

Annual Report 2008/09



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

To the Minister of Basic Education, Mrs Angie Motshekga, MP and the Minister of Higher Education and Training, Dr Blade Nzimande, MP.

It is with great pleasure that I present this report on the work of the Department of Education for the financial year ended 31 March 2009.

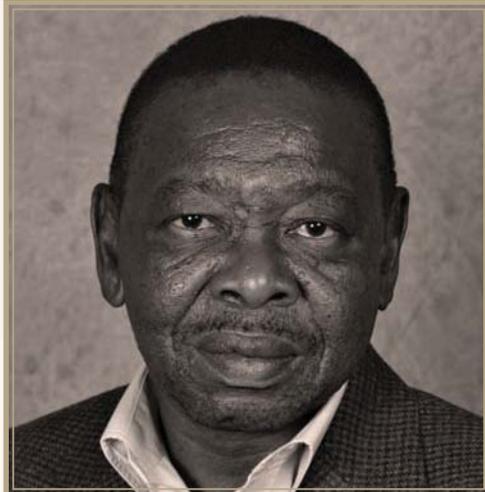


Duncan Hindle
Director-General: Education
May 2009

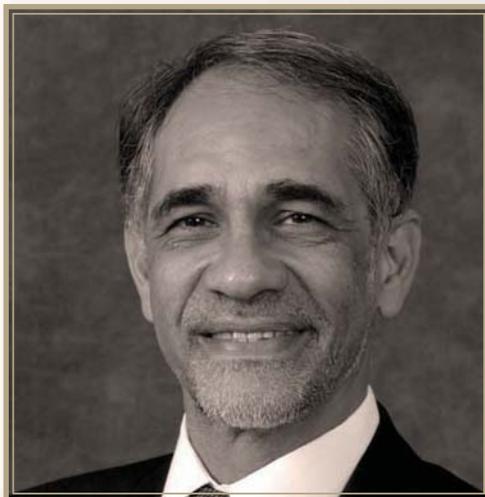
MINISTERS OF EDUCATION



Mrs Angie Motshekga, MP
Minister of Basic Education

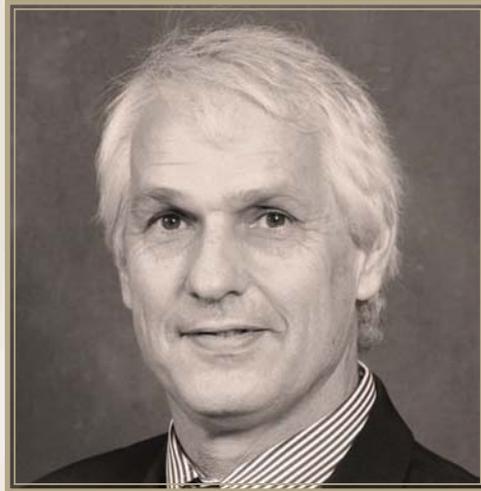


Dr Blade Nzimande, MP
Minister of Higher Education and Training



Mr Enver Surty, MP
Deputy Minister of Basic Education

DIRECTOR-GENERAL - DEPARTMENT OF EDUCATION



Mr Duncan Hindle
Director-General: Education

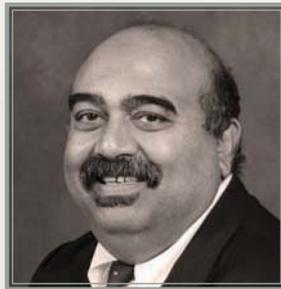
DEPUTY DIRECTORS-GENERAL - DEPARTMENT OF EDUCATION



Dr Molapo Qhobela
DDG: Higher Education



Ms Vivienne Carelse
DDG: Office of the DG



Mr Firoz Patel
DDG: System Planning
and Monitoring



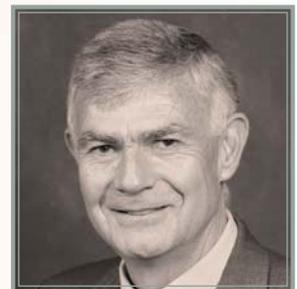
Mrs Palesa Tyobeka
DDG: General Education
and Training



Ms Penny Vinjevold
DDG: Further Education
and Training



Ms Gugu Ndebele
DDG: Social and
School Enrichment



Mr Phillip Benadé
DDG: Administration



CONTENTS

PART 1

Introduction

• Introduction by the Director-General	9
• Message from the Ministers of Education	10
• Overview of Progress	12
• Vision, Mission and Values	14
• Legislative Mandate	15
• Five-year Broad Priorities	17
• International and National Relations	22
• Department: Highlights, Achievements and Challenges	24

PART 2

Programme Performance

• Administration	68
• Systems Planning and Monitoring	79
• General Education and Training	114
• Further Education and Training	138
• Social and School Enrichment	159
• Higher Education	183

PART 3

Service Delivery Improvement Plans	191
---	------------

PART 4

Human Resources Management

• Oversight Report	197
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PART 5

Finance	221
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PART 6

• Statutory Bodies	298
• Organisational Structure	301





PART 1
INTRODUCTION

PART 1

Introduction

• Introduction by the Director-General	9
• Message from the Ministers of Education	10
• Overview of Progress	12
• Vision, Mission and Values	14
• Legislative Mandate	15
• Five-year Broad Priorities	17
• International and National Relations	22
• Department: Highlights, Achievements and Challenges	24

INTRODUCTION BY THE DIRECTOR-GENERAL: EDUCATION

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

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

The Departments of Basic Education and Higher Education and Training strive 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 Twenty-first Century. The task is daunting, and the challenges enormous, but they are not insurmountable. Throughout the system we need a sustained focus on, and a commitment to the ideals and values of our nation, so as to ensure that the doors of learning remain open, or are opened where they have been closed, and to provide advice with regard to learning opportunities. Our young are the future of our country, and we owe them our complete dedication by improving their chances in life by ensuring the provision of quality education for all.

Much has been done to achieve our goals of quality education for all, and the Departments benefited greatly from the advice and cooperation of our provincial colleagues in this regard. They have assisted us in refining our policies and practices, and their commitment to implementing agreed-upon 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 was made possible by the many dedicated officials in the Department, and with the cooperation of our social partners – especially the teacher unions, the governing body associations and the student organisations. We also enjoyed the support of international development partners and agencies, and of the private sector in South Africa. All of this is much appreciated.

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



Duncan Hindle
Director-General: Education

Message from the Ministers of Education

During the past year, government once again reaffirmed its commitment to the education system. Building on the transformation successes of the past, but also recognising the huge backlogs that exist in many parts of the system throughout the country, additional funds were allocated to further address these backlogs. This report provides details on programme performance, as well as on the utilisation of investment, based on our plans to improve the quality of service that we offer to the nation.

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

The issue of safety and security in schools generated a lot of interest from different sectors of society, and therefore constitute one of our overriding concerns. A learning environment has to be safe and devoid of fear of all hazardous elements that might harm or impede education. During the period under review, the Department continued to work with provinces via the Council of Education Ministers (CEM), to fast-track the implementation of appropriate policies. We will furthermore collaborate with school governing bodies (SGBs), parents and communities, to enable us to focus on the promotion of a safe learning environment for our children – an environment where human life is respected, and where every child has the opportunity to learn and succeed.

Expanding access to quality learning remained high on the Department's agenda during the period under review. It continued to increase the provision of quality early childhood development programmes for all young children, utilising additional financial resource allocations to expand provision. Community-based centres were assisted to create an environment that is conducive to early childhood education. Furthermore, the no-fee school policy, which was being implemented during the period under review, is currently being expanded to ensure that more schools benefit from this policy.

The Department vigorously pursued and intensified its fight against illiteracy by stepping up the Adult Basic Education and Training (ABET) programmes Levels 1 to 4, as well as the mobilisation of adults to participate in literacy projects. To this end, we have established a literacy campaign that will run for the next three years. A multi-faceted approach of resource provisioning, human resources capacity-building and collaborative partnerships was developed to curb the problem of illiteracy and erase this blight from our society.

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

During the period under review, the Department continued to develop the education system at provincial level, in order to focus on improving its support to schools, educators and district offices. Additional financial allocations were made to employ more educators, teaching assistants and support staff in schools and district offices, as well as to improve the remuneration levels of educators. Strategies were developed to reinforce processes of developing the potential and abilities of education officials to become highly professional, and enabling them to carry out their duties in a competent, dynamic and knowledgeable manner, so as to provide quality support and advisory services to schools, as well as to the national and provincial offices.

In the General Education and Training Phase, more attention was paid to the Mathematics and Science Learning Areas, in order to increase the enrolment and throughput figures. This sector received more resources and relevant support to ensure that all schools could offer quality teaching and learning in Mathematics and Science, by suitably qualified teachers, in an environment where there is a dire shortage of qualified Mathematics and Science teachers. Schools were nevertheless provided with adequate resources and facilities to enable them to successfully teach these subjects.

A campaign, which is to be implemented over the next three years, was developed to focus on literacy and numeracy in the Foundation and Intermediate Phases.

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

The merger processes in both the Further Education and Training (FET) colleges and the Higher Education sector had been completed and attention was subsequently focused on the quality of courses offered at these institutions, as well as on institutional governance. The Department continued to support these institutions to ensure that they educate and train professionals who would be able to respond to the socio-economic needs of the country. This support is aimed at ensuring that the sectors meet their objective of increased enrolments, especially in the fields of science, engineering and technology.

Efforts to promote healthy lifestyles were intensified throughout the education sector. Attention was paid to the scourge of HIV/Aids, with a view to caring for both the infected and the affected.

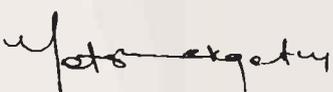
We acknowledge the role of information and communication technology (ICT) in preparing our learners for the global market. The Department focused on graduate shortages in this field and formulated steps to address these shortages. Our policy on e-education sets a target for our schools and our objective is to equip every manager, teacher and learner in the General and Further Education and Training sectors with the knowledge and skills to utilise ICT confidently, creatively and responsibly by 2013. To this effect, a feasibility study, to determine models of implementation for infrastructure, connectivity, professional development, curriculum integration, research and human resources systems was conducted, accompanied by recommendations that will facilitate system development over the next five years.

Each of these objectives could only be achieved through teamwork and commitment amongst public officials, and good cooperative governance between the national and provincial education departments. In line with government-wide monitoring and evaluation processes, we bolstered our efforts to ensure that officials understand our priorities and work towards their realisation, while they are being held accountable.

We would like to submit this Annual Report for the 2008/09 financial year to Parliament, and to the people of South Africa. This report outlines our successes and challenges in the key areas of focus over the past year, and indicates to all participants in the education enterprise what was achieved towards furthering our goal of quality education for all.

We would like to thank the many teachers, officials, support staff and parents, who continued to do their best for our children, via their collaborative efforts and in support of our endeavour to improve the South African education system.

We also wish to thank the Deputy Minister, Enver Surty, for his dedication and support, the advisers and staff in the former Ministry of Education for their advice and commitment, as well as the Director General, Duncan Hindle, and his senior management team for their hard work in service of the South African public.



Mrs Angie Motshekga, MP
Minister of Basic Education



Dr Blade Nzimande, MP
Minister of Higher Education and Training

Overview of Progress

The Ministry of Education has come a long way since the beginning of democratic governance in South Africa, especially during the previous term of government. The post-2004 election period presented a set of strategic challenges and opportunities to the education sector in particular, and to government in general. During the period under review, there was no major departure from the overall policy trajectory of the past decade.

During the past financial year, the Ministry placed a great deal of emphasis on improving the quality of education. Concerns about quality public education ranged from infrastructure to the transport of learners, from the delivery of textbooks to quality teaching and satisfactory outcomes, from high drop-out figures to catch-up programmes for young people and skills training, and from governance in higher education to student success rates.

Over the past financial year, the Ministry focused on various strategies to address the above-mentioned concerns. One of these was the Quality Improvement and Development Strategy (QIDS-UP) – a strategy that puts learners' success first. QIDS-UP includes teaching and learning aimed at addressing key content issues and academic skills, the continuation of initiatives directed at enhancing South Africa's performance in Science, Mathematics and technology, as well as the provision of education support, in the form of libraries, laboratories and teaching materials, to schools.

The Ministry was concerned with learner attainment (achieving equality of quality via curriculum reform and improved teaching and learning.); with an increased investment in education for the poor; with improved classrooms in many areas; with computer facilities and learning support materials for many schools; and with a new curriculum – all of which made it possible to provide opportunities and a conducive environment for learning and teaching. A challenge still remains in respect of improving the calibre of teachers in the classroom. To this end, the Ministry published an agreed-upon framework for the professional development of teachers, aimed at creating a truly professional cadre of teachers who will be recognised members of this noble profession. Efforts were intensified to increase the supply of new teachers via the introduction of teacher bursaries/loans, which are tied to service contracts.

Research into the education system indicated a high drop-out rate of learners beyond the compulsory school-going age. The Ministry recognised the fact that skills development, as well as improving the relevance of education with regard to employment and job creation, had to be strengthened beyond this level. The new curriculum, introduced in Grades 7 and 10 during the period under review will, once fully implemented, address some of the skills shortages in the country. For the first time, Mathematics has become a compulsory subject. In October/November 2008, the first learners sat for the National Senior Certificate examinations, offering seven subjects from a choice of 29, and writing nationally-set and internationally-benchmarked papers.

The system has a well-designed plan, as well as available funding for FET colleges. The Ministry focused on providing further or vocational training via FET colleges to both the youth and adults. The recapitalisation of FET colleges facilitated the systematic modernisation and development of the FET college sector. The funds allocated for the project were dedicated to ensuring that colleges have the necessary infrastructure, teaching equipment and materials, administrative systems, teaching staff and the necessary ICT to successfully deliver skills via 11 programmes in support of JIPSA.

The Ministry also supported the ongoing transformation of the higher education landscape in South Africa, which is of crucial importance for knowledge creation, research and the acquisition of skills. The Ministry's support was furthermore focused on expanding the growth of engineering faculties, in line with the goals of ASGISA, by engaging universities to secure their participation in the critical expansion of skills. The challenge facing the recently merged and reconfigured institutions, is to overcome the label of mediocrity. During the period under review, the Ministry offered its support to higher education institutions, enabling them to become centres of tertiary education and knowledge creation. The recapitalisation and merger funding that government made available, supported financial recovery, the renewal of infrastructure, the refurbishment of residences, as well as the academic programmes.

To widen access to higher education for disadvantaged students the Ministry, via the National Student Financial Aid Scheme (NSFAS), continued to provide the necessary funding in this regard. NSFAS also continued to offer an invaluable service by administering scholarships/loans to deserving students in higher education.

During the period under review, the Ministry participated in education matters on the African continent, as well as internationally.

The SA/DRC BNC was held in South Africa from 31 March to 3 April 2008. The Guinea JCC was held in Conakry, Guinea from 24 to 25 June 2008. The Department of Education was represented at the SA/Nigeria BNC, held in Abuja, Nigeria, from 19 to 23 May 2008. The Department was represented at the SA/DRC BNC meeting that was held in Kinshasa from 27 to 29 October 2008, as well as at the SA/Nigeria Special Implementation Committee, which was held in Pretoria from 5 to 6 November 2008. The SA/Rwanda JCC took place from 24 to 25 March 2009.

The Department of Education is on target with meeting its commitments. The Department facilitated the ADEA Secretariat's participation at an EFA high-level meeting in Norway in December 2008, in order to work with AU countries in meeting their targets.

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 Twenty-first Century.

VALUES

The Departments of Basic Education and of Higher Education and Training adhere to the following values:

PEOPLE

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

EXCELLENCE

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

TEAMWORK

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

LEARNING

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

INNOVATION

Striving to address training needs, so as to ensure high-quality service, and seeking ways to achieve our goals.

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 reads as follows:

1. The Constitution of the Republic of South Africa (1996), which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework for the former 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 formalise the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as for 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 development, assessment and language policy, as well as quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
3. The South African Schools Act (SASA) (1996), promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education, without discrimination, and makes schooling compulsory for children aged 5 to 16. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance via school governing bodies is now in place in public schools country-wide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act 24 of 2005, so as to authorise 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 guided by the National Plan for Higher Education (2001).
6. A whole spectrum of legislation, including the Employment of Educators Act (1998), aimed at regulating 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, namely 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, governance of public centres, as well as quality assurance mechanisms for this sector.

8. The South African Qualifications Authority (SAQA) Act (1995), provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The joint launch of the Human Resources Development Strategy by the then Minister of Labour and the then 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 adult learners.
9. The National Curriculum Statement (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, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation was intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills via learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF, both 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 programmes, curricula and teacher development for 0-to-4-year-olds, and 6-to 9-year-olds.
11. Education White Paper 6 on Inclusive Education (2001), explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will allow for the inclusion of vulnerable learners and reduce 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 as 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 in public higher education institutions, as well as for the administration of such loans and bursaries.
14. The Further Education and Training Colleges Act (2006) (Act No. 16 of 2006), provides for the regulation of Further Education and Training; the establishment, governance and funding of public Further Education and Training colleges; the registration of private Further Education and Training colleges; and for the promotion of quality in Further Education and Training.

FIVE-YEAR BROAD PRIORITIES

The Department performs its work, taking into account five broad priorities set by the Minister. This report for the 2008/09 financial year has been compiled in accordance with the organising framework of the five broad priorities. These broad priorities are:

A. DEALING WITH POVERTY

A1. THE COST OF EDUCATION AND THE DECLARATION OF "NO-FEE" SCHOOLS

The Minister of Education adopted a strategy of declaring schools in poor communities as "no-fee" schools, in order to reduce the financial burden of school fees on poor parents. The strategy is also intended to increase access to education, which was negatively affected by the high cost of education, especially with regard to poor communities.

During the period under review, 40% of both primary and secondary schools were declared as "no-fee" schools. The Minister of Education, after consultation with provincial education departments, declared 40% of both primary and secondary schools in Quintiles 1 and 2 as "no-fee" schools. Approximately 60% of the 12 million learners in the system are currently benefiting from this policy.

The intention is to extend this policy to cover more schools, in order to further increase access to education, as well as to relieve poor communities of the cost of providing an education to their children.

A2. NATIONAL SCHOOLS NUTRITION PROGRAMME (NSNP)

During the period under review, an allocation of R1,5 million was made to the NSNP, whereby approximately 6 041 primary learners in 17 899 schools were fed daily via this programme. The programme is aimed at alleviating poverty amongst poor communities in general, and at enhancing learning capacity via good nutrition and the strengthening of food production initiatives in schools. All schools that participated in the NSNP were encouraged to plant vegetable gardens and 6 226 vegetable gardens were being tended during the period under review. The programme is furthermore aimed at promoting skills development, at the reviving of indigenous knowledge and values, at the provision of additional nourishing fresh produce, as well as at encouraging parental participation in school activities and generating economic activities.

The Department developed a guide for secondary schools in preparation for the phasing in of the NSNP in Quintile 1 secondary schools in April 2009. In October 2008, the Minister of Finance announced an increase in the funding of this project from R1,5 million to R1,9 million, in order to ensure that Quintile 1 secondary school learners were catered for.

An application was furthermore made to the FAO to access the Telefood Fund in support of school gardens.

A3. Numerous projects were initiated to improve teaching and learning in disadvantaged communities, which are concentrated in the rural areas. With regard to the development of school infrastructure and the Quality Improvement Development Support and Upliftment Programme (QIDS-UP), 15 503 schools benefited from the QIDS-UP initiative. The National Education Infrastructure Management Information System (NEIMIS) is utilised to obtain school profiles, especially with regard to rural and farm schools, to enhance decision-making

There are still challenges remaining in respect of the provision of basic services to rural schools. A national framework for developing education in rural areas was developed, and is being refined in consultation with the relevant stakeholders, which include the Nelson Mandela Foundation and UNICEF.

B. SKILLS DEVELOPMENT

B1. THE RECAPITALISATION OF FET COLLEGES

During the 2008/09 financial year, an allocation of R795 million was made for the recapitalisation of FET colleges, so as to ensure that these colleges would implement the NC(V) skills programmes and learnerships in 2009. The Department recapitalised all FET colleges at a cost of R1.9 billion. FET colleges exceeded their enrolment targets for 2008 by enrolling 62 000 new students for the three-year NC(V).

An allocation of R67 million was made for bursaries, which were awarded to 12 378 students, in an effort to ensure that there was financial assistance for financially needy and academically deserving students. An efficiency study was commissioned and completed to guide the consolidation of the delivery of the NC(V), and a draft proposal for the indicators pertaining to system performance, and to the Further Education and Training Management Information System specifications, was completed.

B2. TEACHER DEVELOPMENT

An amount of R180 million was allocated to the Funza Lushaka Bursary Fund during the 2008/09 financial year. More than 5 000 bursaries were allocated to higher education institutions to support prospective teachers in national priority areas. During the 2008 academic year, an average of R35 000.00 was awarded per bursary recipient. The Department has also started on the development a data system to capture and manage bursary awards in the 2009 academic year, while graduates were placed in provincial education posts during 2008.

Approximately 1 085 Funza Lushaka Bursary students graduated in 2008 and were ready for placement in the 2009 academic year. The Continuing Professional Teacher Development (CPTD) conceptual design was approved by HEDCOM and the CEM. Continuing professional development of teachers was undertaken, and 2 000 teachers were registered, at 13 higher education institutions, for Mathematics, Science and Technology Advanced Certification in Education. A total of 1 789 teachers registered for the National Professional Diploma in Education (NPDE) at five higher education institutions, and 1 063 teachers graduated with an NPDE in 2008, ready for placement by the PEDs.

Major work was done in respect of the development of an Occupation-Specific Dispensation (OSD) for educators, and an agreement was signed with all teacher unions during April 2008. This dispensation was aimed at improving the remuneration packages of teachers. To increase recruitment into, and retention of qualified and competent teachers in the system, the dispensation takes into account learner performance, while providing for career paths for within the classroom for Senior or Master Teachers.

B3. IMPROVING THE TEACHING OF MATHEMATICS AND SCIENCE

The initiative to improve the quality of, and participation in Mathematics and Science, started in 2002 with 102 schools being designated as Dinaledi Schools. This number has increased to 500 schools in 2008. Each of the 500 Dinaledi Schools was supported via the provision of the necessary learning and teaching materials and, more in particular, textbooks to the value of R12 million, for every learner in English, First Additional Language (FAL), Mathematics, Mathematical Literacy and Physical Sciences. An additional 100 000 copies of these textbooks were distributed to schools in the nine provinces. Supervision and support were provided to teachers in the Dinaledi Schools by subject advisors in Mathematics and Science.

The 2008 matriculants were given intensive support in preparation for the first NCS examinations. Support initiatives included the weekly *Study Mate* newspaper supplements, containing lessons and examination examples for matriculants. The Department sought funds to sustain the 270 SENTEC Centres with interactive television sets, specifically targeting the matriculants participating in the Second Chance Programme.

During the 2008 academic year, some 65 000 learners enrolled for the Mathematics Olympiad and 19 000 for Science Olympiad, and 2 400 teaches in Dinaledi Schools benefited from 100 hours of training.

Enrolment figures for the 2008 academic year indicated that 55% of Grade 12 learners offering Mathematics were female, while 57% of those offering Mathematical Literacy were female. Learners from Dinaledi Schools constituted 7% of the total enrolment figure, and these schools produced 24% of the high-level Mathematics passes nationally. A total of 296 821 learners sat for Mathematics in the NCS examinations, and some 63 035 (21%) passed the subject with 50% and above. A total of 218 156 learners sat for the Physical Science NCS examinations, of whom 40 379 were enrolled at Dinaledi Schools. A total of 30 975 learners passed the Physical Science NCS examinations and 27% of these learners were from Dinaledi Schools.

The 500 Dinaledi Schools were closely monitored, they were provided with additional study material and were allocated dedicated additional Mathematics and Science teachers to ensure the success of learners.

B4. MASS LITERACY CAMPAIGN AND FORMAL AET PROGRAMME

The system of Adult Education and Training centres across the country continued to provide a qualification bearing the ABET programme stamp of approval, allowing adults to proceed through the various education levels with formal requirements, including compulsory programmes in Mathematics and languages. Regarding non-formal literacy training, the *Kha Ri Gude* Mass Literacy Campaign was launched by the Minister in February 2008. The campaign was aimed at meeting the Millennium Development Goals (MDGs), by enabling 4,7 million adults to become literate between 2008 and 2012. This initiative has ushered new learners into the portal of learning. A total of 300 000 learners was targeted to register for the Mass Literacy Campaign, with the launch of the Campaign in all provinces. The target was exceeded by some 80 000 learners. A total of 20 000 volunteer educators and 200 volunteer supervisors, including 160 coordinators/monitors and 2 300 supervisors, were offered short-term employment contracts.

A national strategy, giving expression to the Mass Literacy Campaign, was initiated via Adult Education and Training centres. The strategy includes an assessment, as well as the determination of systems.

B5. UNIVERSITIES AND UNIVERSITIES OF TECHNOLOGY

Enrolment at institutions of higher education reached capacity and 18% of each cohort was attending these institutions during the period under review. An investment of R439 million had been made to improve infrastructure and facilities, especially at the historically disadvantaged higher education institutions. This considerable investment was made, so as to improve access to key areas of scarce skills, such as engineering.

B5. HUMAN RESOURCES DEVELOPMENT STRATEGY FOR SOUTH AFRICA

The draft revised Human Resources Development Strategy for South Africa was developed after consultation with government officials at both national and provincial level. Consultations were also conducted with the Economic and Investment Committee. The draft document was presented to a Cabinet Lekgotla in July 2008, and was provisionally approved. The Cabinet Lekgotla gave the Minister of Education a mandate to consult with social partners in this regard and to get it operational.

Briefing sessions and consultations were held with NEDCAC, starting in October 2008, up to January 2009. The consultation process will be finalised via JIPSA structures.

C. QUALITY IMPROVEMENT

A number of projects were undertaken during the year under review, to improve the provision of education to communities, as will be outlined below.

C1. EARLY CHILDHOOD DEVELOPMENT

The Department focused on ensuring increased access to Grade R for all 5-year-olds. At the beginning of 2009, some 700 000 learners were registered at public and independent schools, and at community centres. Material to guide the development of young children was developed for pre-Grade R learners.

An investigation was undertaken to develop systems for the piloting of the General Education Certificate, and to stage an advocacy campaign, aimed at teachers, learners and parents. An evaluation of the implementation of the NCS in the Intermediate Phase indicated that it was on a continuum from very weak to excellent. However, the report in question indicated that many teachers required training and support with a view to effective curriculum delivery.

Bags and reading books were distributed to 6 750 Grades R and 1 learners in the Free State and the Eastern Cape, as part of the "Drop All and Read Campaign". A total of 2.5 million Ithuba books in all 11 languages were delivered to 2 000 schools, as reading material for Intermediate Phase learners. Braille and large-print Ithuba books, as well as audio tapes of the books were supplied to all schools designated for the blind.

C2. INCLUSIVE EDUCATION

An investigation was conducted into the utilisation of funding provided for the implementation of inclusive education. The investigation indicated that some provinces had done excellent work in the upgrading of special schools, the provision of learner transport and the purchase of relevant resources.

A tender was awarded for the procurement and distribution of assistive devices to cater for learners with disabilities. Environmental access has thus far been provided to 12 full-service schools.

C3. FOUNDATIONS FOR LEARNING CAMPAIGN

The Minister launched the Foundations for Learning Campaign, aimed at the improvement of literacy and numeracy, during March 2008. The campaign was introduced during May 2008 to schools offering Grades 1 to 6, with a view to improving literacy and numeracy outcomes for the identified grades in all schools. In June 2008, assessment frameworks for the Foundation and Intermediate Phases were sent to schools, covering the entire curriculum, so as to guide teachers with regard to quarterly assessments, by providing clear indicators of areas covered in the annual assessments.

C4. SYSTEMIC EVALUATION

The Department prioritised the expansion and strengthening of systematic evaluation. The early-grade reading assessment instruments were printed in all 11 languages, and distributed to selected schools, as part of the Reading Toolkits for teachers.

C5. WHOLE-SCHOOL EVALUATION

A school evaluation guide was distributed to schools in February 2009, and school Management Teams were trained in using the guide. A generic School Improvement Plan (SIP) was developed to guide schools on the information to be included in the SIP. Schools that were evaluated in 2007, formed part of the plan, so as to ensure that they addressed areas which required improvement. Newly appointed supervisors were trained on how to evaluate schools in all provinces in terms of the of the Whole School Evaluation Policy.

D. HEALTH EDUCATION

Life Skills Programme constitute part of the curriculum implemented in schools. Much work was done in respect of the promotion of health in education, mainly revolving around HIV and Aids, as well as drug and substance abuse in education institutions. The Department provided support to learners and communities affected by, and infected with HIV/Aids, as well with regard to other health challenges. The DoE collaborated with other government departments to develop a Framework on Health and Wellness Programme for all levels of the education system. Families/households headed by children received support via the provision of social grants and food parcels. The Department also provided support to higher education institutions students via the Higher Education Aids Initiative.

E. INSTITUTIONAL DEVELOPMENT

Much has been accomplished during the first decade of education provisioning under the current system, as will be outlined below. Government's commitment in this regard was evidenced by a substantial increase in resource allocation for school infrastructure from R500 million in 1995/96 to R4.95 billion during the 2008/09 financial year. A National Electronic Infrastructure Management system (NEIMS) was compiled, containing records and pictures of the condition of all schools in the system. The policy gap in dealing with norms and standards pertaining to infrastructure was rectified by the publication of the National Policy for the Equitable Provision of an Enabling School, Physical Teaching and Learning Environment, in the *Government Gazette* during November 2008. School infrastructure was funded from provincial budgets and by donor funding from the European Union (EU), supported by the School Infrastructure Support Programme (SISP). During the period under review, high-quality school infrastructure facilities were provided via this initiative, at 21 sites in three provinces.

E1. DISTRICT DEVELOPMENT

The crucial role played by district-level management and governance was recognised, as well as the fact that it needed to be strengthened. A draft policy document was developed on the organisation, roles and responsibilities of districts, as the level closest to the point of service delivery, namely schools. The harmonisation of structures across all nine provinces, including the job descriptions and responsibilities of office-based district officials, was endeavoured as part of the draft policy document.

E2. FET COLLEGES

The Department conducted a desk-top audit of Student Support Services (SSS) and a framework was developed, in which eight colleges were identified as centres for the pilot project. Pamphlets were printed on the availability of bursaries for studies at FET colleges, and distributed. Advertisements were placed in the print media for college bursaries for the 2008 academic year.

Levels 3 and 4 programme documents were finalised and posted onto the DoE website, as well as on the Thutong portal. The Department and the ISETT Seta provided training to FET college lecturers. A Financial Task Team was established to assess the impact of the norms and standards on the colleges, and to render advice in the event of extra funding being required to bridge the shift from N to NC(V). In order to regulate private institutions that offer full qualifications in the FET Band, the National Register of Private FET College was published. Forms and guidelines were also published in the *Government Gazette*. This matter received wide radio coverage by means of radio interviews on two regional SABC radio stations, as well as via five community radio stations.

E3. HIGHER EDUCATION INSTITUTIONS

Much of the work within higher education revolves around supporting HEIs with setting up systems, including:

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

INTERNATIONAL AND NATIONAL RELATIONS

The Department of Education participated in several meetings on the continent, including:

- The South Africa/Nigeria BNC was held in Abuja, Nigeria, from 19 to 23 May 2008.
- The South Africa/DRC BNC was held in Kinshasa, Nairobi, from 27 to 29 October 2008.
- The South Africa/Nigeria Special Implementation Committee meeting was held in Pretoria, South Africa, from 5 to 6 November 2008.
- The South Africa/Rwanda JCC was held from 24 to 25 March 2009.

Reports on the above activities were submitted to both the Minister of Education and the Department of Foreign Affairs. The Department participated in the ADEA Conference, held in Mozambique from 5 to 9 May 2008. The Deputy Minister of Education and departmental officials attended the SADC Conference of Education Ministers in Lusaka, Zambia from 1 to 5 July 2008. South Africa hosted the SADC Secondary Schools Essay Competition

The Minister of Education and the Director-General attended the COMEDAF Bureau and Steering Committee meeting, held in Addis Ababa from 18 to 20 November 2008. The Department of Education seconded an official to the NEPAD Secretariat, to assist with preparations for the NEPAD Conference on Education and Culture, scheduled to take place during 2009.

In order to strengthen its outreach initiatives, the Department hosted a delegation from Eritrea from 12 to 16 May 2008. The Irene Primary School hosted a group of students from Mali from 16 to 26 May 2008. These were efforts to strengthen the bilateral relations between the Department and these African countries. Senior officials from Ghana were hosted by the Department from 1 to 3 September 2008. The Deputy Minister and departmental officials attended a preparatory regional conference in Cameroon from 16 to 19 September 2008. The Namibian Minister of Higher Education was hosted on 16 September 2008, and a South African delegation visited Swaziland examination centres from 22 to 23 September 2008. Agreements were signed between the Department of Education and Burundi, South Sudan and Rwanda.

The Department participated in the followings activities beyond the African Continent:

- The South Africa/USA annual consultations on 8 May 2008.
- The South Africa/USA bilateral consultations on 15 May 2008.
- The South Africa/Russia ITEC, held in St Lucia on 11 December 2008.

The Department facilitated the despatch of Indian experts to South Africa to render advice on district development issues. A familiarisation visit by Vietnamese officials was hosted by the Department in November 2008, to consider best practises and challenges in education.

UNESCO

The Department integrated and coordinated numerous UNESCO activities in South Africa during the period under review. Five ASPnet schools honoured the International Day for the Remembrance of the Slave Trade and its Abolition at the Iziko Museum in Cape Town. The UNESCO Prize for Peace Education was awarded to the Institute for Justice and Reconciliation and the UNESCO Confucius Prize for Literacy was awarded to Operation Upgrade from KwaZulu-Natal.

During the period under review, South Africa won the following UNESCO awards: The UNESCO Prize for Peace Education; the UNESCO Literacy Prize; the UNESCO L’Oreal Fellowship Programme for Young Women in Science; and the L’Oreal Award for Women in Science.

All scheduled full NATCOM meetings were held, including sector committee meetings. Inputs to the 35C5 General Conference 2009 were discussed and distributed to stakeholders. New chairpersons and deputies were elected onto the Science and Communication Sector Committees. The first national commission meeting was held in January 2009, and reports were disseminated to all stakeholders. The UNESCO Chair on Teacher Education was established at the University of the Witwatersrand. The University of Pretoria submitted a proposal to establish a UNESCO Chair and UNITWIN Network on Education Law, and this proposal is being considered by UNESCO.

DEPARTMENT: HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES
PROGRAMME 1: ADMINISTRATION

CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO

The Chief Directorate: International Relations reports on the following Strategic Objectives:

1. To strengthen South Africa's solidarity and leadership in education in Africa via bilateral, multilateral and outreach initiatives

➤ ***Reports on Joint Bilateral Commissions serviced***

The SA/DRC BNC that was held in South Africa from 31 March to 3 April 2008. The Guinea JCC was held in Conakry, Guinea, from 24 to 25 June 2008. The Department of Education was represented at the SA/Nigeria BNC, held in Abuja, Nigeria, from 19 to 23 May 2008. The Department was represented at the SA/DRC BNC meeting that was held in Kinshasa from 27 to 29 October 2008, and at the SA/Nigeria Special Implementation Committee that was held in Pretoria from 5 to 6 November 2008. The SA/Rwanda JCC was held from 24 to 25 March 2009. Reports on the above activities have been submitted to the Minister and the Department of Foreign Affairs, and are lodged with the Chief Directorate.

➤ ***Reports on multilateral meetings/forums/technical committees/working groups of the SADC, the AU and NEPAD***

The Chief Directorate reported on its participation in the ADEA conference, held in Mozambique from 5 to 9 May 2008. A report was also submitted on South Africa's participation in the SADC Integrated Committee of Ministers meeting, held in Swaziland from 17 to 20 June 2008. The Deputy Minister and DoE officials attended the SADC Conference of Ministers of Education, held in Lusaka, Zambia, from 1 to 5 July 2008, and a report has been tabled in this regard. The Department of Education hosted the SADC Secondary Schools Essay Competition. The winners attended the SADC Summit, which was held from 15 to 17 August 2008, to receive their prizes. The Minister and Director-General attended the ADEA Bureau and Steering Committee meeting, held in Tunisia from 21 to 23 October 2008, and a report has been tabled in this regard. The Department participated in a workshop, convened by ADEA, for the Working Group Coordinators, which was held in Tunis from 2 to 6 March 2009. Reports on the above activities have been submitted to the Minister and the Department of Foreign Affairs, and are also lodged with the Chief Directorate.

➤ ***Report on the implementation of the AU Action Plans for the AU Second Decade of Education***

A report on the implementation of the AU Second Decade Plan of Action was compiled for the SADC Conference of Education Ministers meeting, held in Lusaka, Zambia, from 30 June to 5 July 2008. A progress report was tabled on the implementation of the Second Decade of Education Plan of Action, and the Department is on target in meeting its commitments. The Department of Education facilitated the ADEA Secretariat's participation in an EFA high-level meeting, held in Norway during December 2008, in order to work with AU countries in meeting their targets. The Department was represented at the Restricted Technical Workshop on Performance Indicators of the Second Decade of Education Plan of Action, which was held in Senegal from 4 to 6 March 2009, and at the AU Pan-African Conference on Literacy, Curriculum and Book Sector Development in Africa, which was held in Tanzania from 24 to 27 March 2009. Reports on the Action Plans have been submitted to both the DoE and the AU.

➤ **Reports on cooperation with the African Union and NEPAD Secretariat**

The Chief Directorate reported on the COMEDAF Steering Committee and Bureau meeting, which was held in Ethiopia from 31 March to 3 April 2008. The Director-General chaired the Steering Committee and the Minister chaired the Bureau of Ministers meeting. The Minister and the Director-General attended and chaired the COMEDAF Bureau and Steering Committee meeting, which was held in Addis Ababa from 18 to 20 November 2008. Processes are in place to support NEPAD in hosting a National Conference on Education and Culture, which is scheduled to take place during the latter half of 2009. An official in the Chief Directorate has been seconded to the NEPAD Secretariat to assist with preparations for this conference.

➤ **Reports on visits to, and the hosting of priority countries, to develop the framework for the implementation of the outreach initiatives**

A report on the Department's visit to South Sudan from 3 to 4 April 2008, and to Burundi from 7 to 8 April 2008, was submitted to the Minister. The Department hosted a delegation from Eritrea from 12 to 16 May 2008, and the Irene Primary School hosted a group of students from Mali from 16 to 26 May 2008. Reports have been tabled in this regard. Bilateral relations with these countries were strengthened. The Department hosted a delegation of senior officials from Ghana on a familiarisation visit from 1 to 3 September 2008. A report has been tabled in this regard. A report on the Partnership Conference, to engage donors and solicit funds for projects in Kinshasa in the DRC, held from 29 to 31 July 2008, and which was attended by departmental officials, has been tabled. The Chief Directorate reported on the attendance by the Deputy Minister and DoE officials of a regional conference in preparation of the 48th International Conference on Education (ICE), held in Cameroon from 16 to 19 September 2008. They also met with their counterparts in Cameroon to discuss further co-operation. The Department furthermore hosted a visit by the Namibian Minister of Higher Education, which took place on 16 September 2008, and reports in this regard have been submitted. Agreements between the Department and Burundi, South Sudan and Rwanda are being processed via the appropriate legal channels. A Department of Education delegation visited Swaziland from 22 to 23 September 2008, to assess a matriculation examination centre.

2. To develop and maintain bilateral and multilateral programmes with countries from the Middle-East

➤ **Report on the number of visits to, and the hosting of countries to develop and maintain bilateral and multilateral programmes, and sign cooperation agreements**

The Syrian and Oman agreements were finalised and are now ready for signature. A visit by the Syrian Minister of Education, scheduled to take place from 17 to 20 August 2008, was postponed due to unforeseen circumstances. A report on the Department's hosting of the Palestinian Minister of Education and her delegation from 6 to 10 October 2008, has been submitted. The Chief Directorate also reported on the meeting between the Iranian Embassy and the Ministry to review progress on the Tenth SA/Iran JCC. The Department furthermore hosted a Saudi official on 7 November 2008, to share information on the South African Qualifications Framework, and a report has been tabled in this regard.

➤ **Report on the establishment of a Middle-Eastern Studies Programme at an identified university**

Officials from the Department visited Syria from 1 to 4 May 2008, to begin discussions on a Middle-Eastern Studies Programme. Following this visit, a report was submitted to the Minister, with a draft proposal on how the programme should unfold. A meeting has subsequently been convened to discuss the way forward, resulting in consultants developing a brief concept note, explaining the importance and scope of establishing a Middle-Eastern Studies Programme in South Africa. The Minister wrote to the University of Cape Town, requesting the University to host the programme, and to MTN with regard to a possible sponsorship. A proposal was developed with a fully costed budget, amounting to approximately R7.3 million over a five-year period. UCT has agreed to host the programme. Discussions with MTN to sponsor the programme are ongoing.

3. To develop and maintain bilateral, multilateral and outreach programmes

➤ **The number of Development Cooperation Agreements negotiated, signed and serviced**

The Department participated in the SA/USA Annual Consultations on 8 May 2008, and in the SA/USA Bilateral Forum on 15 May 2008. The Chief Directorate facilitated the drafting of the Strategic Objective Agreement Grant (SOAG). The Department facilitated the amendment of the SOAG with the USA, which has subsequently been signed by the Minister. The Department submitted input for South Africa's Universal Periodic Review Report on Human Rights to the UN Human Rights Council, at a meeting held in Geneva on 15 April 2008. A follow-up report, containing recommendations on South Africa's Universal Periodic Review Report, was tabled on 11 June 2008. The Department facilitated the initial civil society response to the OECD report on the South African education system, in preparation for the launch, by coordinating a round-table discussion with experts on 1 September 2008. The Department also coordinated the public seminar for the release of the OECD Report, held on 6 October 2008. The Department participated in the SA-EU Annual Consultations on 16 October 2008. The Department coordinated the ceremonial hand-over of the School Infrastructure Support Programme, funded by the EU, in Limpopo on 17 October 2008. The Department furthermore participated in the SA-EU Joint Cooperation Council on 3 and 4 November 2008, and in the Nordic Annual Consultations, which took place from 13 to 14 November 2008.

