in prepayments and advances		42	( 94)
(Increase)/decrease in other current assets		( 624)	( 9 644)
Increase/(decrease) in payables – current		611	( 135)
Proceeds from sale of capital assets		(236)	-
Expenditure on capital assets		5 459	14 109
Surrenders to revenue fund		( 201 530)	( 92 366)
Other non cash items		624	9 644
<b>Net cash flow generated by operating activities</b>		<b>( 97 327)</b>	<b>137 367</b>
<b>18. Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Consolidated Paymaster General Account		( 104 945)	( 2 393)
Cash on hand		15	15
<b>Total</b>		<b>( 104 930)</b>	<b>( 2 378)</b>



## DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS for the year ended 31 March 2007

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

	Note	2006/07 R'000	2005/06 R'000	
<b>19. Contingent liabilities</b>				
Liability	Nature			
Motor vehicle guarantees	Employees	ANNEXURE 2A 658	926	
Housing loan guarantees	Employees	ANNEXURE 2A 1 259	1 464	
Other guarantees		ANNEXURE 2A 340 871	430 536	
Claims against the department		ANNEXURE 2B 6 207	-	
<b>Total</b>		<b>348 995</b>	<b>432 926</b>	
<b>20. Commitments</b>				
Current expenditure				
Approved and contracted		3 164	-	
Approved but not yet contracted		36 667	18 593	
		<b>39 831</b>	<b>18 593</b>	
Non-current expenditure				
Approved and contracted		73	88	
Approved but not yet contracted		1 191	-	
		<b>1 264</b>	<b>88</b>	
<b>Total Commitments</b>		<b>41 095</b>	<b>18 681</b>	
<b>21. Accruals</b>				
	30 Days	30+ Days	Total	Total
	R'000	R'000	R'000	R'000
By economic classification				
Compensation of employees	-	217	217	282
Goods and services	2 454	4 027	6 481	7 599
Transfers and subsidies	1 152	3 821	4 973	-
Machinery and Equipment	-	123	123	54
<b>Total</b>	<b>3 606</b>	<b>8 188</b>	<b>11 794</b>	<b>7 935</b>
Listed by programme level				
Programme 1: Administration			2 023	479
Programme 2: System Planning and Monitoring			204	61
Programme 3: General Education			705	250
Programme 4: Further Education and Training			1 476	2 038
Programme 5: Quality Promotion and Development			108	215
Programme 6: Higher Education			6 895	4 834
Programme 7: Auxiliary and Associated Services			383	58
<b>Total</b>			<b>11 794</b>	<b>7 935</b>
<b>22. Employee benefit provisions</b>				
Leave entitlement			2 715	1 809
Thirteenth cheque			4 897	4 322
Performance awards			63	53
Capped leave commitments			15 584	16 421
<b>Total</b>			<b>23 259</b>	<b>22 605</b>



**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

**23. Lease Commitments**

	Land R'000	Buildings and other fixed structures R'000	Machinery and equipment R'000	Total R'000
<b>23.1 Operating leases</b>				
<b>2006/2007</b>				
Not later than 1 year	-	16 571	3 161	19 732
Later than 1 year and not later than 5 years	-	17 886	1 010	18 896
Later than five years	-	-	-	-
<b>Total present value of lease liabilities</b>	<b>-</b>	<b>34 457</b>	<b>4 171</b>	<b>38 628</b>
<b>2005/2006</b>				
Not later than 1 year	-	15 337	1 683	17 020
Later than 1 year and not later than 5 years	-	34 457	1 291	35 748
<b>Total present value of lease liabilities</b>	<b>-</b>	<b>49 794</b>	<b>2 974</b>	<b>52 768</b>

	Note	2006/07 R'000	2005/06 R'000
<b>24. Irregular expenditure</b>			
<b>24.1 Reconciliation of irregular expenditure</b>			
Opening Balance		-	-
Irregular expenditure – current year		1 231	-
Irregular expenditure awaiting condonement		1 231	-
<b>Analysis of awaiting condonement per classification</b>			
Current expenditure		1 231	-
		1 231	-
<b>Analysis of awaiting condonement per age classification</b>			
Current		1 231	-
<b>Total</b>		<b>1 231</b>	<b>-</b>
<b>24.2 Irregular expenditure</b>			
Incident	Disciplinary steps taken/criminal proceedings		
Non-compliance with supply chain management	Under investigation	1 231	-
<b>Total</b>		<b>1 231</b>	<b>-</b>

**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

25. Key management personnel Description	No of Individuals	2006/07	2005/06
		Total R'000	Total R'000
Political Office Bearers (provide detail below)	2	1 973	1 835
Officials			
Level 15 to 16	7	6 344	4 510
Family members of key management personnel	1	287	272
<b>Total</b>		<b>8 604</b>	<b>6 617</b>

Minister: 2005/06: R1,050 million; 2006/07: R1,111 million.

Deputy Minister: 2005/06: R0,785 million; 2006/07: R0,862 million.

26. Provisions		
Potential irrecoverable debts		
Claims recoverable		148 650
<b>Total</b>		<b>148 650</b>

**27. Tangible Capital Assets**

**MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007**

	Opening balance Cost R'000	Current Year Adjustments to prior year balances Cost R'000	Additions Cost R'000	Disposals Cost R'000	Closing balance Cost R'000
<b>MACHINERY AND EQUIPMENT</b>	21 255	( 16)	5 950	829	26 360
Transport assets	2 799	(180)	356	653	2 322
Computer equipment	11 174	849	4 563	161	16 425
Furniture and office equipment	5 882	268	655	-	6 805
Other machinery and equipment	1 400	(953)	376	15	808
<b>TOTAL TANGIBLE ASSETS</b>	<b>21 255</b>	<b>( 16)</b>	<b>5 950</b>	<b>829</b>	<b>26 360</b>

The R50 000.00 difference in the opening balance of transport assets compared to the previous financial year is an in kind donation. This difference has been added to the current year adjustments.

**27.1 ADDITIONS TO TANGIBLE CAPITAL ASSET PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007**

	Cash Cost R'000	Non-Cash Fair Value R'000	(Capital work in progress - current costs) Cost R'000	Received current year, not paid (Paid current year, received prior year) Cost R'000	Total Cost R'000
<b>MACHINERY AND EQUIPMENT</b>	5 447	250	-	253	5 950
Transport assets	265	250	-	( 159)	356
Computer equipment	4 209	-	-	354	4 563
Furniture and office equipment	626	-	-	29	655
Other machinery and equipment	347	-	-	29	376
<b>TOTAL CAPITAL ASSETS</b>	<b>5 447</b>	<b>250</b>	<b>-</b>	<b>253</b>	<b>5 950</b>



DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2007

27.2 DISPOSALS OF TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007

	Sold (cash) Cost R'000	Non-cash Fair Value R'000	Total Cost R'000	Cash Received Actual R'000
<b>MACHINERY AND EQUIPMENT</b>	653	176	829	236
Transport assets	653	-	653	236
Computer equipment	-	161	161	-
Furniture and office equipment	-	-	-	-
Other machinery and equipment	-	15	15	-
<b>TOTAL</b>	<b>653</b>	<b>176</b>	<b>829</b>	<b>236</b>