➤ **The number of Joint Bilateral/Binational Commissions/Forums serviced**

The Department participated in the South Africa-Russia ITEC, held at St Lucia on 11 December 2008. The DoE is currently facilitating negotiations between stakeholders to secure sector-wide consensus with regard to the mutual recognition of medical qualifications between South Africa and Russia. The Department facilitated the amendment process and the signing of Amendment No. 3 of the SOAG Agreement with USAID. A high-level delegation, led by the Minister, embarked on a familiarisation visit to Finland, to explore new areas of cooperation. They also visited Norway to participate in the Eight EFA high-level meeting, held in December 2008. The high-level meeting on EFA adopted the Oslo Declaration, which calls for increased financial commitment to developmental needs by donor countries. The Department facilitated amendments to the draft German ARBITUR/NSC Agreement, that was referred to the Presidency, seeking presidential authorisation for the Minister to sign the Agreement before 22 April 2009.

Following a visit to South Africa by a Flemish parliamentary delegation in March 2008, the Department is holding discussions with Flanders on a new dispensation of collaboration. Via the JIPSA Programme, the Department secured €300,000 in development funding from Ireland, to be used by the FET Branch for the training of Mathematics and Science Educators in Dinaledi Schools in the Free State.

A meeting between the Minister and the French Minister of Education took place at the International Conference on Education, held in Geneva during November 2008. Discussions centred mainly around collaboration in education, South Africa's readiness for the 2010 Soccer World Cup, the constructive role that French, as a tourist language, could play, as well as the French-South Africa Graduate School in Electronic and Electrical Engineering (F'satie). Collaboration in automotive engineering is evidenced by the operations of F'satie, located at Tshwane University of Technology.

The Belarusians had put forward a proposal for a Ministry-to-Ministry Agreement between the two countries. They were informed that South African law only provided for Government-to-Government Agreements. A response from the Belarusian side is being awaited. The current cycle of collaboration with Sweden on developmental support, has ended. Discussions about possible future cooperation, and more in particular in the area of trilateral arrangements, are ongoing.

4. To forge greater collaboration in education between South Africa and countries from the South

➤ *The number of Development Cooperation Agreements, between South Africa and countries from the South, are in the process of being signed and serviced*

The Department facilitated the dispatch of Indian experts to South Africa, to advise the DoE on district development. India has since requested a delay in the departure of its representatives. The Department convened a meeting with the Indian High Commissioner on the recruitment of Mathematics and Science teachers, as well as rural education experts. The Indian side has since requested a delay on both district development and rural education. The Department is concerned about this delay, and is following the matter up with the Indian Ministry of Education. India postponed the meeting, scheduled for February 2009, on the establishment of a Joint Management Committee that would oversee the implementation of a signed MoU. All the processes are in place for the implementation of the plan for the transfer of skills from India. However, the delays on the Indian side means that this issue has not yet been settled.

The Department hosted a familiarisation visit of Vietnamese officials during November 2008, to look at best practices and challenges pertaining to their respective systems. Negotiations with various embassies for the recruitment of Mathematics and Science educators are ongoing. The DoE has appointed a service provider to recruit teachers globally. Negotiations were held with the Embassies of Uganda, Kenya, India and the Netherlands. Information packs on recruitment were dispatched. Follow-up negotiations with the Kenyan, Indian, Egyptian and Nigerian High Commissions on the recruitment of Mathematics and Science teachers, have taken place. All governments concerned have undertaken to assist the Department and are ready to support initiatives, aimed at recruiting teachers from their countries.

A meeting with the Chinese Ministry of Education was held to review the work of the Centre for Chinese Studies. The Centre facilitates recruitment of South African learners to study in China on government scholarships. It supported the Department of Foreign Affairs on the 10-year celebrations programme, held in July 2008, and facilitated a meeting in March 2009 between South African and Chinese academics on aid to Africa, pertaining to the advocacy of, and research work on China.

➤ ***The number of Joint Bilateral Commissions serviced***

An academic seminar, in celebration of 10 years of diplomatic relations with China, has been postponed to 2009. China and South Africa agreed to upgrade four existing FET colleges. China is to send a technical team to South Africa in 2009, to do feasibility studies on the refurbishment of FET colleges. The Department sent two officials to study for master's degrees in China, on a once-off scholarship offer. The Department also sent three students to China on the existing SA-China Government Scholarship Programme.

The Department of Justice and Constitutional Development and the Department of Foreign Affairs approved a draft Memorandum of Understanding (MoU) with Brazil. South Africa and Brazil are scheduled to sign in 2009, because neither the South African nor the Brazilian Minister could make the planned trip to India to sign during October 2008. South Africa and Malaysia are reviewing a draft agreement for possible signature in 2009. A successful bilateral meeting was held with the Indian Minister of Education to review the implementation of the agreement.

➤ ***Trilateral Commissions serviced***

The Department met all its commitments regarding IBSA activities and meetings in Somerset West in May 2008, in Brazil in August 2008, and in India in October 2008. Three education focal point meetings were held outside of these meetings. The South African and Brazilian Ministers of Education could not attend the Third IBSA Summit in India, held in October 2008. The Heads of State approved the plans of action as proposed by the IBSA working groups. Reports were tabled at the Commission meeting on the functioning of the academic programme.

An academic seminar took place in Brazil from 13 to 15 August 2008, with 11 South African academics and two DoE officials in attendance. The academics presented papers at the seminar. A report on the outcomes was presented at the Third IBSA Summit, held on 15 October 2008. The Department provides ongoing support to South African academics in the context of IBSA. Short visits by academics took place between the respective institutions, but not all project areas could be accommodated, due to limited funds.

Nine projects were identified at the Academic Seminar, held in Brazil, with regard to the implementation of the IBSA MoU programme on higher education. All three IBSA academics are ready to roll out their projects in 2009. Concerns were raised by South Africa that funds might not meet the expected expenditure, since the academics would have to meet their counterparts in both Brazil and India. The Department will seek additional funding for the academics' involvement in these projects. The Department will run with two of the nine projects, but encourage the academics to be involved in the remaining seven. Negotiations with institutions are ongoing. Discussions between the Department's Indian and Brazilian counterparts were delayed, as difficulties were experienced with their availability for a teleconference.

5. To effectively integrate and coordinate UNESCO activities in South Africa that include other government departments, and to cooperate with civil society organisations

➤ ***Report on the review of the UNESCO Commission's strategy at national, sub-regional and regional level***

The meeting was held during May 2008. The chairperson of the National Commission, the member on the UNESCO Executive Board, as well as the delegates who attended the various commission meetings during the General Conference, reported on the decisions and activities.

➤ **Monitoring of, and reporting on the progress of the integration and coordination of UNESCO programme declarations and conventions at government and civil society level**

A request was submitted to the Department of Social Development (DSD), requesting that it took the lead in establishing an SHS sector. Negotiations to establish the SHS sector in the National Commission are at an advanced stage, with the Department of Social Development looking at a date when the two Ministers could launch the Sector – possibly at a press conference. Representatives of the SHS come from the DSD.

The communication sector and the education sector jointly arranged an event for Press Freedom Day, where a local community radio station cooperated with some ASPnet schools to highlight the day and its meaning. Seven participation programme applications were forwarded to UNESCO, Paris, for consideration. The L’Oreal Women in Science Award and the Literacy Prize for Peace Education nominations were sent to Paris for consideration. Questionnaires on DESD and UNLD, and an outline of programme activities that the DoE is engaging in to link up with the 60th celebration to commemorate the Universal Declaration of Human Rights, were submitted to Paris. Five ASPnet schools celebrated International Day for the Remembrance of the Slave Trade and its Abolition, at the Iziko Museum in Cape Town. An UNESCO Prize for Peace Education was awarded to the Institute for Justice and Reconciliation. KwaZulu-Natal’s Operation Upgrade was awarded the UNESCO Confucius Prize for Literacy.

The UNESCO/Keizo Obuchi research fellowship application forms were dispatched to various tertiary institutions. In September 2008, the DoE nominated the Thutong Education Portal for the UNESCO King Hamad Bin Isa Al Khalifa Prize for the use of ICTs in Education. The Department submitted a request for nomination to GCIS for the World Press Freedom Prize 2009. Material on Human Rights Education was submitted to UNESCO in Paris during the 60th celebration of the Universal Declaration of Human Rights. South Africa won the UNESCO Prize for Peace Education, the UNESCO Literacy Prize, and was awarded a UNESCO L’Oreal Fellowship Programme for Young Women in Science and the L’Oreal Award for Women in Science.

NATCOM convened a strategic planning meeting, which resulted in the establishment of an Intergovernmental Working Group (IWG), which is in the process of developing a plan for South Africa’s engagement with UNESCO. The IWG met on several occasions during the period under review, with the last meeting being held on 25 February 2009. The Terms of Reference for the IWG was adopted and subsequently dispatched to all Directors-General of UNESCO’s competency departments. The summary of decisions taken at the 180th session of the UNESCO Executive Board was sent to government departments, with a view to obtain inputs for the 181st session, schedule to take place during April 2009. A database on all UNESCO stakeholders was completed.

The IWG was established to ensure alignment with, and cooperation in UNESCO activities to decide on priorities. The IWG met three times during the period under review. Scheduled meetings of the full NATCOM were also held. All sector committee meetings have taken place to date, and inputs to the 35C5 General Conference 2009 document were discussed and disseminated to all stakeholders. In February and March 2009, all sector committees met to discuss plans for the second year of the current biennium. New chairpersons and deputy chairpersons were elected for the Science and Communications Sector Committees. The first National Commission meeting for 2009 was held on 28 January. Reports on all activities were disseminated. An Education for All (EFA) Stakeholders meeting was held at the University of the Witwatersrand in November 2008, to discuss progress made towards achieving the EFA goals. A UNESCO Chair on Teacher Education was established at the University. The University of Pretoria submitted a proposal for the establishment of a UNESCO Chair and a UNITWIN Network on Education Law, which are being considered by UNESCO.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

1) Highlights and achievements

The branch continued to perform above expectations during this quarter and this financial year. A number of key initiatives were completed. The National Norms and Standards for School Infrastructure were approved by the Council of Education Ministers (CEM) for public comment. The National Education Information Management Systems (NEIMS) is about to be operationalised.

Amendments were approved in the National Norms and Standards for School Funding, with regard to independent schools. The target of 60% of learners in no-fee schools was achieved. The Minister of Finance approved the funding norms for FET colleges.

In spite of government funding constraints, the education system bids with regard to Grade R and other facilities, such as libraries, laboratories, sport and security infrastructure, were approved, additional funds were made available for reducing learner:educator ratios in poor schools, and the number of learners in no-fee schools were increased.

The teacher lap-top initiative is about to be finalised and the post-provisioning model was successfully piloted. The Ministerial Committee on the Establishment of the National Education Evaluation Committee completed its report, and additional funds were allocated to begin start with its establishment.

The Human Resources Development Strategy for South Africa was approved by Cabinet. EMIS is continually improving the quality of data collections and the Learner Unit Record Information Tracking System is on track. Considerable progress was achieved in the finalisation of a learner attendance policy and system.

Legal services continued to provide a commendable service, both in terms of legal and legislative matters.

2) Challenges

The provision of information by the provinces continued to pose a challenge. In spite of successful education bids being announced in the Medium-term Budget Policy Statement, provincial governments failed to honour the Policy Statement in full and funds were not allocated for the identified priorities.

3) Significant developments affecting the work of the Directorate

The approval of the HRD-SA, as well as the Report of the Ministerial Committee on NEEDU, will have significant impact on the structure of the Directorate.

4) Policy developments and legislative changes

- Policy and norms and standards for school infrastructure are to be published after concurrence by the Minister of Finance
- Amendments to the EMIS Policy
- Amendments to, and a review of school funding
- Legislation with regard to the NEEDU
- Learner attendance recording and monitoring and evaluation policy
- The Education Laws Amendment Bill

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS

1. DIRECTORATE: PHYSICAL PLANNING

1) Highlights and achievements

The update of NEIMS via information received from the provinces has commenced. DoE staff members were also trained in writing queries directly from the database. Training of physical planners on the assessment of schools, with a view to the update, took place in Gauteng, the Free State, North West and the Northern Cape during December 2008, and in Mpumalanga and the Western Cape during January 2009. The Service Level Agreement with SITA, as well as the Project Charter for Phase II of NEIMS, was signed with SITA in January 2009, and work on matters identified in the Charter has commenced. The URS was signed and the SDS was completed and is ready for signature. Provincial departments were given access to the server hosted at SITA, and officials from the Directorate were trained to use Business Objects. The SITA certification process was concluded. The process to have NEIMS on the DoE website was started, it is ongoing and a range of reports are now being generated from NEIMS. All the provinces were linked to the NEIMS database and could therefore use the database for planning and reporting purposes.

The European Commission Funded Schools Infrastructure Support Programme, aimed at rehabilitating 27 schools in three targeted provinces, namely Limpopo, KwaZulu-Natal and the Eastern Cape, was successfully completed and the programme ended in February 2009. A hand-over ceremony was held at the Sefoko Primary School in Limpopo on 17 October 2008. Capacity development of SGBs and SMTs on the maintenance of facilities was concluded, and the Short-term Expert for Facilities Management System submitted his report and it was discussed at the HEDCOM subcommittee meeting of 26 February 2009.

The launch of the Arcellor Mittal project was successfully conducted by the Minister of Education on 2 February 2009, and the contractor for Meetse a Bophelo Primary was appointed on 15 March 2009. Planning for two schools in the eastern Cape, to be built in 2009, has commenced.

A total of R2.7 billion was allocated by the Minister of Finance for capacity, maintenance and infrastructure provision. This allocation will also be used for the eradication of unsuitable structures. A technical committee, comprising representative from the DPW and the National Treasury was established to monitor progress in this regard, and is meeting once a month. A total of 164 schools benefited from this programme during the 2008/09 financial year.

2) Challenges

Information provision by provinces with regard to school infrastructure still posed a challenge.

3) Policy developments and legislative changes

The Infrastructure Policy was approved by the CEM on 02 June 2008, and the Norms and Standards were approved on 6 October 2008. The Policy and the Norms has subsequently been approved by Cabinet, and published in the *Government Gazette* for public comment on 21 November 2008. Work on delivery capacity to accelerate the delivery of school infrastructure, based on work done by IDIP Organisational Design, as well as the preliminary costing on backlogs, estimated at R216 billion, was approved by the CEM on 6 October 2008 and by Cabinet on 3 December 2008. Meetings were held with the National Treasury to discuss the Long-term School Infrastructure Development and Financing Strategy.

2. DIRECTORATE: FINANCIAL PLANNING

1) Highlights and achievements

The list of provincial no-fee schools, and the proportion of no-fee learners for 2009, were published in October 2008, when the Minister declared 40% of poor learners nationally to attend no-fee schools in 2009. As a result of some provinces being able to extend the no-fee status beyond the declared proportion (40%), there are about 60% of learners (i.e. 7 712 849 learners, including learners in provincial voluntary Quintile 3 no-fee schools), attending 64% of no-fee schools (i.e. 17 194 schools, including voluntary no-fee schools), in terms of the South African Schools Act. Funds to extend the no-fee status to more schools, and to compensate schools in Quintiles 4 and 5 in 2010 for fee exemptions granted to poor learners, were made available in the 2008 MTBPS.

As a follow-up to the telephone survey conducted during May 2007, a visit to the schools took place during October 2008. A report was compiled on the situation of no-fee schools, identified problem areas and follow-up activities, and presented to the Minister in December 2009.

Work commenced on the assessment of 100 schools with regard to the implementation of School Funding Norms and Standards, as well as to establish a long-term monitoring framework and strategy. The service provider was appointed in November 2008, and the final report will be completed in September 2009.

The following amendments to the School Funding Norms were published during 2008/09:

- i. Regulations on the dates of transfer of allocations to schools by PEDs.
- ii. Regulating subsidies for independent schools, introducing a requirement for learner achievement in primary schools for subsidy purposes.
 1. A change of date for categorising independent schools that are eligible for subsidies.

The implementation plan for ABET and Grade R Funding Norms was approved by HEDCOM in March 2009. The Minister published the Funding Norms for FET Colleges on 16 March 2009, after concurrence by the Minister of Finance. HEDCOM approved the implementation plan during March 2009.

2) Challenges

A Methodology for Costing a Basic Minimum Package for Schooling could not be developed, due to the high prices from bidders, which exceeded the available funds. This issue is being reviewed and work will commence sometime during 2009.

The Funding Norms for Inclusive Education and Special Schools were not developed, as extensive work on policy matters regarding the level of need for inclusiveness, still has to be finalised.

3) Policy developments and legislative changes

A general review of the school funding policies is ongoing. On 23 February 2009, the CEM approved the broad thrust of the proposed amendments and recommended further work on the matter. A survey of Quintile 3 to 5 schools on fee levels is in the process of being conducted. Upon completion of the survey, a draft policy on the compensation of schools for exempting poor learners from paying school fees will be developed. The funding principles for focus schools were developed. The proposed amendments to the School Funding Norms, pertaining to awards to schools that perform well, was approved by the CEM and forwarded to the Minister of Finance for concurrence.

3. DIRECTORATE: ECONOMIC ANALYSIS

1) *Highlights and achievements*

A report on the assessment of economic credibility and policy compliance of the Provincial Education Departments' Annual Performance Plans (APPs) for 2008/09 was compiled and sent to the heads of education departments in December 2008. The report is expected to assist PEDs in compiling their 2009/10 APPs.

The Directorate participated in the first-quarter and mid-year PEDs performance reviews and feedback from officials of the Directorate was incorporated into the report to the Minister of Education. The Directorate: Economic Analysis successfully participated in the Budget Standard Exercise, and a report was compiled and submitted to the Minister of Education for noting on the preliminary allocations for the 2009 MTEF, as well as on the funding of priorities. The priorities roadmap was used as a guideline for an optimal budgeting process within the DoE. This facilitated the success of the education priority process, with regard to, *inter alia*, the METC and 10 X 10.

The annual sector priorities process was successfully , with education sector bids receiving support in the Medium-term Budget Policy Statements, as well as in national and provincial baseline increases. Although funding will only flow as from the 2010/11 financial year, PEDs have already been provided with targets in terms of how the additional funds should be spent, and this should ensure accountability for, and control of the additions to baselines from the 200/11 MTEF.

The 2007/08, a UNESCO report was compiled, and is en route to the Director-General's office for finalisation and submission to UNESCO.

Letters were written to PEDs and the National Treasury, alerting them to the discrepancies on the "off which items" in the 2008/09 budget statements. However, this matter still seems to pose a challenge to the education sector.

2) *Challenges*

The Education Investment Review and the finalisation of the education financing tool have not yet completed, due to a past lack of capacity within the Directorate. However, the Directorate is now on track to ensure the completion of these projects, since it now has a full staff establishment.

CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION

1. DIRECTORATE: EDUCATION MANAGEMENT SYSTEMS

1) *Highlights and achievements*

- 1.1. SA-SAMS was rolled out to 10 000 schools and the active usage of SA-SAMS has been increased to approximately 5 000 schools. Active usage is measured in terms of the number schools that are able to submit data from SA-SAMS and/or print learner reports from SA-SAMS. New modules, such as the IQMS module for educator performance, the SIAS module for the evaluation of SNE learners, and a library module were added.
- 1.2. The development of the Learner Unit Record Information and Tracking System (LURITS) system was completed, the testing phase was successfully concluded and the system was launched by the Minister in September 2008. Provinces have commenced loading data onto the system. LURITS administrators were also contracted and trained to manage the system at provincial level.
- 1.3. A collaborative partnership was formed with the GITO office, by establishing a centralised DoE Virtual Private Network (VPN) at SITA for all the systems that comply to the required hosting and support service level agreements made with SITA. It is the first time that all DoE systems have been housed together in a central, secure environment.
- 1.4. There was an increase in the number of electronic data capture tools developed for DoE directorates, and the EMIS data capture tools were improved.

2) Challenges

- 2.1. The lack of capacity at provincial level in EMIS units to support both SA-SAMS and the LURITS implementation, remains a challenge. DoE contracted the services of 15 LURITS administrators to assist the provinces in this regard of which three are in the Eastern Cape, three in KwaZulu-Natal, two in Limpopo and one each in the other provinces and at national level.
- 2.2. The lack of IT infrastructure and, more in particular, connectivity, posed a major challenge to the LURITS project. The ITC feasibility study will assist with the provision of computers to some schools during 2009/2010, and the DoE will assist schools with paper systems to load data onto LURITS via a scanning procedure.

3) Significant developments affecting the work of the Directorate

During the period under review, there were not significant developments that affected the Directorate's work.

4) Policy developments and legislative changes

No policy developments and legislative changes, applicable to the Directorate, took place during the period under review.

2. DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT

1) Highlights and achievements

Approval of the Revised Human Resources Development Strategy for South Africa (HRD-SA) 2010-2030

The draft Revised HRD-SA was developed via an extensive consultation process with officials from various departments and provinces, by the Skills Focus Group's NHRD Task Team, as well as the Economic Cluster's Skills Focus Group. Consultations also took place with the Economic and Social Clusters, FOSAD and the Economic and Investment Committee. The draft Revised HRD-SA was presented at the July 2008 Cabinet Lekgotla, where the Strategy was preliminary approved and the Minister was mandated to consult with social partners, as well as to operationalise the Strategy.

A number of briefings and consultations took place with relevant stakeholders, including NEDLAC constituencies. Briefings with NEDLAC started on the 22 October 2008 and it were completed on 22 January 2009, when it was agreed that the consultation process would be finalised via JIPSA structures. In an effort to extend the consultation process and to ensure that all stakeholders were consulted, the draft Revised HRD-SA was published in *Government Gazette* No. 31646 of 28 November 2008, for public comment by 31 December 2008. A number of inputs and comments was received from different institutions. These were analysed and presented at the JIPSA TWG and at JTT meetings respectively on 24 and 25 February 2009.

The Strategy was then amended, based on the inputs and comments received from the various stakeholders. The amended version of the draft HRD-SA, including the migration of JIPSA into HRD-SA, was presented to, and approved by Cabinet on 18 March 2009.

2) Challenges faced during implementation

The delay in delivering on all our planned activities as per the operational plan was due to the delays encountered during the consultation process.

3. DIRECTORATE: EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

1) *Highlights and achievements*

Acquisition and processing of education information

EMIS collects, processes, integrates, publishes and disseminates education and training information for planning, accounting, policy-monitoring and decision-making purposes. For the first time in the history of EMIS, the return rate for education information collected during the SNAP Survey, reached almost 100%, which means that 99% of ordinary schools surveyed responded and submitted information.

The timeliness of education data from the provinces also improved to zero delays.

The quality assurance process for education data was greatly enhanced by means of a formalisation of information gap analysis before publishing took place.

Cooperation between EMIS and FET, with regard to the implementation of the E-survey process for colleges also improved the data collection process in this sector.

EMIS publications

Two publications were produced during the 2008/2009 financial year, namely *School Realities 2008* and *Education Statistics in South Africa 2007*. Some 10 000 and 40 000 copies respectively of the two publications were distributed to the Ministry, departmental top management, schools, educational organisation and all listed education stakeholders.

The publications are posted on the Department of Education's website as well.

The EMIS publication, entitled *School Realities 2008*, was published and distributed six weeks before the deadline. This was an improvement in the timeliness of dissemination of education information to its national users.

There was no "feedback" query by the Treasury regarding education information submitted to it during 2008. This is an indication of an improvement as, in the past there had always been queries.

A comprehensive SNE report was compiled and disseminated to the Branch.

Improvement in the quality of education information

Phase II (2008/2009) of the Data Quality Audit, conducted via the sample of 4% of ordinary schools was completed. FET colleges; ABET centres and SNE schools are currently being audited for the second phase of the three-year Data Quality Audit.

The recommendations of the DQA project were followed up, as explained in Part 2 of this Annual Report.

The finalisation of the Education Information Standards had proven to be a challenge to EMIS, as the Directorate's capacity was not adequate to complete this task. As a result, the CSIR was appointed to finalise the Education Information Standards. The Standards should be completed during November 2009. The finalisation of the Education Information Standards is perhaps the most urgent delivery challenge facing the Directorate at present.

EMIS capacity-building

The University of Pretoria and the Cape Peninsula University of Technology were finally selected to assist EMIS with capacity-building programmes and research. The Memorandum of Agreement is currently being finalised by the Department's legal services.

Cooperation with government departments

EMIS continues to cooperate with the National Education Statistical Information System (NESIS), which is a regional UNESCO organisation, the SADC and the AU Working Group. Activities that took place during the period under review included a workshop to formulate Education Information Standards for the region, and an EMIS meeting, which was attended by delegates from 10 African Countries, to discuss School Management Record Systems.

2) Challenges and corrective steps

The development of the Education Information Standards is not proceeding at the expected pace. It was planned that by the end of the period under review, eight standards would have been ready for gazetting. However, only one is ready, namely the Data Quality Audit. The remaining seven Standards should be completed during November 2009.

The work on the finalisation of the Standards was originally outsourced to a service provider. Unfortunately the product was not satisfactory.

External developments impacting on service delivery

There were no external developments impacting on service delivery during the period under review.

Legislative and policy developments

In the quest to improve the quality of education information, the following measures were decided upon:

1. The Education Information Policy will be amended to include EMIS officers at all levels of government's education administration, namely at district and institutional level.
2. The Data Quality Standard was approved and is ready to be gazetted.

4. DIRECTORATE: RESEARCH COORDINATION, MONITORING AND EVALUATION

1) Highlights and achievements

The Directorate: Research Coordination, Monitoring and Evaluation drafted a policy on Learner Attendance that was approved by the Minister and HEDCOM for implementation during January 2010.

All national and international reporting requirements that generally relate to the education sector were responded to timeously. The following reports were submitted to the relevant agencies:

- The United Nations Convention on the Rights of the Child
- The African Union's Second Decade of Education
- Progress on the goals of Education for All
- Development Indicators for the Presidency.

The 2009 Macro Indicator Report was compiled and submitted to the Minister for approval. The report was presented to round-table of educationists.

The 2009 Service Delivery Report was compiled. It will be outsourced for editing and enhancement by a service provider.

The study on the Language of Learning and Teaching in schools (LOLT) was completed by the service provider. The Advisory Group on LOLT provided useful inputs to the study. The report is currently being assessed by the Directorate.

Transversal engagement on monitoring and evaluation across various branches in the Department took place via the M & E Transversal Team, as well as via engagement with individual units in the Department on specific projects.

2) Challenges

The study on Teacher Leave was contracted out to the Human Sciences Research Council by UNICEF, which is funding the project. A reference group for the study was established. There was a delay in the procurement process, due to a number of reasons. Firstly, the attempt to link this project to a World Bank proposal on service delivery was not successful. Secondly, the methodology for the project had to be changed, due to the identification of available data which had previously been regarded as invalid. Thirdly, the contractual process took longer than planned.

Procurement challenges were experienced in developing the framework for the monitoring and evaluation (M & E) of policy implementation and capacity-building with regard to M & E. Proposals received from potential service providers, following a public advertisement of the tender, were found to be unsatisfactory. An alternative service provider has been found via UNICEF, which is funding the project.

Significant developments affecting the work of the Directorate

There were no significant developments during the period under review that affected the Directorate's work.

Policy developments and legislative changes

A policy on learner attendance recording and monitoring and evaluation is in the process of being developed.

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT

This report reflects the highlights and achievements, as well as the challenges experienced by the Chief Directorate: Education Human Resources and Management, during the period under review.

1. DIRECTORATE: EDUCATOR PERFORMANCE AND MANAGEMENT DEVELOPMENT

1) Highlights and achievements

The Directorate is responsible for the implementation of the IQMS, which forms part of the Performance Management System for all educators employed by the Department of Education. During the period under review, the Directorate convened quarterly national IQMS committee meetings in order to discuss provincial progress reports. Provincial reports indicated that the level of awareness in the implementation the IQMS is increasing and that educators are keen to develop professionally in order to improve the quality of teaching and learning.

As from 1 June 2008, nine external IQMS project managers, and 37 IQMS moderators were appointed on contracts that renewable annually over a period of three years. The moderators commenced with their school visits during August 2008. They had visited a total of 3 382 schools as at 27 February 2009. All moderators were well received by the schools and their presence and guidance were highly appreciated – with the exception of a few schools in the Eastern Cape and North West. The moderators reported that a significant majority of schools were trying their best to implement the IQMS processes, even though they were experiencing serious challenges and difficulties.

The Directorate also developed a 14-series audio-visual training programme on the IQMS, in order to assist schools with the implementation of IQMS. It is anticipated that the duplication and distribution of the material will take place during the third quarter of 2009.

Furthermore, three surveys were conducted during the period under review. The first survey focused on the completion of the NCS work, as well as on the rate of teaching during the examination period. The second survey was conducted in district offices to assess their state of readiness in terms of the handling of data pertaining to summative scores and School Improvement Plans (SIPs). The third survey was conducted at a number of schools during the first three days after the start of the 2009 academic year in January 2009. Its purpose was to establish the schools' state of readiness for the new school year.

2) Policy development

The IQMS Collective Agreement No. 8 of 2003, was amended and, amongst others, the language and instruments were simplified, the requirements of NCS incorporated into Performance Standards 1 to 4, descriptors were reworked to improve progression in the rating, and learner achievement was strengthened.

Furthermore, processes are currently underway to establish the National Education Evaluation and Development Unit (NEEDU). A Ministerial Committee was established in this regard, to recommend mechanisms to the Minister, mechanisms via which independent evaluations could be conducted of schools, educators and learners. The committee's final report of the committee has been submitted to the Minister during January 2009. Processes are also in progress to establish an interim structure that will facilitate the implementation of recommendations contained in the committee's report. Processes to develop legislation in this regard have also commenced.

3) Challenges

The following challenges were encountered:

The proposed amendments to the IQMS instrument, as well as to the moderation instrument are awaiting finalisation at ELRC level.

A full quota of external moderators has not been appointed as yet, due to a shortage of suitable candidates.

Challenges were experienced in obtaining access to some of the schools, due to resistance by the trade unions.

2. DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING, PROVISIONING AND MONITORING

1) Highlights and achievements

Supply and demand

A Concept Paper on Demand, Supply and Utilisation of Educators, addressing issues such as effective human resources planning systems and structures; educator recruitment strategies; human resources data and information integrity; and educator competency and qualifications, was approved by the CEM.

Consequently, several initiatives have been undertaken, including the development of a national framework for human resources planning in education; ensuring that the functionality of Persal as the main source of human resources planning and management information is optimally utilised; and the development of a National Recruitment Unit to support provinces in the recruitment of educators.

Post-provisioning Norms

The new Post-provisioning Norms (PPN), which place considerable emphasis on avoiding excessive class sizes, have been approved by HEDCOM and the CEM.

The PPN is a set of calculations that determines the class sizes in terms of the number of management and teacher posts allocated to a school, on the basis of curriculum requirements and budget availability. This model is also pro poor schools and promotes the allocation of posts to deal with multi-grade teaching in small schools.

2) Challenges

Education Human Resource Management Information System (EHRMIS)

The development of an Education Human Resource Management Information System (EHRMIS) got off the ground. It is envisaged that when completed, the system would be able to integrate other existing systems with regard to human resource issues. The aim is to have the project up and running in the 2009/10 financial year. The delay in implementation was caused by a change of focus, as the entire project had to be reengineered.

3. DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE

1) Highlights and achievements

The Directorate is responsible for maintaining of industrial peace within the education sector and also ensures that the Conditions of Service for Educators are maintained. Unlike the events of 2007, there were no incidences of labour unrest reported within the education sector during the period under review.

The past financial year also saw the appointment of a service provider to assist with the recruitment of foreign educators. This emanated from a decision of the CEM. Further meetings with African countries, such as Kenya, Egypt and Nigeria also established that they were willing to assist with the appointment of educators coming from their countries. It is also important to note that the transfer process of employees in the FET sector, which was a cumbersome process, was successfully facilitated.

Two ELRC Resolutions on OSD were signed during 2008. One dealt with the framework for the establishment of the OSD, and the other with establishing the process of finalising some aspects of the OSD. The changes in the new system were successfully implemented by PERSAL and later by practitioners in the various provinces. The workshops and continued correspondence assisted in avoiding a breakdown in the system.

The policy relating to the laptop initiative was approved by the Minister and will now form part of the Conditions of Service for Educators, allowing educators to procure laptops for professional usage. The Department will support educators in paying them an allowance in lieu of obtaining a laptop. This should enhance quality and service delivery.

2) Challenges

While a service provider for the recruitment of foreign educators was appointed, no provinces made any advances to recruit educators externally. There is a risk involved in this exercise, as there rests an obligation on the Department to provide at least 500 posts for recruitment.

There are currently unfortunate delays experienced in the implementation of the project, which have been referred as process matters emanating from the OSD.

CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES

1) Prelude

The Chief Directorate: Legal and Legislative Services has established itself as one of the indispensable units without which the strategic objectives of the Department cannot be realised.

The Unit became a fully-functional chief directorate on 1 February 2008. During the period under review, the Chief Directorate accomplished a number of tasks, enhancing the attainment of the Department's strategic objectives in general, and the strategic objectives of the Unit in particular. The Chief Directorate made an impact on the Department by providing much needed support to other units, as well as to other departments.

2) Strategic objectives of the Chief Directorate

The Chief Directorate has the following strategic objectives:

- (a) Drafting regulations and legislation and assisting with their processing.
- (b) Monitoring and supporting the provinces with regard to implementation, and assisting them with the drafting of legislation.
- (c) Providing legal advice.
- (d) Managing the administration and secretarial services of the Hedcom Legal Subcommittee.
- (e) Managing all the Department of Education's litigation.
- (f) Monitoring, coordinating and evaluating all litigation in the provincial education departments, which might have a national impact.
- (g) Monitoring, coordinating and evaluating human rights abuses in the education system.
- (h) Scrutinising and providing advice on all domestic and international contracts.
- (i) Coordinating complaints of a legal nature.
- (j) Providing general legal advice to both the national Department and the provinces.

3) Major achievements

3.1 Legislation

The year 2008 was a busy one for the Chief Directorate, which had to ensure that the following three major bills were tabled in Parliament:

- (i) The Higher Education Act 2008.
- (ii) The General and Further Education and Training Quality Assurance Act 2008.
- (iii) The National Qualifications Framework Act 67 of 2008.

The first and the second bills were referred to as consequential bills. This was due to the fact that they were amendment bills, owing their origin to the NQF Bill. The NQF is a technical piece of legislation, which perhaps explains why it was signed long after the parliamentary process had been completed. Over and above the aforementioned legislation, the Chief Directorate also developed, or assisted in developing the following documents:

- (i) Section 38A Regulations.
- (ii) Notice for the device for drug testing.
- (iii) Guidelines for search and seizure of dangerous weapons and drugs.
- (iv) Regulations pertaining to the administration of NCS and FET examinations.
- (v) Norms and Standards for School Funding.
- (vi) Norms and Standards for School Infrastructure, which will be converted into regulations in terms of Section 5A of SASA)
- (vii) Regulations for Financial Assistance of the Victims in terms of the Promotion of Unity and Reconciliation Act (as administered by the Department of Justice).

The Chief Directorate also participated in, and provided comment in terms of the legislative programmes of other departments. These include:

- (i) Comment on Regulations developed by the Department of Social Development in terms of the Children's Act 38 of 2005.
- (ii) Law Review by the South African Law Review Commission.
- (i) Assignment/Allocation Of Roles And Functions For Traditional Leadership By Organs Of State In Terms Of Sections 19 And 20(1) of The Traditional Leadership Governance And Framework Act 41 of 2003 (administered by the Department of Provincial and Local Government).
- (ii) Regulations pertaining to the Intellectual Property Rights of publicly financed research and development (IPR-PFRD) – Department of Science and Technology.
- (iii) Draft Fitness Regulations, 2009 – Department of Sport and Recreation.
- (iv) Comments on the Recognition of the Customary Marriages Amendment Bill, 2009.
- (v) Comment on the Marriage Amendment Bill, 2009.

The Chief Directorate succeeded in putting in place mechanisms necessary for transforming the South African education system. A few examples of the achievements of the Department during the period under review include the FET Colleges Act 16 of 2006, which was implemented to ensure that the staff of FET colleges were employed by the colleges; the National Qualifications Framework Act of 2008, which was enacted; the Regulations on Drug Testing Devices and the guidelines for search and seizure proceedings were drafted, so as to assist with the implementation of the amendments of SASA; and the Section 38A Regulations and National Education and Training Council Regulations were developed. Moreover, the Directorate: Physical Planning developed the Norms and Standards for School Infrastructure, and the Examinations Unit developed a GET Assessment Policy, and the Chief Directorate was involved in both these processes.

Furthermore, a process of constant monitoring and evaluation and subsequent review of the education laws assisted in identifying shortfalls in existing law.

The immense expansion of the Unit added value to the much needed service delivery in the public service. It is apparent that the Chief Directorate has become the backbone of the Department with regard to compliance and policy development.

3.2. Litigation

3.2.1 Legal challenges

The Chief Directorate dealt with a number of legal challenges facing the Department, such as lawsuits and letters of demand. Many of these challenges were resolved at the initial stage (letter of demand), which meant that lawsuits were averted. The majority of legal challenges were resolved in this way and a very small number actually got to court. Thirteen cases were formally instituted, all of which were concluded in favour of the Minister and the Department.

3.2.2 Monitoring, coordinating and evaluating all litigation and implementation of legislation in the provincial education departments, which might have a national impact

The Chief Directorate concluded a series of visits to the provinces during the period under review. Reports to the heads of provincial education departments have subsequently been drafted and will soon be forwarded to them.

3.2.3 Monitoring, coordinating and evaluating human rights abuses in the education system

The Chief Directorate provided a comprehensive report to the Human Rights Commission on the implementation of the Millennium Development Goals. This report was finalised and submitted to the Human Rights Commission against very tight time-frames. The Department was summonsed by the Human Rights Commission to respond to allegations by special schools that the state had neglected its responsibility towards learners with special needs. The Chief Directorate played a substantial role in resolving and clarifying the matter.

3.2.4 Scrutinising and providing advice on all domestic and international contracts

The Chief Directorate scrutinised and advised on a number of contracts during the period under review. Most of these contracts have subsequently been signed. The Chief Directorate played a significant role in the handling of all the procurement bids relating to the Department. It resolved many legal impediments in the finalisation of the various bids and no court challenges were encountered with regard to any contract.

3.2.5 Coordinating complaints of a legal nature and providing general legal advice to the national Department and the provinces

During the period under review, the Chief Directorate provided a number of legal opinions on, amongst others:

- the National Credit Act on schools
- Liquor licenses for schools
- The curriculum followed by independent schools
- The Children's Amendment Act
- A Catholic public school situated on private property

These opinions contributed to clarifying the issues and assisted with the smooth running of schools.

4. Challenges and corrective steps

- 4.1 In respect of gaining the cooperation of PEDs, one of the key challenges facing the Chief Directorate related to the monitoring function. The observation made in this regard is that some provinces were reluctantly participating in the provincial visits made by the Department. This has manifested itself in one or more of the following:
- (a) Sometimes a province kept on changing the scheduled dates for the visit. This impacted negatively on the Chief Directorate's planning and had undesirable administrative and logistical consequences.
 - (b) In some cases, a province agreed to the visit, only for the Chief Directorate to discover that the officials who should have provide reports, were simply not available, due to one reason or another.
 - (c) In some instances, a province accepted the arrangements and ensured that all official required to participate in the meeting were available, but the required information was scanty or not available at all.

These factors proved to be an impediment in the attainment of the support function as a strategic objective. Measures that will be put in place include providing reports to the Heads of Departments about this unfortunate state of affairs. The need for cooperation will also be discussed at the Hedcom Legal Subcommittee meeting.

- 4.2 The NQF Act was tabled in NEDLAC for consultation. NEDLAC attempted to prolong the consultation process, which would have resulted in a delay in tabling the legislation in Parliament. The Chief Directorate managed the consultation within the set time-frames and had to engage in many meetings to resolve queries of the constituencies within NEDLAC.
- 4.3 The need existed to coordinate and assist in lawsuits relating to education issues, where the Minister or the Director-General was not cited as a party. An agreement was reached with the members of the CEM and HEDCOM to regularly communicate and report on cases. Circulars were sent to schools to ensure that departments were kept informed of any cases where schools were cited as a party in court proceedings.

5. Internal challenges

One of the strategic objectives of the Chief Directorate is to provide support to other initiatives by the Department. However, numerous calls were made to other units to develop Regulations in terms of section 5A of the South African Schools Act, 84 of 1996, and they have not yet heeded the call. To date, only Physical Planning has developed norms in terms of the said section. Therefore, there is a need for other sections to develop the required norms, in line with the spirit and purport of section 5A.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING

CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT

The key thrust during the period under review was towards ensuring increased access to Grade R for all 5-year-olds. In total 700 000 learners were registered in Grade R classes at public schools and independent schools/community centres at the beginning of 2009. A detailed report on the state of readiness of the provinces and the national Department of Education to utilise the additional funding in order to attain universal access to Grade R was finalised. Material was developed for pre-Grade R learners, aimed at to guiding the development of young children.

A key focal area during the period under review was the investigation and development of systems for the piloting of the General Education Certificate (GEC), and an advocacy campaign to inform teachers, learners and parents about the GEC. Standardised Assessment or Common Tasks for Assessment: Section A, was finalised for implementation during the second term, as part of the piloting of the GEC in 2009. An evaluation of the implementation of the NCS in the Intermediate Phase was conducted, indicating that implementation was on a continuum from very weak to excellent. The report indicated that many teachers required further training and support.

As part of the Drop All and Read Campaign, bags and books were delivered by the Minister, the Deputy Minister and senior managers to 6 750 Grade R and Grade 1 learners in Thabo Mofutsanyane in the Free State, and Lusikisiki in the Eastern Cape. Senior managers combined the delivery with an advocacy and information programme for principals and teachers. Processes were put in place to reach an agreement on the importation of 100 mobile library vans from Japan, over a period of time so that ultimately, each district would be able to offer a mobile library service. Some 2.4 million Ithuba books in 11 languages were delivered to 2 000 schools, in order to provide suitable reading material for Intermediate Phase learners. Braille and large-print Ithuba books, as well as audio tapes of the books are being supplied to all schools for the blind.

An investigation into the readiness of provinces to utilise the additional funding provided for the implementation of inclusive education, was finalised. The investigation indicated that, while some provinces had undertaken excellent work in upgrading special schools by providing vehicles to transport learners and purchasing the relevant resources, some provinces had not succeeded in making much headway. The tender to procure assistive devices for the amount of R9 million was completed and learners were assessed for individual needs. Distribution and training will now commence. The process will, however, require greater clarified direction and more support from the Department of Education. Utilising Swedish funding, ring-fenced for the advocacy of inclusive education, 13 three-minute television programmes were produced and flighted twice a day for 13 days at 15:30 and 21:00 respectively, to approximately one million viewers per flighting. This will be followed by print and radio messaging.

CHIEF DIRECTORATE: INSTITUTIONAL DEVELOPMENT

The course materials for the ACE:SL programme were reviewed and signed off by the DoE. Currently, the programme is in the process of uploading the refined course materials on Thutong. The national field-test will be concluded in 2009 for the first and second cohort. The external research evaluation process is in its final impact phase.

Circuit managers and SMT members in the seven participating provinces were trained in the management of the NCS. Provinces are preparing for the roll-out of the NCS management, which the DoE will monitor and support.

SGB Election Guidelines were printed and are in the process of being delivered to the provinces. The advocacy messages for the SGB elections, in the form of posters and flyers, were compiled and delivered to the provinces. Struggling provinces were visited and provided with support, so as to ensure their readiness for the SGB elections.

Training for provincial and district electoral officers were conducted in all the provinces. SMG participated in the training and monitoring of the training sessions.

The following key activities were undertaken in respect of district development:

a) Audit of district abilities and the development of plans for the resourcing of education districts

District audit is an ongoing process that has a direct impact on the development of policy in terms of the organisation, roles and responsibilities of education districts. Using the revised DEMIS instrument, 100% of the district data was collected from the 81 districts. This process was completed on 31 March 2009. The data is continuously captured and updated to improve district capacity. There was a delay in the capturing of the data, due to a lack of human resources and computer software problems. The software problems were reported and the necessary attention is being paid in order to resolve the problems.

b) Policy on the Organisation, Roles and Responsibilities of Education Districts, promoting improved learner achievement

The Policy on the Organisation, Roles and Responsibilities of Education Districts was approved by the CEM on 4 August 2008. A detailed implementation plan was developed for the testing and initial roll-out of the Policy. Norms were established for districts, which would be implemented as soon as the Policy has been tested and finalised. A draft Handbook for District Directors, and an accompanying Handbook of Delegations of Authority, will be completed during 2009. There was a delay in the implementation of the Policy, due to first-day school visits by DoE officials and provincial officials who were involved in these meetings.

c) Training and Development

The proposed partnership between Harvard University, the Association for Curriculum Supervision and Development (ASCD) and the DoE was established and has progressed to an advanced stage. The point has been reached where there is a need to formalise the Memorandum of Agreement between the relevant stakeholders before further work on the conceptualisation, design and development of the capacity-building programmes could be undertaken. The delay in the formalisation of the MOA has brought progress to a halt at this stage.

CHIEF DIRECTORATE: TEACHER EDUCATION AND DEVELOPMENT

During the fourth quarter of the 2008/9 financial year, the Chief Directorate: Teacher Education and Development achieved many of the targets set for the financial year in question, and in some instances it went beyond what was being planned. However, there were also some areas where targets were not met. This report provides a summary of all relevant activities during the period under review.

The Teacher Recruitment Campaign was successfully implemented and resulted in all institutions reporting a 50-to-100% increase in applications for initial teacher education programmes by January 2009.

The Funza Lushaka Information Management System (FLIMS) was successfully developed and systematically assessed. It is 90% complete and will be finalised during the next financial year. FLIMS' report-generating facility is still being developed, and once historical information has been uploaded on to the system, it would be able to generate reports on the programme as required.

Bursaries were awarded to 5 428 candidates during the 2008/09 financial year, and an amount of R171 355 582,00 was disbursed. Placement of graduates was monitored by matching graduates on the PERSAL system. Some 806 out of the 812 graduates were successfully placed in permanent positions.

The CPTD design document was completed and followed by a field study, which indicated that further development and support work was required before full-scale implementation could take place. A total of 11 drafts for the Endorsement Handbook were prepared, and the ICT prototype was developed. These will be piloted during a year-long process, starting in July 2009 and ending in October 2010. The pilot report will serve as the evaluation report of the pilot design and its attendant parts, to guide implementation decisions from 2011 onwards. During the period under review, the partnership with SACE with regard to this project

was strengthened considerably. Within the context of tight time-frames, delays in budget transfers and limited capacity at SACE, significant progress was made.

A total of 1 994 teachers were supported via the MST ACE Programme, and the 3 065 via the NPDE Programme. Both these programmes were effectively monitored and reports were prepared. In the case of the NPDE, in-depth research was undertaken and a draft evaluation report was submitted to Senior Management for discussion purposes. This will influence policy decisions on future upgrading. In addition, an internal evaluation report on ACE Programmes in general was prepared, and a moratorium on new ACE Programmes was put in place. The issue of accredited formal upgrading and future CPTD Programmes is being considered as part of the policy revision process. Processes for effectively collecting data, and monitoring and evaluating the provision of such programmes in future are currently being developed. While the five-year plan for upgrading teachers has not been completed as yet, the research already undertaken will be fed into a comprehensive national teacher development plan for the system, which will be finalised in 2009/10.

Programmes and qualifications were received and evaluated and approved on an ongoing basis. Due to capacity constraints and increased numbers of foreign qualifications being received, backlogs have built up and it is not always possible to keep to the service ideal of seven weeks. Applications for evaluation received from local teachers and provinces were 80% on target during the period under review, but applications received from foreigners were only 40% on target.

The policy revision and development process is underway. However, the target of completing this process during the 2008/09 financial year was not met, due to external constraints and, more in particular, the lack of finalisation of standard-setting processes via the Council on Higher Education (CHE). These have been expected to be completed during July 2008, but completion is now only likely in July 2009. However, a Working Team on Policy Development was established in the Chief Directorate, and time-lines were set to complete the work. Draft documents on teacher qualifications were developed for internal discussion purposes, and both formal and informal meetings took place with other affected sections.

CHIEF DIRECTORATE: QUALITY PROMOTION AND ASSURANCE

a) Monitoring learning outcomes in the GET Band

The Chief Directorate established a stable system of monitoring and tracking learning outcomes over time, at levels lower than Grade 12. In 2008, important baseline information was established on performance in literacy and numeracy in the Foundation Phase, and language and Mathematics in the Intermediate Phase, via the first Annual National Assessment (ANA) that was undertaken at all schools.

As a standard practice, the Department provided feedback to the system, following the 2008 ANA and 2007 Systemic Evaluation Survey – highlighting areas of under-performance that required attention by teachers and district officials.

By way of the national surveys, the 2008 Annual National Assessment, as well as international studies, the Department was able to establish a baseline in all primary schools against which to measure improvement over time.

The Directorate now has the empirical data on the levels of achievement in South African schools, how achievement is distributed across the schools and, even more important, what skills and competencies require more attention during the teaching and learning process.

b) Monitoring school performance in the system

The Department (via provincially-employed school supervisors) has been evaluating school performance in nine critical areas on an annual basis, as required by the Whole School Evaluation (WSE) Policy.

Following the external evaluation of these schools, detailed reports with accompanying recommendations were provided to the schools, highlighting areas where schools needed to improve and areas where schools were performing well.

With the passing of the Education Laws Amendment Act of 2008, and the introduction of the Foundations for Learning Campaign in 2007, schools had to be advised on to comply with the requirements and provisions of this legislation and policy. In 2008, the Department developed clear guidelines to assist schools to comply with the requirements of the Act and the campaign.

In 2007, the Minister commissioned a Ministerial Committee on *Schools That Work* to, amongst other *inter alia*, conduct a pilot study on schools in the middle quintiles that performed well in the Senior Certificate examinations – i.e. the *schools that work* – to establish the circumstances under which these schools achieved good results, while others in the same situation did not.

The Department used the findings of the Ministerial Committee to:

- prepare a booklet to share good practices that the Ministerial Committee had observed in *schools that work* with all schools in the system; and to
- incorporate the good practices as part of the revised criteria that schools and supervisors are expected to use during internal and external school evaluations.

c) Supporting schools serving learners from poor and disadvantaged communities

Over 15 000 of the poorest schools in the system benefited from QIDS UP. Depending on their needs, these schools received the following kinds support:

- Resources to support curriculum implementation. These included reading books, numeracy/mathematics kits, mobile libraries, and educational material for Grade R.
- Support provided to teachers. These included training.
- Support to principals to improve their leadership and management skills. SMTs were provided with tools and the necessary training to manage their schools more professionally.
- Appropriate infrastructure. These included the renovation of school buildings; the construction of additional classes; the provision of suitable mobile classrooms as an interim measure; the provision of water, sanitation and electricity; the provision of furniture and fencing.
- Support in the monitoring of the improvement of learning outcomes, using national surveys and the National Annual Assessments.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

1) **Highlights and achievements**

The main highlights and achievements of the 2008/09 financial relate to support provided to schools and colleges in respect of curriculum and assessment.

At school level, the DoE provided support in the following ways:

- It screened and approved textbooks for Grades 10, 11 and 12 and for Grade 12 literature.
- It developed Practical Assessment Tasks for 2009 for the 16 subjects in the NCS, which have a practical component.
- It developed exemplar examination papers for the high enrolment subjects and published these in *Study Mate / Studie Pel*, in the *Sunday Times* and on the DoE and Thutong websites.
- It trained and supported subject advisers and teachers.
- It supported the National Strategy for Mathematics, Science and Technology Education by providing textbooks, study guides and calculators to selected Dinaledi schools. Dinaledi schools also participated in the Mathematics Olympiad. The target of doubling the number of high-level Mathematics passes was achieved, as 63 000 learners passed Mathematics with a mark of higher than 50%.

At college level, the two major achievements were reaching the targets set for student enrolment on the NC(V) in 2009, and completion of the R1,9 billion re-capitalisation grant.

There are 105 000 students enrolled at 50 public FET colleges in 2009, of whom 80 000 are on Level 2, some 20 000 on Level 3 and 5 000 on Level 4. In order to support these students the DoE developed:

- a framework for the award of bursaries worth R600 million and awarded bursaries to more than 45 000 students;
- a framework for Student Support Services, which included a tool for the screening and placement of all students in 2009;
- a framework for lecturer development, and it trained 2 052 lecturers for the NC(V); and
- It developed Mathematics and Mathematical Literacy support programmes.

In relation to curriculum, two new NC(V) programmes were approved and introduced. The DoE also supported the delivery of the curricula for all new NC(V) programmes, by way of monitoring visits. In 2008, work began on the alignment of Level 4 practical assessment tasks, including trade tests and with the needs of the industry in mind.

On 31 March the three-year R1,9 billion FET College Re-capitalisation Programme, which funded classrooms, workshops, equipment, ICT and lecturer development, was completed. Plans and proposals for the implementation of the Norms and Standards for Funding began.

Over 800 applications for registration as private FET colleges were processed upon receipt, and 129 determinations were completed. The register of private colleges, which had been conditionally registered, as well as those on the extension list, was published.

Examination papers for more than 8 000 schools, FET colleges and ABET centres were set and distributed timeously to provinces and colleges. The DoE oversaw the marking and resulting processes. The results of the majority of the 1,3 million students, who had written the examinations, were provided on time.

The ICT in Schools Feasibility Study was finalised and presented to stakeholders.

2) **Challenges**

The major challenge faced was inadequate funding to support the Second Chance Grade 12 learners and the expanded examination processes. Funding was obtained from other branches to cater for the overspending, and various projects had to be suspended due to a lack of funding.

Another challenge faced was the poor support to Grade 12 teachers and learners by district offices. In some instances, essential learning material, procured by the DoE, was not delivered to schools by district offices. Constant monitoring was conducted to ensure that schools received the LTSM.

The issuing of results to 26 000 learners, who had written the National Senior Certification examinations, was delayed as a result of the non-submission and slow capturing of school-based assessment marks, as well as a variety of administrative errors. The new computer system also posed problems and resulted delays in the release of results.

3) Significant developments

The following significant developments took place in the 2008/09 financial year:

The National Curriculum Statement (NCS) was implemented in Grade 12 in 2009. This development marked the final year of implementation of the NCS. The NCS had been introduced into the Foundation Phase in 2002, and then progressively into Grade 12 during 2009. All grades now follow the NCS.

The first National Senior Certificate examinations was written by more than 588 000 Grade 12 learners during 2008. This required significant preparation and planning. In 2008, more than 102 000 learners achieved the minimum requirements for higher education studies, which turned out to be 20 000 more than in 2007. A total of 63 000 learners achieved high-level Mathematics passes. This also presented an increase on previous years. The 500 Dinaledi schools contributed to this achievement.

In respect of the old curriculum, learners who did not pass the Senior Certificate in 2007, as well as other learners who wished to obtain a Senior Certificate, were given support via the Second Chance Programme. Three further opportunities were scheduled to be offered to these learners, namely in May/June 2009, as well as in 2010 and 2011.

In FET colleges, the National Certificate (Vocational) Level 3 was offered for the first time to 10 000 students at 50 FET colleges in 2008, and to 20 000 students in 2009. The National Certificate (Vocational) Level 4 will be offered for the first time to 5 000 students in 2009.

The Department of Education completed a feasibility study into ICT in schools. This study provided the framework for the expansion of ICT in schools. The Thutong Portal, the curriculum website of the Department, was re-designed and launched during 2008.

4) Policy developments

In the 2008/09 financial year, the following policies were developed, consulted on and gazetted:

- The *National Plan for Further Education and Training Colleges of South Africa*, which sets out the strategic goals and plans for public and private colleges from 2009 to 2014.
- The *Norms and Standards for Funding of Further Education and Training Colleges*. These norms provide for programme funding for FET colleges and mark an important development in improving the efficiency and effectiveness of FET colleges. Detailed support work will be undertaken in 2009, to ensure careful implementation of these funding norms.

In addition to these policies, *Regulations Pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate Examinations* were developed to provide a regulatory framework for the first National Senior Certificate examinations in 2009.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

The Branch had set itself eight broad priorities, which are in line with the five departmental strategic priorities, as outlined in the 2008/09 Operational Plans. A large number of activities were successfully carried out, aimed at realising the set key priorities, which are to:

- i) support schools that experience high levels of crime and violence to become safe and caring schools;
- ii) increase the participation and success rates of girls in gateway subjects and preventing barriers to equity and access for girls in the education system;
- iii) ensure access to, and the retention of learners in rural and farm schools;
- iv) implement special social cohesion plans;
- v) review Adult Education and Training (AET) and facilitate the implementation of the Mass Literacy Campaign;
- vi) facilitate the implementation of school sporting activities and enrichment programmes;
- vii) support and strengthen curriculum-driven HIV and Aids activities via peer education; and
- viii) to ensure the successful and increased implementation of the National School Nutrition Programme (NSNP).

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

In line with the broad priorities of the Branch: Social and School Enrichment, the Directorate: School Safety and Enrichment Programmes focused delivery on the following priorities:

Ministerial Project to Create Safe and Caring Schools

CCTV Systems were installed at eight of the Ministerial Schools Project, namely (Mountview, Thautogauta, SC Kearns, Makgofe, Khumbula, Senaoane, Retshugile and Eminyezaneni Secondary Schools. Due to the derelict buildings of the Kei Road Combined School in the Eastern Cape, it was recommended that a CCTV System not be installed.

Further funding to the amount of R1 532 838.78 is still required in order to upgrade the systems installed at Mountview Secondary School in the Western Cape, Thautogauta Secondary School in the Free State and SC Kearns Secondary School in the Northern Cape. The upgrading is necessary, so as to improve the functionality of the system, to provide full coverage of "hot spot" areas and, in the case of SC Kearns, to link the school with the hostel facilities.

The introduction of the CCTV systems, combined with the security fences, gates and the metal detectors, impacted positively on instances of crime and violence at the nine high-priority schools.

Guidelines and tool-kit for child-friendly schools

The guidelines and tool-kit for child-friendly schools was submitted for further comment and discussion.

Capacity-building: Positive discipline and classroom management

Training materials, provided by Girls & Boys Town, were refined and submitted for approval. The CFO advised that the BEC/BAC process had to be followed to procure a service provider. The required documentation was prepared and submitted to BEC/BAC. It is envisaged that all staff members will be trained in positive discipline and classroom management from April to August 2009.

An Exemplar Code of Conduct for Learners at all Public Schools was drafted, approved and distributed to all provinces for implementation.

National Monitoring Strategy: Safe and Caring Schools

The Ministerial Project on Safe and Caring Schools had been initiated in 2006. The Department, in collaboration with the provinces, implemented several interventions across the 585 identified schools. These ranged from the implementation of infrastructural measures to various developmental programmes. A National Monitoring Strategy was developed to determine the impact of the various interventions on the incidence of crime and violence at the 585 schools. The Strategy was circulated amongst the Provincial School Safety Coordinators for their input. Provinces were requested to identify five schools per province, at which the Strategy would be piloted. It was envisaged that this pilot project would commence in April 2009 and concluded by the end of July 2009.

The Directorate: School Safety and Enrichment Programmes furthermore assisted and supported the Directorate: Race and Values in Education with the implementation of youth camps in all nine provinces, as well as with the implementation of the Exploring Humanitarian Law Project.

2. Increasing the participation and success rates of girls in gateway subjects and preventing barriers to equity and access for girls in the education system

The Directorate: Gender Equity completed the following activities during the period under review:

The objectives of the Directorate are to ensure that gender-related barriers in the education system are reduced; to build an awareness and understanding of gender equity in the education system and to ensure that all educational institutions promote gender equality; and to monitor and report on targets set for gender parity and equality at all levels of the system.

Sexual harassment and violence

The Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools were finalised and published during the first half of 2008. The Guidelines were printed and distributed to relevant members of staff in the districts and to secondary schools, via the districts.

Learner pregnancy

During 2007, the Measures for the Prevention and Management of Learner Pregnancy were distributed to all schools, via the educational districts. Since that time, the Directorate has been working with Gender Focal Persons in all nine provinces, in order to support the introduction of the Measures into schools, as well as to develop programmes to prevent and manage teenage pregnancy.

Support for the Measures for the Prevention and Management of Learner Pregnancy continued during 2008. This included several meetings with education sector groups, including the SGB Forum, the South African Principals Association, teacher unions and continued discussions at the quarterly HEDCOM subcommittee meetings of Gender Focal Persons.

With the support of UNICEF, a desktop study on the prevalence and determinants of learner pregnancy in South Africa was conducted. A service provider was appointed by UNICEF to conduct this four-month study. The delay in appointing the HSRC as service provider to conduct the research has resulted in the fact that the first report on this study is not yet available. Unfortunately, the procurement of this service was not under the Department's control, and delays were experienced.

Teacher support materials

The Department developed a set of broadsheet inserts as part of a campaign to raise awareness of the Guidelines and Measures. The six-series broadsheet inserts, which appeared in *The Teacher* newspaper between September 2008 and March 2009, was developed to provide teacher support materials on two issues, namely focusing on how to prevent and manage teenage pregnancy, and sexual violence and harassment in schools. The series is entitled *Generations*, and it was also posted on the departmental website. Specific attention was paid to both the Guidelines and the Measures, as well as to the challenges that teachers and school managers face in working with these issues in schools.

District workshops

Three district workshops were held during February and March 2009, to raise awareness of the Guidelines and the Measures, and to support districts in building teams that would be able to intervene in problem cases when they arise, and to support schools in the handling of gender-related social issues in the system. The workshops were held in the Vhembe District in Limpopo, in the Bushbuckridge region in Mpumalanga, and in the Bizana District in the Eastern Cape. The workshops involved a broad range of district-based officials, some provincial officials and, in some instances, school principals from the district concerned. In some instances, provinces developed their own campaigns around both sets of materials. Gauteng, for example, printed posters related to the Guidelines, which were distributed to schools.

The Directorate also started discussions with the South African Council of Educators (SACE) to explore a partnership in addressing sexual violence and harassment perpetrated by teachers, as well as to prevent teacher-learner relationships being formed.

The Directorate participated in SGB training workshops that were conducted by the Directorate: Race and Values in Education, by doing presentations on the Measures and Guidelines at a number of these workshops.

Strengthening the Girls and Boys Education Movement

The Department is currently working on the strengthening of the Girls Education Movement (GEM) and the Boys Education Movement (BEM) clubs in schools in all provinces. The GEM/BEM Programme involves the formation of school-based, child-led clubs that support learners in curricular and enrichment programmes. As part of this process, an audit of existing clubs is being conducted, in order to provide a comprehensive database for operating the GEM/BEM clubs. A database is already available, but its accuracy needs to be confirmed in collaboration with the provincial Gender Focal Persons.

During the period under review, the Directorate participated in a number of road shows organised by the Umsobomvu Youth Fund, during which presentations were made to young people in schools on the benefits of GEM/BEM clubs. A number of provinces continued their involvement in these road shows.

A Guidebook was produced for the GEM/BEM clubs, and is being distributed to operating clubs, and used as an advocacy tool for establishing new clubs. The Guidebook is also available on the departmental website.

A successful national empowerment camp for the GEM/BEM movement was held from 7 to 12 December 2008. The Department hosted this camp in partnership with UNICEF for members of the clubs from all provinces. Five learners and a chaperone from each province attended the camp. In addition, with UNICEF's support, five learners each from Liberia, Botswana and Uganda, attended the December camp. The theme of the camp was *Enjoying Rights, Taking Responsibility and Making Positive Choices*. The five-day programme included focusing on understanding gender equity in education, developing life skills, career guidance and understanding rights and responsibilities. The programme also included a visit to the Apartheid Museum.

On 30 August 2008, as part of the Department's Women's Month activities, a dialogue took place between the Deputy Minister and 18 GEM club members from all provinces. The discussion focused on a number of issues facing young women in schools, including learner pregnancy, sexual harassment and poverty, and it also included discussions on values, the history of Women's Day, and the activities of GEM clubs.

GEM/BEM club members from Gauteng participated in the annual Torch of Peace hand-over ceremony from the Ministry of Education to the Ministry of Justice and Constitutional Development, which took place in Pretoria. The Department had received the Torch of Peace from the Ministry of Transport in early January, as per the annual schedule, and the Torch was then passed from provincial MEC to provincial MEC, through all nine provinces, culminating in the Pretoria event on 20 March 2008. As part of the preparations for the event, a group of GEMMERS and BEMMERS from Gauteng held discussions about safety challenges in their schools and what part they could play in the Torch of Peace Campaign. They also developed posters against sexual harassment and violence in schools, which were displayed at the hand-over event. The learners furthermore performed the GEM/BEM camp song, which had been composed during the December camp, in a collaboration effort between UNICEF support personnel and the learners themselves.

Monitoring of gender equity in the education system

In July 2008, the Directorate presented a draft document, entitled *Towards a National Framework for Addressing Gender Equity in the Education System: 2008-2010*, for the Minister's advice. As a result of these discussions, the Directorate, with the support of the Directorate: Research Coordination, Monitoring and Evaluation, is investigating "mapping" the education system in terms of gender equity, so as to provide the Minister with an overall picture of the status of gender equity in the education system. As part of this process, existing data collection methods and indicators used will be examined, in order to develop a more systematic approach to analysing gender equity in the education system in the longer term. This process was delayed due to staffing shortages. A new Director: Gender Equity, assumed duty on 1 April 2008, and was in the post for seven months, before leaving again in November of the same year. This has affected the overall productivity of the unit.

Other programmes

In June 2008, the Department participated in the National Youth Festival, establishing an education "hub", which provided information on educational opportunities in the higher and further education sectors to young people in the Western Cape. As part of this programme, visitors to the hub were introduced to recipients of the Carnegie-South Africa Scholarship Programme.

The Directorate participated in the Girl Guides Association's World Conference, held in Gauteng. The Deputy Minister spoke at this event, which was supported by the Directorate: Gender Equity.

3. Ensuring access to, and the retention of learners in rural and farm schools

National Framework for Quality Education in Rural Areas

The draft Implementation Plan for Rural Education was subjected to a number of consultations during the 2008/09 financial year, which culminated in a second draft entitled, *A National Framework for Quality Education in Rural Areas*. The document calls on all role-players in education to sharpen their focus on the delivery of quality education in rural and farm schools. The draft plan identifies the following focal areas:

- Improving the quality of teaching and learning in rural and farm schools.
- Attracting learners to, and retaining them at rural and farm schools.
- Planning, restructuring and improving infrastructure in rural and farm schools.
- Developing effective school governance and management of rural and farm schools.
- Promoting advocacy and sustainable partnerships to implement programmes directed at broader rural development and community participation in rural and farm schools.

The Minister commented as follows on the second draft at a meeting held on 10 July 2008, where the draft was presented:

- a) The Minister approved the five focal areas of the implementation plan.
- b) The implementation plan had to be clearer with regard to practical strategies that would make an impact in the short term.
- c) The implementation plan should include data on rural and farm schools, combined with an extensive analysis of the nature of these schools.
- d) A more specific definition of "rural" and "rural education" had to be included in the draft document.

The Directorate: Rural Education presented the second draft Implementation Plan for Rural Education at a HEDCOM workshop on 25 August 2008. HEDCOM recommended the following:

- a) The Directorate should collaborate with Systems Planning and Monitoring in order to confirm the data presented in the draft plan, as well as to strengthen the definition of "rural".
- b) The draft plan could be presented at the CEM.

Following the recommendations of the Minister and HEDCOM, the DDG: Social and School Enrichment wrote to the DDG: Systems Planning and Monitoring, requesting the assistance of the Branch, in order to confirm the data presented in the draft plan and to strengthen the definition of "rural". The Directorate is presently working on a definition of "rural" for the plan and a draft document, pertaining to this, has been produced.

Projects

Guideline documents

The Guidelines for the Merger and Closure of Rural and Farm schools, as well as the Guidelines for the Implementation of Section 14 Agreements were accepted by the Rural Education Interprovincial Committee meeting. In addition, the guideline documents were scrutinised for legislative and policy compliance by the Directorate: Legal Services. The guideline documents were presented at a HEDCOM workshop on 25 August 2008. HEDCOM recommended the following:

- a) The Directorate should include a section, dealing with the expropriation of land, in the Guidelines for the Implementation of Section 14 Agreements.
- b) The Directorate should advise HEDCOM regarding policy changes to eliminate the need for Section 14 Agreements.
- c) Both guideline documents could be presented at the CEM.

In response to the recommendations received by HEDCOM, the Directorate worked with the Directorate: Legal Services, Directorate that assisted with the development of a paragraph on the expropriation of land, which has been inserted into the Guidelines for the Implementation of Section 14 Agreements.

Multi-grade Teaching (MGT)

A discussion document on teacher development in multi-grade teaching was drafted by a task team, constituting representatives from the provinces, from the Directorate GET, officials who played an instrumental role in the multi-grade initiative in the Western Cape, as well as from higher education institutions. Two provinces, namely the Eastern and Northern Cape, requested support in piloting the Teacher Development Programme with 100 teachers, 30 officials and HEI representatives. The process of facilitating a partnership with the Cape Peninsula University of Technology (CPUT) and the Eastern Cape Department of Education was completed.

The Eastern Cape Education Department progressed to the extent of providing a basic computer literacy course to the 100 identified teachers. Training in MGT and further computer training was scheduled to commence during May 2009, provided that all documentation had been completed. Further to that, the Northern Cape Department of Education earmarked May 2009 for the commencement of the training of 100 multi-grade teachers.

CPUT is currently the only higher education institution that offers a registered and accredited qualification in MGT. Two provinces, namely the Eastern and Northern Cape, are at different stages of negotiating a service level agreement with CPUT.

National Hostel Strategy

The Directorate: Rural Education, supported by an interprovincial task team, commenced with the development of a discussion document on hostels. The aim is to guide provinces to establish hostels as a means to eliminate poverty and contribute to the achievement of quality education in rural and farm schools. The task team, comprising representatives from the Free State, KwaZulu-Natal, North West and Mpumalanga, drafted broad guidelines for establishing hostels for further discussion.

Visits to school hostels in the Free State, KwaZulu-Natal and North West facilitated drafting the discussion document on hostels.

Rural education newsletter

A rural education newsletter was established to showcase new developments and good practices with regard to education in rural and farming areas.

Partnerships

Youth Enterprise Society (YES)

The Directorate attended a YES workshop, held in Welkom on 30 and 31 May 2008. The collaboration with YES is in the process of being extended to the hostels of Winburg Combined School in the Free State and the Onkopotse Tiro Comprehensive School in the North West.

The Dreamfields Project

The Directorate, together with the Chief Directorate: Social Inclusion in Education, collaborated with the Dreamfields Project to provide underprivileged rural schools with football kits. Thirty-six football kits were handed over to underprivileged rural schools across the nine provinces. The aim was to promote school sport in underprivileged rural schools.

4. Implementing special social cohesion plans

The implementation of special social and cohesion plans, was aimed at ensuring that all educational institutions promote human rights and the dignity of all people in their ethos, policies and practices.

The Directorate: Race and Values in Education, organised several workshops on values and human rights practices, while the development of a human rights culture in schools, as well as the implementation of the Strategy for Integration and Anti-Discrimination also received priority. Workshops were conducted on the purpose of the Strategy for Integration and Anti-Discrimination, aimed at establishing provincial and district structures to support the implementation of the Strategy and to monitor and report on incidents of discrimination and human rights abuse at district level. Ongoing support in this regard is being provided to intervention teams.

Youth Camp Programme

At least two youth camps were held for schools identified as part of the Ministerial Safe Schools Project, catering for both inland and coastal schools. The Youth Camp Programme is an important intervention in the attempt to assist young people. Risky behaviour of young people in the identified schools is high and includes substance use and abuse, including alcohol and drugs, early sexual practices, violence and crime, physical inactivity, etc. A total of 131 learners from 15 schools and 28 educators and officials attended the camp in the Northern Cape during July 2008. Some 98 learners from 14 schools and 11 officials, educators and SAPS representatives attended the camp in the Western Cape during September 2008.

Ensuring that all teacher development programmes prepare teachers to teach in a manner which promotes human rights and the dignity of all people

Teachers from the nine selected Ministerial Safe Schools Project received training and materials, including CDs on the Exploring Humanitarian Law (EHL) Module, aimed at providing learners with the necessary skills to make rational choices in times of conflict. Monitoring of the pilot programme in the Western Cape, aimed at integrating the EHL Module in the Grade 9 Life Orientation Learning Area, is ongoing.

The Directorate also distributed *Stories that Talk*, published by Heartlines, to all nine provincial departments of education (PDEs). The books are available in all the official languages of South Africa and are used in primary schools to promote values and a culture of reading.

A second edition of the booklet, *My Country South Africa – Celebrating our National Symbols and Heritage*, aimed at schools, was distributed to all nine provinces for further distribution to schools by the end of September 2008. This guidebook focuses on national symbols, in order to build and strengthen a sense of national identity amongst learners and educators. The guidebook aims to support teachers and to strengthen curriculum delivery on national symbols.

Support for teachers with regard to integrating values into the curriculum, was provided via the publication of the *Values Mate* and SABC education programmes. The first edition of *Values Mate* focused on qualities of leadership and commitment to public service, and provided educators with practical examples on how to incorporate these concepts into their classroom practices. The second edition focused on the Bill of Responsibilities, as a way of strengthening the values of responsible citizenship, including environmental awareness and responsibility.

The specifications for a guidebook for teachers on the Bill of Responsibilities had been approved and a draft document was received from the appointed service providers.

A guidebook for teachers was compiled to coincide with the exhibition on the 30th anniversary of the death of Steve Biko. The guidebook includes activities that could be used in the classroom, and has been distributed to schools that offer History in the FET Band. The purpose of the guidebook is to support teachers and learners when dealing with the Black Consciousness Movement period in history.

The Institute of Justice and Reconciliation (IJR) developed a set of learning and teaching materials on the TRC for FET schools, and it was agreed that teachers would need to be engaged before using the materials in the classroom. The material was reviewed by provincial History Curriculum Co-ordinators. Provincial officials agreed that there was a need for training programmes that would focus on the material and how to teach sensitive topics in the classroom. Support for the IJR is ongoing.

The Directorate supported provincial teacher training workshops on oral history methodology, so as to support teachers in strengthening the quality of participation in the annual Nkosi Albert Luthuli Young Historians Competition, organised by the Directorate. This oral history project emphasises the values of tolerance and inter-generational dialogue, identity, and an understanding of the participation of individuals in the transformation of communities.

A booklet, *Amandla*, on key historical anniversaries, accompanied by suggestions for teachers on how to use the resources in the classroom, was distributed to all schools during 2008.

Promote social cohesion and a national identity by celebrating unity in diversity within a South African and broader continental identity

The *Flag in Every School Project*, under the auspices of the Department of Arts and Culture (DAC), is aimed at installing flags and flagpoles at all South African schools, in order to build and strengthen a sense of South African identity and nationhood. During the period under review, the goal of the project was to reach 1 000 schools. The role of the Department of Education in this project is to support the DAC's initiative, by collecting data on schools without flags and flagpoles, via the provinces, to assist the DAC's tender process. Some 11 000 schools in need of flags and flagpoles were identified and details were forwarded to the DAC.

The training programme for provincial and district officials to mediate in the utilisation of the booklet, *My Country South Africa – Celebrating Our National Symbols and Heritage* by schools, continued. Two national symbols workshops were conducted in the Free State, three in the Northern Cape and KwaZulu-Natal respectively, and one Gauteng during the period under review.

A team of experts was appointed to revise the contents of the National Schools Pledge, after an analytical report, based on public comment, was submitted to the Minister.

The Directorate continued to provide support to the Historic Schools Restoration Project. The identified schools in the project continued to establish and strengthen their association with alumni, with the support of the Directorate.

Rehabilitation of communities in line with TRC recommendations

Draft Guidelines for the rehabilitation of communities, in line with TRC recommendations, have been developed and are still with the management of NSFAS. The Directorate continued to facilitate the funding of education for TRC victims, in conjunction with the Department of Justice and Constitutional Development, as well as NSFAS.

Support for the IEC's Voter Registration Campaign

The Directorate co-ordinated a meeting that took place with provincial representatives and the IEC on 13 and 14 January 2009, aimed at strengthening the Voter Registration Campaign in the provinces. The meeting agreed that the IEC provincial officials should collaborate with provincial Values Co-ordinators, who are based at the PEDs.

Commemoration of historically significant anniversaries

Youth dialogues on values and human rights

The Directorate conducted two youth dialogue sessions. One was held for coastal provinces and another was organised for inland provinces. The theme of the youth dialogue session was *Education changes lives, changes communities*. Young people discussed the legacy of former President Nelson Mandela and the values of human dignity, freedom, equality and responsibility. Ten learners from Grades 10 and 11 from each province attended the sessions.

Advocacy and media

In 2008, the Directorate embarked on an advocacy campaign, via the print media and radio, to engage learners and educators in conversation on values and the programmes offered by the Directorate.

The Values Mate supplement

The Directorate published two editions of the *Values Mate* publication. The first edition appeared as a supplement in the *Daily Sun* and *City Vision* newspapers during September 2008, as part of the 90th birthday celebrations of former President Nelson Mandela and Mrs Albertinah Nontsikelelo Sisulu – both liberation struggle icons. The second issue was published in February 2009. It focused on the values of respect, responsibilities and resourcefulness. It profiled the Bill of Responsibilities for the youth of South Africa, and showed how learners could contextualise the Bill in their daily lives. The publication also addressed environmental awareness, which is one of the responsibilities mentioned in the Bill of Responsibilities. It also captured the views of learners on values.

SABC educational radio programmes

The Department of Education initiated regional radio programmes to be broadcast between August and September 2008. The programmes focused on constitutional values and programmes offered by the Directorate: Race and Values in Education. Provincial Values Co-ordinators and officials from the national Department of Education participated in live shows discussing, *inter alia*, the Schools Pledge, the Youth Dialogues Programme and the Bill of Responsibilities.

The Nkosi Albert Luthuli Young Historians Oral History Competition

The Directorate conducted the annual Young Historians Oral History Competition. Ten learners and three educators, who were selected via provincial adjudication processes, attended the national adjudication in Cape Town from 1 to 3 October 2008. The award ceremony and gala luncheon took place at Kirstenbosch National Botanical Gardens in Cape Town. The adjudication process was preceded by a one-day oral history workshop for provincial history curriculum specialists and Race and Values co-ordinators. The workshop also focused on oral history methodology by way of examples. The quality of work produced for the competition had developed enormously and adjudicators noticed a significant overall improvement.

Competition for schools in celebration of the 90th birthdays of former President Nelson Mandela and Mrs Albertina Sisulu

All learners were invited to participate in a competition in celebration of the 90th birthdays of former President Nelson Mandela and Mrs Albertina Sisulu.

Nearly 2 000 entries were received throughout the various provinces. Officials from the Department did the initial selection, based on originality and creativity. The main criterion was the focus on the values and qualities of leadership that both the former President and Mrs Sisulu have demonstrated through their lives of struggling for freedom in South Africa.

Exhibition in celebration of the life of Nelson Mandela

The exhibition in the offices of the national Department of Education in Pretoria, was based on the *Madiba Legacy Series*, a comic book series of eight books that tells the story of the Madiba's life and beliefs with regard to forgiveness, human dignity and reconciliation. Anglo American sponsored the series. Copies of the series were distributed via Independent Newspapers, as well as directly to schools. A further exhibition was mounted at the Apartheid Museum in Johannesburg.

The Amandla booklet for schools on key historical anniversaries

A booklet, *Amandla*, on key historical anniversaries, accompanied by suggestions for teachers on how to use the resources in the classroom, was distributed to all schools during 2008.

5. Reviewing Adult Education and Training (AET) and the implementation of the Mass Literacy Campaign

The objectives and priorities of the Directorate: Adult Education and Training, as articulated in the 2008-12 Strategic Plan of the Department of Education, are as follows:

- (a) To expand the provision of Adult Education and Training formal programmes.
- (b) To develop and maintain sound policies and systems in Adult Education and Training.

Expanding the provision of Adult Education and Training formal programmes**Reviewing the ABET System**

The Ministerial Advisory Committee on the Restructuring of the Adult Education and Training System in South Africa completed its work. The report was submitted to the Minister by the Chairperson of the Committee on 3 November 2008.

The Minister gave directions for the role of the Ministerial Committee to be clarified, for a colloquium be held in order to table the report to stakeholders, and for a broader consultation process to take place on the basis of a Green Paper.

The Minister engaged the members of the Committee on 5 March 2009. During the meeting, the changed role of the Committee was deliberated. A draft Gazette was developed to capture the new role of the Ministerial Advisory Committee on the Restructuring of the Adult Education and Training System.

A colloquium was also held on 5 March 2009, where stakeholders engaged with the Ministerial Committee's report. A number of stakeholders provided responses to the report. The colloquium reached consensus on the importance of the report and the process for reviewing the Adult Education and Training system. During the colloquium, an activity schedule was tabled with regard to the process for the development of a White Paper on Adult Education and Training.

It was also agreed during the colloquium that further engagement on the report would be necessary. Provincial, as well as stakeholder consultation was to take place on the basis of the report.

Adult Learners Week 2008

Adult Learners Week (ALW) is an international advocacy campaign, endorsed by the United Nations Education, Science and Cultural Organisation (UNESCO), which serves to promote adult education, including literacy and basic education. ALW is celebrated in South Africa at a number of local adult learning centres, in prisons and in schools, as well as at provincial and national level by all stakeholders, including the national Department of Education.

This 2008 theme, *Adult Learners Week: Inspiring a Nation to Learn*, was in support of the theme of the United Nations *Literacy Decade (2003-2012)*, focusing on literacy and empowerment. The Directorate worked in partnership with the Adult Learning Network (ALN), the Department of Correctional Services, other government departments, trade unions, SETAs and NGOs, in celebrating Adult Learners Week 2008. The launch of Adult Learners Week took place on 24 July 2008. The South African ABET Development Agency (SAADA), an affiliate of ALN, funded the launch.

An Adult Learners Week 2008 conference was held. The conference engaged on issues pertaining to Confitea VI. Given that a Country Report on Adult Learning – South Africa had already been developed, a discussion on the report was held and preparations for regional consultations took place.

A discussion on the preliminary analysis of the key issues, which the Ministerial Advisory Committee on the Restructuring of the Adult Education and Training System had identified, was held.

A further key issue that the ALW conference deliberated, was improving curriculum delivery at adult learning centres in the public and private sectors. Part of the discussions at the conference centred around the various models of adult education delivery that could serve as examples of best practice.

A National Strategy on the Articulation of the Mass Literacy Campaign and Formal AET Programmes

A Strategy for the Articulation of the Literacy Campaign and Formal AET Programmes was drafted in collaboration with the Directorate: Adult Literacy.

The articulation of ABET and *Kha Ri Gude* took place by means of the development of materials at ABET Level 2. Learning materials were completed for ABET Level 2 Communication.

As part of the articulation activities, a process was put in place pertaining to curriculum and educator support development. Draft learning programmes were developed for ABET Levels 3 and 4. In addition, a curriculum workshop was held for stakeholders, in order to develop a process plan for the revising of the ABET curriculum. Arising from the discussions, was an undertaking to analyse and review current curriculum innovations with a view to providing national guidance on the curriculum. The initial work done in this area will contribute towards the broader discussions on the restructuring process.

A National Strategy for Alternative Learning Approaches in the Delivery of Adult Education and Training

The operational plan also called for the development of a strategy pertaining to alternative learning approaches. Alternative learning approaches centred around the use of radio, as well as information and communication technology to deliver adult learning programmes. The strategy that needed to be developed on alternative learning approaches was overtaken by the work of the Ministerial Committee. Preliminary work on the development of programmes for ABET, using computers, was done via a partnership with the Bridges to the Future Initiative.

The Ministerial Committee's report proposed that facts pertaining to different learning approaches be recognised. The report proposed the recognition and provision of formal, non-formal and informal programmes in a new Adult Education and Training System. The Committee's report highlighted the importance of the articulation of these different approaches. The report also proposed that further work be done on the provision of ICT-based programmes for adults.

Developing and maintaining sound policies and systems in Adult Education and Training

Norms and Standards for Funding Adult Learning Centres

As part of the implementation of the Norms and Standards for Funding Adult Learning Centres, the activity pertaining to an audit was postponed to 2009. The focus of the current year's activity was on piloting of the Norms and Standards for Funding Adult Learning Centres. In preparation for the pilot project, the following activities were undertaken:

- Requesting provincial management plans on the roll-out of the Norms and Standards.
- Developing a state-of-readiness questionnaire for provinces.
- Developing a self-assessment check-list for public adult learning centres.
- Calling for the selection of pilot centres by provinces.