27.3 MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2006

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
<b>MACHINERY AND EQUIPMENT</b>	8 835	13 830	1 410	21 255
Transport assets	2 342	1 693	1 236	2 799
Computer equipment	5 202	6 145	173	11 174
Furniture and Office equipment	341	5 542	1	5 882
Other machinery and equipment	950	450	-	1 400
<b>TOTAL TANGIBLE ASSETS</b>	<b>8 835</b>	<b>13 830</b>	<b>1 410</b>	<b>21 255</b>

28. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007

	Opening balance Cost R'000	Current Year Adjustments to prior year balances Cost R'000	Additions Cost R'000	Disposals Cost R'000	Closing balance Cost R'000
<b>COMPUTER SOFTWARE</b>	2 741	( 2 269)	17	-	489
<b>TOTAL INTANGIBLE ASSETS</b>	<b>2 741</b>	<b>( 2 269)</b>	<b>17</b>	<b>-</b>	<b>489</b>

28.1 ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2007

	Cash Cost R'000	Non-cash Fair Value R'000	(Development work in progress - current costs) Cost R'000	Received current year, not paid (Paid current year, received prior year) Cost R'000	Total Cost R'000
<b>COMPUTER SOFTWARE</b>	12	-	-	5	17
<b>TOTAL</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>17</b>



**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2007

**28.2 CAPITAL INTANGIBLE ASSET MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006**

	Opening balance Cost R'000	Additions Cost R'000	Disposals Cost R'000	Closing balance Cost R'000
COMPUTER SOFTWARE	2 462	279	-	2 741
TOTAL INTANGIBLE ASSETS	2 462	279	-	2 741

**ANNEXURE 1A  
STATEMENT OF CONDITIONAL GRANTS PAID TO PROVINCES**

NAME OF PROVINCE/GRANT	GRANT ALLOCATION			TRANSFERS		SPENT		2005/06 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Transferred %	Amount received by the provincial education departments R'000		Amount spent by the provincial education departments R'000	% of available funds spent by the provincial education departments %
<b>HIV and Aids (Life Skills Education) Grant</b>										
Eastern Cape	25 113	-	-	25 113	25 113	100.0	25 979	25 979	103.4	23 692
Free State	8 424	-	-	8 424	8 424	100.0	8 865	8 865	105.2	7 947
Gauteng	20 012	-	-	20 012	20 012	100.0	19 844	19 844	99.2	18 880
KwaZulu-Natal	32 994	-	-	32 994	32 994	100.0	34 516	34 516	104.6	31 126
Limpopo	21 594	-	-	21 594	21 594	100.0	13 095	13 095	60.6	20 371
Mpumalanga	10 936	-	-	10 936	10 936	100.0	11 603	11 603	106.1	10 317
Northern Cape	2 457	-	-	2 457	2 457	100.0	2 279	2 279	92.8	2 318
North West	11 071	-	-	11 071	11 071	100.0	11 067	11 067	100.0	10 444
Western Cape	11 870	-	-	11 870	11 870	100.0	11 872	11 872	100.0	11 198
<b>National School Nutrition Programme Grant</b>										
Eastern Cape	233 882	-	-	233 882	233 882	100.0	170 170	170 170	72.8	237 602
Free State	64 784	-	-	64 784	64 784	100.0	72 672	72 672	112.2	65 564
Gauteng	99 921	-	-	99 921	99 921	100.0	98 262	98 262	98.3	101 124
Kwazulu-Natal	239 372	-	-	239 372	239 372	100.0	254 405	254 405	106.3	242 251
Limpopo	202 039	-	-	202 039	202 039	100.0	217 510	217 510	107.7	204 469
Mpumalanga	84 549	-	-	84 549	84 549	100.0	83 097	83 097	98.3	85 565
Northern Cape	29 647	-	-	29 647	29 647	100.0	29 283	29 283	98.8	30 003
North West	95 529	-	-	95 529	95 529	100.0	120 634	120 634	126.3	96 678
Western Cape	48 313	-	-	48 313	48 313	100.0	45 958	45 958	95.1	48 895
<b>Further Education and Training College</b>										
<b>Sector Recapitalisation Grant</b>										
Eastern Cape	61 000	-	-	61 000	61 000	100.0	61 000	61 000	100.0	-
Free State	30 000	-	-	30 000	30 000	100.0	30 000	30 000	100.0	-
Gauteng	106 000	-	-	106 000	106 000	100.0	106 000	106 000	100.0	-
Kwazulu-Natal	90 000	-	-	90 000	90 000	100.0	90 000	90 000	100.0	-
Limpopo	43 000	-	-	43 000	43 000	100.0	43 000	43 000	100.0	-
Mpumalanga	32 000	-	-	32 000	32 000	100.0	32 000	32 000	100.0	-
Northern Cape	10 000	-	-	10 000	10 000	100.0	10 000	10 000	100.0	-
North West	28 000	-	-	28 000	28 000	100.0	28 000	28 000	100.0	-
Western Cape	70 000	-	-	70 000	70 000	100.0	70 000	70 000	100.0	-
	<b>1 712 507</b>	<b>-</b>	<b>-</b>	<b>1 712 507</b>	<b>1 712 507</b>		<b>1 712 507</b>	<b>1 701 111</b>		<b>1 248 444</b>

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2006/07 financial year. The over-expenditure on some of the conditional grants is due to roll-over funds in provinces.



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2007

DEPARTMENT OF EDUCATION  
VOTE 15



**ANNEXURE 1B**  
**STATEMENT OF UNCONDITIONAL GRANTS AND TRANSFERS TO MUNICIPALITIES**

NAME OF MUNICIPALITY	GRANT ALLOCATION			TRANSFER		SPENT		2005/06 Total Available R'000	
	Amount R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	Amount received by municipality R'000		Amount spent by municipality R'000
Regional Services Council Levies: Tshwane Metropolitan Council	153	-	1	154	149	96.8	149	149	100.0
	<b>153</b>	<b>-</b>	<b>1</b>	<b>154</b>	<b>149</b>		<b>149</b>	<b>149</b>	

**ANNEXURE 1C**  
**STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENTS/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2005/06 Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	
Council on Higher Education	27 902	-	-	27 902	27 902	100.0	26 648
National Student Financial Aid Scheme	926 378	-	-	926 378	926 378	100.0	864 092
South African Qualifications Authority	33 991	-	-	33 991	33 991	100.0	38 567
Umalusi	7 432	-	-	7 432	7 432	100.0	11 119
SETA	110	-	-	110	108	98.2	101
ETDP SETA (Early Childhood Development)	-	-	-	-	-	0.0	2 500
Claims against the State	-	-	-	-	50	0.0	-
	<b>995 813</b>	<b>-</b>	<b>-</b>	<b>995 813</b>	<b>995 861</b>		<b>943 027</b>

## ANNEXURE 1D STATEMENT OF TRANSFERS TO UNIVERSITIES AND TECHNIKONS

	TRANSFER ALLOCATION				2005/06			TRANSFER	
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Funds Transferred %	Final Appropriation Act R'000	
<b>UNIVERSITY/TECHNIKON</b>									
Cape Peninsula University of Technology	441 718	-	33 046	474 764	474 763	1	100.0	439 218	
Central University of Technology, Free State	170 787	-	44 043	214 830	214 829	1	100.0	151 048	
Durban Institute of Technology	360 937	-	398	361 335	361 334	1	100.0	350 138	
Nelson Mandela Metropolitan University	428 655	-	115 600	544 255	544 255	-	100.0	380 675	
North West University	536 475	-	24 206	560 681	560 680	1	100.0	551 841	
Rhodes University	140 804	-	250	141 054	141 054	-	100.0	127 980	
Technikon Mangosuthu	120 470	-	14 058	134 528	134 527	1	100.0	116 370	
Tshwane University of Technology	784 095	87 222	94 980	966 297	966 295	2	100.0	834 722	
University of Cape Town	532 447	-	16 568	549 015	549 015	-	100.0	490 984	
University of Fort Hare	132 701	-	1 986	134 687	134 614	73	99.9	160 336	
University of Free State	439 353	-	3 570	442 923	442 922	1	100.0	426 632	
University of Johannesburg	695 824	-	27 452	723 276	723 276	-	100.0	627 667	
University of KwaZulu-Natal	751 214	-	15 418	766 632	764 636	1 996	99.7	890 291	
University of Limpopo	343 982	-	39 396	383 378	383 378	-	100.0	348 834	
University of Pretoria	957 106	-	4 330	961 436	961 432	4	100.0	832 345	
University of South Africa	978 678	-	9 217	987 895	987 378	517	99.9	963 179	
University of Stellenbosch	534 348	-	512	534 860	534 612	248	100.0	489 135	
University of Venda	144 768	26 767	123 685	295 220	295 206	14	100.0	181 365	
University of Western Cape	302 275	-	402	302 677	302 669	8	100.0	288 231	
University of Witwatersrand	589 230	-	10 754	599 984	599 984	-	100.0	542 593	
University of Zululand	154 412	43 092	28 411	225 915	225 862	53	100.0	191 316	
Vaal University of Technology	215 373	-	302	215 675	215 596	79	100.0	195 609	
Walter Sisulu University for Technology and Science, Eastern Cape	329 955	-	137 429	467 384	467 371	13	100.0	319 420	
Unallocated	78 013	-	( 78 013)	-	-	-	0.0	-	
Restructuring	568 000	-	( 568 000)	-	-	-	0.0	-	
Infrastructure development	100 000	-	( 100 000)	-	-	-	0.0	-	
	<b>10 831 620</b>	<b>157 081</b>	<b>-</b>	<b>10 988 701</b>	<b>10 985 688</b>	<b>3 013</b>		<b>9 899 929</b>	

The saving is mainly as a result of funds not transferred in respect of a project that will provide for eligible and qualified South African graduates to be placed in training positions with companies in the United States of America.



DEPARTMENT OF EDUCATION  
VOTE 15

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2007

### ANNEXURE 1E STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

	TRANSFER ALLOCATION			EXPENDITURE		2005/06 Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	
<b>FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION</b>						
<b>Transfers</b>						
Association for African Universities	10	-	-	10	-	-
Association for the Development of Education in Africa (ADEA)	10	-	15	25	25	100.0
Commonwealth of Learning	1 400	-	419	1 819	1 818	99.9
Fulbright Commission	-	-	-	-	-	-
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	77	77.0
India-Brazil-South Africa	310	-	-	310	310	100.0
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	7 919	-	-	7 919	6 741	85.1
<b>Total</b>	<b>9 749</b>	<b>-</b>	<b>434</b>	<b>10 183</b>	<b>8 971</b>	<b>11 273</b>

### ANNEXURE 1F STATEMENT OF TRANSFERS/SUBSIDIES TO HOUSEHOLDS

	TRANSFER ALLOCATION			EXPENDITURE		Final Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	
<b>HOUSEHOLD</b>						
Employee Social Benefits	-	-	5 602	5 602	5 546	99.0
Donations and Gifts	-	-	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>5 602</b>	<b>5 602</b>	<b>5 546</b>	<b>322</b>

**ANNEXURE 1G  
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED 31 MARCH 2007**

**NATURE OF GIFT, DONATION OR SPONSORSHIP**

NAME OF ORGANISATION	2006/07 R'000	2005/06 R'000
<b>Received in cash</b>		
Intel Corporation	31	-
Nuffic	13	-
Investec Security Ltd	-	500
GTZ and InWent	-	11
Japan	-	67
Japan	-	46
Cameroon Education Department	-	3
<b>Subtotal</b>	<b>44</b>	<b>627</b>
<b>Received in kind</b>		
MTN	300	-
Old Mutual	32	-
Oxford University Press	30	-
<b>Subtotal</b>	<b>362</b>	<b>-</b>
<b>Total</b>	<b>406</b>	<b>627</b>

**STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED 31 MARCH 2006**

**NATURE OF GIFT, DONATION OR SPONSORSHIP**

NAME OF ORGANISATION	2005/06 R'000	2004/05 R'000
<b>Received in cash</b>		
Investec Security Ltd	500	-
GTZ and InWent	11	-
Japan	67	-
Japan	46	-
Cameroon Education Department	3	-
World Bank in Washington	-	45
House of Commons in London	-	1
Spoornet	-	1 250
Multi Choice	-	400
<b>Subtotal</b>	<b>627</b>	<b>1 696</b>
<b>Total</b>	<b>627</b>	<b>1 696</b>



ANNEXURE 1H  
STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED FOR THE YEAR ENDED 31 MARCH 2007

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	CLOSING BALANCE R'000
<b>Received in cash in the PMG Account</b>					
European Union	Eastern Cape Schools Reconstruction	3 716	(3 716)	-	-
European Union	Implementation of SA Schools Act	62	(62)	-	-
European Union	Tabeisa	-	6 026	6 026	-
European Union	HEAIDS	-	5 384	5 385	(1)
European Union	NSFAS	91	(91)	-	-
European Union	School Infrastructure	50	5 000	2 010	3 040
USAID	Grade 6: Systemic Evaluation	98	-	69	29
French	Teacher development for curriculum implementation	-	11 500	8 886	2 614
French	Dinaledi Schools	83	-	2 378	(2 295)
French	Grade 6: Systemic Evaluation	150	-	492	(342)
Netherlands	Sectoral Budget Support Programme	(26 862)	159 061	130 653	1 546
DANCED	KZN Literacy Initiative Programme	1	790	791	-
DfID	Salary of Skills Development Project Coordinator	(1)	1	-	-
DfID	Education Support Project Phase 2: Life Skills	(44)	55	17	(6)
DfID	Mergers of higher education institutions	(175)	175	-	-
Sweden	Special Needs Education-Inclusive Education	1	7 492	5 772	1 721
Finland	Special Needs Education-Inclusive Education	(825)	9 000	5 661	2 514
Belgium	Whole School Development	-	650	650	-
Taiwanese	National Curriculum Statement	59	2 100	2 682	(523)
<b>Subtotal</b>		<b>(23 596)</b>	<b>203 365</b>	<b>171 472</b>	<b>8 297</b>
<b>Received in cash in the RDP Fund</b>					
European Union	School infrastructure	44 991	-	2 010	42 981
European Union	Tabeisa	-	6 026	6 026	-
European Union	HEAIDS	1 941	111 603	5 385	108 159
USAID	Grade 6: Systemic Evaluation	99	-	69	30
French	Teacher development for curriculum implementation	8 896	-	8 886	10
French	Dinaledi schools	2 375	-	2 378	(3)
French	Grade 6: Systemic Evaluation	600	-	492	108
Netherlands	Sectoral Budget Support Programme	27 658	104 541	130 653	1 546
DANCED	KZN Literacy Initiative Programme	1 509	(718)	791	-
DfID	Salary of Skills Development Project Coordinator	(1)	1	-	-
DfID	Education Support Project Phase 2: Life skills	(44)	57	17	(4)
DfID	Mergers of higher education institutions	(175)	176	-	1