A two-day workshop was held with the provinces on the piloting of the Norms and Standards for Funding Adult Learning Centres. One of the recommendations arising from the meeting was the need to establish a task team to look into the costing of ABET programmes. The major challenge facing the roll-out of the Norms and Standards was identified as a lack of funding, which impacts on the development of mechanisms, such as the funding formula for adult learning centres.

Conditions of Service

The Directorate is tasked with monitoring and reporting on the implementation of Conditions of Service. Meetings have been held with Directorate: Educator Provisioning and Employment Conditions. Given that the approval of national Conditions of Service is linked to the work of the restructuring of AET, the approach was therefore to ensure that the administrative systems worked more efficiently with regard to the payment of ABET educators.

A number of provinces initiated steps towards an interim resolution pertaining to this matter, pending decisions at national level. Mpumalanga, Gauteng, the Free State and North West put in place mechanisms unique to their context. While a revised draft document has been developed, the lack of a national framework on Conditions of Service remains a challenge for the sector.

6. Facilitating the implementation of school sporting activities and enrichment programmes

The Sport for Development Programme

UNICEF signed contracts with service providers to expand the Sport for Development Programme beyond the nine Ministerial Schools for a 12-month period, from November 2008 to October 2009. Two hub schools per province (selected from the 65 high-priority schools per province) and four other schools in the community around the hub school are being engaged in the roll-out phase – i.e. 10 schools per province. Support to the nine Ministerial Schools will also be sustained during this period.

National Monitoring Strategy: Safe and Caring Schools

The Ministerial Project on Safe and Caring Schools had been initiated in 2006. The Department, in collaboration with the provinces, implemented several interventions across the 585 schools. These ranged from the provision of infrastructure facilities to various developmental programmes. A National Monitoring Strategy was developed to determine the impact that the various interventions were having on the incidence of crime and violence at the 585 schools. The Strategy was circulated amongst the provincial School Safety Coordinators for their input. The provinces were requested to identify five schools per province at which the Strategy would be piloted. It was envisaged that this pilot project would commence in April 2009 and would be concluded by the end of July 2009.

Framework for school sport programmes

The national School Sport Calendar for 2009 was compiled and circulated to both provinces and schools. Provinces then developed their calendars further.

The draft School Sport Policy requires further attention, in order to strengthen and guide implementation at all levels of the system. A final copy will be available during the 2009/10 financial year.

National and international school enrichment programmes

- ✓ *National Schools Language Festival:* Over 200 learners from across the country showcased their public speaking, poetry and debating skills at the Department of Education's annual National Schools Language Festival, which took place at the Swan Lake Manor and Conference Centre in Pretoria from 10 to 12 July 2008. The objective of the festival is to promote the values of responsibility, Ubuntu, reconciliation and social cohesion, as well as to ultimately preserve language as a living heritage in South Africa. This year's theme was *Our future, my responsibility*. The format of the festival is currently being reviewed.
- ✓ *The South African Schools Choral Eisteddfod:* The 2008 Eisteddfod was coordinated with the theme, *Education changes lives, changes communities*. The format of the event has been reviewed and planning is under way for the 2009 event. Some 7 839 learners, representing choirs from all nine provinces, performed at this year's event, which took place at the Coca Cola Dome in Randburg from 3 to 6 July. Approximately 67 500 learners were involved in the provincial events culminating the national event. This excludes the number of learners who participated at all levels of the event, culminating in the respective provincial events.
- ✓ *South African Schools Football World Cup Competition:* The partnership, comprising Education, Sport and Recreation South Africa, the 2010 FIFA World Cup LOC™, and the SABC, was officially launched at the Moletsane Sport Complex in Soweto on 10 May 2008. The launch was officiated by the Minister of Education, Mrs GNM Pandor, the Deputy Minister of Sport and Recreation, Mr G Oosthuizen, the CEO of the 2010 FIFA World Cup Organising Committee, Dr D Jordaan, a board member of the 2010 FIFA World Cup Organising Committee, Dr Essop Pahad, as well as a representative from the SABC. Some 7 957 schools from 81 districts across all nine provinces registered for the competition. The district knock-out competitions started in all 81 districts as from May 2008. Many districts finalised the district eliminations and identified a winner that will represent the district at provincial level. The provincial finals were coordinated by the Departments of Education and Sport and Recreation, in partnership with the 2010 FIFA LOC.

The Adopt-a-Nation Schools Confederations Cup was launched on 27 September 2008, and the provincial finals were held between October and November 2008. A total of 16 schools participated in the Adopt-a-Nation Tournament on 18 October 2009. The Eastern Cape adopted Spain, the Free State adopted the world champions, i.e. Italy, Gauteng adopted the host country, i.e. South Africa, KwaZulu-Natal adopted the African Union, Limpopo adopted New Zealand, Mpumalanga adopted Egypt, the Northern Cape adopted Brazil, North West adopted the United States of America and the Western Cape adopted Iraq. Initial discussions have started between the provinces and their adoptive countries.

A database of all the schools participating in the competition is in the process of being drawn up.

The FIFA 2010 World Cup LOC hosted the inaugural awards to acknowledge extraordinary achievements in the field of work. *My 2010 School Adventure* won the best campaign of the year award, and the GRULAC Annual Tournament won the award for the best community outreach activity for 2008. The details were published in *Diski 2010*, which is the internal newsletter of the LOC. The awards won during the project encouraged the LOC to request that the national finals for the Schools Confederations Cup be postponed to May 2009, in order to build a hype around the FIFA Confederations Cup, that was scheduled to start in June 2009.

It is of importance to note is that, thus far, the Department of Education and the PEDs have spent approximately R11 million collectively during the implementation of the first phase of the Participation Pillar Campaign.

7. Support and strengthening curriculum-driven HIV and Aids activities via peer education

The Directorate: Health Promotion prioritised four health promotion programmes, in line with the Strategic and Operational Plans, namely:

- School Health Screening – Schools as Centres of Care and Support.
- HIV and Aids prevention in schools.
- Drug and Substance Abuse Prevention and Education.
- Peer Education and an HIV and Aids Care and Support Programme.

Care and Support of Teaching and Learning (CSTL)

The pilot phase of the SCCS Programme, facilitated by the Media in Education Trust Africa, which was implemented in three SADC member states, (i.e. South Africa, Swaziland and Zambia, ended in June 2008. In South Africa, the SCCS pilot programme was launched in two provinces, namely KwaZulu-Natal and North West.

A qualitative evaluation of the pilot programme was conducted by the Johannesburg-based CEPD and the Nairobi-based Nottawasaga. The subsequent report was accepted by the SADC and by the three participating member states. The report was also submitted to the SADC Education Ministers.

During October 2008, a Monitoring and Evaluation Logical Framework was finalised and accepted by the SADC and the funding partner. The participating member states have now been tasked with reviewing and formulating their own individual Monitoring and Evaluation frameworks, which will be fed into the SADC regional framework, with a view to a system-wide implementation of the CSTL initiative.

In light of that, South Africa partnered with MiET for the implementation of CSTL at country level, sourcing funds from the Dutch Embassy. All provinces, with the exception of the Free State, which was unable to participate, were convened for an Interprovincial Forum, held in Cape Town during November 2008. This was intended as a learning and sharing forum for the provinces, as well as an opportunity for the DoE to take stock on what was happening at provincial level, regarding CSTL.

In the SCTL initiative, the Interprovincial Forum is regarded as a simulation of the SADC Forum of the participating member states. This allows the Department to ensure congruency between what is happening at regional level, as well as at country level, with a view to easier reporting, monitoring and evaluation. The Department left the Interprovincial Forum with a number of significant tasks for the year ahead.

School health screening under the Lethimpilo Campaign

This is the inter-sectoral and interdisciplinary screening of learners between Grades R and 4 for minor ailments, as well as for broader health and social barriers to learning. Initially planned to be conducted in four provinces, namely KwaZulu-Natal, as well as the Northern, Western and Eastern Cape during the 2008/09 financial year, the Lethimpilo Campaign could only reach out to two provinces, namely the Northern and Eastern Cape. KwaZulu-Natal was ahead with its plans and conducted its own Lethimpilo Campaign, independent of national funding. The Western Cape could not accept the Lethimpilo Campaign offer, as there was already a very similar programme running, namely the Social Transformation Programme, which had been implemented by the Office of the Premier, and in which the Western Cape Education Department was playing a leading role.

The national Department gave approval to the Directorate: Health Promotion, to redirect the deflected resources by conducting the next campaign in another province and by publishing *Health Mate*. Limpopo Province was then selected as the best possible option, as part of the Back-to-School Campaign. However, this revised plan could not materialise, due to the suboptimal enthusiasm demonstrated by the province in question, which threatened the prospective success of the Campaign.

HIV and Aids prevention in schools

The Directorate participated in SANAC Subcommittee meetings. Plans are currently afoot to establish the Department's HIV Forum. All branches would be expected to be represented and to serve on the Forum. Furthermore, in March 2009, the Directorate collated and submitted an integrated progress report on the implementation of the DoE's National Strategic Plan (NSP). With the establishment of the departmental Forum on HIV, reporting on the implementation of the NSP should be greatly improved.

The Directorate was represented in the SANAC Programme Implementation Committee (PIC), on the Prevention Technical Task Team (TTT), in Monitoring and Evaluation Core Group Meetings, and in the Interdepartmental Committee, led by the Department of Public Service and Administration (DPSA).

The draft document on HIV and Aids prevention and education, as well as the strategic and operational plans are in the process of being developed.

The Health Mate

The *Health Mate*, a four-page publication that is a quarterly insert in the *Daily Sun* newspaper, has been well received by the target audience and beyond. The *Health Mate* aims to interact with adolescent and teenage, primary and secondary school learners on issues of health and wellness and, in addition, young people who have left school can also be reached. The main aim of the publication is to equip learners with the knowledge and skills so that they would be able to make informed and positive health and lifestyle choices.

Two issues were published during the 2008/09 financial year. Letters of encouragement and appreciation were received from learners and other interested parties around the country. The Directorate: Health Promotion continuously responds to the letters and personally interacts with these outstanding young people on behalf of the Department.

Drug and substance abuse prevention and education

A learner Z-card, on prevention of, and education on drug abuse, was compiled and distributed to provinces. Key messages were developed as part of the *Ke Moja – I am fine without drugs* Advocacy Campaign, led by DoSD and supported by other departments. This is to ensure that messages developed by various departments are consistent and aligned with government's programme of action. These messages were broadcast, as well as distributed via pamphlets during the launch of *Ke Moja – I am fine without drugs*, in Frachshoek and in Cape Town. Some pamphlets will also be distributed during health promotion campaigns, on International Day Against Drugs, on No Tobacco Day, etc. The *Ke Moja* Integrated Strategy was launched in KwaZulu-Natal.

The Education Laws Amendment Bill (ELAB) was enacted in December 2007. Regulations on the Bill, a collaborated effort of the Directorate: Health Promotion and other branch directorates, as well as the Directorate: Legal Services, were developed and made available for public comment. Education posters (58 sets) on the harmful effects of drug and substance abuse, as well as and HIV and Aids, were distributed to all provinces. Interprovincial workshops and follow-up support were scheduled to take place from July to September 2008.

The Guidelines for the Prevention and Management of Drugs and Substance Abuse were developed and discussed with the Directorate: Legal Services and other branch directorates. Educator training on drug testing and random searches were conducted during September 2008. The provincial roll-out of the drug testing and random searches were taking place as from October 2008.

Peer Education and HIV and Aids Care and Support Programme

Peer Education, was implemented by AED in the four pilot provinces, i.e. Mpumalanga, North West, the Free State and KwaZulu-Natal. The contract with AED ended in August 2008. The draft manual on Peer Education is currently being revised by a consultant, with the support of USAID.

With 50 learners (two learners per school) and 25 educators (one educator per school), Peer Education training camps were targeting 25 schools per training camp. The Directorate also took a step towards refocusing the HIV and Aids approach regarding the implementation of the training camps. It seeks to strengthen and deepen the implementation via Peer Education in the next financial year by, *inter alia*, increasing the number of learners and educators attending the training camps, involving parents and by paying attention to other social issues.

The Sight-4 School (S4S) Project

Following the Minister's speech at the Vision2020 Congress, which targeted health professionals in eye care from around the African Continent, the Department and the South African Optometry Association (SAOA) had bilateral discussions about the eye-screening of all learners entering school in Grades R and 1. SAOA submitted a proposal to the Department on how this could be piloted in the Western Cape, as a province that was prepared for this step. The aim is to have these eye-screenings at the beginning of each year as part of the enrolment of first-timers in school, to signify the importance of early identification in terms of SIAS. Due to a lack of funding, the S4S Project was carried over for review and discussion during the 2009/10 financial year.

The Health Mate

The first issue of the *Health Mate* was published in November 2008, and it received a positive reaction from both Senior Management and the public and large. Following this, the Directorate was left with one more issue to publish before then end of the 2008/09 financial year. A meeting was held with the creative team to brief them on the framework of the second issue, and they had to provide a time schedule for this issue. The focus of the first issue had been aligned with the summer holidays whereas the second issue was scheduled with a back-to-school advocacy approach, to be published during the last quarter of the 2008/09 financial year.

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

School nutrition

The National School Nutrition Programme provides daily meals to 6 041 million learners in 17 899 public primary schools, funded by means of a conditional grant, with a total budget of R1, 9 billion for the 2008/09 financial year. The key objectives of the programme are to enhance the learning capacity of learners from the poorest communities by providing them with much-needed nutrition; to strengthen food production initiatives in schools; and to promote a healthy lifestyle via education on nutrition.

During the period under review, the Programme was successfully implemented, except for the impact of high food prices and the cost of the majority of staple foods, which constitute the backbone of the School Nutrition Programme, soaring. The National Treasury has however, responded by increasing the NSNP budget with an inflation adjustment, providing for a slight increase in meal costs in the same year. The adjusted allocation made provision for the increase of the daily cost per meal per learner from R1,50 to R1,75. In terms of the 2009-2012 MTEF cycle, additional funding was also provided to extend the programme to Quintile 1 secondary schools during 2009, phasing in all Quintile 2 and 3 secondary schools in 2010 and 2011 respectively.

A successful 2009 MTEF bid process provided for an increased budget for the year, from R1,5 billion to R1, 9 billion, which was announced by the Minister of Finance in October 2008. A total of R250 million was allocated for inflation adjustment, and R93,7 million for the preparation for Quintile 1 secondary schools.

During April 2009, the Directorate developed an easy-to-use Guide for Secondary Schools in preparation for the NSNP. Some 2 950 Guides, aimed at Quintile 1 secondary schools, were distributed to all provinces. The Guide was well received upon distribution to members of South African Principals Association (SAPA). An additional 2 500 Guides were printed for Quintile 2 and 3 secondary schools, and will be distributed during the next financial year. The Guide is also available on the departmental website. Some 100 copies formed part of the DoE display at an Open Day, organised by the Department of Agriculture and the City of Tshwane's Environmental Management Department.

Monitoring

A total of 2 982 monitoring visits were made to schools by provinces and districts. It was found that 1 160 community-based cooperatives were acting as service providers for the programme, by providing food supplies to schools. Furthermore, about 39 417 food handlers were engaged in the programme and received an honorarium of between R300 and R500 per month.

The NSNP had been faced by a few challenges, which were addressed. For instance, the Department successfully intervened in the Sekhukhune District in Limpopo, following reported cases of non-feeding of learners due to the withdrawal of service providers who had been affected by high food prices. Feeding resumed without much delay.

Strategies to ensure that the provinces submit and adhere to their business plans were developed. The focus is on ensuring that they meet the minimum norms for programme implementation in full. Failure to adhere would result in funds being withheld in terms of the Division of Revenue Act.

Capacity-building

A total of 838 capacity-building workshops were conducted on food safety, nutrition education and sustainable food production.

KPMG was commissioned by UNICEF to conduct two-day workshops in all nine provinces, in order to disseminate the key findings of the KPMG Evaluation Report, as well as to develop implementation plans. All plans have been submitted to the DoE. UNICEF also assisted with the layout, design and printing of 27 000 copies of the report.

A total 450 000 comics, aimed at promoting a healthy lifestyle amongst Grade 5 learners, entitled *Wanna Be a Star?*, were printed distributed to all provinces.

Sustainable food production by schools

During the period under review, some 6 503 food gardens were planted and sustained by schools. This initiative was supported by the continued capacity-building workshops conducted by provincially-based DoE officials. As part of the FAO/DoE Technical Cooperation Programme, FAO is in the process of finalising the appointment of consultants to conduct a baseline study and develop manuals on Nutrition Education and Food Production.

The Department participated in the Inter-Ministerial Task Team on High Food Prices for input towards a Cabinet Memo, which has been submitted to Parliament, with the Department of Agriculture as the leading department. The main aim was to outline interdepartmental responses and/or interventions to combat high food prices. Further participation in the *War on Poverty*, launched by the Office of the President, provided the Department with an opportunity to raise the profile of the NSNP.

Stakeholder participation

The NSNP was profiled during World Food Day celebrations in all the provinces, in a collaborative effort with the Department of Agriculture. NSNP information brochures were distributed, seeds were donated to schools, trees planted, and DoE officials utilised this platform to raise awareness of the NSNP.

9. Conclusion

In conclusion, the Branch is proud to report that most of the activities, as envisaged for the 2008/09 financial year, were completed as planned. Several activities were deprioritised to streamline Branch operations. Such activities are highlighted in Part 2 of this Annual Report.

PROGRAMME 6: HIGHER EDUCATION

During the period under review, the Higher Education Branch continued to provide strategic direction for the development of an effective and sustainable higher education system, and to manage government's responsibilities regarding the regulation of the higher education system. The strategic objectives and associated plans are based on the Ministry's commitment to support the core work of higher education, i.e. teaching and learning, research and community service, via an improvement in the quality of the higher education system, as well as enhanced efficiency and effectiveness.

The strategic objectives and achievements of the Higher Education Branch during the period under review, May be summarised as follows:

1. The provision of regulatory support to the higher education system.

With regard to the amendment of higher education legislation, priority was given to the introduction of the NQF Bill, the amendment of the Higher Education Act, as a consequence of the conclusion of the NQF Review, and the amendment of institutional statutes. In this regard, the draft bills were approved for consultation and published for comment. Institutional statutes were assessed to ensure that they complied with the Higher Education Act. The Higher Education Amendment Act 39 of 2008, was promulgated on 27 November 2008, and in February 2009, the National Qualifications Framework Act was also published. With regard to the HEQF, the Department is in the process of finalising the development of transitional arrangements for its implementation. In this regard, several meetings have been held to discuss implementation plans.

As a way of improving the registration processes of private higher education institutions and reviewing the regulations for the registration of these institutions, the Department has been looking at alternative approaches to improve the integration and development of a seamless administrative system for the registration of private HE and FET institutions. In this regard, the process of amending the regulations pertaining to private higher education institutions was initiated, in order to facilitate the integration of the registration of private HE and FET institutions. Furthermore, with regard to progress made with the registration of private higher education institutions, 68 institutions were evaluated and their conditions of registration were amended. Applications for the registration of eight institutions were processed, four were approved and the other four declined. Two cancellations of registrations were processed. Three appeals were processed and all three were declined. Registration letters and certificates of 80 institutions were signed and issued by the Registrar. The accreditation cycle of 10 institutions was extended. Four institutions changed their legal names and two new sites of delivery were approved.

2. Academic and research support to the higher education system

The Department maintained its support to higher education institutions, by empowering their research offices, so that they could improve the management of research information. In order to achieve this, all the higher education institutions were visited between 2008 and March 2009. During these visits, presentations on the Research Output Policy were made, and questions from the Academic and Research offices staff were answered. As a way of improving and opening up the channels of communication between the institutions and the Department, a series of communiqués to institutions was introduced to serve as a guide in preparation for the 2009 research output submissions, as well as to assist institutions with the interpretation of the Policy.

In addition to the Policy on the Measurement of Research Outputs, the Department is in the process of developing a policy for the measurement of research outputs with regard to creative and performing arts. A task team was established to provide advice on the development of the above-mentioned policy. Furthermore, with regard to the policies on the utilisation of research and teaching development grants, the Department took into consideration the CHE's advice to the Minister on the recommendations made by the respective task teams. The finalisation of this process has been accelerated to allow the Department to continue with the development of the two policies, and to subsequently initiate their implementation dates for the Minister's consideration and approval.

Moreover, the Department added to its list of priorities, the development and implementation of a policy framework on the utilisation of Clinical Health Science training grants. This policy is aimed at enhancing the

utilisation of the Clinical Health Science training grants, as intended by the institutions, as well as improving the assessment of applications for, and allocation of these grants. It is envisaged that the 2009/10 subsidy allocations would be determined by using the progress reports submitted by the institutions, and for these reports to be aligned with the new policy.

The Department furthermore always endeavours to ensure that PQMs of all the higher education institutions are in line with their approved vision and mission, as well as with the requirements of the HEQF. This is done by continuous assessment and reviews of the Programme and Qualifications Mix (PQM) of these institutions.

3. The provision of institutional support to higher education institutions

As part of providing support to national student organisations and institutions, with regard to improved student leadership, the Department is currently preparing for the implementation of the Framework on Student Leadership Development, which was finalised in 2007. The date for implementation of the Framework has been scheduled for September 2009. With regard to providing support to institutions, so as to improve the functionality of the institutional forums, the Department is in a process of finalising the development of a policy framework for improved efficacy of institutional forums at higher education institutions. To this end, the Institutional Forums Report was finalised and accepted by the Department. Consultation on the outcomes of the report commenced in March 2009.

The Department also provides support to institutions on the appointment of their Councils. Between 2008 and March 2009, the Department was able to finalise ministerial appointments to all institutions, and also managed to compile and finalise a database of potential ministerial appointees to councils.

There were several precipitating factors that preceded the request in August 2008 for the Vice-Chancellor of Mangosuthu University of Technology, Prof. Aaron Ndlovu, to be placed on leave and then suspended. The appointment, on 15 September 2008, of an independent assessor by the Minister of Education in terms of section 44 of the Higher Education Act 101 of 1997, and the subsequent report that was gazetted on 10 December 2008, indicated that, in order for good governance and management to be restored at the institution, the Minister should appoint an administrator in terms of section 41A of the Higher Education Act 101 of 1997. Prof. Jonathan Jansen's appointment as Administrator was announced by the Minister on 2 February 2009. His term of office was scheduled to end during June 2009. As part of its ongoing support, the Department has provided advice to the Administrator and his team.

On 24 March 2009, the Minister approved the appointment of a task team to assist the University of Fort Hare (UFH) with developing a turnaround strategy that would ensure financial stability for the institution. The DoE's discussions with UFH and an analysis of the information provided, indicated that a two-step approach was required. This entailed a diagnostic phase of 10 days, followed by discussions on the proposed plans. Once a broad agreement has been reached, it is envisaged that a longer and sustained intervention would be undertaken.

With regard to the issue of the provision of support to higher education institutions in implementing their planned responses to the HIV and Aids pandemic, the Department continued to facilitate the processes relating to the HEAIDS Project, so that the Project could continue to be implemented as per approved parameters. Finally, the European Union approved the extension of the HEAIDS Project and the Minister also approved the allocation of additional resources to enable the Project to be extended to 2011.

4. Internationalisation of higher education

The Department is in the process of finalising a consultative document that will contribute towards the development of a framework for the internationalisation of the higher education system. The particular focus of this framework is on IBSA and on the development of the African Continent. During the period under review, the Department continued with its responsibility of enhancing the dissemination of information resources on international study opportunities to higher education institutions, via the latter's international offices. This was achieved by maintaining of an updated database with current international scholarship offers, as well as by developing improved mechanisms of communicating information to the institutions. The Department is also

engaged in the European Union's Erasmus Mundus Scholarship Programme, which will, upon implementation, be open exclusively to South Africans. Preparations for this Programme are progressing well and a proposal would be submitted to the EU head office in the near future.

5. The strengthening of planning to support the delivery of quality graduates, required for the country's social and economic development

During the period under review, particular emphasis was placed on refining the enrolment planning process, particularly taking into account the availability of resources, as well as national human resources development priorities. Good progress has been made regarding the assessment and evaluation of institutional data for 2007 against approved targets. Accordingly, the Department uses HEMIS data of the preceding year in the assessment of institutional performance. The Department is also in the process of finalising the review of a Framework for the Macro-funding of Higher Education. The document was revised in accordance with the Minister's requirements, and was then submitted for consideration by both the Minister of Education and the Minister of Finance. With regard to the allocation and monitoring of the use of approved earmarked funds to higher education institutions for output efficiency, infrastructure development and foundation programmes, the Minister has already approved the release of the Infrastructure and Efficiency Funds for the 2010/11 and 2011/12 financial years. Institutions are therefore required to submit outstanding progress reports for evaluation and consideration. The cohort study, which commenced using 2000 data, has been refined to enable a sophisticated tracking of student progress. Currently work is being undertaken with new data available from 2006/07.

6. The achievement of institutional diversity in the South African higher education system

During the period under review, continued technical, financial and policy support was provided to higher education institutions, as part of the restructuring process. The Department continued with the facilitation and acceleration of the establishment of national institutes of higher education in Mpumalanga and the Northern Cape. Those involved in these envisaged institutions are consulted and advised on the development of their strategic plans, before and after submission to the Department. Upon submission, the Department assesses the plans to ensure that they are compliant with the requirements of the PFMA, and subsequently forwards them to the Minister for consideration and approval.

7. Monitoring and evaluation of the higher education system, including equity, access, diversity and outputs

During the period under review, emphasis was placed on the evaluation of the restructuring process, in order to assess the extent to which policy objectives had been met. The Department put projects in place to strengthen systemic and institutional performance indicators. The DoE commenced with the evaluation of the system's performance, with a particular focus on enrolment and graduate output, which was being conducted, using HEMIS data. In addition, the Department embarked on a process that is aimed at improving the Higher Education Management Information System (HEMIS). This project involves improving HEMIS, with a view to the planning and monitoring of the HE system. In this regard, amendments to HEMIS software were initiated and the process has now been completed. The process included the insertion of new codes, which was necessitated by changes to academic policy.



PART 2
PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION

STATEMENT OF PRIORITIES

The Office of the Director-General, under the supervision of a Deputy Director-General, oversees and provides support to the Offices of the Ministry of Education and the Director-General. The Chief Directorate: Ministerial Services, reports to the Minister and the Deputy Minister respectively. It also oversees the implementation of departmental programmes and initiatives and assists in servicing Parliament, Cabinet and Cabinet Clusters.

Also located in the Office of the Director-General, are functions pertinent to International Relations, Media Liaison, National and Provincial Communication, National and Provincial Coordination and Support, and Internal Audit.

PROGRAMME 1: ADMINISTRATION

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO						
AFRICA AND THE MIDDLE EAST						
To strengthen South Africa's solidarity and leadership in education in Africa, via bilateral, multilateral and outreach initiatives.	Reports on Joint Bilateral Commissions serviced.	Attend and participate in the BNC, JPCC and JCC meetings in Sudan, Nigeria, Angola, Rwanda, the DRC, Botswana, Lesotho, Swaziland, Mozambique and Algeria.	Apr-08 to Mar-09.	Status reports submitted at JCC meetings. Reports of the JCC meetings submitted to DoE. Signed agreements on educational co-operation.	SA/DRC BNC, held in South Africa from 31 March - 3 April 2008. Guinea JCC, held in Conakry, Guinea from 24 - 25 June 2008. Department represented at the SA/Nigeria BNC, held in Abuja, Nigeria from 19 - 23 May 2008, and the SA/DRC BNC Review meeting, held in Kinshasa from 4 - 7 August 2008. Department represented at the SA/DRC BNC meeting in Kinshasa from 27 - 29 October 2008, the SA/Nigeria Special Implementation Committee, held in Pretoria from 5 - 6 November 2008, and the SA/Rwanda JCC held from 24 - 25 March 2009. Reports on the above activities were submitted to the Minister and the DFA, and are lodged with the Chief Directorate.	Reports on the countries not mentioned in the progress report could not be tabled, as these meetings did not take place.
	Reports on multilateral meetings/ forums/ committees/ working groups of the SADC, the AU and NEPAD.	Attend and participate in/facilitate participation in the multilateral meetings, forums, technical committee meetings, working groups.	Apr-08 to Mar-09.	Status reports submitted to the DoE, multilateral organisations and the DFA on the implementation of regional and continental plans of action.	Reported on participation in the ADEA Conference, held in Mozambique from 5 - 9 May 2008. Reported on participation in the SADC Integrated Committee of Ministers, held in Swaziland from 17 - 20 June 2008. The Deputy Minister and DoE officials attended the SADC Conference of Ministers of Education, held in Lusaka, Zambia, from 1 - 5 July 2008, where a report was tabled. The DoE hosted the SADC Secondary Schools Essay Competition winners, who attended the SADC Summit to receive their prizes, from 15 - 17 August 2008. The Minister and DG were supported during their attendance of the ADEA Bureau and Steering Committee meeting, held in Tunisia from 21 - 23 October 2008, where a report was tabled. The DoE participated in an ADEA-convened workshop for Working Group Coordinators, held in Tunisia from 2 - 6 March 2009. Reports on the above activities were submitted to the Minister and the DFA, and are lodged with the Chief Directorate.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
	Report on the implementation of the Action Plans of the AU Second Decade of Education.	Hold coordination and facilitation meetings with officials from the branches. Assist with the necessary support to ensure implementation.	Apr-08 to Mar-09.	Reports of the roll-out plans submitted to the AU and DoE.	A report on the implementation of the AU Second Decade Plan of Action was developed for the SADC Conference of Education Ministers meeting, held in Lusaka, Zambia from 30 June - 5 July 2008. A progress report was tabled on the implementation of the Second Decade of Education Plan of Action. The DoE is on target with meeting its commitments. The DoE facilitated the ADEA Secretariat's participation in an EFA high-level meeting, held in Norway in December 2008, in order to work with AU countries in meeting their targets. The Department was represented at the Restricted Technical Workshop on Performance Indicators of the Second Decade of Education Plan of Action, held in Senegal from 4 - 6 March 2009, and the AU Pan-African Conference on Literacy, Curriculum and Book Sector Development in Africa, held in Tanzania from 24 - 27 March 2009. Reports on the action plans were submitted to both the DoE and the AU.	
	Reports on cooperation with the African Union and NEPAD Secretariat.	Ensure that the necessary administrative and logistical processes are in place for the Director-General to chair the Steering Committee meetings, and for the Minister to chair the Bureau meetings, which take place every six months.	Apr-08 to Mar-09.	Chaired the Steering Committee and the Bureau meetings of COMEDAF.	Reported on the COMEDAF Steering Committee and Bureau meetings, held in Ethiopia from 31 March - 3 April 2008. The DG chaired the Steering Committee and the Minister chaired the Bureau of Ministers meeting. Meetings were chaired successfully. The Minister and DG attended and chaired the COMEDAF Bureau and Steering Committee meetings, held in Addis Ababa from 18 - 20 November 2008. NEPAD is being supported to host a National Conference on Education and Culture, which will take place in the latter half of 2009. A CDJR official was seconded to the NEPAD Secretariat to assist with this conference.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
	Reports on visits to, and hosting of priority countries, to develop the framework for the implementation of the outreach initiatives.	Facilitate and ensure that the logistical and administrative processes are in place for the following countries: Sudan, the DRC, Rwanda, Burundi, Guinea (Conakry), Gabon, Mali, Swaziland and Lesotho.	Apr-08 to Mar-09.	Reports on the Technical Team visits submitted. Framework was developed and approved.	Reported on DoE delegation's visit to South Sudan from 3 - 4 April 2008, and to Burundi from 7 - 8 April 2008. The DoE hosted a delegation from Eritrea from 12 - 16 May 2008, and the Irene Primary School hosted a group of students from Mali from 16 -26 May 2008. Reports were tabled in this regard. Bilateral relations with the countries were strengthened. DoE hosted a delegation of senior officials from Ghana on a familiarisation visit from 1 - 3 September 2008, and a report was tabled. DoE officials attended a partnership conference to engage donors and solicit funds for projects in Kinshasa, DRC from 29 -31 July 2008, and a report was tabled. Reported on the attendance by the Deputy Minister and DoE officials of a regional conference, held in Cameroon from 16 -19 September 2008, in preparation for the 48th International Conference on Education (ICE). They also met with their counterparts in Cameroon to discuss further cooperation. The Department hosted a visit by the Namibian Minister of Higher Education on 16 September 2008, and reports were tabled.	A delegation from Lesotho was scheduled to visit the DoE during February 2009, but the visit was postponed by the Lesotho side. Visits by Guinea and Gabon are still pending.
To develop and maintain bilateral and multilateral relations with countries in the Middle East.	Report on the number of visits to, and the hosting of visiting countries to develop and maintain bilateral and multilateral program-mes and sign cooperation agree-ments.	Exchange familiarisation visits with countries in the Middle East, and in particular, Syria, Oman, Saudi Arabia, Iraq, Iran and Palestine.	Apr-08 to Mar-09.	Reports on progress submitted to the DoE and DFA. Agreements on cooperation signed.	The Syrian and Oman agreements were finalised and are now ready for signature. A visit by the Syrian Minister of Education, scheduled for 17 - 20 August 2008, was postponed due to unforeseen circumstances. Reported on the Department's hosting of the Palestinian Minister of Education and her delegation from 6 -10 October 2008. Reported on a meeting between the Iranian Embassy and the Ministry to review progress on the 10th SA/Iran JCC. Hosted a Saudi official to share information on SA Qualifications Framework, on 7 November 2008. A report was tabled in this regard.	A visit to Iraq could not take place, due to the current political climate. However, exchange of information and sharing of publications did take place.

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
	Report on the establishment of a Middle Eastern Studies Programme at an identified university.	Identify the university to host the Programme and solicit further funding for the Programme.	Apr-08 to Mar-09.	Middle Eastern Studies Programme was established.	DoE officials visited Syria from 1 - 4 May 2008, to start discussion on the Programme. Following the visit, a report was submitted to the Minister, accompanied by a draft proposal. A meeting was convened to discuss the way forward, which resulted in consultants developing a brief concept note, explaining the importance and scope of establishing the Middle Eastern Studies Programme. The Minister approached the University of Cape Town to host the Programme and also contacted MTN for possible sponsorship. A proposal was developed, accompanied by a fully-costed budget, amounting to approximately R7.3 million over a five-year period. UCT has agreed to host the Programme. Discussions with MTN to sponsor the Programme are ongoing.	
GLOBAL PARTNERSHIPS						
To develop and maintain bilateral, multilateral and outreach programmes.	Number of Development Cooperation Agreements negotiated, signed and serviced.	Implement bilateral cooperation programmes with countries from the North, such as the Netherlands, France, the UK, the Nordic countries, the USA and Belgium, as well as with multilateral organisations, such as the UN, the EU and the Common-wealth.	Apr-08 to Mar-09.	Progress reports were tabled at annual consultation meetings.	Participated in the SA/USA Annual Consultations on 8 May 2008, and the SA/USA Bilateral Forum on 15 May 2008. Facilitated the drafting of the Strategic Objective Agreement Grant Amendment (SOAG) with the USA, which has been signed by the Minister. The DoE gave input for South Africa's Universal Periodic Review Report on Human Rights to the UN's Human Rights Council in Geneva on 15 April 2008. A follow-up report on Recommendations on South Africa's Universal Periodic Review Report was presented on 11 June 2008. Facilitated the initial civil society response to the OECD Report on the South African education system, in preparation for the launch by coordinating round-table discussions with experts, held on 1 September 2008. Coordinated the public seminar for the release of the OECD Report, which took place on 6 October 2008. Participated in the SA-EU Annual Consultations on 16 October 2008. Coordinated the ceremonial hand-over of the School Infrastructure Support Programme, funded by the EU, in Limpopo on 17 October 2008.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL							
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS	
	Number of Joint Bilateral/Bi-national Commissions/forums serviced.	Participate in Bilateral/Bi-national Commissions/forums with Russia, Flanders, Finland, Ireland, France, Belgium, the UK, Sweden, Belarus and the Nordic countries.	Apr-08 to Mar-09	Joint reports on progress were tabled and future cooperation was considered.	Participated in the South Africa-Russia ITEC, held at St Lucia on 11 December 2008. The DoE is currently facilitating negotiations between stakeholders to secure sector-wide consensus with regard to the mutual recognition of medical qualifications between South Africa and Russia. Facilitated the amendment and signing of Amendment No. 3 of SOAG Agreement with USAID. A high-level delegation, led by the Minister, embarked on a familiarisation visit to Finland to explore new areas of cooperation. They also visited Norway to participate in the 8th EFA high-level meeting in December 2008. The EFA high-level meeting adopted the Oslo Declaration, which calls for increased financial commitment to developmental needs by donor countries. Facilitated amendments to the draft German ARBITUR/NSC Agreement was then referred to the Presidency, seeking presidential authorisation for the Minister to sign the Agreement.	Participated in the SA/UN Annual Consultations on 18 February 2009, where the DoE facilitated the reporting on activities with UN agencies, UNICEF and the FAO. Facilitated the drafting of the Agreement between the Government of the Republic of South Africa and the Government of the Federal Republic of Germany, Concerning the Introduction of a German-South African Bilingual Secondary School Qualification (ARBITUR/NSC) at the German Schools in Johannesburg, Cape Town and Pretoria. Hosted the Norwegian Minister of Higher Education and Research, accompanied by a nine-person delegation, from 12 - 15 March 2009. Facilitated the payment of South Africa's Annual Contribution to UNESCO. The DoE is in the process of coordinating the establishment of the Education Sector Dialogue Forum between South Africa and the EU.	
					Participated in the South Africa-Russia ITEC, held at St Lucia on 11 December 2008. The DoE is currently facilitating negotiations between stakeholders to secure sector-wide consensus with regard to the mutual recognition of medical qualifications between South Africa and Russia. Facilitated the amendment and signing of Amendment No. 3 of SOAG Agreement with USAID. A high-level delegation, led by the Minister, embarked on a familiarisation visit to Finland to explore new areas of cooperation. They also visited Norway to participate in the 8th EFA high-level meeting in December 2008. The EFA high-level meeting adopted the Oslo Declaration, which calls for increased financial commitment to developmental needs by donor countries. Facilitated amendments to the draft German ARBITUR/NSC Agreement was then referred to the Presidency, seeking presidential authorisation for the Minister to sign the Agreement.	The Belarusians put forward a proposal for a Ministry-to-Ministry Agreement between the two countries. They were informed that South African law only provided for Government-to-Government Agreements. A response from the Belarusian side is being awaited. The current cycle of collaboration with Sweden on development support has ended. Discussions about possible future cooperation, especially in the area of trilateral arrangements, are ongoing.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
To forge greater collaboration in education between South Africa and countries from the South.	Number of Development Cooperation Agreements signed and serviced between South Africa and countries from the South.	Implementation of the Agreement between South Africa and India on capacity-building in the areas of rural education, district development and the teaching learning of Mathematics and Science.	Apr-08 to Mar-09.	The transfer of skills and expertise.	Facilitated the dispatch of Indian experts to South Africa to advise the DoE on district development. India has since requested a delay in their departure. DoE convened a meeting with the Indian High Commissioner on the recruitment of Mathematics and Science teachers, as well as rural education expertise. The Indian side has requested a delay on both district development and rural education. The DoE is concerned about this delay and is following it up with the Indian Ministry of Education. India has postponed the meeting planned for February 2009, on the establishment of a Joint Management Committee that will oversee the implementation of a signed MoU. All the processes are in place for the implementation of the plan for the transfer of skills from India, but the delays on the Indian side have resulted in this not yet being achieved. DoE hosted a familiarisation visit of Vietnamese officials in November 2008, to look at best practices and challenges in their respective systems.	The delays in achieving the transfer of skills and expertise were a result of decisions made on the Indian side and were therefore beyond the control of the DoE.
		Facilitate agreements on the recruitment of Mathematics and Science teachers from Commonwealth countries.	Apr-08 to Mar-09.	Teachers employed on a contract basis in South Africa.	Negotiations with various embassies on the recruitment of Mathematics and Science educators are ongoing. DoE has appointed a service provider to recruit teachers globally. Negotiations were held with the Embassies of Uganda, Kenya, India and the Netherlands. Information packs on recruitment were dispatched. Follow-up negotiations with the Kenyan, Indian, Egyptian and Nigerian High Commissions, on the recruitment of Mathematics and Science teachers, took place. All governments concerned have undertook to assist the DoE and are ready to support initiatives to recruit teachers from their countries.	The DoE is waiting for the provinces to formally provide the details of their requirements before teachers could be contracted and sent to the provinces.
		Monitor and coordinate the work of the Centre for Chinese Studies (CCS) at Stellenbosch University.	May-08 to Aug-08.	The activities in the Agreement with the PRC are implemented.	A meeting was held with the Chinese Ministry of Education to review the work of the Centre for Chinese Studies. The Centre facilitates the recruitment of SA students to study in China on government scholarships. It supported the DFA with the 10-year celebrations programme, which took place in July 2008, and facilitated a meeting of South African and Chinese academics on aid to Africa, which took place in March 2009.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
	Number of Joint Bilateral Commissions serviced.	Participate in Joint Bilateral Commissions or Forums with China, Brazil, India, Cuba and Malaysia.	Apr-08 to Mar-09.	Progress reports on activities were tabled at commission meetings.	An academic seminar, in celebration of 10 years of diplomatic relations with China, was postponed to 2009. China and South Africa agreed to upgrade four existing FET colleges. China is to send a technical team to South Africa during 2009, to do feasibility studies on the refurbishment of FET colleges. The DoE sent two officials to study for their master's degrees in China, on a once-off scholarships offer. DoE also sent three students to China on the existing SA-China Government Scholarships Programme. DOJ and DFA approved the draft MoU with Brazil. South Africa and Brazil were to sign in early 2009, because neither the South African nor the Brazilian Minister could make the planned trip to India to sign in October 2008. South Africa and Malaysia are reviewing a draft agreement for possible signature in 2009. A successful bilateral meeting was held with the Indian Minister of Education to review the implementation of agreement.	The academic seminar, to be held in conjunction with China, was delayed as both sides felt that the seminar should not be linked to the 10-year celebrations programme, as the proposed dates were not suitable to secure full participation by the respective countries' academic communities. The signing of the MoU with Brazil was delayed because the dates for the meeting were changed by the respective Heads of State.
	Trilateral Commissions are serviced.	Participate in the India, Brazil, South Africa (IBSA) Trilateral Commission/ Dialogue Forum meeting.	Apr-08.	Status reports were tabled at the Commission's meeting.	DoE met all its commitments regarding IBSA activities and meetings in Somerset West in May 2008, in Brazil in August 2008, and in India in October 2008. Three education focal point meetings were held outside of these meetings. The South African and Brazilian Ministers of Education could not attend the 3rd IBSA Summit in India, in October 2008. The Heads of State approved the plans of action, as proposed by the IBSA working groups. Reports were tabled at the Commission's meeting on the functions of the academic programme.	
		Participate in, and support South African students at the academic seminars hosted by Brazil.	Apr-08 to Mar-09.	SA academics presented papers at the seminars.	Academic seminar took place in Brazil from 13 - 15 August, with 11 South African academics and two DoE officials in attendance, and the academics presented papers. A report on outcomes was presented at the 3rd IBSA Summit, on 15 October 2008. DoE provides ongoing support to South African academics in the context of IBSA. Short visits by students took place between the respective institutions, but not all project areas could be accommodated, due to limited funds.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
		Participation of students in the IBSA Programme on Higher Education.	Apr-08 to Mar-09.	Students were sent to universities abroad to attend short courses.	Nine projects were identified at the academic seminar in Brazil for the implementation of the IBSA MoU Programme on Higher Education. All three IBSA academics were ready to roll out their projects in 2009. Concerns were raised by South Africa that funds might not meet the expected expenditure, since the academics would have to meet their counterparts in both Brazil & India. The DoE will seek additional funding for its academics' engagement in the projects. The DoE is to run with two of the nine projects, but encourages its academics to be involved in the remaining seven. Negotiations with institutions are ongoing. Discussions were delayed by the Indian and Brazilian counterparts, as difficulties were experienced with arranging availability for a tele-conference.	
UNESCO						
To effectively integrate and coordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organisations.	Report on the Review of the UNESCO Commission's Strategy at national, sub-regional and regional level.	Distribute the General Conference meeting Report on General Conference decisions to government and civil society stakeholders in all UNESCO competencies.	Apr-08.	General Conference decisions for each sector were discussed and reports tabled. Related activities for the next biennium were outlined.	The meeting was held in May 2008. The Chairperson of the National Commission, a member of the UNESCO Executive Board, and the delegates who attended the various commissions at the General Conference reported on decisions and activities.	
	Monitor and report on the progress with integration and co-ordination of UNESCO programmes, declarations and conventions at government and civil society level.	Establishment of the Social and Human Sciences (SHS) Sector in collaboration with the Department of Social Development.	Sept-08.	The SHS Sector was established and SHS stakeholders nominated as representatives to serve on NATCOM and related bodies.	A request was submitted to the Department of Social Development (DSD), requesting DSD to take the lead in establishing the SHS Sector. Negotiations in the National Commission to establish the SHS Sector are at an advanced stage, with the DSD looking at a date for the two Ministers to launch the Sector, possibly at a media conference. Representatives on the SHS are from the DSD.	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
		Coordinating the ASPnet, Participation Programme, Fellowships and Awards, workshops and conferences, as well as activities to commemorate special UN days.	Apr-08-Mar-09.	Information disseminated, applications submitted to UNESCO, after which programmes were implemented.	<p>The Communication sector and the Education sector jointly arranged an activity for the implementation of Press Freedom Day, where a local community radio station combined with some ASPnet schools to highlight the day and its meaning. Seven participation programme applications were forwarded to UNESCO, Paris, for consideration. The L'Oreal Women in Science Award, and the Literacy Prize for Peace Education nominations were sent to Paris for consideration. Questionnaires on DESD and UNLD, and an outline of what programmes the DoE was engaging in as activities that link up with the 60th celebrations to commemorate the Universal Declaration of Human Rights, were submitted to Paris. Five ASPnet schools honoured the International Day for the Remembrance of the Slave Trade and its Abolition at the Iziko Museum in Cape Town. A UNESCO Prize for Peace Education was awarded to the Institute for Justice and Reconciliation. Operation Upgrade from KwaZulu-Natal was awarded the UNESCO Confucius Prize for Literacy.</p> <p>The UNESCO/Keizo Obuchi Research Fellowships application forms were sent to different tertiary institutions. In September 2008, the DoE submitted a nomination of the Thutong Education Portal for the UNESCO King Hamad Bin Isa Al Khalifa Prize in the use of ICTs in education. DoE also submitted a request, nominating GCIS for the World Press Freedom Prize 2009. Materials on Human Rights Education were submitted to UNESCO in Paris during the 60th celebrations of the Universal Declaration of Human Rights. South Africa won the UNESCO Prize for Peace Education, the UNESCO Literacy Prize, and as it was awarded a UNESCO L'Oreal Fellowship Programme for Young Women in Science, as well as the L'Oreal Award for Women in Science.</p>	