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	CLOSING BALANCE R'000
<b>Received in cash in the RDP Fund (continued)</b>					
Sweden	Special Needs Education-Inclusive Education	4 493	11 590	5 772	10 311
Finland	Special Needs Education-Inclusive Education	8 986	26 255	5 661	29 580
Belgium	Whole School Development	416	246	650	12
Japan	Education Africa Reform Programme	521	( 521)	-	-
Taiwanese	NCS advocacy, communication and distribution	3 549	-	2 682	867
<b>Subtotal</b>		<b>105 814</b>	<b>259 256</b>	<b>171 472</b>	<b>193 598</b>
<b>Reconciliation of the PMG account</b>					
Opening balance			<b>2006/07</b>	<b>2005/06</b>	
Transferred from the RDP Fund			( 23 596)	( 13 901)	
Paid during the year			203 365	68 892	
			( 171 472)	( 78 587)	
<b>Closing balance</b>			<b>8 297</b>	<b>( 23 596)</b>	
<b>Foreign aid assistance repayable to the RDP Fund</b>					
EU			-	3 869	
<b>Foreign aid assistance unutilised</b>			<b>-</b>	<b>3 869</b>	
EU			3 039	50	
DANCED			-	1	
Sweden			1 721	1	
USAID			29	98	
Finland			2 514	( 825)	
Netherlands			1 546	( 26 862)	
			<b>8 849</b>	<b>( 27 537)</b>	
<b>Foreign aid assistance receivable/recoverable from the RDP Fund</b>					
France			( 23)	233	
DfID			( 6)	( 220)	
Taiwan			( 523)	59	
			<b>( 552)</b>	<b>72</b>	
<b>Analysis of balance</b>					
Amounts repayable to the RDP Fund			-	3 869	
Amounts repayable to the RDP Fund (Unutilised)			( 552)	8 849	
Amounts receivable from the RDP Fund			8 297	( 27 907)	
<b>Closing balance</b>			<b>( 31 893)</b>	<b>9 695</b>	
					442

**FOREIGN AID ASSISTANCE (cI RDP FUNDS) ROLLED OVER – STATEMENT OF FINANCIAL PERFORMANCE**

DEPARTMENT OF EDUCATION

VOTE 15

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2007



ANNEXURE 1H (CONTINUED)  
STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED FOR THE YEAR ENDED 31 MARCH 2007

NAME OF DONOR	PURPOSE	EXPENDITURE 2006/07 R'000
Received in kind		
Carnegie	South Africa Undergraduate Women's Scholarship Programme	6 828
Finland	Direct Merger expenditure-restructuring	21 253
Norwegian	South Africa Norway Tertiary Education Development (SANTED) Programme	15 971
United States of America	IEP Project	3 534
DfID	Education Support Project Phase 2: Values, Human Rights and Anti-racism	157
	Higher Education	1 045
	Life Skills	4 938
	Emerging Initiatives in Education	2 676
	Project Management	440
	Further Education and Training: HIV	279
<b>Total</b>		<b>57 121</b>

ANNEXURE 1I  
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE  
FOR THE YEAR ENDED 31 MARCH 2007

NATURE OF GIFT, DONATION OR SPONSORSHIP	R'000
Made in kind	
Obsolete books donated to other institutions by the Department	54
<b>Total</b>	<b>54</b>

**ANNEXURE 2A  
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2007 – LOCAL**

GUARANTOR INSTITUTION	Original Guaranteed capital amount R'000	Opening Balance 01/04/2006 R'000	Guarantee drawdowns during the year R'000	Guarantee repayments/ cancelled/ reduced/ released during the year R'000	Currency Revaluations R'000	Closing Balance 31/03/2007 R'000	Guaranteed interest outstanding 31/03/2007 R'000	Realised losses not recoverable, i.e. claims paid out R'000
<b>Employees</b>								
Guarantee in respect of								
<b>Motor Vehicles</b>								
Motor Finance Scheme	1 036	926	-	268	-	658	-	-
	1 036	926	-	268	-	658	-	-
<b>Employees</b>								
Housing	1 259	1 464	66	271	-	1 259	-	-
Housing loans	1 259	1 464	66	271	-	1 259	-	-
<b>Other</b>								
Central University of Technology, Free State	16 530	8 427	-	5 415	-	6 589	338	-
Technikon Mangosuthu	6 882	1 536	-	-	-	1 536	59	-
Vaal University of Technology	15 334	16 079	-	745	-	15 334	658	-
Durban Institute of Technology	18 913	16 843	-	4 667	-	16 203	776	-
Cape Peninsula University of Technology	41 770	29 486	-	1 561	-	26 111	1 140	-
Tshwane University of Technology	37 633	20 236	-	-	-	16 246	629	-
University of Cape Town	42 710	17 508	-	-	-	9 224	-	-
University of Fort Hare	-	5 719	-	5 719	-	-	-	-
University of Free State	33 998	10 892	-	-	-	8 499	2 450	-
University of KwaZulu-Natal	60 860	22 941	-	5 600	-	17 964	477	-
University of Limpopo	18 305	20 798	-	-	-	16 507	715	-
North West University	37 146	21 680	-	6 391	-	13 877	461	-
Nelson Mandela Metropolitan University	35 511	18 296	-	6 403	-	13 905	419	-
University of Pretoria	5 800	2 928	-	350	-	2 648	106	-
University of Johannesburg	54 860	25 922	-	12 565	-	21 617	662	-
Rhodes University	9 024	3 594	-	-	-	2 211	28	-
University of South Africa	34 611	23 025	-	-	-	17 201	672	-
University of Stellenbosch	46 321	15 813	-	8 011	-	11 839	214	-
Walter Sisulu University for Technology and Science, Eastern Cape	33 996	18 293	-	-	-	13 837	325	-
University of Venda	40 678	26 285	-	14 074	-	11 296	279	-
Vista University	66 650	66 650	-	-	-	66 650	2 607	-
University of Western Cape	2 010	581	-	-	-	312	12	-
University of Witwatersrand	54 460	24 017	-	-	-	20 233	600	-
University of Zululand	11 032	12 987	-	1 955	-	11 032	483	-
	725 034	430 536	-	73 456	-	340 871	14 110	-
<b>Total</b>	<b>727 329</b>	<b>432 926</b>	<b>66</b>	<b>73 995</b>	<b>-</b>	<b>342 788</b>	<b>14 110</b>	<b>-</b>



ANNEXURE 2B  
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2007

NATURE OF LIABILITY	Opening Balance 01/04/2006 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/ reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31/03/2007 R'000
<b>Claims against the department</b>					
Motor Car Accidents	-	50	50	-	-
Alleged claims against the Minister	-	6 207	-	-	6 207
<b>Total</b>	<b>-</b>	<b>6 257</b>	<b>50</b>	<b>-</b>	<b>6 207</b>

### ANNEXURE 3 INTER-GOVERNMENTAL RECEIVABLES

GOVERNMENT ENTITY	Confirmed balance		Unconfirmed balance		Total	
	31/03/2007 R'000	31/03/2006 R'000	31/03/2007 R'000	31/03/2006 R'000	31/03/2007 R'000	31/03/2006 R'000
<b>Department</b>						
Department of Public Works	-	-	-	4	-	4
Free State Provincial Department of Sport, Arts, Culture, Science and Technology	-	-	9	9	9	9
Gauteng Department of Education	-	-	65 105	75 100	65 105	75 100
Gauteng Department of Health	-	-	6	-	6	-
Gauteng Department of Sport, Recreation	-	-	21	-	21	-
Gauteng Provincial Government	-	-	2	-	2	-
Gauteng Shared Services Centre	-	-	5	-	5	-
National Treasury Pensions	-	-	311	254	311	254
South African Revenue Services	-	-	14 022	3 860	14 022	3 860
Eastern Cape Department of Education	-	-	83 269	93 270	83 269	93 270
Northern Cape Department of Education	-	-	-	41	-	41
Western Cape Department of Education	-	-	-	39	-	39
Department of Foreign Affairs	-	-	-	9	-	9
GSSC	-	-	-	66	-	66
Department of Home Affairs	-	-	-	14	-	14
Department of Land Affairs	-	-	-	11	-	11
National Treasury	-	-	34	25	34	25
Department of Science and Technology	-	-	-	12	-	12
Department of Social Development	-	10	-	-	-	10
Statistics South Africa	-	-	21	21	21	21
Department of Water Affairs	-	-	-	7	-	7
GG Transport	-	-	23	23	23	23
Department of Labour	-	-	8	-	8	-
KwaZulu-Natal Department of Agriculture	-	-	1	-	1	-
KwaZulu-Natal Department of Education	-	-	38	-	38	-
Limpopo Department of Sport, Arts and Culture	-	-	1	-	1	-
National Prosecuting Authority	-	-	6	-	6	-
North West Provincial Administration	-	-	16	-	16	-
	-	10	162 898	172 765	162 898	172 775
<b>Other Government Entities</b>						
NSFAS	-	-	-	91	-	91
SITA	-	-	49	27	49	27
	-	-	49	118	49	118
<b>TOTAL</b>	-	10	162 947	172 883	162 947	172 893

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2007

DEPARTMENT OF EDUCATION

VOTE 15



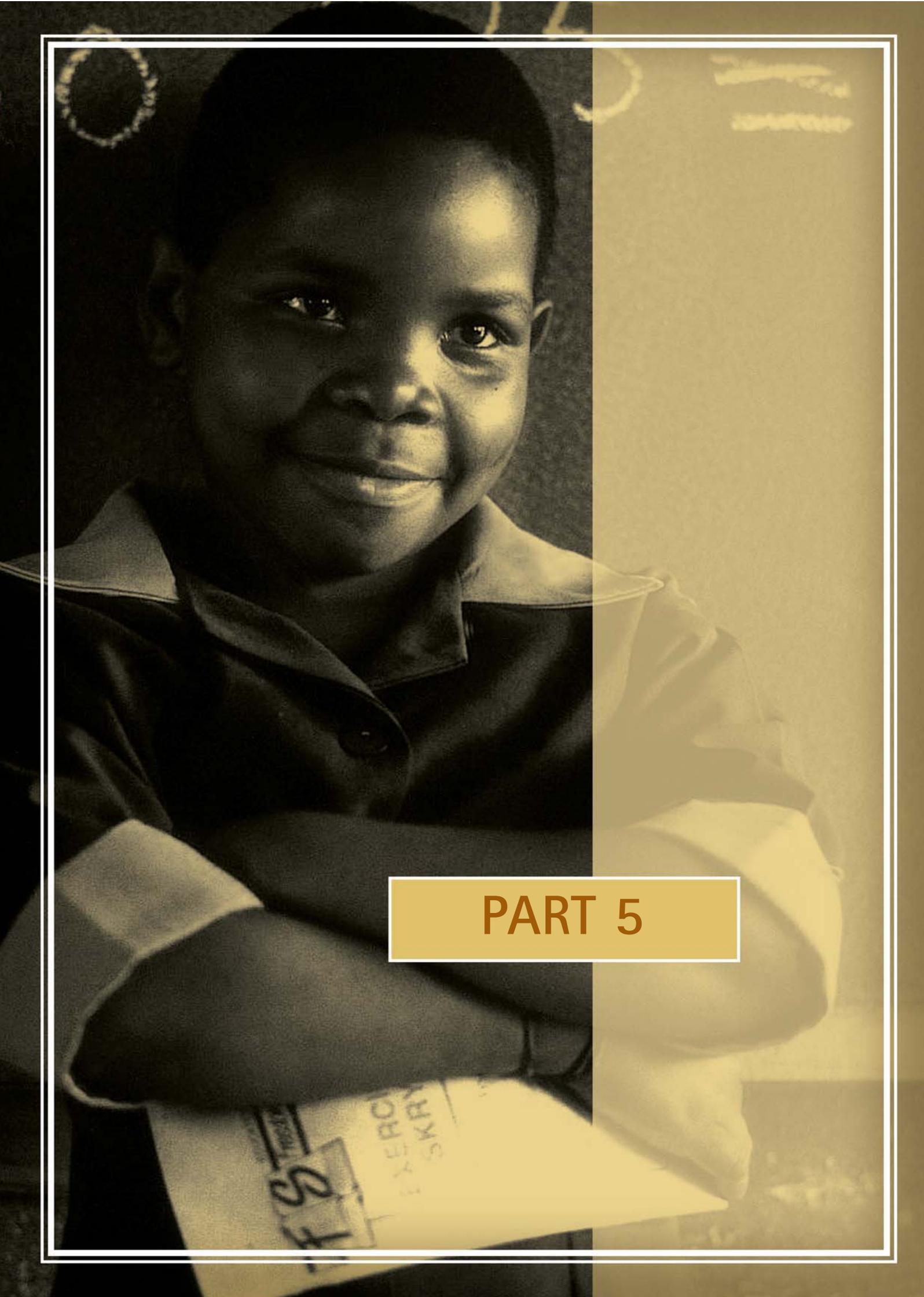


#### ANNEXURE 4 INTER-DEPARTMENTAL PAYABLES

GOVERNMENT ENTITY	Confirmed balance		Unconfirmed balance		Total	
	31/03/2007 R'000	31/03/2006 R'000	31/03/2007 R'000	31/03/2006 R'000	31/03/2007 R'000	31/03/2006 R'000
<b>DEPARTMENTS</b>						
Current						
National Treasury-Pension	3	7	-	-	3	7
Tax-RSA	1 547	1 187	-	-	1 547	1 187
Communication	-	32	-	-	-	32
National Intelligence Agency	1	1	-	-	1	1
National Defence	5	5	-	-	5	5
Water Affairs	-	4	-	-	-	4
<b>Total</b>	<b>1 556</b>	<b>1 236</b>	<b>-</b>	<b>-</b>	<b>1 556</b>	<b>1 236</b>





A young boy with short dark hair, wearing a dark school uniform with a white collar and white cuffs, is smiling slightly. He is holding a book with both hands. The book's cover has some text, including 'f s' and 'SKRY'. The background is a chalkboard with some faint yellow chalk drawings, including a circle and some lines. The entire image is framed by a white border. A semi-transparent yellow rectangle is overlaid on the right side of the image, containing the text 'PART 5'.