BRANCH: OFFICE OF THE DIRECTOR-GENERAL						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	PROGRESS REPORT: FOURTH QUARTER	COMMENTS/REMARKS
		Consolidation of relations with stakeholders, such as cooperating organisations, UNESCO Chairs and the private sector.	Apr-08 to Mar-09.	Guidelines on roles and functions of stakeholders were discussed, adopted and implemented, and a data-base was developed.	NATCOM convened a strategic planning meeting, which resulted in the establishment of an Intergovernmental Working Group (IWG) that is in the process of developing a plan for South Africa's engagement with UNESCO. The IWG met on several occasions during the period under review, and the last meeting was held on 25 February 2009. The Terms of Reference for the IWG were adopted and subsequently sent to all DGs of UNESCO competency departments. The summary of decisions taken at the 180th session of the UNESCO Executive Board was sent to departments for their input to the 181st session, that was scheduled to take place in April 2009. A database on all UNESCO stakeholders has been completed.	
		Convening regular sector meetings to map out implementation plans and monitor activities.	Apr-08-Mar-09.	Regular meetings were held and programmes implemented.	The IWG was established to ensure the alignment and coherence of UNESCO activities, so as to set priorities. The IWG met three times during the period under review. Scheduled meetings of the full NATCOM were held. All sector committee meetings were held to date, and inputs for the 35C5 General Conference 2009 document have been discussed and disseminated to all stakeholders. In February and March 2009, all sector committees met to discuss plans for the second year of the current Biennium. New chairpersons and deputy-chairpersons were elected for the Science and Communication Sector Committees. The first National Commission meeting for 2009 was held on 28 January 2009. Reports on all activities were disseminated. An Education for All (EFA) stakeholder meeting was held at WITS University during November 2008, to discuss progress towards achieving the EFA goals. A UNESCO Chair on Teacher Education was established at WITS University. The University of Pretoria submitted a proposal to establish a UNESCO Chair and UNIT at the University.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STATEMENT OF PRIORITIES

The specific functions of the Branch are to analyse, evaluate and monitor the medium to long-range costing, financing and resourcing of education in South Africa, and to produce reports, models, plans and policies required for national leadership in this regard. Furthermore, they are to ensure that conditions, policies and support mechanisms are in place for effective and efficient labour relations in the education sector in South Africa, as well as to provide legal and legislative support, and accurate, reliable and relevant information for decision-making. Lastly, the Branch's functions are to develop a National Education Management Information System (NEMIS), in order to support the planning, evaluation, monitoring and management of the education system.

Key policy issues and programmatic thrust of plans

Over the next period, the Branch's main programme and policy interventions will be as follows:

- Developing national norms and standards, as well as a Basic Minimum Package (BMP) for the provision of school infrastructure.
- Strengthening the national Education Management Information System, so as to enhance planning and monitoring.
- The analysing of, and reporting on education expenditure and investment, as well as promoting optimal budgeting processes to ensure access, equity and redress with regard to education.
- Ensuring effective and efficient labour relations, as well as the development of education staff, so as to improve the quality of teaching and learning in South Africa.
- The analysing of, and reporting on, human resources requirements and capacity.
- Developing and monitoring an evaluation framework for reporting on service delivery in education, including responses to global initiatives, such as the Education for All Programme and the Millennium Development Goals.
- Developing and maintaining funding norms and standards for all subsystems in the education system.

While the Strategic Plans outlines the five-year objectives of the Branch, the following key priorities will be attended to in the 2008/09 financial year:

1. Human resources are the most important instrument in ensuring the provision of quality education. In this financial year, the management and development of human resources will receive additional attention, in collaboration with the General Education and Training Branch, with regard to teacher education in support of the provincial education departments, via:
 - a. Improving the effectiveness of the teacher performance system, as part of the integrated quality management system, by working with provincial education departments to ensure that all schools develop effective plans and schedules and undertake meaningful assessments and teacher development plans. District managers will also be provided with the tools to conduct stringent moderation of school-based assessments. The Department of Education will also appoint part-time moderators to evaluate the implementation and outcomes of the 2008 assessment processes. Towards the end of the year a framework for a national education and evaluation unit would have been developed. These measures would impact on the improvement in teaching and learning and, ultimately, on the provision of quality education.
 - b. The recruitment of teaching staff is currently not systematised and a strategy is required to ensure that every learner has a qualified educator in the relevant subject area, on time. To this end, the stock of new teachers in training will be increased via the provision of full-cost bursaries to aspirant educators. The supply and demand at school level will be dealt with via the development of a recruitment strategy and system.
 - c. An assessment of the effective utilisation of teachers at schools will be undertaken, and plans developed to establish how schools match teacher supply to curriculum demands. Schools will need to report on the quality of applicants for posts and where no suitable applicants are available, channels will be opened for them to recruit educators from outside the country.
 - d. With regard to focussed provisioning, every school will be required to offer Mathematics, and the teacher requirements and provisioning thereof will be determined.

- e. The post allocation system will be revised in order to assist schools in reducing class sizes and match the scheduling of educators to curriculum needs. Teacher allocations will be matched to the availability of classrooms.
 - f. Schools will also be required to fill vacant posts within specific time-frames, as allowed by the Educators Employment Act and, If they are unable to comply, the provincial Education Department concerned would have to fill the post on their behalf.
 - g. A profile of teacher utilisation by subject and qualifications will be available by the end of the year.
 - h. The Human Resources Management Information System would have been mapped out, and this system will ultimately result in an operational database system to manage all non-salary-related aspects of education human resources management.
2. Physical resources for quality education, especially school infrastructure, such as the provision of water, sanitation, suitable classrooms and essential specialist rooms, such as libraries and laboratories, will receive urgent attention.
 - a. The National Education Infrastructure Management System, which has now been completed, will be operationalised, so that the state of infrastructure at every school may be documented, tracked and linked to upgrading plans.
 - b. A comprehensive investment plan will be developed, based on agreed-upon norms and standards, such as maximum class sizes, space utilisation, and the number and types of facilities, in order to rid the system of accumulated backlogs and years of neglect.
 - c. New and innovative ways of speeding up service delivery will be explored. While the impact of these initiatives will not be directly result in an improvement in the quality of outcomes, they constitute the basic minimum that could be done, given the squalid conditions that persist in many schools – especially those serving the poorest and remotest communities.
 3. Managing the funding of resources, via funding policy, will receive continued attention in this financial year.
 - a. While the “No-fee Schools” Policy has been a remarkable achievement, these schools cannot and must not be left to become a “lower class” of school. The “No-fee Schools” Policy will be monitored via an empirical assessment of a sample of schools, in order to determine whether the no-fee status has had the desired effect. The adequacy of the allocation made to them, as well as the cash allocation made to schools, will be reviewed. These schools cannot be made dependent on the system to deal with their needs, and they need to be given the scope to use state funds for educational purposes.
 - b. The extent of fee exemptions granted and the utilisation of fees in fee-paying schools will be investigated and the need for exemptions will be assessed.
 - c. A subsector of schooling, which has been neglected in terms of proper and equitable funding, is that of special schools. These schools require a fair and equitable policy on funding in terms of infrastructure, personnel, goods and services, and management and support services. To this end, a funding policy will released later this year, to effectively deal with this sector. It is trusted that meaningful partnerships could be developed with NGOs related to the special need in question.
 4. The management of the education system is made complex by the concurrence of functions between government at national, and at provincial level. Quality information is essential for quality decision-making, so that quality services may be provided that will impact on quality education. In the absence of effective capacity to manage the education system at site level, reliable and timely information is required at all levels of the system. The current annual collection of information, while serving the purpose of analysing the education system over time, is not responsive to the immediate needs of the system.
 - a. This year will see the expansion of the South African Schools Administration System (SA-SAMS) in schools, with the

- b. parallel development of a Learner Unit Record Information Tracking System (Lurits). The Lurits system, once fully developed and operational over the next few years, will be able to provide unit information on each and every learner. By the end of July 2008, the technical design would have been completed and, at the end of this financial year, the system would have been developed in prototype form.

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

5. The monitoring and evaluation (M&E) of a number of key education indicators, as well as of policies developed in the Branch, are essential. The M&E framework will be finalised and a number of reports, in addition to the ones mentioned above, will produced. These reports include:
 - a. A School Funding Norms Implementation Report.
 - b. A report on the current state of managing learner absenteeism.
 - c. A report (ministerial) on learner retention in the South African education system, taking into account the absenteeism report.
 - d. A report on the state of home education in South Africa.
 - e. A report on the implementation, by provinces, of national policy and legislation, as well as on the development of provincial policy and legislation.
 - f. A report on the state of HR in the system.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS (CD: PP)						
DIRECTORATE: PHYSICAL PLANNING (D:PPP)						
<p>To develop, implement and monitor a strategy for improved and adequate facilities at schools, including infrastructure, equipment, other amenities, facilities, water, sanitation and electricity, and to support funding for these.</p>	Finalisation of Infrastructure Policy and Strategy and proceed with implementation, including the development of a Funding Strategy. (Carried over from 2007.)	Proceed with implementation of strategy for basic services for schools (sanitation, water, electricity).	Start date: Jan 2008. End date: June 2008.	Consolidated provincial plans with time-frames regard to available sanitation, water and electricity.	All plans for 2008/2009 are in place. Implementation by DWAF and DNE is in progress in all provinces. Planning for the 2009/10 programme, which entails the finalisation of the scope for the provision of water, sanitation and electricity in conjunction with DWAF and DME, is in progress.	
	Implementation of the Infrastructure Strategy, including provincial support and monitoring.	Final Policy framework approval and proceed with implementation, including development of Norms and Standards.	Start date: Jan 2008. End date: March 2009.	Policy published and Norms and Standards in key areas finalised. Draft ready for consultation in July 2008.	Infrastructure policy approved by the CEM on 2 June 2008. The Norms and Standards approved by the CEM on 6 October 2008. Policy and norms approved by Cabinet and published in the <i>Government Gazette</i> for public comment on 21 November 2008.	
		Develop further strategies for accelerating infrastructure delivery (community involvement, entities to be used, funding strategies).	Start date: Jan 2008. End date: Dec 2009.	Sector adoption of strategies. (Draft ready by March 2009.)	Work on delivery capacity to accelerate the delivery of school infrastructure, based on work by IDIP organisational design. Preliminary costing on backlogs estimated at R21 6b. Strategy approved by the CEM on 6 October and by Cabinet on 3 December 2008. Meeting held with the Treasury on 6 March 2009 to discuss the long-term School Infrastructure Development and Financing Strategy.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Finalisation of policy for learner transport and hostel provisioning.	Start date: Jan 2008. End date: March 2009.	Agreement with Department of Transport and sector adoption of policy.	Discussions still underway with Department of Transport. Research on hostel provisioning is in progress.	The delay was due to a lack of agreement between DoE and DoT on the department responsible for providing learner transport.
		Monitoring the utilisation of baseline adjustments and preparation of further budget bids, in line with policy implementation requirements.	Start date: April 2008. End date: March 2009.	Report on provincial spending, in line with approved budgets and objectives, and approved budget proposals submitted. Monthly reports compiled.	Provincial infrastructure budgets are monitored quarterly and reports produced. As at end of the third quarter, 31 December 2008, expenditure on the adjusted infrastructure budget of R5 099 089 million, R3 315 871 million was spent by the provinces. This represents 65% of the total spending, which is 10% below the norm of 75% spending at the end of the third quarter. Provinces submitted third-quarter infrastructure reports and these were presented to HEDCOM on 17 March 2009 and to the CEM of 23 February 2009.	
		Support and (where relevant) manage donor-funded infrastructure programmes and other earmarked capital allocations.	Start date: April 2008. End date: March 2009.	EU-funded schools infrastructure support concluded. Building capacity for more effective support of donor-funded projects and other national infrastructure initiatives. Arcello Mital Schools Project: 10 schools were built.	In the EU/SISP Programme, aimed at rehabilitating 27 schools in the three targeted provinces, the following number of schools were handed over to beneficiaries: nine schools to Limpopo, nine to KwaZulu-Natal and six to the Eastern Cape by the end of October. Three schools were handed over in Limpopo in October 2008, a month ahead of schedule. Capacity development of SGBs and SMTs on the maintenance of facilities was concluded and the Short-Term Expert for Facilities Management System submitted his report, which was discussed at the HEDCOM subcommittee meeting of 26 February 2009. A hand-over ceremony was successfully conducted in Limpopo, at the Sefoto Primary School, on 17 October 2008. The Arcello Mital Project was successfully launched by the Minister of Education on 2 February 2009 and the contractor for Mamelodi was appointed on 15 March 2009. Planning for two schools in the Eastern Cape during 2009 has commenced.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	Infrastructure information and monitoring: Finalise implementation of National Education Infrastructure Management System (NEIMS) in provincial education departments (carried over from 2007), and maintenance and utilisation of NEIMS for infrastructure planning and monitoring.	Training and data updating proceeded. First round of updating concluded and long-term updating strategy finalised.	Start date: March 2008. End date: Sept 2008.	NEIMS infrastructure information up to date to first quarter. 2008 projects concluded and final updating strategy in place.	The update of NEIMS via information received from the provinces commenced. The 2007 NEIMS report was updated. DoE staff members were trained on writing queries direct from the database. Training of physical planners on the assessment of schools for the update was done in Gauteng, the Free State, North West and the Northern Cape in December 2008, and in Mpumalanga and the Western Cape in January 2009. (Carried over from 2007.) The Service Level Agreement (SLA) with SITA was concluded and the Project Charter for Phase II of NEIMS was signed with SITA in January 2009, and work on matters identified in the Charter commenced. The JRS was signed and the System Delivery Specifications (SDS) were completed and are ready for signature. Provincial departments were given access to the server hosted at SITA, and officials in the Directorate were trained to use Business Objects.	Provinces have not been cooperative in submitting information to update the database.
		Finalised hosting of NEIMS at SITA, and provincial access and SITA support. Developed NEIMS reports for users, which are available on DoE website.	Start date: Feb 2008. End date: June 2008.	Web access to NEIMS school data and range of reports.	Server moved from service provider to SITA and departmental officials have direct access to NEIMS and can update it directly. SITA certification process was concluded. The process to place NEIMS on the DoE website has started and is ongoing, and a range of reports are now being generated from NEIMS. All the provinces were linked to the NEIMS database and can use the database for planning and reporting.	The process of finalising the SLA with SITA and the SDS delayed progress.
		NEIMS to be utilised for ongoing monitoring of infrastructure progress and needs, and replaces current monthly reporting. Further review of Norms and Standards and enhanced monitoring of public schools.	Start date: Sept 2008. End date: March 2009.	Quarterly reports to HEDCOM and the CEM on progress, based on NEIMS.	Quarterly reports were sent to HEDCOM and the CEM. NEIMS is now utilised for monitoring of progress in infrastructure delivery. By the end of the third quarter, 367 additional schools had been provided with water, 247 with sanitation and 499 with electricity. Some 164 schools are being renovated under the Eradication of Mud Schools Programme. A total of 66 sporting facilities were provided, 3 899 classrooms, 881 offices, of which 503 are with fencing and security. Some 16 new schools were built and 21 schools were affected by disasters.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
DIRECTORATE: FINANCIAL PLANNING (D: PPF)						
To plan and monitor the equitable distribution of education funding in support of education policies.	Further review of Norms and Standards and enhanced monitoring and support to public and independent schools (including fee levels, exemptions, no-fee schools, transfers, etc.).	Providing support on implementation of the Norms, including implementation activities for determination of 2009 no-fee schools.	Start date: Jan 2008. End date: Dec 2008.	Deadlines as per Funding Norms and Standards. (Publication of proportion and of lists of schools, and communication on allocation to schools.)	The Government Notice for publication of the no-fee schools lists and the proportion of no-fee learners for 2009 were published on 17 October 2008.	
		Monitoring implementation with special focus on compliance and impact of no-fee schools, and exemption regulations (including school fee database). Developed a medium to long-term monitoring framework for Funding Norms.	Start date: Jan 2008. End date: Dec 2008.	Monitoring reports, submitted in June and December 2008. Medium to longer-term monitoring framework, submitted in September 2008.	Medium-to-longer term monitoring framework not developed. Work commenced on an initial assessment of 100 schools for the implementation of the School Funding Norms and the monitoring framework and strategy will be finalised. As a follow-up to the telephone survey done at the end of May 2007, follow-up visits to schools took place during October 2008. A report was produced and forwarded to the Minister at the beginning of December 2008.	The appointment of a service provider was only finalised in September 2008. The framework will be developed and the work completed by September 2009.
		Developing of methodology for costing needs & proceeded with costing (Basic Minimum Package) for schools, colleges and ABET. Basic minimum cost of packages being determined.	Start date: Jan 2008. End date: Dec 2009.	Methodology available for consulting. Schedule of costs available.	Methodology was not developed. The Terms of Reference for appointing a service provider to develop the methodology were approved by the DG during September 2008. The tender was advertised but the process has not yet been finalised.	Tender was advertised but a service provider was not appointed, due to high pricing from bidders. Reviewing the process to proceed with the project in the next financial year.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Analysis and research on new issues relating to School Funding Norms, such as: Funding Strategy for Focus Schools and funding mechanism for accommodating poor learners in schools that are less poor, and establishing funding norms for awards to performing schools.	Start date: Jan 2008. End date: Sept 2008.	Norm amendments were approved by the CEM.	The proposed amendments to the School Funding Norms to cater for awards to performing schools have been approved by the CEM and forwarded to the Minister of Finance for concurrence. Awaiting a response. The Funding Principles for Focus Schools were developed. A draft policy proposal, on the compensation of schools for exempting poor learners was developed for consultation. Conducting a survey of Quintile 3 to 5 schools on fee levels, in order to develop policy for funding poor learners in wealthy schools. The questionnaires were returned by the schools and capturing commenced at the beginning March 2009. A report on the survey will be produced and presented to the Minister. The CEM approved further work on 23 February 2009.	
		Consult on and publish amendments to Norms & Standards for Independent School Funding.	Start date: January 2008 End date: June 2008	Amendments approved and published in the Government Gazette. Implementation plans are ready.	Amendments to Funding Norms and Standards for Independent Schools were published on 8 October 2008. Consultation on implementation plans with PEDs and NAISA. Plans were approved by HEDCOM in March 2009.	
		Consult on, and publish amendments to School Funding Norms: par. 121.	Start date: Jan 2008. End date: June 2008.	Amendments approved and published in Government Gazette. Implementation plans are ready.	Amendments to par. 121 of the School Funding Norms were published on 4 November 2008. Implementation plans were developed, consulted on and finalised with PEDs during February 2009.	
	Implementation and monitoring of interim funding framework for inclusive education schools. Finalise Norms and Standards.	Implement and monitor interim funding mechanism for mainstream, full-service and special schools.	Start date: Jan 2008. End date: Sept 2008.	Monitor reports submitted in June and December 2008.	No progress. GET Branch is responsible for finalising the policy on the level of the need for inclusiveness. Policy has not yet been completed.	The objective could not be fulfilled, as the policy on the level of the need for inclusiveness has not been finalised by the responsible section. The development of the Funding Norms and Standards for Inclusive Education is to commence after the finalisation of the policy and legislative matters by GET Branch.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	Continued implementation planning for ABET, Grade R and FET, and proceed with implementation.	All implementation plans finalised and prepared for 2009 implementation.	Start date: Jan 2008. End date: Dec 2008.	Implementation plan approved by the CEM and readiness for implementation by December 2008. Reports submitted on provincial implementation.	The implementation plan for Grade R and ABET Norms was approved by HEDCOM in March 2008 and submitted to the CEM for noting. Initial reports on provincial readiness for the implementation of Grade R and ABET Norms were submitted during October 2008. The Minister published the Norms on 16 March 2009. Implementation plan for FET Norms was developed, consulted on with the provinces and approved by HEDCOM during March 2009.	
DIRECTORATE: ECONOMIC ANALYSIS (D: PPE)						
To promote and support optimal budgeting processes, as well as to monitor and evaluate the utilisation of resources in education.	Report on the assessment of economic credibility and policy compliance of PED's annual performance plans for 2008/09 is submitted.	Collection and analysis of reports and preparation of final report.	Start date: May 2008. End date: August 2008.	Report to HEDCOM subcommittee on Finance, HEDCOM and the CEM.	The report was finalised and submitted to the HoDs of PEDs, via a letter from the DG, dated 12 December 2008. The report is expected to assist PEDs in compiling the 2009/10 APPs. The report was sent to Heads of Department instead of HEDCOM and the CEM, as it was an administrative matter.	
	Assess the utilisation of standard and uniform formats and programme structures utilised across PEDs, as well as proposals for amendments and refinements.	Standard chart of account, budget programme structure revisions and communication regarding APPs, SCOA and budget structures.	Start date: April 2008 End date: Oct 2008.	Revised guidelines to the national Treasury and provinces.	The national Treasury issued guidelines to provinces on 30 November 2008. Following the letter written to the national Treasury, dated 8 December 2008, requesting that a BAS expert be assigned to DoE to advise on the creation of project codes for Qids-up, a letter, dated 23 February 2009 has been received from the national Treasury, indicating that the request is receiving the necessary attention.	
	Final report is published.	Prepare report.	Start date: April 2008. End date: March 2009.	An operational projection tool is utilised in the budget prioritisation process and for longer-term projections.	The projection tool is not ready for utilisation as yet. However, some work is being undertaken by the DoE Technical Assistant, based on the Terms of Reference.	Lack of capacity in the Directorate. Terms of Reference are available. Activity is carried over to 2009/10.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Analysis of provincial budgets and performance (non-financial) indicators and fiscal and economic analysis of implications. (Education Investment Review.)	Start date: June 2008. End date: August 2008.	Report on the analysis and performance, and fiscal and economic analysis of implications. (Education Investment Review.)	The various chapters of the draft Investment Review Report are in the process of being upgraded, based on the agreed-upon project plan.	Lack of capacity in the Directorate. Activity is carried over to 2009/10. An economist and two Deputy-Directors have been appointed since January 2009. The project plan is finalised and the final report is to be submitted in October 2009. The first draft assessment is scheduled to be completed by 31 May 2009.
		Participate in provincial visits, mid-year reviews and benchmark assessments.	Start date: July 2008 End date: Dec 2008.	Reports per province.	Officials within the Directorate attended the Budget Standard Exercise meeting at DoE (Sol Plaatjie House with PEDs, scheduled from 26 January to 6 February 2009. In considering inputs made by PEDs at this meeting, a consolidated report was prepared for the DDG: Systems Planning and Monitoring, and subsequently submitted to the Minister for noting. The report dealt with the preliminary allocations for 2009 MTEF and funding priorities.	
		Consultative process on sector priorities, finalisation of priority paper and bid, manage bid process and budget implementation. (Provincial communication and guidelines on allocations.)	Start date: Jan 2008. End date: Jan 2009.	Priority paper and provincial institutions on allocations.	Most PEDs allocated funding as per DoE estimates. Furthermore, a letter by the DG, dated 5 March 2009, was sent to PEDs, regarding the proposed targets for the 2009 MTEF sector priorities.	
		Data collection for UNESCO reports and finalisation of the report.	Start date: June 2008. End date: March 2009.	UNESCO report was submitted during July 2008.	Data was obtained by DoE from other stakeholders and the final report has been completed and sent to the Director-General for forwarding as a submission to UNESCO.	
Guidelines with regard to coordination for optimal provincial budgeting are utilised across PEDs.		Develop guidelines (budget process schedule) within the DOE.	Start date: April 2008. End date: March 2009.	Guidelines implemented internally at DoE.	The 2010 MTEF Priorities Management Plan was drawn up to give effect to the provincial budget process. It will be updated for incorporation in the latest developments on the 2010 MTEF sector priorities process.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION (CD: PM)						
DIRECTORATE: EMIS (D: PME)						
To implement and report on the implementation of the Education Information Policy.	Support and monitor complemented education information standards.	Provide support to provinces and monitor implementation of education information standards via guidelines and discussions	Start date: April 2008. End date: March 2009.	Guidelines produced and HEDCOM Subcommittee on EMIS minutes reflect relevant discussions.	Draft guidelines were drawn up. Four HEDCOM subcommittee meetings are held per annum. The first-quarter meeting was held from 8 to 9 May 2008. The second-quarter meeting was held from 15 to 16 July 2008. The third-quarter meeting was held from 7 to 9 October. The minutes, agenda and comprehensive meeting packs were prepared for the provinces and HEDCOM. A report was compiled and submitted to HEDCOM. The last meeting with PEDs (17 and 18 February 2009) was cancelled in the interest of curtailing annual expenditure to implement the Department's austerity measures.	Lack of capacity in the Directorate. Activity is carried over to 2009/10. An economist and two Deputy-Directors have been appointed since January 2009. The project plan is finalised and the final report is to be submitted in October 2009. The first draft assessment is scheduled to be completed by 31 May 2009.
		Monitoring instrument is utilised to assess adherence to approved information standards by PED's.	Start date: April 2008. End date: March 2009.	Report is compiled on the state of implementation of education information standards.	The instrument was compiled and distributed to PEDs. Eight PEDs have returned the survey. A draft report on the state of implementation of education information standards has been compiled and presented at the HEDCOM Subcommittee on EMIS meeting, from 7 to 9 October 2008.	The report will be completed when all PEDs have returned the survey. Official reminders were sent to the outstanding province.
	The 2008 national surveys are conducted, verified and integrated into the national data warehouse. (Including ad-hoc surveys.)	Compile and maintain a list of information standards needs – on an ongoing basis.	Start date: April 2008. End date: March 2009.	Register of required education information standards.	The Register of Education Information Standards now contains a total of 22 standards.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Draft and consult on education information standards with relevant HEDCOM subcommittee; HEDCOM; and Education Information Standards Committee.	Start date: April 2008. End date: March 2009.	Education Information Standards gazetted and distributed to PEDs for implementation.	EMIS planned to gazette the standards below. Only SC008 will be gazetted, as the rest are at a late stage of finalisation: SC006: The dictionary of education concepts and definitions; SC007: The dictionary of education classifications and coding standards; SC008: Data quality standards; SC009: Operation procedures for data coding; SC010: Master list of Institutions; SC011: Levels of data verification; SC012: Information publication. SC013: Data archiving. The service provider did not provide the quality expected of the standards and, as a result, EMIS has to either redo or reformulate them.	
	Some 25% of the second set of approved standards and guidelines are implemented.	Workshop for PEDs on implementation of the information standards.	Start date: April 2008. End date: March 2009.	Workshop documentation; guidelines and reports.	Training on the implementation of the South African Statistical Quality Assurance Framework (SASQAF) of the National Statistics System was conducted for all EMIS staff members and officials from some of the provinces. It was done in collaboration with Statistics SA. (i) All provinces had the opportunity to interact with SASQAF on creating the Data Quality Standards during the HEDCOM Sub-Committee on EMIS meetings of May and October 2008. (ii) Education Information Standards SC006 to SC012 were workshopped with PEDs from 7 to 9 October 2008. Standards SC001 to SC005 were implemented by the PEDs. Workshops were held, and documentation, guidelines and reports are available.	
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records.	The 2008 national and ad hoc surveys are conducted, verified and integrated into the national data warehouse.	Data sets, as stipulated in Education Information Requirements, Government Gazette 29757, are received from PEDs, processed, integrated and quality-assured.	Start date: Jan 2008. End date: March 2009.	Data sets, as stipulated in Education Information Requirements, Government Gazette 29757, are received from PEDs, processed, integrated and quality-assured.	All data sets (in accordance with Government Gazette 29757) due during the first, second, third and fourth quarters, namely for SO, ABET, FET, ECD and SNE, were received and processed, integrated and quality-assured, with the exception of ABET for KwaZulu-Natal and Mpumalanga.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	An annual audit survey is conducted to verify and improve the accuracy of the 2008 Annual School Survey data.	A 4% sample audit of ordinary and special schools, as well as of Adult Basic Education and Training and Further Education and Training institutions is conducted, to quality assure data collection, utilising a sample of 4% .	Start date: April 2008. End date: Sept 2008.	Mathematics and Science Survey to be completed.	The Mathematics and Science Survey was completed. A report on the reliability and availability of data, collected via annual surveys, was submitted to HEDCOM and the CEM. Phase II of the Data Quality Audit is in progress. Fieldwork for 100 ordinary schools was completed. All ordinary schools data is currently being analysed. Preparations for survey instruments for FET, ABET and SNE for Phase II are underway. Phase II is scheduled to be completed on 30 July 2009.	
	Publication of 2007 Statistics at a Glance Report, and the preliminary release of the 2008 learner data. (School Realities 2008.)	Compilation, release and publication of education Information statistics.	Start date: Jan 2008. End date: Dec 2008.	Publication of Education Statistics in SA 2007, School Realities 2008, and other reports, including those based on annual school survey data.	Education Statistics 2007 was distributed to (i) the Minister and all managers in the DoE; and (ii) nationally to all schools in the country. In future, information from the ASS is scheduled to be published. The 2008 School Realities was published in September 2008. Data is still to be imputed for the other reports.	
DIRECTORATE: RESEARCH COORDINATION, MONITORING AND EVALUATION (D: PMM)						
To develop and implement the Monitoring and Evaluation Framework in Education (such as macro indicators, service delivery, etc.)	Implementation of M&E Framework.	Develop conceptual and strategic framework for the monitoring and evaluation of policy implementation...	March 2009.	Department utilises common framework for the monitoring and evaluation of policy implementation.	The proposal received from the identified service provider was accepted. The contract between UNICEF (the funder) and the service provider was scheduled for signature by March 2009.	Work on the project was scheduled to start in July 2009. This activity has been brought forward to the 2009/10 operational plan.
	Coordinate M&E functions via the M&E Transversal Team.	On-going.	Four meetings of the Transversal Team to be held.	Four meetings of the Transversal Team were held. The reports were submitted to Senior Management. The meetings were held on 18 February 2008, 25 November 2008, 17 February 2009 and 19 May 2009.		

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Provide support services to DoE units on M&E.	On-going.	DoE units are supported in developing indicators and M&E processes.	DoE units were supported in developing indicators and in M&E processes.	
	The 2008 Macro-Indicator Report is developed and disseminated.	Finalise 2008 Macro-Indicator Report.	June 2009.	2008 Macro-Indicator Report is published.	The international panel of experts appointed to examine the report provided their comments on the second version of the report. The main report was submitted to the Minister for approval. A summary Macro-Indicator report was produced and submitted to HEDCOM for information. The report was submitted at the HEDCOM meeting held on the 3 March 2009.	
		Organise public seminar on Macro-Indicator Report	Aug 2009.	Public seminar on Macro-Indicator Report is held.	A round-table discussion on the MI report was held on 5 November 2008.	
		Update macro-indicator values, based on latest available data.	March 2009.	Draft 2009 technical report on macro-indicators is produced.	The 2009 Report was produced.	
	The 2008 Education Service Delivery Indicator Report is produced and disseminated.	Update the Master List of Education Indicators.	June 2009.	Updated Master List of Education Indicators is disseminated within the Department and to PEDs.	The Master List of Indicators will be updated again after the workshop, scheduled for March 2009.	
		Develop 2008 Service Delivery Report.	Dec 2008.	2008 Service Delivery Report to be published.	The report is scheduled to be published on the DoE website in April 2009. The Service Delivery Report will be used to guide policy and planning.	
		Consult experts on education indicators for finalisation of the report.	Aug 2008- Oct 2008.	Comments from experts are effected in the 2008 Service Delivery Report.	A service provider was appointed to enhance the report.	There was a delay in appointing a service provider as the DoE did not receive quotation on time.
	Facilitate training and monitor provision of training programmes.	Organise a capacity-building Course on M&E for DoE officials.	March 2009.	A minimum of ten DoE officials to be certified in basic M&E.	This activity is linked to the activity related to the framework for the M&E of policy implementation. A service provider was identified by UNICEF and contracted to undertake the work.	The proposal received from the service provider was not approved by UNICEF and the Directorate: M&E. An alternative service provider had to be found.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	M&E Framework to be promoted in the provinces.	Present M&E Framework to PEDs' Senior Management.	March 2009.	Report on provincial visits.	The Directorate presented a paper on PEDs to a GDE Conference. Visits were undertaken to Limpopo and KwaZulu-Natal provinces to present the M & E Framework and discuss PPMs. a The report is available.	
To coordinate and enhance national and international reporting obligations. (Strategic Plan - page 39.)	Requests on national and international reporting obligations are responded to.	Develop EFA Country Report upon request.	Upon re-request.	2008 EFA Country report submitted upon request.	The EFA report was presented to a workshop convened by the UNESCO Commission on 18 November 2008.	
		Provide data on Development Indicators for Presidency.	Upon re-request.	Education Indicator Values provided to Presidency for inclusion in Development Indicators Report.	The data required by Presidency has been submitted and published in its Development Indicators Report.	
		Respond to requests on national and international reporting obligations.	On-going.	Completion of required reports.	Reports on the following were submitted: SADC-AU Second Decade Plan of Action; UN Literacy Decade; Third Country Report on UN Convention on the Rights of the Child. The reports were submitted during the course of 2008 .	
To facilitate and undertake research and analyses to support planning processes of the Department .	Preparations and compilation of data for a 15-year review report on the contribution of education and training to social and economic development.	Prepare Terms of Reference for the 15-year review of the contribution of education and training to social and economic development.	Dec 2009.	Terms of Reference for 15-year review of education and training approved.	The ToR was drafted. The report is being prepared internally by Dr Trevor Coombe and Mr Martin Gustafsson.	
	The implementation of programmes is evaluated.	Develop implementation plan for Education Pulse.	March 2009.	Implementation Plan for Education Pulse approved by HEDCOM.	Little progress has been made.	An attempt is being made to link the Education Pulse project with Business Intelligence. Owing to the extent of initiation and data collection, this project was de-prioritised.
		Undertake impact evaluation of Dinaledi with the World Bank's assistance.	March 2009.	Report of Impact Evaluation of Dinaledi published.	The World Bank was provided with data. A report from the WB is being awaited. A meeting with the WB was held in September 2008, to discuss progress. The report on the impact evaluation of Dinaledi has not yet been published.	Beyond of Directorate's control.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Develop a national common attendance register for learners.	March 2009.	A national common attendance register for learners is approved.	The draft policy on learner attendance was submitted to HEDCOM. The policy is currently being piloted. The draft register was approved by the Minister and HEDCOM.	The policy is currently being piloted. The policy document has taken longer to prepare than planned.
		Develop a policy on the monitoring of learner attendance.	March 2009.	Policy on the monitoring of learner attendance approved.	The draft policy on learner attendance was submitted to HEDCOM. The policy is currently being piloted. The draft policy was approved by the Minister and HEDCOM.	The policy is currently being piloted. The policy document has taken longer to prepare than planned.
		Review Policy on Home Education.	March 2009.	Policy on Home Education is reviewed.	The Policy on Home Education is in the process of being reviewed with assistance from the Directorate: Legal Services and the GET Branch. The Directorate responded to a number of media queries on home education.	The Directorate was unable to pay attention to this matter, due to other commitments.
		Undertake analysis of SNAP and EMIS Annual School Survey.	March 2009.	Reports on trends in enrolment in public schools vs. independent schools, Grade 10 subject choices, Age/Grade analysis and LOLT.	A second draft report on LOLT was received from the service provider. It is currently being assessed by the Directorate. The Directorate had to spend an enormous amount of time quality-assuring the work of the service provider. The service provider requested an extension of delivery time.	The Directorate was unable to pay attention to this matter, due to other commitments.
		Develop thematic reports, based on Stats SA surveys (GHS, LFS and CS).	March 2009.	Thematic report on vulnerable children to be published.	The thematic report on vulnerable children has not yet been published but is nearing completion. A tabulation plan for the analysis of GHS data was prepared and data was obtained from the GHS. The report on GHS data is currently in progress. The 2008 GHS was available to the public from July 2008. Since then, only priority areas have been analysed for the MI Report and for the PPMs for submission to the provinces.	Delays occurred due to shifts in the work priorities of the Directorate. More emphasis was placed on the thematic report on pregnancy, which has been submitted to the relevant programme manager for feedback.
		Undertake study on teacher absenteeism.	March 2009.	Study on teacher absenteeism is published.	The study on teacher leave has not been published yet. UNICEF approved the HSRC proposal on teacher leave and provided a contract to the HSRC. The HSRC is studying the contract. Both the HSRC and UNICEF experienced delays in signing the contract.	Delays were experienced on the following fronts: (a) Shifts in the methodology of the project after discussions with the service provider. (b) Delays in obtaining PERSAL data and incorrect PERSAL data was provided. (c) Delays occurred on contractual issues between the service provider and UNICEF (the funder).