**PART 5**



# ANNEXURE 1

## 5.1 STATUTORY BODIES

### Council of Education Ministers (CEM)

Chairperson Mrs Naledi Pandor. MP Minister of Education  
Secretariat Directorate: Strategic Coordination and Secretarial Support: DoE  
Contact Persons Dr WM Makgalancheche  
Ms Nandipha Koyana

Tel: (012) 312 5193  
Fax: (012) 323 0146  
E-mail: Koyana.N@doe.gov.za

Sol Plaatjie House Private Bag x 895  
123 Schoeman Street Pretoria  
Pretoria 0001

### Heads of Education Departments Committee (HEDCOM)

Chairperson: Mr D Hindle. Director- General, Department of Education  
Secretariat: Directorate: Strategic Coordination and Secretarial Support. DoE  
Contact Persons Dr WM Makgalancheche  
Mr JJ Mabasa

Tel: (012) 312 5503  
Fax: (012) 323 0146  
E-mail: mabasa.j@doe.gov.za

Sol Plaatjie House Private Bag x 895  
123 Schoeman Street Pretoria  
Pretoria 0001

### Council of Higher Education (CHE)

Chairperson: Mr S Macozoma  
Chief Executive Officer: Dr Jan Beukes

Tel: (012) 392 9115  
Fax: (012) 392 9122  
E-mail: smacozoma@doe.gov.za

### Higher Education Quality Committee (HEQC)

Chairperson: Mr S Macozoma  
Chief Executive Officer: Dr Mala Singh

Tel: (012) 392 9119  
Fax: (012) 392 9110

Didacta Building P O Box 13354  
211 Skinner Street The Tramshed  
Pretoria Pretoria  
0002 0126



### South African Qualifications Authority (SAQA)

Chairperson: Dr S Walters  
Executive Officer: Mr. SBS Isaacs

Tel: (012) 431 5002  
Fax: (012) 431 5115/5039  
E-mail: [sisaaacs@saqa.co.za](mailto:sisaaacs@saqa.co.za)

1067 Hatfield Forum West  
Arcadia Street  
Hatfield  
0083

Postnet Suite 248  
Private Bag x 06  
Waterkloof  
0145

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

Chairperson: Mr J Pampallis  
Chief Executive Officer: Dr P Lolwana

Tel: (012) 349 1510  
Fax: (012) 349 1511  
E- mail: [info@umalusi.org.za](mailto:info@umalusi.org.za)

37 General Van Ryneveld Street  
Persequor Techno Park  
Pretoria

Postnet Suite 102  
Private Bag x 1  
Queenswood  
0121

### South African Council for Education (SACE)

Chairperson: Mr Glenn Abrahams  
Executive Officer: Mr Rej Brijraj

Tel: (012) 663 9517/8/9  
Fax: (012) 663 9238  
E-mail: [info@sace.org.za](mailto:info@sace.org.za)  
Website: [www.sace.org.za](http://www.sace.org.za)

261 West Street  
Centurion  
0016

Private Bag x 127  
Centurion  
0046

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

Chairperson: Mr D George  
Secretariat: Mr K Pole

Tel: (012) 312 5041  
Fax: (012) 321 3349  
E-mail: [pole.k@doe.gov.za](mailto:pole.k@doe.gov.za)  
Website: see DoE sites at:  
[education.pwv.gov.za](http://education.pwv.gov.za)

Private Bag X 895  
Pretoria  
0001

### National Student Financial Aid Scheme (NSFAS)

Chairperson: Ms Vuyisa Tanga  
Chief Executive Officer: Mr A Taylor

Tel: (012) 797 8161  
Fax: (012) 797 8131  
E-mail: [info@nsfas.org.za](mailto:info@nsfas.org.za)  
Website: [www.nsfas.org.za](http://www.nsfas.org.za)