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Network with research organisations.	On-going.	Participation in NRF, Umalusi, the HSRC and other research forums and reference groups.	Attended meetings of the National Research Foundation Advisory Council on 14 May, 19 June and 23 August 2008, and Umalusi Research Forum on 5 February, 23 June and 15 October 2008.	
		Undertake, coordinate and facilitate research as requested by the DG.	On-going.	Reports, briefing notes and information provided to the DG upon request. Responded to proposals by the World Bank and the Centre for Development Enterprises to undertake research in education.		
		Implement postgraduate internship programme for education research.	March 2009.	Ten postgraduate interns' work to be coordinated by the Directorate: M&E.	The employment of five post graduate interns was coordinated by the Directorate: M&E. The contracts of four of the five research interns ended. One intern was been employed in a temporary capacity in the Directorate. The contract of the fifth intern ended in June 2009. The project has not been renewed for the 2009/10 financial year. Recruitment of interns did not proceed as planned.	Funding availability limited it to five interns.
DIRECTORATE EDUCATION MANAGEMENT SYSTEMS (D: PMS)						
To develop systems to support the Integrated Education Management System.	Monitoring and support of SA-SAMS roll-out by provinces. Some 60% of all public schools with computer facilities utilise an electronic SAMS.	Provincial roll-out plans and strategies are developed. The roll-out of SA-SAMS and the utilisation of SA-SAMS by schools is monitored.	Start: April 2008. End: March 2009.	Report on the extent of the roll-out of SA-SAMS by provinces and successful utilisation of SA-SAMS by schools.	The fourth-quarter report on the consolidated annual progress of the roll-out of SA-SAMS is being prepared. Provinces scheduled to provide the final roll-out figures for the full year, ending 31 March, at the EMIS HEDCOM subcommittee meeting of 7 April 2009. The national target of roll-out to 60% of all public schools, with administrative computers, was reached.	
	Maintenance and upgrading of the SA-SAMS school administration system.	Code enhancements are made according to user needs.	On-going.	Updated SA-SAMS software distributed to provinces at quarterly intervals.	The quarterly updates of the SA-SAMS programme were distributed to each province for each quarter. The updates include user requests for additional reports, plus new modules, such as the demerit/merit module and the library module	
		The functional specification of SA-SAMS is presented to the Standards Committee.	Start: April 2008. End: July 2008.	Minimum standard declared for school administration packages.	The SA-SAMS school administration system was declared as the minimum standard for school administration packages. The updated specification document was received from SITA on 25 March 2009. There was a late delivery on the specification document from SITA, due to a resource capacity problem.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Modules are added to cater for IQMS and NEIMS.	Start: April 2008. End: July 2008.	Updated SA-SAMS modules distributed to provinces in July 2008.	The updated SA-SAMS modules were released to provinces in July 2008. The IQMS module is currently being upgraded again, with the new IQMS templates. The requirements for physical planning data (NEIMS) are also being updated. The targets for 2008/09 were reached.	
	Implementation of the Learner Unit Record System (Lurits) in all provinces commenced. The second phase of system development commences.	Lurits administrators are appointed in all provinces and at national level.	Start: Jan 2007. End: May 2008.	Ten Lurits administrators appointed.	A total of 15 Lurits administrators were appointed and are in office. (Three in the Eastern Cape and KwaZulu-Natal respectively; two in Limpopo; one in each of the other provinces and one at DoE.)	
		Lurits is installed in all provinces and on the SITA backup.	Start: March 2008. End: May 2008.	System is installed and running in all the provinces and at DoE.	The system was installed at SITA (DoE) in April 2008 and in all nine provinces by June 2008. DoE and SITA entered into a Service Level Agreement for the hosting, support and maintenance of Lurits.	
		Implementation in provinces commences and is monitored according to the milestones in the provincial implementation plans.	Start: March 2008. End: March 2009.	Report on progress of implementation of Lurits in provinces.	The report on the progress of the Lurits implementation was completed on a quarterly basis. The third-quarter report was presented at the Lurits Steering Committee meeting on 4 December 2008. The fourth-quarter report is scheduled to be presented at the EMIS HEDCOM Subcommittee meeting on 7 April 2009.	
		Standards for all Lurits forms are developed and presented to the Standards Committee.	Start: April 2008. End: Dec 2008.	Standards gazetted for Lurits forms.	The learner information form was recommended by the Technical Standards Committee and is scheduled to be presented to the Standards Committee at the April 2009 meeting. The form will be gazetted after approval by the Standards Committee.	
		Policy development to support Lurits commences.	Start: March 2008. End: March 2010.	Additions to existing policy.	The data-handling guidelines document and the Lurits process document were completed and these will form the basis of additions to the Policy. Final policy development is scheduled take place from April 2009 to March 2010. The project has met its targets for the 2008/09 financial year.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Specification is developed for the second phase development of Lurits.	Start: Jan 2008. End: March 2009.	Specification document to be developed.	The Terms of Reference for the second phase of Lurits, involving schools with paper-based systems, was approved.	
		SITA is engaged for second phase development and development commences.	Start: April 2008. End: March 2009.	System development and enhancements.	The Lurits system was fully developed and enhancements were made from December 2008 to March 2009. The second phase project commenced on 1 April 2009 and the initialisation meeting has been scheduled for 6 April 2009.	
	The FET electronic survey utility is replaced by the development of the online BMIS for FET colleges, as the first phase of an online FETMIS. (Replaces FETPAC.)	Ensure that the development of the Business Management Information System for colleges meets required information standards.	Start: April 2008. End: Dec 2008.	Approval of functional and technical specifications.	The specifications for the FET college system were approved.	
		Ensure that the BMIS development is integrated into the BI layer.	Start: April 2008. End: Dec 2008.	Functional and technical specifications to be developed.	The technical specification for the interfacing of the data warehouse with the college BMIS system, is still to be completed.	This work is dependent on the development of the college system in the FET Branch. The FET survey data was included in the Business Intelligence system. The FET Branch is still negotiating the terms of the contract for the college system with the donors and service providers. The work in the Systems Planning and Monitoring Branch is dependent upon this project.
	EMIS systems, software and infrastructure are maintained and enhanced for improved performance.	The OCR scanning system is used for the SNE and ABET Snap Surveys.	Start: Jan 2008. End: April 2008.	Scanning environment deployed to the provinces for Snap Surveys.	The OCR scanning environment for the SNE and ABET Snap Surveys was deployed to the provinces during March 2008. The OCR scanning system project was completed and closed.	
		Developer training on the OCR system is facilitated for provincial EMIS staff members.	Start: April 2008. End: June 2008.	Training completed.	The developer training on the OCR system was completed and closed.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	The Business Intelligence system is maintained and enhanced. National directorates are provided with training on the use of the BI system.	BI is rolled out to managers within the DoE. Managers are trained on the use of the BI system. The system is continually improved and enhanced.	Start: Jan 2008. End: March 2009.	EHRMIS system to be completed.	The system delivery specification for the HR system was completed, accompanied by a management plan, and handed over to the Directorate: HR Planning.	The project schedule was delayed, as the senior BI developer at SITA resigned and has not yet been replaced. This resulted in the training only being completed during March 2009, which has delayed the compilation of the utilisation report.
	The DoE BI solution is made available to the provinces that requested the national design.	Assistance to HR Planning with project management and system analysis services on the EHRMIS system.	Start: April 2008. End: March 2009.	Report on the utilisation of BI by DoE managers.	Report on the implementation and utilisation of BI by the provinces was prepared and presented at the EMIS HEDCOM Subcommittee meeting in October 2008. Presentations and demonstrations from provinces on the implementation of their BI were also tabled at the meeting.	
To develop systems and procedures to support education policy implementation.	Survey capture tools are developed for EMIS and other directorates on request.	Electronic data capture tools are developed for nine EMIS surveys, as well as surveys of other directorates e.g. District Development, School Education, EMGD, etc.	Start: Jan 2008. End: March 2009.	Completed tool development and use of tools for data capture.	All electronic data capture tools for the March 2009 surveys were completed and distributed to the provinces.	
	Facilitate and support the development of operational information systems to support policy implementation.	Setting up of the IQMS system within SA-SAMS at school level.	Start: Jan 2008. End: March 2009.	Functional IQMS system on SA-SAMS at school level.	The IQMS module was included in SA-SAMS and was deployed to schools in the second-quarter release of SA-SAMS in 2008. The IQMS module is used by schools to capture their IQMS results per educator.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	Monitor and assist provinces with planning of staffing and systems to implement the national EMIS business plan and education policies.	Develop business plans with provinces. Align plans with national business plan. Monitor the implementation of the plans.	Start: Jan 2008. End: March 2009.	Finalised aligned business plans for each province and at national level are produced. Quarterly progress report on implementation of business plans.	A nationally-aligned business plan for each province and for DoE was developed. A quarterly progress report on the implementation of the business plan was presented at the Lurits Steering Committee meetings in June, September and December 2008. The next progress report from each province and from the DoE are scheduled to be submitted at the EMIS HEDCOM Subcommittee meeting of 7 April 2009.	
	Design functional specifications for different levels of the education system, so as to improve education business processes.	Develop functional specifications for improved business processes on request.	On-going.	System documentation produced.	The current specifications under development are the Learner Admission Register and the Survey Request Process. The system delivery specification for the HR system was completed and delivered.	
DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT (D: PMR)						
To review South Africa's Country HRD Strategy (SACHRDS), and to advise the Minister and Cabinet and Committee on HRD.	Develop a revised NHRD Strategic Framework. Implementation of the revised NHRD Strategy. The first National Human Resources Development Conference is scheduled.	Commission a consortium to interact with all relevant stakeholders regarding the finalisation of a revised Country HRD Strategic Framework.	April 2008 to end of May 2008.	Terms of Reference produced. Contract awarded. Report available.	Terms of Reference was produced, contract was awarded and report is available.	
	Coordinate interdepartmental collaboration in the implementation of the NHRD Strategic Framework.	Draft revised Country HRD Strategy for South Africa presented to all relevant stakeholders.	June to end of July 2008.	Draft revised Country HRD Strategy for South Africa produced and consulted on.	A number of consultations took place with relevant constituencies, including NEDLAC. Consultation with NEDLAC started on 22 October 2008 and was completed on 22 January 2009. The Strategy was published in the <i>Government Gazette</i> No. 31 646 for public input and comment by 31 December 2008. Input and comment were received and incorporated into the HRD-SA and it was approved by Cabinet on 18 March 2009.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Draft revised Country HRD Strategy for South Africa presented to 2008 July Cabinet Lekgotla for approval.	1 July to end of July 2008.	Meeting held, minutes, annotations, memorandum and report produced.	Report was produced. The ToR have were presented to the ITC and BAC meetings. The ToR were subsequently split into two parts as per the ITC recommendation. Part 1 of the ToR was approved and was scheduled to be advertised in the Tender Bulletin from 27 March to 24 April 2009. The draft revised HRDS-SA was presented at the July 2008 Cabinet Lekgotla for preliminary approval. The draft revised HRDS-SA was given preliminary approval at the said Lekgotla.	
		To develop a Monitoring and Evaluation Strategy, System and Implementation Plan.	Aug 2008 to end of March 2009.	M&E Strategy and Implementation plan produced.	A draft set of Terms of Reference (ToR) was developed and approved by DDG: Systems Planning and Monitoring. The appointment of a suitable service provider was deferred to the next financial year, due to budgetary constraints.	
		Finalisation of NHRDS via design, layout, printing and dissemination of approved Country HRD Strategy for South Africa.	Aug 2008 to end of March 2009.	Printed Strategy for South Africa disseminated.	A management plan and list of beneficiaries were developed. However, the project was put on hold for this financial year (2008/09).	The eventual printing and dissemination of HRD-SA will take place in the 2009/10 financial year, due to budgetary constraints and the consultation process with social partners.
		Schedule first international and annual Country HRD Strategy for South Africa Conference.	Oct 2008 to end of March 2009.	South Africa's Country HRD International Conference to be held.	A draft International Conference Proposal was developed,	However, it was proposed that the Conference should be held in either June or July 2009, due to budgetary constraints and the consultation process with social partners. The project will be put on hold for this financial year (2008/09). The HRD-SA launch will be held in either June or July 2010.
		Develop Communication Strategy, Advocacy Campaign and Support Programme for the Strategy.	June 2008 to end of March 2009.	Communication Strategy, Advocacy Campaign and Support Programme for the Strategy to be developed.	A draft proposal was developed. However, the project was put on hold for this financial year (2008/09).	A draft proposal was developed to embark on a Communication Strategy and Advocacy Campaign in collaboration with the internal Communication Directorate, GCIS and the SABC in the 2009/10 financial year, due to budgetary constraints and the consultation process with social partners.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES MANAGEMENT (CD:PH)						
DIRECTORATE: EDUCATOR PERFORMANCE AND MANAGEMENT DEVELOPMENT (D:PHR)						
To develop and implement an HR planning system, so as to ensure that all institutions are adequately staffed with appropriately skilled educators.	HR planning framework and database is maintained.	Finalise HR planning framework.	Start: 1 April 2008. End: 30 Aug 2008.	Framework approved by HEDCOM/CEM.	The commencement of this plan was dependant on the approval of the teacher profile, since it would form the basis of the plan. It was realised that the teacher profile was taking too long to be approved. In fact, the profile has not yet been approved. The Directorate therefore commenced with the project in the latter half of October 2008 and the first draft was available in January 2009. It was presented to the Interprovincial HEDCOM HR meeting in February 2009 for comment, and also submitted to branches in the DoE for comment and input. To date no has been comment received. It will now be tabled at HEDCOM. The framework has not as yet been tabled for approval at HEDCOM/CEM.	
		Collect information on educator staff, teachers in training and learners, and develop a profile of each group.	Start: 1 April 2008. End: 31 March 2009.	Report approved by HEDCOM/CEM.	The teacher profile was submitted on various occasions to the Directorate: Evaluation. The profile was returned with additional information requested, and with amendments by the Directorate: Evaluation.	Not fully achieved, due to the fact that the Higher Education Branch was unable to provide information on learners in order for the learner profile to be developed.
	The effectiveness of the implementation and retention strategy is monitored, evaluated and reported upon. (Including incentives, OSD, Mathematics and Science teachers, and innovative awards – teacher laptops.)	Facilitate and support recruitment and placement of Mathematics and Science teachers.	Start: 1 April 2008. End: 30 March 2009.	Implementation by PEDs and filling of posts.	Facilitation and support of recruiting foreigners was achieved by appointing a recruitment agency. Collective Agreement 1 of 2008 was implemented by all PEDs. Mathematics and Science teachers were placed at Dinaleledi Schools.	
	Facilitate and support implementation of incentives.	Start: 1 April 2008. End: 30 March 2009.	Report on implementation produced.	Facilitation and support for the implementation of incentives has been provided to PEDs. The report was submitted and letters sent to PEDs.		

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Develop and finalise implementation of teacher laptop initiative.	Start: 1 April 2008. End: March 2009.	Implementation plan approved by HEDCOM/CEM.	Consultation took place with DPSA and the Treasury. The strategy and management plan were ready to be presented to CEM in April 2009. Consultation with teacher unions is scheduled to take place in April 2009. It is envisaged that PEDs would be ready for implementation by May 2009.	
		Monitor and support the implementation of OSD.	Start: 1 April 2008 End: March 2009	Implementation Monitoring Report produced.	Support and monitoring of the implementation of Collective Agreement 1 of 2008 took place. No further agreement was signed for implementation by PEDs.	
	Recommendations on the status of temporary educators are implemented.	Monitor the trend of appointments of temporary educators.	Start: 1 April 2008. End: 31 Dec 2008.	Report produced on the status of temporary educators.	Report from PERSAL indicated the number of temporary educators who were in the system during 2008. This report was submitted to the Minister in the second and third quarters.	
		Draft policy on the utilisation of temporary educators.	Start: 1 April 2008. End: June 2008.	Policy approved by HEDCOM/CEM.	Guidelines approved by HEDCOM/CEM and provided to PEDs in February 2009. Implementation of the guidelines now needs to be monitored.	
	Annual Report on HR planning is produced.	Consolidate all reports & relevant information to produce a planning report	Start: 1 Aug 2008. End: 31 March 2009.	Report approved by HEDCOM/CEM.	Data will be collected in the fourth quarter. Report will be tabled at HEDCOM/CEM in the first quarter of the 2009/10 financial year. This should be reflected in future as a report that should be submitted to HEDCOM and the CEM in the second quarter of the new financial year, since information is only drawn at the end of the financial year (March). The March 2009 date was incorrect and it has now been adjusted to June 2009.	The information required for this report is only available at the end of the financial year; therefore the due date could not be achieved.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To develop HR management systems.	All data fields on PERSAL are activated and new fields are fully populated.	Develop HR information needs framework and amend PERSAL.	Start: 1 April 2008. End: July 2008.	Technical report approved by HEDCOM/CEM.	The Task Team met again in this quarter. Information via the mapping of processes was completed, out of which an information needs framework will be drawn up and, if needs be, PERSAL would be amended. This objective could not be finalised, since gaps/new fields on PERSAL would only be identified once the process document on EHRMIS had been finalised, which was scheduled for the end of March 2009.	
		Manage the development and implementation of the Education Human Resources Management Information System (EHRMIS) at all levels of the sector.	Start: 1 April 2008. End: Dec 2008.	System development. Provincial implementation plans produced. System piloted.	The process of rolling out the system at all levels of the sector was partially achieved.	Lack of strategic management by the Directorate, in view of the process being delayed. The tender was cancelled due to a moratorium by DPSA on HR systems. Therefore, internal processes only started late in the financial year. The Directorate is required to provide the Branch Head with a proposal on how to move forward.
To monitor and manage the supply and demand of teachers.	Report on the utilisation of educators produced.	Monitor teacher utilisation via data collection.	Start: 1 April 2008. End: 30 Oct 2008.	Report available.	An analysis was done of all PEDs, using the new Post Distribution Model on the Utilisation of Educators. A report was submitted. Further work will now have to be done on the monitoring, once the PDM has been implemented in 2010.	
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.	Revised model is implemented. New PPN model is approved	Support provinces in the implementation of the revised PPN model.	Start: 1 April 2008. End: 15 Dec 2008.	Revised PPN model implemented effectively by all provinces.	Provinces submitted their MTEF 2009/10 post-provisioning information. All PEDs provided their schools with a staff establishment.	
		New PPN Model to be tabled at HEDCOM/CEM.	Start: 1 April 2008. End: June 2008.	Model approved by HEDCOM/CEM.	Process started in May 2009 and was approved by both HEDCOM/CEM in August 2009.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Finalise new revised PPN Model for Educators.	Start: June 2008. End: Dec 2008.	New revised Model for Educators.	Eight of the nine PEDs implemented the revised PPN for the 2009 academic year.	
		Support and monitor the implementation of Norms for support staff at schools.	Start: 1 April 2008. End: 30 March 2009.	Model implemented effectively by all provinces and report produced.	All PEDs appointed additional support staff in schools. Report was produced in the fourth quarter.	
		Draft new PPN Model for District Staff.	Start: 1 April 2008. End : June 2009.	The model to be implemented effectively by all provinces and report produced.	Norms and standards were developed and approved by HEDCOM and the CEM. Funding, however, has not been made available for implementation.	
		Table district staffing Norms at HEDCOM/CEM.	Start: 1 April 2008. End: 30 Sept 2009.	Policy approved.	Achieved. Policy on the organisation, roles and responsibilities was approved by the CEM in September 2008. The Norms for districts were developed and captured in this Policy.	
DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE (D: PHC)						
To create a positive framework and maintain Conditions of Service for educators.	Monitor the implementation and analyse the implications of signed collective agreements.	Monitor the implementation of the Occupational-Specific Dispensation for Educators.	Start: April 2008. End: March 2009.	Agreement signed and successfully implemented. A report is produced.	Three of the five ELRC Task Teams completed their work after the due date of 30 June 2008, ere after the different proposals were consolidated and discussed at ELRC Council meetings. Regular reports on progress and requests for mandates were submitted to the Minister. Various workshops were conducted in the provinces. The Reports to the Minister indicated that implementation by PEDs was successful.	Provincial competency – fully implemented.
		Conclude an agreement on Long Service Awards for Institution and Office-based for Educator.	Start: April 2008. End: July 2008.	Agreement signed and implemented.	DPSA as leading Department conducted meetings with stakeholders, but has not concluded a proposal on this transverse matter. No final agreement has been reached in this regard.	The process is 80% completed and only requires final agreement.
		Finalise Collective Agreement on Examination Tariffs for Markers.	Start: April 2008. End: July 2008.	Agreement signed and implemented.	Minister gazetted new tariffs for national examiners, moderators, marking centre managers, etc. Several meetings were conducted by the IPEC Policy Committee to increase tariffs. PEDs indicated that they could not afford any substantial increase at the time, therefore no agreement was signed or referred to the Bargaining Council.	Provincial competency – fully implemented.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		Monitor the implementation and analyse the implications of signed collective agreements and provide recommendations to Senior Management.	Start: April 2008. End: March 2009.	Collective agreements successfully implemented and report produced on the strategic intervention that collective agreements have on the education system.	Collective agreements, relating to salary progression as from 1996, were discussed as part of Task Team's work. A report dealing with the strategic nature of collective agreements is dependant on the work of the Task Team.	Discussions were pursued, but were not concluded. Parties did not finalise the work of this Task Team, due to the fact that it had not been convened, and partly due to the fact that counsellors went on study tours.
		Workshops held with provinces on the interpretation and understanding of signed collective agreements.	Start: April 2008. End: March 2009.	Provinces interpret and implement signed collective agreements correctly.	Workshop on OSD Salary Implementation was conducted and PEDs correctly interpreted and implemented the signed collective agreements. The salary structure was implemented programmatically on 30 May 2009.	
		The Personnel Administration Measures (PAM) are revised and maintained.	Start: April 2008. End: Sept 2008.	A revised and updated PAM should be available.	A meeting took place between the Parties to the ELRC to finalise PAM. Small working group met several times and has made substantial progress. The revision of PAM would be completed by July 2009. Chapters A and B of PAM were discussed with provincial counterparts and their proposals were incorporated in a draft document. The remaining chapters and new chapters emanating from OSD will be completed in July 2009.	
	The review of the Dispute Resolution and Prevention Strategy and System is completed.	Investigate and analyse effectiveness of Dispute Prevention Strategy.	Start: April 2008. End: March 2009.	A report is to be submitted to Senior Management on the effectiveness of the Dispute Resolution and Prevention Strategy.	A draft report was submitted to the Branch Head in January 2009. The document required some further additions and editing. No final report has been submitted.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To develop partnerships and strengthen relations in labour relations matters within the SADC.	A study tour is completed to other parts of Africa to examine other models pertaining to education labour relations.	Investigate other models pertaining to education labour relations in other parts of Africa.	Start: April 2008. End: March 2009.	A report is to be produced.	No report was produced, but substantial work was done to access information.	Desktop research will be conducted of LR and COS models in the SADC. No real data could be accessed on Internet pertaining to these countries. Enquiries were made from Embassies and via International Relations. Eventually, a Data Collection Instrument was sent out to Namibia, Botswana, Nigeria and Zimbabwe. No feedback has been received.
		Conduct research on Conditions of Employment and Labour relation matters in other countries.	Start: April 2008. End: March 2009.	Research report and publish employment relations information on DoE Website.	The report was not published. A draft report, on a study tour to do research on issues emanating from ELR Resolution 1 of 2008, was completed. An ELR workshop, comprising all parties, was held on 18 December 2008 to finalise the report. However, the discussions did not proceed. Currently the matter is pursued by collating the different reports from the DoE representatives. A report would be published on the DoE website by 15 May 2009.	Final arrangements for the presentation of reports by the individuals who participated in the research studies need to be done by the ELRC.
DIRECTORATE: EDUCATOR PERFORMANCE AND MANAGEMENT DEVELOPMENT (D: PHP)						
To implement procedures and processes for the Integrated Quality Management System (IQMS), and to amend these where necessary.	The refined IQMS is implemented and a monitoring report is produced on the system.	To provide training to provincial officials on the amended instrument. Provide assistance to provinces with the implementation of the training of schools.	Start: April 2008. End: 31 March 2009.	Reports produced. Schedule for training to be developed.	Discussions in the ELRC task teams were completed. Training to commence after amendments was approved by the ELRC Council. Final documents were submitted by the employer to the ELRC. A report was presented to the Minister on the developments, and the Minister was required to give a directive on how to proceed.	Processes at the ELRC have not been finalised to date. The Minister's directive on the matter is currently awaited. A deadlock was reached in the ELRC on the matter.
		To finalise audio-visual material for schools on how to conduct IQMS training.	Start: April 2008. End: 30 Sept 2008.	Audio-visual material produced and distributed.	Reports were provided to HEDCOM, the CEM and the Minister on the development and completion of amendments to the instrument. A draft training manual was also developed. A schedule for training was not developed, since the document has not been agreed to by the ELRC.	The audio-visual material was developed and finalised. Duplication and distribution will only be done in the new financial year. Terms of Reference were submitted to the tender committee to start with the duplication and distribution process in the new financial year.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
		To provide training to provincial officials on the moderation tool and to monitor and evaluate implementation.	Start: 1 Feb 2008. End: 30 March 2008.	Schedule of training and a M&E report to be produced.	A moderation tool was developed and discussed by the ELRC task teams and is awaiting final approval by Council. A ministerial directive is currently being awaited in this regard. A schedule of training will be finalised, once a directive has been issued by the Minister on how to proceed. Reports on the moderation tool were submitted to HEDCOM, the CEM and the Minister. A draft training manual was also developed. A schedule for training was not developed, since the document has not been agreed to by the ELRC.	A deadlock was reached at the ELRC on the matter. A report was given to the minister on the developments, and the minister is expected to give a directive on how to proceed.
		To finalise the appointment, training and deployment of external moderators.	Start: 1 Jan 2008. End: 30 April 2008.	External moderators to be appointed, trained and deployed to provinces.	Completed eight months of school visits. Monthly reports were produced. Further moderators are being appointed to increase the current complement. External moderators were appointed, trained and deployed to the provinces.	
		To provide assistance to the provinces in the implementation of the IQMS, including provincial visits, evaluation of progress and the provision of materials.	Start: 1 April 2008. End: 31 March 2009.	Reports produced. Materials provided.	Visits were scaled down to save costs. Reports were received on IQMS implementation and on support provided, by means of constant interaction. New simplified templates were designed. Audio-visual training materials were developed and will be distributed to schools in the new financial year.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
<p>To implement procedures and processes for the Performance Management and Development System (PMDS) for Education Management Services (EMS), and to amend these where necessary.</p>	<p>Finalisation of training on the implementation of the PMDS for EMS.</p>	<p>To develop training material on the PMDS for EMS.</p>	<p>Start: 1 Jan 2008. End: 30 April 2008.</p>	<p>Training material produced.</p>	<p>The system of PMDS for EMS was not finalised by the ELRC, due to a deadlock. Training materials can only be developed once the system has been finalised. A ministerial directive is currently being awaited regarding this matter. A deadlock was reached at ELRC on this matter. A report was submitted to the Minister on the developments, and the Minister is required to provide a directive on how to proceed.</p>	<p>The system was not finalised by the ELRC due to a deadlock.</p>
		<p>To initiate training for principals and their deputies on the PMDS for EMS.</p>	<p>Start: 1 April 2008. End: 31 July 2008.</p>	<p>Training schedule produced. Trained principals and deputies on the PMDS for EMS.</p>	<p>Training schedule and training of Principals and their deputies can only become a reality once the system has been finalised. A deadlock was reached at the ELRC on this matter.</p>	
		<p>To provide assistance to provinces in the implementation of PMDS for EMS, including provincial visits, evaluation of progress and the provision of materials.</p>	<p>Start: 1 July 2008. End: 31 March 2009.</p>	<p>Reports produced. Materials provided.</p>	<p>Implementation of the system can only start once the system has been finalised and all staff members trained. A deadlock was reached at the ELRC on this matter.</p>	
<p>To facilitate the establishment of the Education and Evaluation and Development Agency (EEDA).</p>	<p>Establishment of the EEDA is finalised.</p>	<p>To finalise the policy framework in the establishment of EEDA.</p>	<p>Start: 1 Jan 2008. End: 30 April 2008.</p>	<p>Framework produced and approved by HEDCOM and the CEM.</p>	<p>A new directive was given by the Minister to have a Ministerial Committee appointed to deal with this matter. The Ministerial Committee was appointed. It finalised its work and presented a report to the Minister in Cape Town on 27 January 2009. The report has since been approved by Cabinet. Processes are currently in place to obtain stakeholder inputs on the report.</p> <p>A proposed framework was developed and submitted to HEDCOM, the CEM and MMM. A new directive was subsequently provided, emanating from discussions at these forums.</p>	
		<p>Facilitate the establishment of EEDA.</p>	<p>Start: 1 April 2008. End: 31 Dec 2008.</p>	<p>EEDA is operational.</p>	<p>Minister approved the creation of posts on the staff establishment of the DoE for the interim structure.</p>	<p>Based on the recommendations in the Ministerial Committee report, an interim structure will be established in the new financial year to facilitate the establishment of the unit.</p>

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To facilitate and coordinate departmental participation in the National Framework for Skills Development, in partnership with the EDP SETA.	Monitoring and evaluation of, and reporting on the implementation of the National Skills Development Framework.	Visits to all PEDs and national Department of Education to support, monitor, evaluate and report on the implementation of the National Skills Development Framework.	Start: 1 April 2008. End: 31 March 2009.	Reports produced.	Monitoring tool was developed and finalised and is currently used for training purposes. Visits were scaled down to save costs. Quarterly progress reports were compiled and submitted to HEDCOM and the CEM. Reports were produced and submitted to HEDCOM and the CEM on a quarterly basis.	
CHIEF DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES (CD: PL)						
DIRECTORATE: LEGISLATIVE SERVICES						
To draft regulations and legislation and assist in their processing.	Assist the Minister with the drafting and introducing of new legislation in Parliament, and prepare regulations in terms of existing legislation. [Draft National Qualifications Framework Bill (NQFB); and General and Further Education Training Quality Assurance Amendment Bill.]	Draft, publish for comment, amend, start the parliamentary process.	Start: 6 May 2008. End: 27 June 2008.	The following bills are to be tabled in Parliament: National Qualifications Framework Bill, 2008; Higher Education Amendment Bill, 2008; General and Further Education and Training Quality Assurance Amendment Bill, 2008.	The bills will be tabled in the national Legislature once HEDCOM and the CEM have considered them. The legislation programme for 2008 was completed on 17 February 2009, when the NQF Act was promulgated. The bills following legislation were processed and finalised, namely: The Higher Education Amendment Act, 39 of 2008, Government Gazette 31 651, dated 27 November 2008; General and Further Education and Training Quality Assurance Amendment Act, 50 of 2008, Government Gazette 31785, dated 9 January 2009; and the National Qualifications Framework Act, 67 of 2008, Government Gazette 31909, dated 17 February 2009.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
	To draft Regulations on the Assessment Procedure for the National Senior Certificate and to draft Regulations for the Registration of Private Further Education and Training Colleges.	Draft, publish for comment, amend and gazetted after Minister's approval.	Start: Jan 2008. End: Dec 2008.	Regulations promulgated and published in the Government Gazette.	Section 38A of SASA (Regulations prohibiting additional remuneration for a state employee by the SGBs); the National Education and Training Council (NETC); and Norms and Standards for School Infrastructure. The National Senior Certificate Regulations were finalised (published in Government Gazette 31337) and implemented during the October/November 2008 NSC examinations. Regulations for the Registration of Private Further Education and Training Colleges were processed and published in Government Gazette 30550. They were completed and implemented. Draft Section 38A Regulations were lobbied in HEDCOM and the CEM, and were noted by these structures respectively. The draft Regulations were prepared for publication for public comment. This matter will be finalised within this quarter. Draft NECT Regulations served before HEDCOM and the CEM and were noted by these structures respectively. The draft Regulations were published for comment and will be processed after the Minister has approved the final draft.	
To monitor and support provinces on implementation, and assist with the drafting of legislation and management of court cases.	Reports from and on provinces – visitation reports from PEDs. Drafting guidelines, commenting on, advising provinces with regard to provincial-specific education legislation and regulations prescripts.	Report on assistance with the settlement of provincial cases, either in court or out of court; determine the level of implementation of legislation in every province; and provide assistance to PEDs with the drafting of laws.	On-going.	Determine the level of implementation of legislation in every province.	Provinces are receiving regular support via structures such as the HEDCOM Legal Subcommittee meetings, and via direct request for help from the DoE. Provincial visits had been scheduled for the monitoring and support of provinces in the implementation of legislation and compliance with the law. The visits commenced on 5 February 2009, as agreed upon with the provinces. Only Limpopo is yet to be visited after the Easter break. The schedule was as follows: Northern Cape: 5 February 2009; Eastern Cape: 06 February 2009; Free State: 10 February 2009; North West: 18 February 2009; Western Cape: 19 February 2009; Mpumalanga: 25 February 2009; Gauteng: 25 March 2009; Limpopo: 5 March 2009 (rescheduled on a number of occasions).	Limpopo requested indulgence owing to their tight schedule. As a result of the pressures within the Department, we have not succeeded in setting a suitable date for the visit. However, the visit will be taking place before the end of May 2009.

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To provide legal advice.					Other units relied on the Directorate for assistance. A cordial and collegial relationship was maintained. Regarding the providing of legal advice, the Directorate assisted other units in dealing with policies and/or regulations. These units included: Financial Planning; Norms and Standards for School funding; EMIS; EMIS Policy; Physical Planning; Infrastructure Policy and Infrastructure Norms and Standards; Examinations; GET Assessment Policy and irregularities in examinations. QMS: NEEDU Policy Instrument.	
To manage the administration and secretarial services of the HEDCOM Subcommittee.					Ongoing. Minutes of HEDCOM Legal Subcommittee meetings are kept by the Directorate. The Directorate has been preparing minutes, editing them and circulating them to colleagues in PEDs beforehand. In all previous meetings, minutes were presented and accepted by the members. Although this is ongoing, the Directorate has not faltered in providing this function with diligence and commitment.	
DIRECTORATE: LEGAL SERVICES (D: PLS)						
To manage and report on the statutory obligations relating to human rights.	Compile report and make contributions to reports on behalf of the Department.	Attend meetings and draft responses.	Time-frame dependent upon re-requests for report or contributions to report.	Reports or contributions towards reports in submission.	Call for submission on implementation of Millennium Development Goals (MDGs). Submission submitted. Amendment of UNESCO Constitution: Report submitted in submission.	
To provide legal advice.	Advise the Minister, the Department, provincial departments and the broad public on education legislation and Education Law.	Research applicable legislative material and cases, draft legal opinions, provide either oral or written advice.	Time-frame set as part of the re-request for advice.	To provide legal advice.	Impact of National Credit Act on Schools: Legal opinion provided. Liquor licenses to schools: Legal opinion provided. Curriculum followed by independent schools: Legal opinion provided. Children's Amendment Act: Legal opinion provided. Catholic public school on private property: Legal opinion provided.	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To manage any litigation concerning the department.	Manage all necessary actions in court against the Minister or the Department, with the assistance of the State Attorney.	Administer all court cases by or against the Department or the Minister.	These functions are on-going and time-frames are determined by the individual cases within the court rules. All time-frames were complied with.	To manage any litigation concerning the Department.	<p>MG Buthelezi vs Minister of Education: Matter settled.</p> <p>Bastian Financial Services vs Minister of Education: Matter removed from the court roll.</p> <p>Madzuhe vs Minister of Education: Matter settled.</p> <p>Tabok Derdepoort Ouerkomitee vs Minister of Education: Judgment in favour of the Department.</p> <p>Warren Lee Clark & Others vs Minister of Education: Matter settled.</p> <p>Phoenix Heights vs Minister of Education: Matter still pending.</p> <p>BCVO vs Minister of Education: Matter finalised.</p> <p>Court cases were managed by way of letters to the attorneys of plaintiffs to avert court cases; negotiation and consultations were conducted; drafting and editing of pleadings in court cases were undertaken; liaising with the State Attorney took place, etc.</p>	
					<p>Arbitration: Mativandlela: Judgment in favour of the Department.</p> <p>Skikana Maslia vs Minister of Education: Matter finalised.</p> <p>P Benade No & others: Matter finalised.</p> <p>Ekuseni Communication vs Minister of Education: Matter finalised.</p> <p>G&D Distributors vs Sovetjheza Secondary School: Matter finalised.</p> <p>Academy of Advanced Technology vs Minister of Education: Matter settled, case withdrawn.</p>	

PROGRAMME 2: SYSTEMS PLANNING AND MONITORING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS/ REMARKS
To advise on all contracts and agreements.	To provide legal advice and draft agreements between the Minister, the Department and other parties.	Scrutinise agreements and contracts between the Minister and other institutions, and advise on whether agreement is to be amended.	Time-frames depend upon deadline that has been set.	Scrutinise agreements and contracts between the Minister and other institutions.	<p>Service level agreement with Stats SA: Legal advice provided.</p> <p>Agreement between DoE and Business Enterprises at University of Pretoria: Legal advice provided.</p> <p>Collaborative Agreement with Universities (UP and CPU) on EMIS capacity: Legal advice provided.</p> <p>MoA between DoE and NSFAS: Legal advice provided.</p> <p>MoU between the Governments of Malaysia and South Africa: Legal advice provided.</p> <p>MoU between RSA and Swaziland: Legal advice provided.</p> <p>Agreements were scrutinised and advice were incorporated with the agreements.</p>	
To monitor provinces on the management of court cases.					<p>Amendment Strategic Grant Agreement No. 674-0324 between USA and RSA: Legal advice provided.</p> <p>Draft MoA between the DoE and Old Mutual Life Assurance Company: Legal advice provided.</p> <p>Protocol between Minister of Education and Eastern Cape Education Department on providing assistance to ECDE: Legal advice provided.</p> <p>Ekuseni Communication vs Minister of Education.</p> <p>Bastion Financial Services vs Minister of Education.</p> <p>Provincial visits to all nine provinces were conducted, PEDs provided monthly litigation reports.</p>	

PROGRAMME 3: GENERAL EDUCATION AND TRAINING

The General Education and Training Branch is responsible for laying a solid foundation for lifelong learning and ensuring increased access to quality education for all learners of school-going age.

To achieve this, the Branch intends to increase its focus on the following issues:

- Expanding access to quality Early Childhood Development (ECD) opportunities, especially for poor communities.
- Ensuring effective implementation of the curriculum.
- Improving access to, and quality of education for learners with special educational needs.
- Recruiting and ensuring appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills.
- Ensuring effective professional leadership at all levels of the system.
- Providing regular, credible and up-to-date data on school performance and learner achievement.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
<p>To increase the reach of integrated quality Early Childhood Development services, including Grade R and, especially to the most marginalised communities.</p>	Some 700 000 learners, aged 5, enrolled for Grade R.	Develop roll-out plans for Grade R at national and provincial level, as determined by the Norms and Standards for Funding of Grade R.	June 2008.	Some 700 000 learners, aged 5, enrolled for Grade R, with special focus on primary schools in Quintiles 1, 2 and 3.	The details of a total of 561 073 learners, enrolled for Grade R in public and independent schools, were captured. The numbers for Grade R learners at community sites are estimated at 200 000. The focus on roll-out, resources and support has been on Quintile 1, 2 and 3 schools.	Some 200 000 Grade R learners are estimated to be at community-based sites that are currently do not form part of the collection of educational data exercise. In total, there are more than 700 000 learners in Grade R. This figure is included in the targets set for Grade R roll-out in 2008/9.
	Teaching and learning of the Grade R curriculum in all Grade R classes.	Development of ECD centres, offering quality Grade R programmes, in collaboration with the provincial departments of education.	Jan 2009.	About 200 model Grade R classes to be established.	An additional 194 Grade R classes were identified as model classes.	Provinces were provided with the necessary instruments to conduct the identification process, as well as internal verification. Although a total of 200 sites were identified, no additional sites have been identified any additional sites by Gauteng. Follow-up visits will be conducted to the provinces to finalise the lists.
	Management of expansion plans.	Establish project management teams at national, provincial and district level, to support the expansion of Grade R and ECD.	June 2008.	Project management teams to be established at national, provincial and district level.	The Technical Assistance Unit at the national Treasury contracted the services of the Centre for Education Policy Development, as well as service providers in each province, to conduct an assessment of the readiness on both provincial and national level to reach universal access to Grade R by 2010.	Reports were received on each province and recommendations included the strengthening of management structures in both provinces and districts.
Some 2 500 practitioners at registered ECD sites trained in Early Childhood Development at Levels 1 and 4.	Manage the training and payment of stipends to practitioners at registered ECD sites.	March 2009.	Some 2 500 practitioners graduated with a Level 4 qualification.	Some 2 661 practitioners attained NQF Level 4 or above, namely: ECD Level 1: 2 679 Level 4: 2 309 Level 5: 1 352.	Practitioners are very keen to improve their qualifications. Expansion in this field is inhibited by the number of service providers, especially in the bigger provinces, and the cost of training.	