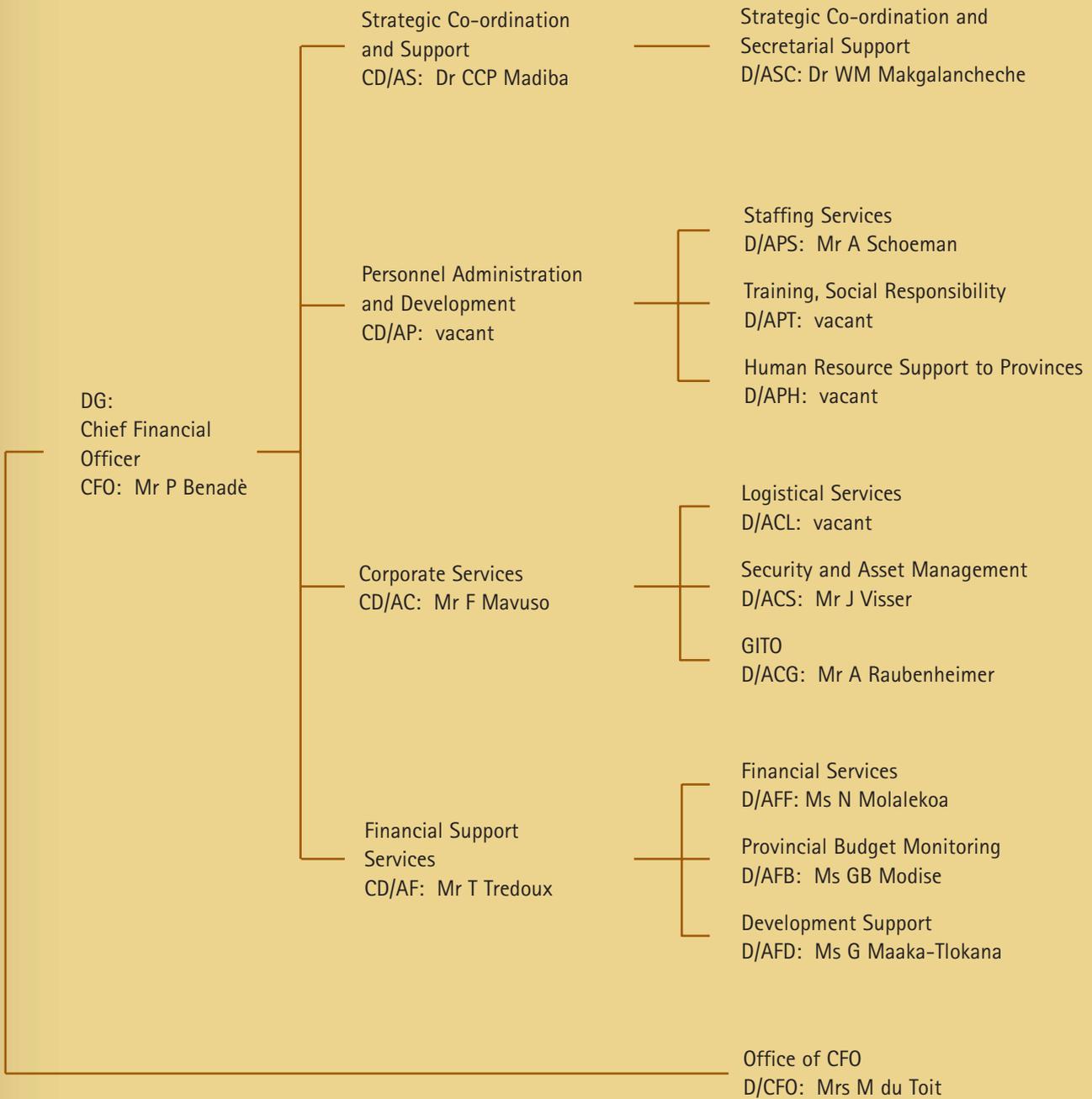
18 – 20 Court Road  
Wynberg  
7800

Private Bag x 1  
Plumstead  
7801





Branch	Chief directorate	Directorate
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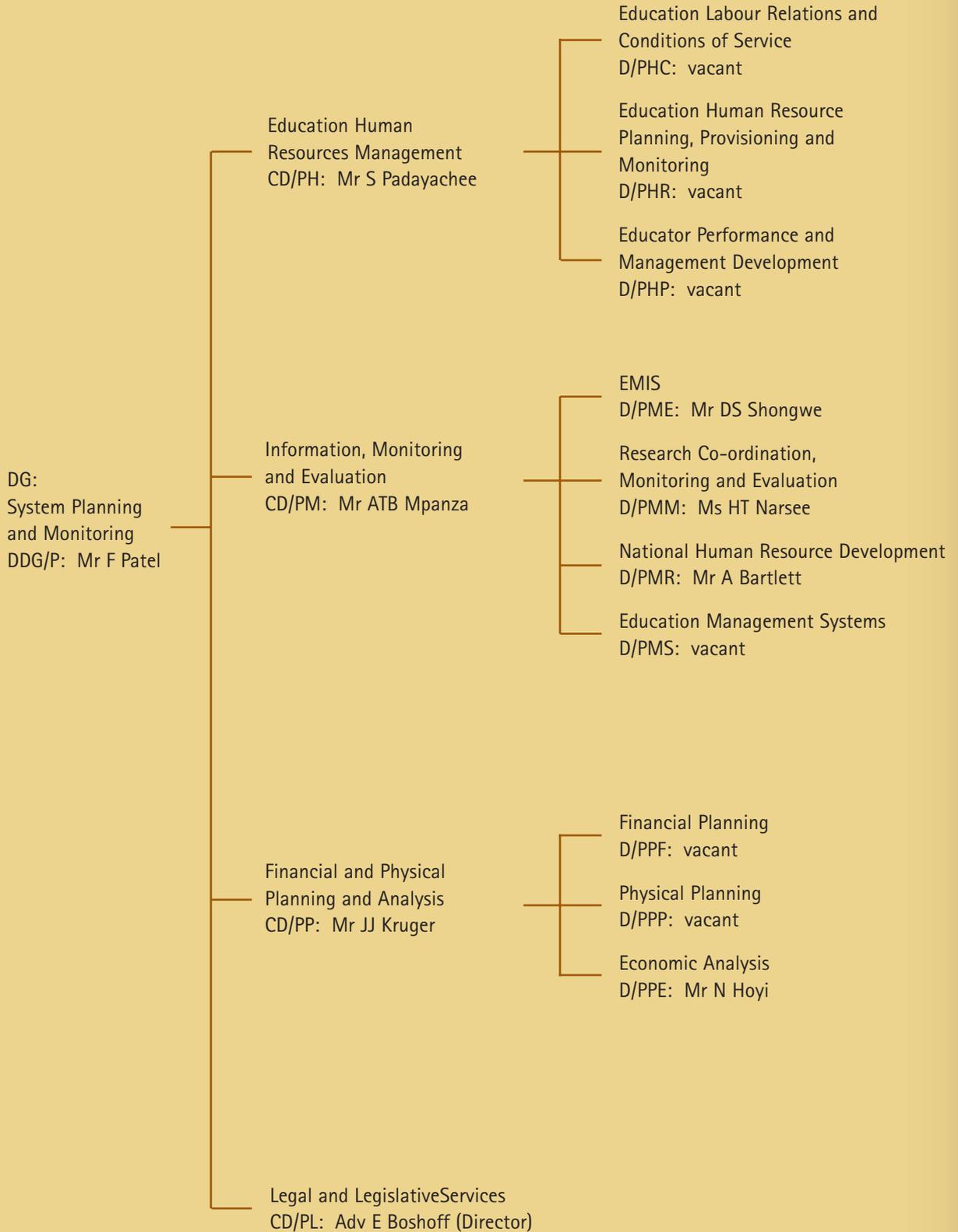




*Branch*

*Chief directorate*

*Directorate*

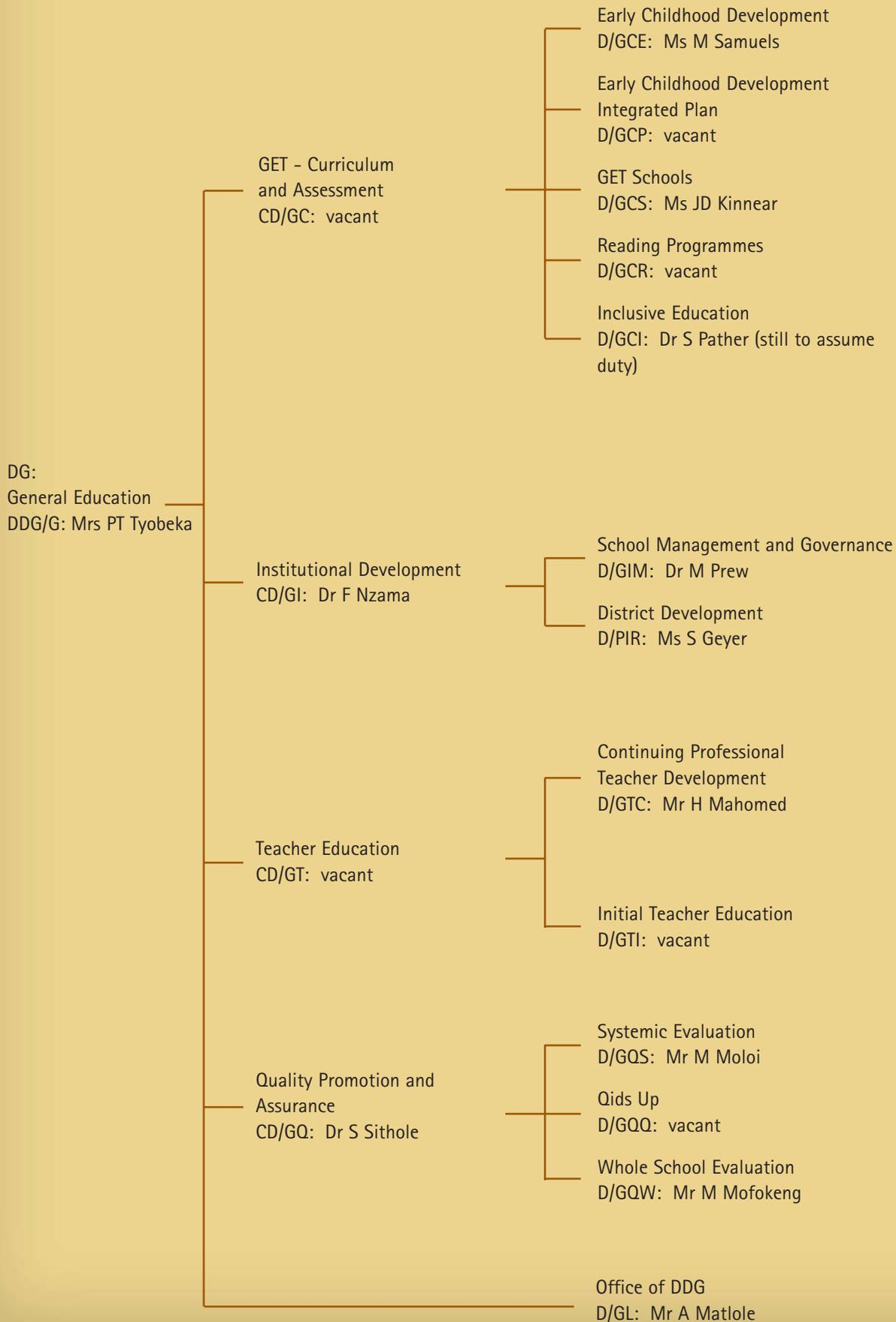




*Branch*

*Chief directorate*

*Directorate*





*Branch*

*Chief directorate*

*Directorate*

DG:  
Further Education and  
Training  
DDG/F: Ms P Vinjevold

Educational Measurement,  
Assessment and Public  
Examinations  
CD/FE: Mr SNP Sishi

FET Schools  
CD/FS: Mr E Mosuwe

FET College Programmes,  
Qualifications and  
Institutional Support  
CD/FQ: vacant

FET Examinations and Assessment  
Colleges and ABET  
D/FEE: Ms E Malindi

FET Examinations and  
Assessment (Schools)  
D/FEF: Mr R Poliah

Examination Administration Support  
and IT System Administration  
D/FEG: vacant

Curriculum Innovation  
D/FSC: Ms CSG van Wyk

School Curriculum  
D/FSS: Dr N Nduna-Watson

National Board for FET  
DD: Mr M Pole

Programmes, Qualifications and  
Institutional Support  
D/FQP: Mr S Mommen

Private FET Colleges  
D/FQC: Dr EB Mahlobo

Youth Development  
D/FOY: Ms T Futshane

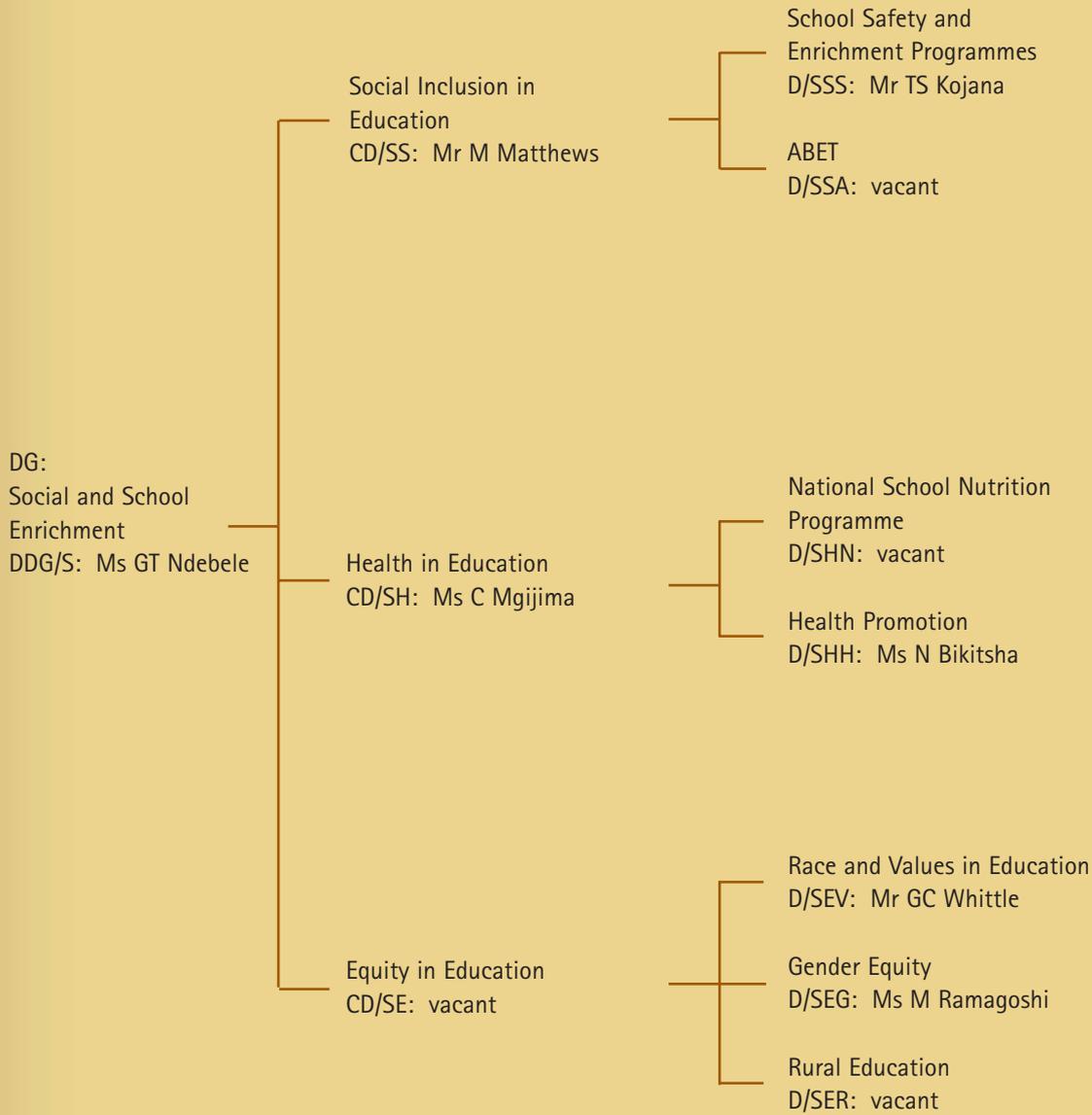
FET Policy and Planning  
D/FCP: Ms A Singh



*Branch*

*Chief directorate*

*Directorate*





*Branch*

*Chief directorate*

*Directorate*

DG:  
Higher Education  
DDG/H: Dr M Qhobela

Higher Education  
Planning and Management  
CD/HP: vacant

Higher Education Management  
Management and Information  
Systems  
D/HEMIS: Ms J Skene

Higher Education -  
Management Support  
D/HPM: Dr SK Ndlovu

Higher Education Planning  
D/HPP: Dr B Johnson

Higher Education Policy  
CD/HD: vacant

Constituency Affairs  
D/HDC: Ms B Ntabeni

Private Higher Education Institutions  
D/HDR: Ms N Motaung

Youth Development  
D/FQY: Ms T Futshane

Policy and Development Support  
D/HPD: Mr M Mabizela