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Pre-school learners adequately stimulated.	Develop and distribute material to guide teachers and parents in the early intellectual stimulation of young children.	Jan 2009.	Materials distributed to ECD centres; to institutions offering home-based programmes; and to clinics.	The materials were distributed to organisations that offer programmes for parents in rural areas. These materials will promote reading to young children.	Follow-up visits will be conducted in these areas to measure the impact. Service providers will be contracted to continue the training.
	Caregivers are supported to offer quality care and stimulation.	Train parents/caregivers in rural areas with very low levels of literacy to read to their pre-school age children.	March 2008.	Some 3 000 parents/caregivers were trained and provided with a starter pack of four books, a caregiver manual and children's activity books in their home language.	Difficulties were experienced in reaching relevant stakeholders. Posters, pamphlets and other documents, in all languages, were developed. A partnership with a media group ensured the distribution of some material on children's activities to homes.	There is a need to re-strategise with regard to reaching individual homes. GET might have to work via CED sites.
To ensure effective implementation of an inclusive curriculum.	The implementation of an inclusive NCS strengthened in GET.	Strengthening of the Assessment Programme for GET and the implementation of the GEC.	June 2008.	All district Foundation Phase officials to be trained in assessment guidelines and assessment of reading.	Training of all district officials completed and follow-up are taking place.	A training course was conducted. A follow-up training course was conducted in the Eastern Cape, as staff members in the province were unable to attend the initial training course.
			Sept 2008.	Classroom support materials developed to support the assessment of CASS, reading and CTAs.	Concept maps were developed by DoE to guide content and assessment. CTAs were developed in all learning areas and languages. Development and the distribution of material took place at provincial level, in collaboration with DoE. These materials are shared at interprovincial meetings, but allowances must be made for local contexts.	An advocacy campaign will prepare the system for the awarding of the GEC in 2010, as well as to understand the revision of the CTAs. Z-cards have already been distributed.
			Feb 2008.	Evaluation of CASS assessment programmes in GET at 5% of schools, and the piloting of GEC.	A pilot programme of the GEC in 10% of all schools, offering Grade 9, was started in January 2009 and will be completed by December 2009. An evaluation of assessment and curriculum implementation in the Intermediate Phase was undertaken in 10% of schools and a report presented.	Other aspects of assessment, such as a revised moderation policy, are being attended to.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Strengthening the implementation of an inclusive NCS.	Oct 2008.	Classroom support materials for all learning areas developed to provide greater clarification with regard to the NCS implementation.	The Curriculum Management Committee monitored development of support material in the provinces, regarding their taking local context into account. An evaluation of the support needs in the Intermediate Phase was conducted. Concept maps in all learning areas are being finalised by DoE. A Numeracy Handbook was finalised and is being quality-assured. Natural Science is engaged in a process of specifying content.	The focus in 2009 is on literacy and numeracy.
		Improving the quality of district support.	Sept 2008.	Training of district officials to support teachers in the implementation of NCS.	Training of all district official in the Literacy, and 58 provincial and district officials in the Arts and Culture Learning Area was conducted. Provinces trained district officials in curriculum support for the Foundation Phase and the accompanying learning areas.	A model for training and district support was put in place via the Arts and Culture Programme. This will assist teachers, especially those in special schools, to support implementation of the NCS. The training programme did not reach the targeted number of persons.
	Some 60% of the poorest schools must have access to necessary reference materials for curriculum implementation.	Improving the quality of teaching by providing a well-resourced learning environment.	Aug 2008.	Classroom libraries to be established in 1 000 Quintile 1 and 2 schools.	A list of minimum resources was developed by the Directorate: Foundations for Learning. QUIDS-UP provided material to the provinces.	
			Sept 2008.	Provisioning of levelled libraries to 2 900 schools.	The project was suspended due to financial constraints.	No funding available in the Directorate. Collaborating with QUIDS-UP in various provinces to fulfil objectives.
		Improving the provisioning of quality LTSM in ordinary and special schools.	Sept 2008.	National LTSM catalogue compiled for GET.	Catalogue developed for Foundation Phase Literacy. Criteria developed for additional LTSM . Stakeholders were consulted.	The process for the development of full catalogues in 2009 is on track.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To implement the National Reading Strategy and National School Library Policy.	The National Reading Strategy is to be approved, printed and distributed to all schools and relevant stakeholders.	Printing and distribution of the National Reading Strategy to all schools and relevant stakeholders.	April to May 2008.	The National Reading Strategy to be made available to all schools and relevant stakeholders.	The National Reading Strategy is available in all schools and was sent to relevant stakeholders.	Some 220 000 National Reading Strategy documents were delivered to all schools during July 2008. The Strategy is also available on the DoE website.
		Facilitate the appointment of literacy coordinators in all provinces to coordinate the activities resulting from the Strategy.	Oct to Nov 2008.	Database of literacy coordinators in nine provinces.	The Directorate has a database of people who are responsible for literacy in all the provinces.	The data was collated.
To improve the quality of teaching and learning literacy in identified pilot project schools.	The National School Library Policy and the accompanying guidelines to be approved, printed and distributed to schools and all relevant stakeholders.	Ensure that the Policy and guidelines are approved by Senior Management, HEDCOM and the CEM.	Jan to March 2009.	School Library Policy and accompanying guidelines are approved.	A School Library Policy was developed, but due to the cost of implementing the Policy, it was decided to focus on the development of School Library Guidelines. Guidelines were developed and revised and are now ready for approval.	Guidelines to be submitted to Senior Management. There is no Director: Children and Youth Literacy to manage activities.
	Some 100 school libraries to be built country-wide.	Develop a fundraising plan and earmark potential partners to collaborate with the Department of Education to build the libraries.	April to May 2008.	Draft fundraising plan is in place.	The Directorate is understaffed and does not have senior leadership. It is not appropriate for junior staff to engage in fundraising activities. Fundraising is not an appropriate function for this Directorate.	Need to negotiate with the appropriate directorate to do fundraising.
		Lobby support via meetings and presentations to potential donors.	May to June 2008.	Register of meetings, presentations and Memorandum of Agreements are in place.	Extensive engagement took place with the Department of Arts and Culture in respect of the Library Charter. Presentations were made. Doe staff members attended the African Book Conference. Engagement with Lesotho, Namibia and Tanzania on the costing, funding and development of libraries. Guidelines for infrastructure, including requirements for building school libraries, were finalised in the late stages of the period under review.	Need to negotiate with the appropriate directorate to do fundraising.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Identify 10 schools in two provinces to build at least 10 school libraries.	July to Aug 2008.	Ten no-fee schools were identified and they signed the Oath of Commitment.	The Directorate is understaffed and does not have senior leadership.	The building of libraries was included in the priority bid awarded for infrastructure funding. Funds are not available in this Directorate for building libraries, and this was included by an inexperienced director.
		Appoint service providers to build the 10 school libraries in two provinces.	Sept 2008 to Feb 2009.	Service providers are appointed.	Building of libraries mistakenly included in CYL activities. Funds are not available in this Directorate for building libraries and was included by an inexperienced director. No service providers could therefore be appointed.	Building of libraries was included in the priority bid awarded to infrastructure funding.
		Conduct training for librarians and library committees.	Feb to March 2009.	Training is conducted.	Discussions held with the Department of Arts and Culture regarding the training of librarians, as soon as the Library Guidelines have been approved.	Needs to be included in Plans for Teacher Development.
		Organise a handing-over ceremony to hand over the libraries to the provinces.	March 2009.	Handing-over ceremony to be held.	Building of libraries was mistakenly included in CYL activities. The handing-over ceremony could not take place as no libraries were built by the Directorate: Children and Youth Literacy.	Building of libraries was included in the priority bid awarded to infrastructure funding.
	Some 10 000 classroom libraries need to be functional.	Develop a Classroom Library Manual for Quintiles, 2 and 3 primary schools in the 14 priority districts that received the 100 ITHUBA story books.	Oct to Nov 2008.	Development of Classroom Library Manual.	The Classroom Library Manual was developed in collaboration with a service provider.	Finalised too late to have printing approved, due to uncertainty about available funds .
	A total of 45 no-fee Schools to be identified to receive Drop All and Read Campaign materials in 2009.	Provide Drop All and Read Campaign materials to Grades R and 1 learners in 45 identified no-fee schools.	May 2008 to Jan 2009.	Some 6 750 Grades R and 1 learners receiving Drop All and Read books and bags.	Bags were delivered to 6 750 Grades R and 1 learners.	In total, 51 primary schools in Lusikisiki, in the Thabo Mufutsanyana district, in Sossolburg and in Bizana and 6 750 learners in total received bags with reading material.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	The Mobile Library in Education Project is to be rolled out in all provinces.	Develop, print and distribute an instrument to determine the impact of the mobile library service in four pilot provinces	Oct to Nov 2008.	Impact reports compiled and submitted.	Review of mobile libraries and their impact conducted and a report presented to the Minister and the Department of Trade and Industry.	There is a shortage of staff in the Directorate: Children and Youth Literacy.
		Facilitate the importation of 100 mobile library buses to deploy in the five latest provinces.	April 2008 to March 2009.	100 mobile library buses imported and deployed to the provinces.	Extensive negotiations with the Department of Trade and Industry, to acquire permits to import buses, succeeded only at the end of the financial year. Mobile library buses could not be imported until permits had been obtained. Additional books were delivered to Free State mobile libraries, with the support of Sony as partners.	A delay was caused due to the need for permits, but this has finally been resolved.
	ITHUBA writing books are to be printed and distributed to 2 200 schools.	ITHUBA stories, written by teachers, are completed and submitted for printing.	April to July 2008.	Ensure that 2.3 million ITHUBA story books and teacher guides are printed.	A total of 2 400 000 ITHUBA books and teacher guides were printed.	Distributed to schools, including copies in Braille, as well as large-print copies.
		Distribute 2.3 million ITHUBA story books to 2 000 schools.	Aug 2008 to Feb 2009.	Some 2 000 schools received ITHUBA story books.	A total of 2,6 million copies of ITHUBA books and teacher guides printed and distributed to 2 800 schools. These material in Braille.	Training for all schools that received reading toolkits to be done by the end of June 2009.
		Conduct an impact study of the project in the 2 000 schools.	Jan to March 2009.	Impact study tools developed and approved.	Limpopo University appointed to undertake the impact study. Report is being finalised.	Awaiting report from Limpopo University.
	Catalogue for Teacher Reading Toolkit.	Compile a catalogue for Grade 1 in four languages (English, Afrikaans, isiXhosa and isiZulu) for the Teacher Reading Toolkits.	April to July 2008.	Reading Toolkit catalogue for Grade 1 in four languages, namely English, Afrikaans, isiXhosa and isiZulu, delivered to identified schools.	Reading Toolkit catalogue was developed in 11 languages. Grade 1 kits were delivered to 1 500 Quintile 1 and 2 schools.	Due to a lack of funds, printing will only be done for serviced QIDS-UP schools. Funds were taken from CYL to make up for the shortfall in Teacher Development.
		Provision of 1500 Teacher Reading Toolkits to 1500 Quintile primary schools.	April to July 2008.	A total of 1500 Teacher Reading Toolkit are delivered to schools.	Some 1500 Toolkits were developed and delivered during 2008.	Project completed as per performance indicators.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Assemble 169 additional Teacher Reading Toolkits in the seven remaining languages (Setswana, Sepedi, Sesotho, isiNdebele, Tshivenda, Siswati and Xitsonga).	Nov to March 2009.	Delivery of 169 additional Teacher Reading Toolkits to identified schools.	Some 169 additional Reading Toolkits developed and distributed by March 2009.	Project completed as per performance indicators.
	Develop LTSM catalogue for Foundation Phase.	Coordinate the establishment of the LTSM Forum, submission of FP materials, screening and approval of relevant titles for the catalogue.	April to Nov 2008.	LTSM catalogue for Foundation Phase developed and distributed.	LTSM Forum was reconstituted and had a meeting. Working groups were established and the Curriculum Working Group has met and defined tasks to be completed. Catalogue of Foundation Phase literacy material has been developed and is ready for printing. No director available to manage the work.	Work is ongoing. No director available to manage the work.
	Develop a reading report card for the Foundation Phase.	Printing and distribution of reading report card to 2.3 million learners in Grades 1 to 3 in QID-UP schools.	June to Nov 2008.	Report cards to be delivered to QIDS-UP schools.	Reading report card developed and ready for printing.	No funding available for printing.
To ensure effective delivery of viable literacy programmes to children and the youth.	Conduct an audit of literacy teacher development programmes at institutions of higher learning.	Conduct a desktop survey of institutions of higher learning, offering programmes on teaching of literacy (teaching reading and writing methodology and strategies).	Nov 2008 to March 2009.	Survey conducted and report compiled.	An audit of programmes was undertaken by the University of Pretoria (UP). A report is being finalised.	Working in partnership with UP. Awaiting final report from UP.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To improve access to, and quality of education for learners who experience barriers to learning.	Complete the conversion of 30 full-service schools to be environmentally accessible and suitably equipped to provide appropriate learner support.	Complete physical infra-structure alterations in 30 full-service schools and provide assistive technology.	Feb 2009.	Physical upgrading of 30 full-service schools completed and required assistive technology provided.	Four schools were completed and construction on the remaining six schools is at advanced stage and completion of all schools scheduled for end of May 2009. Funding for the 10 schools available until July 2009. Provinces such as Gauteng, KwaZulu-Natal and the Western Cape are ready to start with the physical upgrading of their schools that form part of the 20 remaining schools. Funding for the physical upgrading of the 20 schools will be borne by the provinces from their 2008 MTEF allocation.	Except for Limpopo, all provinces submitted at least part of the claim for construction work in the 10 schools. The new contractor at Letlollo (Free State) is experiencing payment problems, hence further delays are experienced.
	Train 30 district-based support teams (DBSTs) and institution level support teams (ILSTs) in all special and full-service schools to use the Strategy on Screening, Identification, Assessment and Support (SIAS), as well as the Guidelines on Inclusive Learning Programmes (ILP).	Train district-based support teams, ILSTs in the designated districts and schools to implement the SIAS on the ILP Guidelines.	Aug 2009.	Some 30 DBSTs and all special and full-service school ILSTs effectively trained in the implementation of the SIAS and ILP Guidelines.	The ILP Guidelines were refined and are awaiting approval before training is to be resumed in April-June 2009. Terms of Reference for the MMH Curriculum were approved and the appointment of a service provider is in the process of being concluded. Some 5 000 officials and teachers were trained in SIAS during 2008.	Provinces extended training on SIAS to other districts outside the selected 30. Monitoring of the implementation of SIAS was not done, as the submission could not be approved. It is envisaged that implementation will take place early during the 2009/10 financial year.
	Prepare 30 selected special schools to become resource centres.	Develop skills in the teaching of Braille, SA Sign Language.	Feb 2009.	Skilled teachers in 42 schools for the deaf, 22 schools for the blind and other designated schools.	Some 180 educators for visually and hearing-impaired learners were trained in October 2008. The First Phase of the Resource Tender was completed. A procurement list for the first 10 schools was developed and awaits approval for procurement, distribution and training scheduled to resume in April 2009/10. Training in the use of assistive devices, to add to the specialised skills training already, was already provided to educators in these focal areas.	Everything is on course for the procurement and distribution of assistive devices to take place during 2009/10.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Support 35 special schools to be fully functional providers of quality education.	Monitor the upgrading of infrastructure, staffing, transport, hostels and the provision of LTSM in designated schools.	Feb 2009.	Some 35 special schools have improved physical infrastructure and conditions conducive to quality teaching and learning.	KwaZulu-Natal and the Western Cape used their 2008 MTEF allocations of million and million respectively, to improve conditions in special schools, identified to be suffering from infrastructure and resource backlogs. The Free State later sourced million for this purpose, which was spent on strengthening special schools. Further investigations conducted in the latter half of 2008, by the Technical Assistance Unit from Treasury, and the SANCB-led Consortium, to determine progress made and identify further areas of development, including which assistive devices need to be procured to improve the quality of education in these schools.	A report was submitted to the Treasury in December 2008, on progress made in KwaZulu-Natal and the Western Cape, owing to the 2008 MTEF allocations. All provinces will receive allocations from the 2008 MTEF at the start of the 2009/10 financial year.
	Run a national media and advocacy campaign on access to quality, inclusive education, in line with the UN Convention on the Rights of Disabled People.	Develop a plan and promotional material for Focus on Inclusion Week during August 2008.	Aug 2009.	Myths about inclusive education are dispelled and rights of disabled people are acknowledged.	In total, 13 advocacy messages successfully flighted on SABC 2 between February and March 2009, with an average viewership of 1 million per episode. The messages addressed myths about disabilities and assured the parent community regarding the services and support available in the system for disabled children, while heightening awareness of their rights. These episodes will be followed up by the publication of a magazine, comprising the 13 messages, for use in radio and print media.	The broadcast of 13 three-minute series on SABC 2 was completed in March 2009, and further advocacy work will take place early in the 2009/10 financial year.
	Develop a framework for the provision of quality education programmes for vulnerable children, in accordance with the relevant acts.	Develop guidelines to translate the relevant acts into practice, via consultation with relevant government departments.	Feb 2009.	Guidelines developed.	Terms of Reference were developed for the audit of reform schools and industrial schools, and these are awaiting approval for the audit to start in April 2009. DoE Legal Services and DSD will develop guidelines on how the hand-over process of reform schools and industrial schools will unfold. Educational programmes for children, sentenced to Child and Youth Care Centres, will be developed in the course of 2009/10.	Visits to reform schools and industrial schools started in November 2008, but could not be sustained, due to a lack of capacity – hence the Terms of Reference for outsourcing the audit. Awaiting publication of the Regulations for the Children's Act.
	A five-year Strategy on the Expansion of Inclusive Education is being developed.	Developing a 5-to-10-year Strategy on Inclusive Education from White Paper 6.	March 2009.	A 5-to-10-year Strategy on Inclusive Education was developed, based on White Paper 6.	A diagnosis of the state of readiness for a further roll-out of Inclusive Education is completed and this will guide the development of a 5-10-year strategy to implement White Paper 6. A draft strategy has been developed.	The development of the strategy for IE will be outsourced and the Directorate is waiting for the external evaluation of the field test to be concluded, so that, in conjunction with other reports, the strategy may be resumed.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To attract and support appropriately qualified and competent teachers, at all levels, with special focus on scarce skills.	Develop and implement a Teacher Recruitment Campaign to recruit prospective candidates for 2009 Funza Lushaka Bursary allocations, drawing on the experience of the 2007 campaign.	Newspaper advertisements and advertorials, television advertisements and editorials, poster and pamphlet distribution, publicity events at HEIs and high schools.	Sept 2008 to Jan 2009.	The recruitment campaign to result in a higher number of high-quality prospective students across all provinces, applying for teacher education studies and for the Funza Lushaka Bursaries.	All activities in the plan for the 2008/2009 recruitment campaign have been successfully scheduled/completed. The recruitment campaign has been successful. Higher Education institutions across the country have reported a 50%-100% increase in the number of applications received for initial teacher education studies. This translates into more registrations for initial teacher education studies.	A new Recruitment Campaign plan is being developed for 2009/2010. It will replicate the successful elements of the 2008/2009 campaign, and also respond proactively to the challenges that were faced in executing some of the campaign activities.
	Develop data systems to capture bursary awards, reports and placements.	Design an electronic application system and information management system, to be compatible with NSFAS.	Sept 2008.	Electronic application system tested and ready for use. Data information management system in place.	A list of faults/errors experienced with the website was compiled and passed on to the developers of the website. These have been systematically addressed, and the website is now stable and performing to expectations. User acceptance tests are currently being carried out, prior to signing off the development. DOE staff need to be trained in the use of the website. The target date for completion of the project in its entirety is 14 April 2009.	Issues that may impact on the completion date are: 1. successful conclusion of the User Acceptance Tests. 2. Scheduling and delivery of training for DoE staff. Planning has started with regard to possible enhancements to the website, so as to make it an even more valuable tool to assist with the work related to the Funza Lushaka Bursary Scheme.
	Award 2008 bursaries via the HEIs, to students who satisfy the criteria in the identified priority areas, and monitor their progress.	Allocate bursaries to HEIs who must select candidates.	Jan to Feb 2008.	Bursaries allocated to the HEIs by the DoE. Candidates selected by the HEIs.	Bursaries were allocated to the universities and to candidates who were selected by the universities.	Universities were slow in completing the process in 2008. In some cases funds reached students very late. Processes have been implemented to improve this situation in 2009.
		Bursary candidates complete bursary application forms and service agreement forms and submit this to DoE/NSFAS, where applicable.	March to April 2008.	Required documentation from the bursary applicants via their HEI is received and funds transferred.	All selected candidates completed the application forms and service agreement forms. The service agreement forms were submitted to NSFAS.	Universities were slow in completing the process in 2008. In some cases funds reached students very late. Processes have been implemented to improve this situation in 2009.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Request that HEIs compile and submit periodic student progress reports.	May 2008.	HEIs to submit student progress reports.	The 2009 Funza Lushaka Bursary selection process has started. As part of this process, HEIs are required to submit updated academic reports on all existing and new Funza Lushaka bursars. Information and documentation is steadily being received from these institutions.	Data submission is dependent on various factors, the including finalisation of registration processes at the universities, finalisation of the selection of bursars, and availability of adequate administrative support at universities. The DoE is in constant communication with the institutions to facilitate the submission of information.
	Monitor the placement of graduate bursars.	Work with the provinces to place graduate students in suitable teaching posts. Obtain reliable data on their placement.	On-going.	The Directorate: IPET produces quarterly reports on the placement of graduates (PGCE) in teaching positions.	The placement process for the 2007 graduates is being finalised. Letters will be sent to the 2007 graduates, thanking them for their service thus far, indicating that their obligation to the scheme is complete and encouraging them to stay in their public school teaching posts. For those students who defaulted on the service obligation, records will be passed on to NSFAS to begin processes to recover the funds from them.	Processes for placing the 2008 graduates are underway. Provinces are submitting reports about graduate placements. This process will be more fully reported on in the next quarterly report.
	CPTD concept design and implementation plan to be finalised and piloted.	Complete, evaluate and pilot the CPTD design.	April to Oct 2008.	Evaluation report on CPTD design submitted. Implementation schedule submitted.	A field study was conducted on the CPTD system, but it was not sufficient to serve as an evaluation study. The evaluation of the CPTD Design will therefore be conducted as part of a larger pilot study scheduled to start in July 2009 and end in October 2010. The CPTD pilot study proposal was presented to HEDCOM and was approved in principle, with suggested amendments. The implementation schedule for 2009/10 was submitted.	The endorsement handbook and revised pilot study document will be presented to HEDCOM and the CEM for comment. Progress on the development of the ICT system and communication strategy will be monitored. The evaluation of the CPTD Design was did not get underway, due to budget constraints and production delays.
	Coordinate, monitor and evaluate accredited continuing professional development programmes.	Plans for the coordination, monitoring and evaluation of accredited continuing development programmes are developed and implemented.	On-going.	Report on evaluation and progress of accredited CPTD programmes.	An internal evaluation report on ACE programmes was prepared and a moratorium on new ACE programmes was put in place. The NPDE was monitored and evaluated. A field study on CPTD programmes was conducted and information on current activities is available. Planning for programmes to address teacher development needs across the system is underway.	Data was gathered to guide the planning for continuing teacher development. The plan itself will be presented during the next quarter. Planning work progressed slower than expected and budget constraints have delayed the start of the evaluation. .

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Support the development of MST teachers via an ACE in Mathematics, Science and Technology.	Coordinate the establishment and monitoring of an ACE in Mathematics, Science and Technology teachers, in partnership with selected HEIs.	On-going.	Some 1 500 GET teachers register for the first year of study in the MST ACE programme at 10 HEIs. Some 100 teachers register for their second year of study. Lists of names of newly-registered teachers are received from the HEIs. Bursary funds paid to the participating HEIs.	Some 1 994 teachers registered for first year of study. Of these, 1 603 passed and have registered for the second year of study. Some 286 teachers failed and are repeating. A total of 105 have dropped out of the programme. All 13 contracted institutions submitted first-year examinations results and 80% of teachers proceeded with the second year of study. Bursary funds were paid, as HEI reports were being received.	All 13 contracted institutions submitted first-year examinations results and 80% of teachers will proceed to the second year of study. Some institutions did not provide all the reports required for the 2008/09 financial year, and these will be carried over into the new financial year.
		Monitor the implementation of the MST ACE at the 10 institutions	On-going.	Contact sessions are monitored and monitoring reports compiled.	Contact sessions were monitored at all universities offering the MST ACE. Monitoring reports indicated that teachers were generally satisfied with the delivery of the programme. The DoE received complaints from CPUT and UFH, where the universities were not providing the services to teachers as required in the Terms of Reference. At the University of KwaZulu-Natal, there were complaints about a lecturer and the university replaced the lecturer. Contact sessions were monitored and reports about these sessions were compiled and submitted to the Director: CPTD.	Monitoring planned for the fourth quarter had to be curtailed due to financial constraints.
			Sep 2008.	HEIs to submit first semester reports, indicating the results of registered teachers.	All 13 contracted institutions submitted first-year examinations results and 80% of teachers will proceed with their second-year of study.	Payments are being effected as claims are received.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Support the development of under-qualified and under-qualified teachers via the NPDE programme.	Manage, monitor and evaluate the offering of the NPDE programme to under-qualified and under-qualified teachers.	On-going.	A total of 3 300 teachers register for the first and second year of NPDE programmes at five HEIs. About 50% of all unqualified teachers and 35% of under-qualified teachers participate in accredited upgrading programmes.	All payments for bursaries for the 3 065 teachers that were awarded are made. There are 200 teachers of the currently-registered group who are in their second year of the NPDE at UNIZULU. They will write their final examinations in November/December 2009. The final lists of the successful NPDE candidates, who will graduate from the various institutions, have not been finalised. Graduation schedules differ per institution.	The provision of bursaries from the DoE is finalised as at March 2009. Provincial departments of education will continue to provide for the bursaries of the remaining teachers who still need upgrading.
		Evaluate the provision of the NPDE Programme.	Aug 2008.	Data on the upgrading of teachers via the NPDE is gathered from the national DoE, PDEs and the HEIs. The data is analysed and a report is produced.	The final draft research and evaluation report on unqualified and under-qualified teachers, as well as other complementary research reports were submitted to Senior Management for discussion.	The project provided very useful data that will be used for developing plans for CPTD in general, and not only to deal with teacher upgrading as originally envisaged.
		Devise a revised five-year plan for upgrading under-qualified and under-qualified teachers, drawing on the evaluation report.	Sept 2008.	Produce a revised five-year plan.	The development of the five-year plan is well underway and will be finalised once policy decisions have been taken, at a higher level, on the recommendations pertaining to the upgrading of the research report and the survey on teacher qualifications.	The outcomes of the research on teacher upgrading, the teacher qualification survey and the RPL colloquium will guide the development of the five-year upgrading implementation plan.
	Encourage teachers promote teaching via the National Teacher Awards (NTA) Programme.	Nominations for the awards are solicited by means of teacher nomination forms. Nomination forms sent to schools.	April 2008.	Nomination forms are sent to schools.	Nomination forms for 2008 were only sent out at the end of April, due to procurement delays. For 2009, some 152 670 NTA Information Guides were printed and distributed to all nine provinces. The 2008 cash payments to schools will be paid from April onwards.	Preparations for the 2009 provincial National Teaching Awards Gala are underway. Plans were also developed for all other major activities.
		A well-formulated process, to identify eligible teachers, is put in place.	July to Sept 2008.	Provincial selections are done from the nominations received.	In 2008, provincial orientation workshops were held and provinces selected their nominees as required.	Plans were discussed with provinces and support provided early in 2008.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Organise provincial teacher award ceremonies to recognise and celebrate the achievements of the provincial awardees.	Sept 2008.	Provincial teacher award ceremonies are held.	In 2008, all nine provincial teacher preparations for the 2009 provincial NTA ceremonies were successfully conducted. Preparations for the 2009 processes are underway.	All nine provinces presented high-profile events of good quality. A national review meeting with the provinces was held in February 2009.
		Organise a national event to celebrate teacher excellence.	Nov 2008.	National ceremony held.	The 2008 national gala event was staged successfully. Preparations for the 2009 provincial National Teaching Awards Gala event are underway. Monthly meetings of the DoE Management Team are held. The theme was selected, correspondence sent to secure the Presidential Guest House, and a draft guest list for 2009 is being prepared.	Preparations for the 2009 provincial National Teaching Awards Gala are underway.
	Revise/develop a policy for teacher qualifications, which are in line with the NPFTED and the HEQF.	Align and update policy documents (Norms and Standards for Educators, and Criteria for the Recognition and Evaluation of Qualifications for Employment in Education) with the HEQF.	Sept 2008.	The Teacher Education Policy is amended and approved.	A policy development team was established, and broad time-frames were agreed upon for the process to be completed. Draft documentation on new teacher education qualifications was been prepared. Formal and informal discussions with other sectors took place. The exact space and format of the new Policy on Teacher Qualifications and its position with regard to other related primary policies and legislation, still needs to be finalised.	This is an ongoing process, involving internal and external consultation and discussion with affected role-players. It was not possible to meet the target as planned in 2008/09, since the CHE's standard-setting processes were not finalised in terms of the new NQF Bill. It is now envisaged that the draft policy will be finalised by February 2010.
	Programmes and qualifications received are evaluated and approved, and applicants are informed of the outcome within seven weeks.	Evaluate and approve qualifications and programmes for teacher education and REQV recognition, in accordance with relevant policy.	On-going.	Applicants were informed of the outcome of the evaluation of their qualifications and programmes.	A total of 1 493 applications was received for evaluation. This constitutes an average of 120 per week or 500 per month. Mainly foreign qualifications were received. A total of 1 874 individual evaluations was completed. A backlog of 1 500 to 2 000 applications accumulated on a quarterly basis- mainly from Zimbabwean teachers. Monthly Evaluation Committee meetings were held and a total of 1 418 sets of evaluations were approved.	Two new assistant-directors assumed duty. However, there is still an urgent need to increase the number of permanent administrative support staff posts, in order to cope with the increased workload, which is the result of increasing numbers of foreign applications being received.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To ensure effective professional leadership at district level of the system.	Audit of district capacities and the development of plans for resourcing of education districts, to ensure adequate professional and administrative support for schools on national and international models of good practice.	Conduct audit of district capacities and resource requirements to ensure adequate professional and administrative support for schools quantified, based on national and international models of good practice.	Dec 2008.	Audit conducted; report produced; recommendations discussed; and intervention plan developed for the conceptualised improvement of districts.	All nine districts were audited. The audit was completed on 31 March 2009. Data is being captured and a report and an intervention plan will be generated.	There was a delay in the capturing of data, due to a lack of human resources, as well as computer software problems.
	Policy on the organisation, roles and responsibilities of districts to be completed, so as to ensure standardisation, in order to promote improved learner achievement.	Conceptualise policy and develop an implementation plan for the roll-out of general national policy on the organisation, roles and responsibilities of districts.	Nov 2008.	Policy finalised and implementation plan developed for roll-out of general national policy on the organisation, roles and responsibilities of districts.	The policy was approved by the CEM on 4 August 2008. A detailed implementation plan was developed for the testing and initial roll-out of the policy on the organisation, roles and responsibilities of education districts.	There was a delay in the implementation of the policy, due to first-day school visits by officials and provincial officials' involvement in the school visits, as well as the requirement to test the policy in the field before it is gazetted.
	Ensuring adequate professional and administrative support for schools quantified, based on national and international models of good practice.	Develop capacity-building programmes for district officials.	Apr 2008 to March 2009.	Training programme developed and officials trained.	A partnership with Harvard and ASCD was established, and has progressed to a point where there is a need to formalise a Memorandum of Agreement (MoA) on training programmes before further work can be undertaken.	The delay in the formalisation of the MoA has halted progress at this stage.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To ensure effective professional leadership at school level of the system.	Advanced Certificate in Education: School Leadership Field Test implemented as follows: second year: first cohort; first year: second cohort.	Field-test ACE in School Leadership in 16 higher education institutions, which have proven capacity with requisite quality assurance and research processes: Management of ACE delivery (1st and 2nd cohort).	March 2009.	First: a total of 446 candidates (2007-08), delivered in five accredited HEIs.	Some 446 candidates were selected in accordance with HEDCOM-approved criteria. The CHE accredited five HEIs to deliver the programme.	The programme was successfully delivered by the HEIs for the selected 446 candidates. The candidates have started graduating from the institutions.
			Sept 2008.	Second: Projected that 1 200 candidates, enrolled in 16 accredited HEIs, complete the programme.	The project started with the involvement of five HEIs, which later grew to 16. In the final stage of the field test, a total of 1 221 candidates had been enrolled for the second cohort. A total of 1 667 candidates, including those in the first cohort, have gone stuck with the programme, which will be concluded at the end of 2009. The number was higher than the projected indicator.	The recruitment and registration process has been finalised. The number and names of graduating candidates will be received between April and July 2009, when the HEIs will release the results for the first cohort.
				Report and recommendations to be finalised.	DoE commissioned a research study on the impact of the ACE:SL Programme, to determine the suitability and sustainability of the Programme as an entry qualification for principalship. The research team is led by Prof. Tony Bush from the University of Warwick in England. The findings and recommendations of the research will assist the Minister and Senior Management to decide whether the qualification should be made mandatory or not. SMG and researchers designed the research instruments. An interim report was completed by the team and submitted to Management. The team is finalising its impact study across all nine provinces.	The project will finally end when the results of the impact study are submitted to the Department, so that Senior Management could determine the future of ACE:SL. June 2009 is scheduled as the target date for the submission of the report.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
			March 2009.	Implementing HEIs that are complying with the set standards.	Five HEIs in the Western Cape, Gauteng, KwaZulu-Natal, Mpumalanga and Limpopo started implementing the ACE:SL with the first group. The students wrote their final examinations at the end of 2008. Graduation is envisaged to take place between April and June 2009. HEIs have started to negotiate graduation dates with the Directorate: SMG. Arrangements will be made with Senior Management to address the students during the graduation ceremonies.	The project will be finalised when the results have been received from all the HEIs and graduations have been staged.
			Sept 2008.	Remaining five provinces to be orientated on NCS management.	After the realisation that school managers were not able to implement the NCS curriculum in schools, the Department appointed Dishumeleni, a service provider, to design a training manual and conduct training for provincial and district management officials, who will transfer the training to school managers. Principals were also drawn in to form the provincial training core teams. Training took place in all provinces, with the exception of Gauteng and the Western Cape. These two provinces have NCS programmes that are already running. The service provider completed the task as per the tender requirements. A total of 840 managers were trained, as well as 420 district officials and 420 school management team members.	The project was finalised. Provinces will transfer the training to schools.
	National school management programmes, aimed at system improvement, to be delivered.	Develop SMT Data Management Guidelines for QIDS-UP schools.	Nov 2008.	Guidelines approved by Senior Management.	SMG was requested to work with QIDS-UP to develop a poster, which could be used by school managers as a reference tool. The design was required to advise school managers on day-to-day issues that confront them. The poster was designed.	The posters were approved, but withdrawn before printing, on the advice of Senior Management.
		Develop Guidelines on the Effective Management of the NCS	Feb 2009.	Guidelines approved by Senior Management.	SMG worked on NCS Guidelines, aimed at complementing the training of school managers during 2009. The Guidelines were not finalised and could therefore not be approved by Management. No approval given.	The project was discontinued after funds had been redirected to the Foundations for Learning Programme, and also due to the fact that the PEDs did not make much progress with the training of school managers in the management of the NCS.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Implement the recommendations of the evaluation report on the programme, Women In and Into Management and Leadership Positions (WIIM).	Dec 2008.	Reviewed strategy for the WIIM programme implemented.	A programme, entitled, Women In and Into Management, was implemented in all provinces during 2004. The Directorate: SMG compiled training reports for the programme. The impact of the programme was intended to be evaluated externally. This could not take place, due to the redirection of funds to SGB elections programmes. In the absence of an internal evaluation process, the programme could not be reviewed.	The external research is on-going. It will be concluded in the 2009/10 financial year.
	Support given to provinces to strengthen the capacity of school governing bodies (SGBs) and Representative Councils of Learners (RCLs).	Revise SGB Election Guidelines and monitor provincial compliance with preparations for the 2009 elections.	Dec 2008.	Provincial election regulations reviewed and promulgated, in accordance with the national guidelines.	During preparations for the 2009 SGB elections, the 2006 Guidelines had to be revised, in line with the research findings of the previous elections. A task team, comprising DoE, SGB associations and provincial officials, was established to make recommendations to HEDCOM. Guidelines were revised and approved by HEDCOM. The Directorate outsourced the Guidelines for editing, lay-out and design, and finally printing. The Guidelines have been delivered to all provincial offices for distribution to districts and schools.	The project has been finalised.
		Develop a national strategy for the SGB election campaign.	March 2009.	National strategy developed and approved.	The Directorate: SMG, has worked on the national strategy for SGB elections since the June date had been announced. SGB associations and provincial coordinators were consulted in finalising the strategy, which also included the management plan for the 2009 SGB elections. HEDCOM approved the strategy.	The strategy was finalised and communicated to all the provinces and those involved with SGB elections.
		Field-testing of RCL Guidelines and a review of the Guidelines.	March 2009.	RCL guidelines to be approved.	The Guidelines were not submitted for approval.	After a lengthy consultation with provincial coordinators and other DoE directorate it was decided that the Guidelines have to be split into two with one concentrating on RCL operations and the other on capacity building programmes for RCLs. The splitting of the documents could not be completed within the prescribed period.
		Plan and effect the advocacy campaign on the Rights and Responsibilities of Parents, Learners and Public Schools.	Oct 2008.	Approved plan and advocacy guidelines.	The directorate ran an admission campaign to encourage parents and guardians to register their children in schools before the end of October 2008. Advocacy messages were created, approved and distributed to all the provinces.	The project was finalised.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
Provide regular, credible and up-to-date data on school performance and learner achievement.	Findings from the Grade 3 national assessment and Grade 6 (SACMEQ) international assessment, disseminated to the system for appropriate interventions at different levels.	Analyse data collected in a survey of 60 000 Grade 3 learners in 2 400 primary schools. Compile, print and distribute copies of the survey report.	March 2009.	Some 2 000 copies of the national report, and a report on CD for each of the nine PEDs, on the findings of the Grade 3 Survey, to be produced.	The national report was divided into district reports and school profiles. These reports were sent to all districts. It was decided that feedback to the system must be focussed on the districts and schools that are the critical elements in the delivery process.	District report cards on learner scores were prepared and sent to every district. School profiles were also completed. A phased approach was followed to provide feedback to schools. In Phase 1, learner performance scores were shared in the system. In Phase 2, contextual factors will be shared.
		Analyse data collected in a survey (SACMEQ III) involving 10 000 Grade 6 learners in 400 primary schools. Compile, print and distribute copies of the survey report and a policy brief on at least one salient finding.	March 2009.	Some 2 000 copies of the national report, a report on CD for each of the nine PEDs, and 2 500 copies of a policy brief on the findings of the SACMEQ III (Grade 6) survey, to be distributed.	South Africa was the first country to complete the collection of data obtained from approximately 10 000 learners, the capturing of data, the specialised cleaning of data, and the verification of cleaned data by the SACMEQ 111 Technical Committee. However, SACMEQ could not produce copies of the report, because other participating countries had failed to complete their data cleaning on time.	Other countries participating in SACMEQ 111, were slow in completing the study. Therefore, SACMEQ could not release the international and national reports, until data from all countries had been analysed.
	An integrated system, comprising item banks and a delivery mechanism, developed to assure the quality and usefulness of learner assessment.	Develop and pilot literacy and numeracy items and an integrated delivery system for assessment in the intermediate Phase.	Nov 2008.	A technical report on piloted literacy and numeracy items completed, and an integrated assessment delivery mechanism for the Intermediate Phase in place.	The HSRC submitted the literacy and numeracy items, the technical report and an integrated assessment delivery mechanism for the Intermediate Phase to DoE in February 2009.	
		Develop and pilot literacy and numeracy items for assessment in the Foundation Phase,	March 2009.	Piloted assessment items in literacy and numeracy for the Foundation Phase to be available.	This activity was put on hold and funds were prioritised to support activities associated with the Foundations for Learning Campaign, including the development of assessment frameworks, the distribution of these frameworks to schools, and advocacy plans pertaining to these frameworks.	Assessment frameworks were developed in English and distributed to all schools. They have been translated into 10 languages, printed and distributed to the provinces.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Baseline information on learner performance in numeracy and literacy in the Foundation Phase, available to all primary schools, with priority given to QIDS UP districts.	Print EGRA instruments for all primary schools.	June 2008.	Copies of EGRA instruments to be developed in the appropriate LOLTs of primary schools across the provinces.	EGRA instruments in all 11 languages were developed and printed. Some schools had already received EGRA instruments, as part of the Reading Toolkits for Teachers	Instruments have not been distributed to all schools, due to delays in the printing process.
	National results available on learner performance, based on standardised assessments, to be administered annually for Grades 1 to 6.	Develop, print and distribute assessment instruments in 11 languages to be administered in primary schools, so as to begin regular and standardised annual assessments of learning outcomes in Grades 1 to 6.	June 2008.	District, school and learner profiles to be produced.	District profiles were produced. However, school and learner profiles were not.	It became unnecessary to produce school and learner profiles, because marking was done by teachers and they recorded learner scores at school level. All schools that participated in the Annual National Assessment are aware of the levels of learner proficiency in numeracy or Mathematics and literacy or language. Schools were also expected to submit learner results to the districts.
	School self-evaluation to be strengthened by guiding schools on how to evaluate themselves, so as to ensure school improvement.	Distribute a School Self-evaluation Guide to schools, where baseline evaluation in Grade 3 literacy and numeracy has been conducted.	June 2008.	Some 2 000 copies of the School Self-evaluation Guide, one for each school, to be available.	The School Self-evaluation Guide was developed and copies were printed, but could not be distributed to schools as planned.	While the Guide was printed, a delay in pilot testing of the School Self-evaluation Guide resulted in printing only to be completed in March 2008. As a result it could not be distributed to schools by the end of March.

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Train school management teams (SMTs) on how to use the School Self-evaluation Guide, as well as how to develop and implement a School Improvement Plan (SIP).	July 2008 to Sept 2008.	A report on the training of SMTs to be received from 1 000 schools.	The Guide needed further refinement after it was pilot-tested. The training of SMTs was therefore delayed.	Funds were prioritised for printing a report for the Ministerial Committee on Schools That Work.
		Monitor how schools are implementing their SIPs to address, <i>inter alia</i> , low proficiency levels in literacy and numeracy, as indicated by national and international assessments, including systemic evaluation, PIRLS and the SACMEQ.	March 2009.	A report produced on the schools that had been monitored.	A report was prepared on the schools that had been monitored.	

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	External evaluation strengthened by improving data-gathering instruments and processes.	Draw from national and international practices (including a report of the Ministerial Committee on Schools that Work) to refine the instruments that are used to gather information on how well schools are performing in meeting the national goals, including the provision of quality education for all learners.	Oct 2008.	Refined instruments to be ready.	School evaluation instruments were refined. A SIP template was developed to guide schools with regard to the information that must be included in a SIP.	
		Train supervisors and district officials on how to use the revised instruments, in order to ensure the collection of critical information, and to improve the efficiency of data-gathering from schools.	Dec 2008.	A report to be compiled on the training of supervisors in the use of the revised instruments.	A report on schools that had been evaluated was compiled and used to revise WSE instruments.	
	With support from districts, schools are monitored on their implementation of the external and self-evaluation recommendations. Actions, to ensure that the objectives of the National Learning Strategy are met.	Monitor how supervisors evaluate schools, using the revised instruments to provide, <i>inter alia</i> , information on how the National Learning Strategy is being implemented in schools.	March 2009.	A report on the identified strengths and weaknesses to be compiled.	A sample of schools and supervisors were monitored and a report was produced.	

PROGRAMME 3: GENERAL EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Findings on schools that were externally evaluated, are disseminated.	Monitor schools that were externally evaluated by supervisors in 2007 and 2008, to assess how they have implemented external evaluation recommendations to address identified weaknesses and challenges.	March 2008.	A report on <i>What Happens in School after the External Evaluations?</i> is to be produced.	A report on schools that were evaluated was compiled and was used to revise the WSE instruments.	
		Evaluate the provision of education in special schools.	June 2008.	A report, on how special schools are providing education, to be submitted.	Special schools were included in a sample of schools that had been evaluated in 2008. A report on special schools forms part of the report on all public schools that had been evaluated in 2008.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

The goals of the Branch are to:

- increase the numbers of FET learners, achieving high levels of language, Mathematics and Science proficiency;
- develop and implement modern, relevant and high-level curricula and programmes in schools offering Grades 10 to 12, as well as in FET colleges;
- implement a national examination system for the National Senior Certificate in schools, as well as a National Certificate (Vocational) in colleges;
- increase the participation and success rates of persons in the age group, 16 to 24, in relevant, high-quality FET programmes;
- develop effective systems, structures, funding norms and human resources for Grades 10 to 12 in schools, as well as programmes for FET colleges;
- monitor and evaluate the delivery of programmes for FET colleges; and
- monitor and support the objectives of the White Paper on e-Education.

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

- provide support to the provinces for the implementation of the National Curriculum Statement (NCS) in Grades 10 to 12, especially in relation to teacher development and assessment practices;
- publish Grades 10, 11 and 12 textbook catalogues;
- set and translate high-quality and error-free examination papers for the National Senior Certificate;
- publish detailed reports on the results of the National Senior Certificate examinations, in order to monitor and evaluate the quality and growth of learner attainment, and plan for the implementation of the National Senior Certificate;
- actively support the provinces and schools in reducing the drop-out and repeater rates in Grades 10 to 12;
- increase the number of focus schools, offering Mathematics and Science, with a particular focus on redress; and
- develop a framework for expanding specialist subjects in poor areas, so that more learners may have access to a wider range of subjects.

With regard to FET colleges, the Branch will:

- develop and gazette requirements for the National Certificate (Vocational);
- oversee the development and approval of programmes, leading to the National Certificate (Vocational);
- strengthen ties with SETAs, government departments, the private sector and universities;
- develop a plan for the recapitalisation of FET colleges, based on the FET programmes offered at each college;
- Develop a National Plan for the sector, including Norms and Standards for FET colleges;
- actively support the provinces and colleges to improve the throughput and placement rates of college students;
- support the expansion and use of Information Communication Technology (ICT) in teaching and learning at all FET college campuses;
- improve the use of information systems for planning and evaluation; and
- support colleges in providing credible assessments of learning.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
FET SCHOOLS To improve the quality of teaching and learning in Grades 10 to 12 via curriculum implementation.	Provide examination exemplars for Grades 10 - 12.	Develop and distribute exemplar Performance Assessment Tasks (PATs) for Grades 10 and 11 to schools.	April 2008.	A report on the implementation and support of NCS in Grades 10 to 12 is developed.	PATs for Grades 10 to 12 were finalised and distributed to schools in CD format, and published on the Thutong Portal.	
		Develop exemplar examination papers for Grade 12 in 2009 and distribute them to schools.	June 2008.		Exemplar examination papers were published in the Study Mates, on the Thutong Portal, and copies on CDs were distributed to schools. The first bumper issue of Study Mate is scheduled to be released on 15 April 2009. Some 500 000 copies were printed.	
	National catalogues of Grades 10 to 12 textbooks and literature books developed, published and distributed to the provinces and to schools.	Coordinate the screening of Grade 10 textbooks and develop a textbook catalogue.	April 2008.	Grade 10 textbook catalogue is developed and distributed to schools and provinces.	A final catalogue of approved textbooks for Grades 10 to 12 was sent to the provinces in December 2008. Plans for screening selected titles in August 2009 were finalised in February 2009. Only textbooks in Physical Sciences and Life Sciences will be screened in August 2009.	
		Coordinate the screening of Grade 12 literature set-works.	April 2008.	Grade 12 literature set-work lists are distributed to provinces and schools.	The project was completed in the third term. Schools were informed of the selected set-works to be examined in 2009.	
		Update Grades 10 and 11 literature set-works catalogue and distribute to provinces and schools.	March 2009.	Updated Grades 10 and 11 literature set-works catalogue is published and distributed to provinces and schools.	The project was completed in third quarter and feedback was given to HEDCOM in March 2009. Catalogues were published and distributed to provinces and schools.	

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Develop resource pack for Agriculture, Arts and Technology subjects.	June 2008.	Resource pack developed.	The project was completed. A total of 7 000 copies of Agricultural Science Guides were distributed to schools.	
	All Grade 12 learners to receive a minimum of seven textbooks.	Conduct a survey on the availability of textbooks in schools.	May 2008.	Report on textbook availability in schools is produced.	Some 241 schools had returned the survey forms. Results of the textbooks survey indicated a shortage of Grades 10 and 11 textbooks. DoE communicated the shortage to PDEs.	
	Teachers and subject advisors attend training courses on new content in their respective subjects.	Coordinate the training of subject advisors in ICT.	Nov 2008.	Subject advisors are trained in ICT.	The training was suspended and will resume in the 2009/10 financial year.	Budgetary constraints gave rise to the suspension.
		Develop teacher self-study guide/manuals in new subject content areas of the NCS.	June 2008.	Study manuals on new subject content are developed and distributed.	Accounting and Agriculture Self-study Guides were developed and loaded onto the Thutong Portal for the use of teachers. Subject specialists also shared notes with critical friends in the provinces.	
		Develop a Grade 12 Teacher Guide for Life Orientation.	Nov 2008.	Teacher Guide for Life Orientation developed.	A Teacher Guide for Life Orientation was developed and edited. The Teacher Guide will be distributed to schools during the second quarter of 2009.	
		Train and support subject advisors in key content.	Jun 2008.	Subject advisors are trained in key content.	The 2008 subject adviser training was completed. A total of 13 389 subject advisers were trained. Plans for training during 2009/10 have been finalised and training is scheduled to take place during May 2009.	
		Provide content material for teacher and learner support on the Thutong Portal and monitor learning.	Dec 2008.	Bi-monthly reports produced on the Thutong curriculum content material.	Some 29 learning spaces in 29 subjects of the NCS were populated on the Thutong Portal. The spaces are regularly monitored by subject specialists.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Provide support for Report 550.	Provide support for amendments to the Senior Certificate (SC).	May 2008.	Amended SC policy documents are in place and communicated to the provinces and the public.	Report 550 was maintained and amendments communicated to the provinces and the public via circulars. Senior Certificate policy documents were amended.	
		Monitor the phasing out of the Senior Certificate in provinces.	July 2008.	Report on the phasing out of subjects is published.	There were 129 subjects, of which 100 subjects have been phased out.	
		Amend and distribute NSC policy documents and related support materials.	May 2008.	Provinces and schools are informed of policies and receive curriculum support materials.	Subject Assessment Guidelines in 29 subjects of the NCS were updated and loaded on the Thutong Portal.	
		Develop a detailed plan for support to the 2007 Senior Certificate unsuccessful candidates.	July 2008.	The 2007 group of unsuccessful Grade 12 learners complete the Senior Certificate.	Plans for support of Grade 12 learners were drawn up. Study Guides were procured and provided to schools.	
		Develop and implement a communication plan for public information on the support for the 2007 Senior Certificate unsuccessful candidates.	July 2008.		Communication plan was drawn up and 400 000 learners entered for the May/June examinations. An advocacy plan was drawn up. The plan includes radio and television interviews. SABC tuition was provided to learners.	
		Distribute textbooks and other learning support materials to learning centres.	Jun 2008.		The DoE distributed 300 000 textbooks and study guides to learning centres.	
		Monitor and evaluate the project.	July 2008.		Subject specialists visited schools. The monitoring report on the schools has been completed.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To enhance performance and participation in Mathematics, Science and Technology in Grades 10 to 12.	A total of 500 schools to participate in the second phase of the Mathematics, Science and Technology Strategy, and they are to be provided with suitable resources.	Coordinate and monitor the participation of learners in Dinaledi schools in the Mathematics Olympiad.	April 2008.	A total of 500 Dinaledi schools and 200 selected schools participate in the Mathematics Olympiad. Some 65 000 learners participate in the Mathematics Olympiad and the performance results are published.	Some 266 of 500 Dinaledi schools entered for the 2009 Mathematics Olympiad. A total of 25 553 learners from the 266 schools wrote the first-round network Olympiad on 9 March 2009. The DoE coordinated and monitored participation and progress.	
		Plan and coordinate common Grades 10 and 11 examinations in selected subjects in Dinaledi schools.	Nov 2008.	The time-table for the Grades 10 and 11 common examinations is announced. National examination papers distributed to provinces and schools timeously	The DoE national panel developed examinations in Mathematics and Science for Grades 10 and 11. CDs, containing Grades 10 and 11 examinations, were developed and distributed to the provinces.	
		Develop a monitoring plan and monitor a sample of 200 Dinaledi schools during 2008.	May 2008.	An external monitoring team is appointed and inducted. A monitoring plan is developed and communicated to the provinces and 200 Dinaledi schools are visited. A monitoring report is produced and published.	Training of the external monitoring team took place on 29 January 2009. Eight external monitors had been appointed to monitor schools during 2009. At 30 March 2009, some 130 out of 220 schools selected for 2009, have been monitored.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Provide textbooks and learning materials to Dinaledi schools	April 2008.	Dinaledi schools receive textbooks and relevant support materials.	A survey was conducted to determine the needs of Dinaledi schools for Grades 10 to 12. A total of 500 Dinaledi schools were provided with exemplar examination papers. Textbooks for schools suffering shortages were procured. Dinaledi schools were provided with copies of Mathematics 911 for study purposes. A Maths Study Mate was published during Mathematics Week in August 2008. A total of 10 960 Mathematics and 2 010 Science textbooks were delivered to 30 Dinaledi schools that reported a shortage of textbooks.	
		Coordinate and support the career guidance retention programme in Dinaledi schools.	June 2008.	Career guidance material and support provided to 500 Dinaledi schools.	Sasol supported Mathematics tuition to selected learners in Dinaledi schools. The Career Guidance Concept Paper has been finalised but remains unfunded.	
	Teachers in the 500 Dinaledi schools are trained.	Train teachers in 400 Dinaledi schools on the new content in Mathematics and Science.	Sept 2008.	Some 2 000 teachers to be trained in new content in Mathematics and Physical Science.	Plans for additional training for MST teachers are being prepared for 2009. The planned implementation of the training is June 2009. Some 500 Mathematics and Science teachers will be trained during 2009. All 500 Dinaledi schools completed their 100-teacher training. All 2 000 teachers were trained in new content in Mathematics and Physical Science.	
To support the curriculum implementation via the use of ICTs.	High-quality electronic content resources are increased, monitored and evaluated.	Assist in the development of teacher self-study guides in new subject content of the NCS and publish these on the Thutong Portal.	March 2009.	Self-study guides in key content areas are published on the Thutong Portal.	Self-study articles were written, approved and published monthly in THE TEACHER. Self-study learning objects have been developed and are available on the Thutong Portal.	
		New electronic curriculum content developed/placed on the Thutong Portal.		Quality-assured electronic content resources are placed on the Thutong Portal.	The Thutong Portal was redesigned to include learning subjects, managed by curriculum specialists, and all subjects are present. Learning space managers are being trained and supported by the service provider and the Directorate. A cross-curricular space for Special Days was created.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Provide quality assurance of curriculum content on the Thutong Portal.		Curriculum experts provide quality-assurance reports of electronic content on the Thutong Portal.	Curriculum specialists are continuously updating quality-assured content. A monthly report is being published.	
	Portal functionalities are expanded and made more accessible.	Manage the Thutong Portal contract.	March 2009.	Portal maintenance and development report to be submitted.	The service provider submits monthly reports. Maintenance and support are ongoing. The contract with the service provider terminates in June 2009. The Thutong Portal has been transferred to the SITA-DoE hosting environment. SITA will be responsible for the hosting of the Thutong Portal, as well as for all related services.	
		Expand access to the Thutong Portal and its utilisation as a curriculum supporting tool.		Monthly portal reports to Senior Management	Monthly reports were compiled and sent to Senior Management. There are currently 14 320 resources on the Thutong Portal. The number of hits during January to March 2009 were 36 632, 52 824 and 51 590 respectively. The number of registered users has increased from 5 445 in December 2008 to 7 403 in March 2009.	
		Screen educational software.		Software catalogue to be produced.	The software evaluation plan was approved and software companies and developers were included in a database. A plan was developed to invite these service providers to a week-long event in September 2009.	
	A feasibility study is completed and ICT implementation initiated in a coordinated system.	Coordinate the feasibility study on ICT in Education: Value assessment, procurement plan, economic valuation and Treasury approval.	March 2009.	The feasibility study is completed and submitted for Treasury Approval I and IIA.	The Feasibility Study Report was presented to the ICT Subcommittee on 17 March 2009, and to Senior Management in the provinces during February and March. Outstanding presentations to provinces are: Gauteng, the Northern Cape, Mpumalanga and KwaZulu-Natal.	The feasibility study did not recommend a public-private partnership (PPP), therefore there was no need for the Feasibility Study Report to be submitted for Treasury Approval I and IIA.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Coordinate the procurement of approved option: RFQ process, draft RFP, evaluation of System, short-listed bidders bid documentation, and Treasury approval.			No progress was made due to budgetary constraints.	Budgetary constraints have resulted in a total lack of achievement of the planned activity.
	The e-readiness plan for schools is initiated and supported.	Monitor and support NEPAD e-Schools.	Dec 2008.	Monitoring report on ICT implementation in the nine provinces and NEPAD e-Schools to be submitted.	The close-out report for the NEPAD e-Schools was finalised and submitted to the ICT Subcommittee and the Director-General. All assets were transferred to schools and the support and maintenance were taken over by the provincial departments.	
		Monitor ICT implementation in the provinces.		e-School technology assessment readiness, targets (e-START) and national ICT indicators.	All provinces submitted their targets. An aggregated target document was compiled and submitted to HEDCOM. Targets were completed and continuous monitoring is taking place via the HEDCOM ICT sub committee and interprovincial working groups.	
		Audit Dinaledi schools for e-readiness		Electronic submission of ICT in education audit data.	The database was completed.	
		Conduct training of 1 000 subject advisors in ICT.	Dec 2008.	Report on e-readiness of Dinaledi schools	An audit report of 233 Dinaledi schools was submitted to the Department of Communication and the provincial heads of department. An audit of the remainder of the Dinaledi schools will take place during the 2009/10 financial year.	
				Materials developed for subject advisors in ICT.	Content was presented to the Department of Education. Progress will be made as soon as a specialist has been appointed.	Budgetary constraints resulted in a delay.
				Training workshops to be held across all provinces.	Training workshops were suspended until the next financial year.	Budgetary constraints resulted in the suspension.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
FET COLLEGES To provide support to colleges and provinces for the effective and efficient offering of the NC(V) programmes.				Some 1 000 subject advisors are trained in integrating ICT into their subjects.	No progress was made, due to budgetary constraints.	
		Coordinate the implementation of connectivity in schools.	March 2009.	Connectivity design approved.	A connectivity plan was developed and submitted to the Deputy Ministers of Communication and Education on 5 March 2009. These Departments established a task team to consult on the plan before submitting it to Cabinet for approval and funding.	
		Conduct quarterly visits to selected colleges to ensure that Recapitalisation Operational Plans are being implemented.	May 2008.	Report on college procurement rates and expenditure patterns.	Colleges achieved an actual expenditure of 99% and a 1% commitment. Follow-up procedures are underway to facilitate the closure of bank accounts and the confirmation of actual roll-over requests.	Visits were made to 11 colleges and the actual level of expenditure confirmed, and corrective measures were taken to ensure that the expenditure is corrected.
		Assess colleges on their readiness to implement NC(V) Levels 2, 3 and 4 during 2009.	Aug 2008.	State of readiness report for 2009 to be submitted.		
			Nov 2008.	College progress on implementing measures to ensure readiness for 2009.	Phase 9 monitoring visits were completed.	
		Support the development of three-year Strategic Plans for colleges, and Operational Plans for 2009/10: Level 5.	Nov 2008.	Three-year Strategic Plans and College Operational Plans approved for the MTEF period 2008/09, 2009/10 and 210/11.	A total of 39 colleges submitted their Strategic Plans and completed comments.	It is proving very difficult to obtain three-year budgets from provinces to support the Operational Plans. Follow-up action at provincial level is in place. Due to these problems, it is difficult to ascertain when the outstanding plans will be finalised.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Support the expansion of ICT in all FET colleges.	Support the implementation of connectivity at FET colleges.	April 2008.	Project plans to be approved for implementation in Limpopo, the Eastern Cape, Mpumalanga and the Western Cape.	Sub-projects were completed at seven colleges	If no funds for this project are secured, then this performance indicator will not be achieved.
			March 2008.	Connectivity established at selected colleges in six provinces.	Connectivity established at colleges in the Eastern Cape and KwaZulu-Natal, and data lines were installed at all campuses at Coastal, Umgungundhlovu, Elangeni, Umfolozi, Mthashana and Majubs Colleges. Connectivity completed at the Esayidi FET College.	There are insufficient funds for this to be achieved within the current financial framework. Connectivity at the other four provinces was delayed due to budgetary constraints.
	Develop Management Information Systems for FET colleges.	Develop and implement the FETMIS requirements for 2008 and 2009.	Oct 2008.	Indicators and data requirements to be finalised and college MIS modified to produce data on demand.	The contract was completed and the implementation plan was developed.	If the negotiations are not successfully concluded by the end of January 2009, the process will have to be terminated and a new service provider appointed.
		Collect data from colleges to support decision-making.	Nov 2008.	Colleges complete 2008 Annual Survey by due date.	Completed in the third quarter.	Due in November 2008.
			March 2009.	Colleges complete 2009 Snap Survey by due date.	Snap Survey circulated to colleges for completion and will be returned in April 2009.	Due in April 2009.
		Develop three-year college enrolment templates for the NC(V).	June 2008.	Template approved for implementation in 2009.	Enrolment planning completed and colleges informed of the 2009 targets linked to the available budget.	The template will be used to submit budget estimates for 2009 onwards to the next HEDCOM meeting.
		Implement three-year planning template.	Aug 2008.	College enrolment targets for 2009 to be set.	Minimum target per campus set and monitored..	
		Finalise enrolment targets for 2009 to 2011.	Nov 2008.	Enrolment targets for 2009 set and projected enrolments for 2010 to 2011 agreed upon.	Guidelines on enrolment targets were provided to all colleges. Revised projections were developed and budgetary implications were communicated to the provinces.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To increase student access to FET colleges and improve retention and throughput rate via the development of Student Support Services.	Increased numbers of young people are placed in formal programmes at FET colleges.	Develop a catalogue for career guidance and opportunities at FET colleges.	Aug 2008.	Career guidance catalogue, which also provides information on opportunities for students, developed.	The career guidance catalogue (A guide to opportunities for further learning) was developed and distributed to colleges, the provinces and to other stakeholders.	
		Profile FET colleges and NC(V) programmes via the print and electronic media.	Sept 2008.	Advocacy of all NC(V) programmes, including the new Safety in Society, Development Practice and Mechatronics Programmes.	Various publications and pamphlets were used for advocacy and recruitment. NC(V) and bursary advertisements were placed in the <i>Study Mate</i> , the National Bursaries Directory and in <i>Vibe Magazine</i> .	
		Coordinate youth development programmes.	April 2008 to March 2009.	Departmental youth development programmes coordinated via the departmental Youth Development Forum.	The Intra-departmental Forum was convened on 2 March 2009. The Presidency provided feedback to the Forum on the establishment of the National Youth Development Agency, as well as on progress with the National Youth Policy.	
	Student Support Units established at 14 colleges.	Develop a Student Support Services Manual.	April 2008.	Student Support Services (SSS) Manual developed and distributed to colleges.	The SSS Manual was developed. The manual was distributed to PDE officials, college SSS managers and academic heads. Training on the SSS Manual was organised for PDEs and colleges.	
	Monitor and support colleges with the administration of the DoE FET College Bursary Scheme.	April 2008 to March 2009.	Colleges should be able to administer and award the R228 million allocated for bursaries in 2008.	Colleges should be able to administer and award the R228 million allocated for bursaries in 2008.	The full 2008 bursary allocation of R318 million was claimed by colleges.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Capacity-building with regard to Student Support Service managers.	May 2008.	Content training for Student Support Services managers; academic support; Career guidance; financial support; health and wellness and college student leadership capacity-building.	Workshops on the SSS Manual were conducted for all PDEs and colleges during March 2009. All PDEs and all colleges attended the workshops.	
		Monitor and support colleges in the implementation of the Student Support Services Framework.	April 2008 to March 2009.	A total of 14 Colleges to be selected to pilot the Student Support Services (SSS) Framework successfully, by implementing Phase I of the Framework.	A total of 20 Colleges were selected to implement the SSS Framework and the implementation was monitored via the Phase 7 Recap Monitoring Process. All the colleges successfully implemented Phase 1 of the SSS Framework. All colleges began to implement Phase II of the SSS Framework during the last quarter of the period under review.	
		Conduct policy dialogue in terms of college student leadership – SACSA and SRC.	June 2008.	Leadership capacity-building and engagement of college student leadership on policy developments in the college sector.	The DoE/SRC Policy dialogue was held from 21-22 June 2008.	
		Conduct FET College Bursary workshops	Aug 2008.	Provincial workshops conducted.	Provincial workshops conducted to prepare colleges for the implementation of 2009 bursaries.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To support the development of high-quality NC(V) programmes and curriculum, as well as delivery thereof in FET colleges.	New programmes offered at Level 2 and 3 to 60 000 students in FET colleges. Develop a lecturer development framework.	Place NC(V) curriculum documents on the DoE website and print hard copies of the documents.	April 2008.	NCV subject and assessment guidelines to be made accessible on the DoE website and hard copies provided to colleges.	Subject and assessment guidelines for all programmes and subjects offered in 2009 are available on the DoE website and on the Thutong Portal. Hard copies were provided to colleges during April 2009.	
		Screen Level 4 student textbooks and lecturer guides.	Sept 2008.	Approved catalogue of Level 4 textbooks and lecturer guides to be distributed to colleges.	Catalogues were updated during February 2009, following new approved titles, and posted on the DoE website and on the Thutong Portal. Catalogues for Levels 2, 3 and 4 were distributed to FET colleges and are available on the on DoE website and the Thutong Portal.	
		Approve and develop new priority programmes (Mechatronics) and subject content (Air-conditioning and Refrigeration) for the NC(V) qualification.	July 2008.	Subject and assessment guidelines for two programmes and one subject developed and distributed to colleges.	The guidelines were edited and added to the curriculum documents on the DoE website and on the Thutong Portal. Subject and assessment guidelines were completed for two new programmes, namely <i>Mechatronics and Education and Development</i> , and for one subject, namely <i>Air-conditioning and Refrigeration</i> .	
		Revise Civil Engineering and Building Construction (CEBC) NC(V) Programme.	June 2008.	Amended curriculum for CEBC programme produced.	Revised Subject and Assessment Guidelines for CEBC completed and Level 2 documents available on the DoE website and Thutong Portal.	
		Finalise the development of the NQF Level 5 qualification for FET colleges.	April 2008.	L5 qualification approved/registered.	The project was terminated, because the development of the Level 5 qualification is the responsibility of Higher Education Institutions (HEIs).	It is the responsibility of HEIs.
		Develop curriculum for Level 5 Programmes.	July 2008.	Subject and assessment guidelines developed for all subjects.	Curriculum writing was completed in April 2008. Curriculum documents were developed for Level 5 Programmes and for two fundamental subjects. The documents have been handed over to Higher Education.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Develop and agree to a lecturer training plan for Level 4 with colleges and PEDs.	Sept 2008.	Training plan implemented.	All training sessions completed. The attendance registered was obtained and filed.	
		Develop a draft framework for lecturer qualifications.	April 2008.	Develop a draft framework and distribute it for comment.	A draft framework was completed and submitted to the Ministerial Management meeting during the first quarter of the period under review, and it was circulated to stakeholders for comment. Comment was received from stakeholders and recorded for final consideration.	
		Undertake a study tour to determine international practice and benchmarks with regard to lecturer development.	April 2008.	A study tour to be undertaken and reported upon.	The study tour was undertaken from 19 April to 2 May 2008. A report has been submitted to the Minister.	
		Conduct a providers workshop for the delivery of the lecturer qualification.	April 2008.	Providers' workshop to be hosted and outcomes report generated.	The final draft framework was completed and presented to stakeholders. The providers workshop was postponed, pending the finalisation of the framework by the CEM.	
		Develop the curriculum for the lecturer qualifications.	June/ July 2008.	Curriculum available and approved.	The time-frame was amended to September 2008 to June 2009. Upon approval of the lecturer framework, the curriculum for lecturer qualifications will be developed by Higher Education Institutions. The time-frame was amended, following the deferment of the finalisation of the Framework to June/July 2009.	Deferred to follow the finalisation of the framework.
		Pilot qualification with approved providers.	March 2008.	Students enrolled, tuition offered and assessment conducted.	The activity was amended to July 2009 to June 2010. The time-frame amended, following the deferment of the finalisation of the framework to June/July 2009.	Deferred to follow the finalisation of the framework.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
To ensure quality provision of FET qualifications by private FET colleges.	Monitoring of private FET colleges for compliance with the legal framework.	Monitor private colleges for compliance and performance.	April 2008 to March 2009.	Draft compliance and performance report.	Final compliance and performance report was approved.	
	Evaluate applications for registration and issue certificates of registration.	Process new applications for registration.	April 08 to March 09	All new applications screened.	All new applications received were screened.	
		Evaluate applications and issue certificates of registration.	April 2008 to Dec 2009.	All applicants on the extension list have been finalised.	Some 270 determinations were made in this regard.	
		Publish the names of registered private institutions in the Government Gazette.	April 2008 to March 2009.	Names of private colleges to be gazetted.	This was accomplished via the first-round publication. Names of private colleges were published in the Government Gazette No. 30777 for the first round, and the process for the second gazetting was also done during the first quarter of the period under review.	
			Sept 2008.	Some 250 names of private colleges to be gazetted.	Names of registered private colleges were published in the Government Gazette No. 31620.	
			April 2008 to Nov 2008.	Approved framework document available.	All meetings with the identified law enforcement agencies were held.	
			April 2008 to Feb 2009.	Complete database of all registered private FET colleges.	The project was deferred to the 2009/10 financial year, due to budgetary constraints.	Budgetary constraints resulted in project being deferred.
			April 2008.	Some 1 000 updated copies of the booklet are available.	Updated information booklet was published.	
		Advocacy to ensure public awareness of the registration of private colleges.	Update the information booklet on frequently asked questions about registration.			

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Advertise the National Register of Private FET Colleges in the print media.	April 2008.	Advertisement in the print media.	An advertisement to incorporate joint decisions between the DoE and law enforcement agencies was placed on hold until the 2009/10 financial year, due to budgetary constraints. However, a proposal was made to publish a Joint Agreement Statement between DoE and enforcement agencies.	Budgetary constraints resulted in project being deferred.
EXAMINATIONS						
To conduct credible assessment and quality practices in FET schools, FET colleges and ABET centres.	High-quality and error-free question papers set for National Senior Certificate, Senior Certificate, FET colleges and ABET Level 4 examinations.	Develop guidelines for the setting of question papers.	April to June 2008.	Guidelines developed and distributed.	College programmes were compiled in December 2008, and the NSC report was released by the Minister on 12 January 2009.	
		Train examiners and moderators.	Aug to Sept 2008.	Examiners and moderators trained in the setting of quality question papers.	Examiners and moderators were provided with feedback from the November 2008 examinations, and discussions were held on how these comments could be accommodated in the 2009 examinations. Examiners and moderators were trained in January 2009.	
		Manage the setting, editing, translation and quality assurance of question papers.	April 2008 to March 2009.	Error-free question papers (QPs) finalised and ready for printing.	NSC: 2009 supplementary examination: 108 QPs set, moderated and distributed to PEDs. November 2009 examinations: 210 QPs set; 155 moderated, and 50 externally moderated; 16 PATs set, moderated and submitted to PEDs. Senior Certificate: June 2009 examinations: 68 question QPs sent to PEDs. Distribution will be staggered. NC(V): L2: 67, and L3: 69 papers were written in the March supplementary examinations. NCV L4: November 2009: 55 QPs set and moderated. Editing is in process. A total of 99 ISATs were finalised. ABET: June examination papers for 23 learning areas were handed over to PEDs on 31 March 2009.	Development of ISATs to be managed by Curriculum in future with Exams taking responsibility for external moderation and distribution to colleges.

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	PEDs supported and monitored in their preparation and implementation of the NSC and ABET Level 4 examinations.	Monitor the state of readiness of PEDs to administer the 2008 public examinations.	May to Aug 2008.	Monitoring report to be submitted.	A monitoring report on the provincial visits was compiled and regarded as improving support to PEDs in areas of weakness, identified during the State of Readiness Survey that was conducted. FET colleges and ABET centres were monitored continuously to track their state of readiness for the NC(V) and ABET Level 4 examinations.	
		Monitor the writing of examinations and the marking of examination papers.	Oct to Dec 2008.	Monitoring report to be submitted.	The 2009 NSC supplementary examinations were monitored via the daily reports received from the PEDs. HEDCOM and the CEM were provided with progress reports on the supplementary examinations. The NC(V) supplementary examinations were also monitored and the examinations were successfully executed.	
		Write final report on public examinations.	Dec 2008.	Final report to be published.	The Technical Examination Reports for NSC, ABET Level 4 and FET college programmes were compiled in December 2008 and the NSC Report was released by the Minister on 12 January 2009.	The final report on the supplementary examinations is scheduled to be published on 28 April 2009, when the results are released.
	Quality assurance systems and processes established and implemented for external examinations, and site-based assessments for schools, colleges and ABET centres.	Develop a policy on the moderation of SBA.	June 2008.	Policy on SBA developed.	A draft policy on the moderation of SBA was discussed by a SBA Task Team and the policy is being amended for discussion at IPEC.	
		Support PEDs in the establishment of provincial moderation systems.	April to Sept 2008.	Effective provincial moderation systems established.	The PEDs submitted the end-of-year SBA moderation schedules and the DOE conducted a verification of these moderation initiatives in October 2008.	
		Monitor and moderate SBA/ examinations.	March to Sept 2008.	Monitoring and moderating reports produced.	Monitoring and moderating reports were compiled and were regarded as enhancing the standard of examinations.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Conduct marking memoranda discussions and train provincial chief markers.	June & Nov 2008.	Credible marking conducted.	NC(V): Conducted memorandum discussions for the six high-enrolment Level 3 subjects for the supplementary examinations, which were marked at the Centurion FET College. Examiners were appointed as chief markers to manage the marking of the other Level 3 subjects. Level 2 scripts were marked on site at colleges by lecturers. All Level 2 and 3 scripts were moderated at the marking site. Level 3 scripts in selected subjects were moderated by Umalusi.	The finalisation of an NC(V) marking plan has been prioritised.
	Improve the quality of performance in schools, colleges and PALCs.	Develop and implement strategies and systems to support schools/colleges and ABET centres to improve their quality of performance.	Feb 2008.	An Integrated National Strategy for Learner Attainment to be documented and implemented in schools/FET colleges and ABET centres.	The NSLA Report was completed and submitted. A hand-over of bursaries to candidates and PEDs (one per PED) took place, and two schools per PED received computers, printers and faxes from Albaraka Bank Limited.	
		Develop and manage the implementation of a national plan to support learners and students who have failed Grade 12, NCV Level 2 and ABET Level 4 in 2007.	Jan to May 2008.	A national plan to be developed and its implementation to be monitored.	Ongoing monitoring is taking place. The plan was developed and implemented.	
		Develop a database of underperforming schools/colleges and ABET centres.	March 2008.	A credible database is to be developed.	A database of the underperforming schools is being finalised. The final database was scheduled to be available in May 2009.	
		Monitor, support and report on the implementation of NSLA across all nine provinces.	January to Oct 2008.	Quarterly progress reports submitted to HEDCOM and the CEM.	Constant monitoring of PEDs is ongoing in respect of certificates and data management.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Credible historical records and data management system established.	Managing credible historical examination records and the archiving system.	On-going	Integrating candidate's results to create new certificates for exit qualifications, or enabling candidates to qualify for exemption.	Certificates were issued and the system was managed, monitored and maintained.	
			On-going	Verification of certificates and foreign qualifications for companies, other departments and for the public.	Certificates verified on request.	
			On-going	Management and support: Help Desk to improve customer care.	The FET College Help Desk is running efficiently and it provides the support that the public needs. With regard to FET schools, a helpdesk service is running smoothly and it is being managed efficiently in the processing of incoming applications and the collection of certificates.	NC(V): Number of queries to be dealt with impedes the work-flow in priority activities during examination writing sessions where scripts, etc. have to be received. It is impossible for one person to adequately deal with the queries. There is a need to revisit this process.
			On-going	Quality-assuring the processing of certificates by the PEDs.	The Historical Records Project is proceeding, but targets were not met and this has resulted in the contract with the service provider being extended to September 2009. This is to ensure that all quality assurance of the scanned records is completed and that the books are bound correctly.	Large volumes of data need to be processed and budgetary constraints resulted in the delay.
			Feb 2008 to Aug 2008.	Improving the security of the certification process.	Continuous control and monitoring of access to the system is maintained.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
		Support and coordinate the development of Policy/Regulations and Guidelines.	March 2008 to May 2008.	To support the development of Policy and Regulations regarding the rules of combination relating to the combination of subjects and the issuing of Senior Certificates by the former PEDs and teachers.	The development of Policy and Regulations regarding the rules of combination, relating to the combination of subjects, was supported and Senior Certificates were issued by the former PEDs and teachers.	
			March 2008 to June 2008.	Development of guidelines for teachers' certificates.	The certification and the supplementary examination module for the National Senior Certificate (NSC) computer system to be developed.	No progress was made in this area, due to the focus on the development of the certification and supplementary examination module for the NSC computer system.
			July 2008 to March 2009.	Integrating candidate's results to create new certificates for a GETC (ABET Level 4), or enabling candidates to qualify for a certificate.	The national database for ABET is still being developed.	Budgetary constraints prevented the project from being finalised.
			On-going	Ensure the effective and efficient implementation of policies regarding certification and data management. (Senior Certificate and GETC (ABET Level 4).)	Constant monitoring of PEDs in respect of certificates and data management is being undertaken.	

PROGRAMME 4: FURTHER EDUCATION AND TRAINING						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	Credible national integrated examination system established.	Establish and maintain a credible examination system and ensure its smooth running throughout South Africa.	Ongoing	To support the IT system of the Chief Directorate: Educational Measurement, Assessment and Public Examinations (EMAPE).	Upgrading of the IT system for NC(V) Level 4 is progressing according to plan.	
			Ongoing with six-weekly meetings.	To manage the national IT system (including the provinces).	The national IT system was maintained by means of meetings of the ITC, comprising provincial representatives.	
			March to Dec 2008.	Development of the new Integrated Examination Computer System (IECS), which is a separate project.	The module on re-marking and re-checking was completed and tested by PEDs. The module on the supplementary examinations, pertaining to the registration of candidates, was developed and the resulting component is currently being tested.	The service provider did not adhere to the time-lines. The module was tested on 23 April 2009.
			Ongoing	To manage the statistical services of the national examinations.	Reports and statistical data were made available to institutions and organisations that had requested these.	
	Credible examinations managed, conducted and administered for all FET college programmes.	Manage the printing and distribution of quality question papers to all FET colleges.	April to Sept 2008.	All examination centres to receive question papers.	FET Colleges: NSC/N3: 32 question papers were set, moderated and written in General Studies in a supplementary examination with an enrolment of 5 281 candidates. Some 249 question papers for the Natural Science examinations were printed, packaged and distributed for the March 2009 examinations.	
		Monitor and moderate internal assessment.	April to Sept 2008.	Monitoring and moderation reports to be submitted.	The November ICASS and ISAT marks were used for the supplementary examination, as these are valid for a period of three years.	Monitoring was not conducted during the last quarter, due to budgetary constraints.
		Capturing examination data and making the results available.	April to Sept 2008.	Final report to be published	FET college supplementary examinations 2009: NCV L2, L3 and NSC/N3: a total of 29 062 candidates received results and there were 72 453 subject entries. The examination results were submitted to the FET colleges on 30 March 2009. Natural Sciences: April 2009 examinations: scheduled to commence on 24 March 2009 and to end on 9 April 2009. A total of 74 574 candidates enrolled for this examination.	
					The final report will be published during May 2009.	

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

The Branch achieved significant progress towards realising the Department's five broad priorities. These priorities have been translated into six key Branch strategic priorities, as outlined in the 2008/09 Operational Plans. The priorities are aimed at:

- i) supporting schools that experience high levels of crime and violence to be safe and caring schools;
- ii) increasing the participation and success rates of girl learners in gateway subjects in the higher grade;
- iii) reviewing Adult Education and Training (AET) and implement the Mass Literacy Campaign;
- iv) facilitating the implementation of school sport;
- v) providing support and strengthening curricula-driven HIV and Aids activities via peer education; and
- vi) ensuring the successful and broader implementation of the National School Nutrition Programme (NSNP).

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
GENDER EQUITY To develop, coordinate and monitor the implementation of the comprehensive National Framework for Gender Equity.	Audit report on the prevalence of learner pregnancy in public schools is disseminated.	Conduct an audit on the prevalence and determinants of learner pregnancy in public schools.	March 2009.	Audit report is available and disseminated.	The research project has not yet been completed. This is due to delays in procurement beyond the control of the Directorate. National and provincial data on learner pregnancy was submitted to the HSRC to form part of the study. The report of the desktop study (originally referred to as an audit report) is only available in draft format at this stage.	Due to delays on the side of the service provider and funder, this project started late.
	All 2 000 targeted public schools are continuously monitored.	Implementation of the Support Plans for the Learner Pregnancy Measures, and the Sexual Harassment and Violence Guidelines.	March 2009 (key monitoring dates: May 2008, Sept 2008 & March 2009).	Implementation of the Measures is continuously monitored in all public schools and, more in particular, the targeted schools, the Dinaledi schools and the 585 Ministerial Safe Schools.	Generations 4 to 6 was published in <i>The Teacher</i> newspaper between January and March 2009. The focus of these three editions was on sexual harassment and violence and supporting teachers to manage these issues. (The first three editions were related to learner pregnancy and supporting teachers in this regard.) The PDF files of the full Generations series are available on the DoE website. For practical reasons, the Directorate has continued to produce support materials for ALL schools on sexual harassment and violence, as well as teenage pregnancy, while the provinces, with support from the national Department, continue their own monitoring.	Generations was well received. A number of additional copies were printed to support the ongoing work during 2009.
	Communities of 2 000 public schools receive training on gender-based violence.	Train district officials, SMTs, SGBs and RCLs on the implementation of the Learner Pregnancy Measures and the Sexual Harassment and Violence Guidelines.	Sept 2008.	Officials from all districts, from Dinaledi schools and from 585 Ministerial Safe Schools to be trained on the implementation and use of the Measures and Guidelines.	Three district workshops were held in Limpopo, Mpumalanga and the Eastern Cape during February and March 2009, focusing on supporting districts in managing sexual harassment and violence as well as learner pregnancy. The workshops were also aimed at raising awareness of the Sexual Harassment Guidelines and the Learner Pregnancy Measures. Due to budgetary and time constraints, it was only possible to train officials in three provinces. Provincial coordinators continued with raising awareness, raising as well as support programmes, with regard to both issues. A number of related workshops and stakeholder meetings were utilised as opportunities to disseminate knowledge about the Department's approach to, and policy on teenage pregnancy and sexual violence.	A report was prepared on the three workshops, and will be used to determine the overall benefit derived from conducting these workshops.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	Guidelines for the prevention and management of sexual violence and harassment are approved, printed and distributed.	Distribution of the Guidelines for the Prevention and Management of Sexual Harassment and Violence in public schools.	June 2008.	Guidelines for the Prevention and Management of Sexual Harassment and Violence are distributed.	No further activities took place during the fourth quarter. The Guidelines were distributed to all districts and, via the districts, to all secondary schools, during the period under review.	Work has to be prioritised for the next financial year. The activity was completed as indicated in previous reports. The Guidelines were only distributed to secondary schools.
	Sustainable and vibrant GEM/BEM clubs established in 1 800 schools.	Facilitate the upgrading of GEM clubs at school level	Sept 2008.	All Dinaledi and 585 Ministerial Safe Schools established sustainable and vibrant GEM/BEM clubs.	GEM/BEM club members participated in a number of activities on 20 March 2009, including the handing over of the Torch of Peace to the Minister of Justice and Constitutional Development. The focus during the period under review was on planning support for GEM/BEM clubs in 2009-2010. The approach during the period under review was to strengthen GEM clubs in all provinces, and not necessarily to increase the number of clubs.	A report is available.
		Evaluate the effectiveness of GEM/BEM clubs.	Dec 2008.	A report on GEM/BEM is to be made available.	The report on the GEM/BEM camp, held during December 2008, was submitted to the Minister during February 2009.	The period under review was utilised for planning purposes. No delays were experienced and a number of additional activities, relating to GEM/BEM clubs, took place during the 2008/09 financial year.
To increase the participation of girl learners in gateway subjects in public schools.	Registration, retention and the completion of studies by girl learners in the Dinaledi schools, increase.	Develop a pilot career guidance support programme to encourage the participation and retention of girls in gateway subjects in Dinaledi schools.	Sept 2008.		Project reprioritised.	Reprioritised due to lack of available funds, and a lack of response from donors to the project proposal.
To monitor and report on targets set for gender parity and equality at all levels of the system.	Gender policies developed at school level.	The development of national gender equity in the education monitoring system.	March 2009.	A comprehensive set of gender equity indicators developed, as well as a monitoring plan.	During the period under review, research was conducted on the development of gender equity indicators, as well as a monitoring plan. Unfortunately, the absence of a director during the last quarter has delayed work on this project.	Project delayed due to the absence of a Director: Gender Equity.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		Develop programmes and reports on compliance with national and international instruments on gender imperatives.	Dec 2008.	Annual reports on the implementation of national and international protocols (EFA, MDG, CSW, OSW, 365 & 16 Days; Women's month) are available.	Inputs were submitted to the Presidency for the AU Gender Report and the Beijing + 15 Report.	The Directorate continues to respond to reporting requests from the Presidency, as and when required.
RACE AND VALUES IN EDUCATION						
To ensure that all education institutions promote human rights and the dignity of all in their ethos, policies and practices.	SGBs in 10 000 public schools have policies in place on how to govern schools with a view to non-racism and equality.	Conduct three workshops each in the Northern Cape, North West and the Free State, so as to assist school governing bodies (SGBs) in governing schools in terms of the values contained in the Constitution.	March 2009.	Some 10 000 schools have policies in place to govern schools in terms of the values of the Constitution.	Workshops were conducted with SGBs in identified provinces.	Workshops were conducted successfully. Initial discussions held with the Directorate: School Governance to incorporate human rights and values training into training of SGBs, after the 2009 SGB elections.
	Provincial and district structures are in place to support the implementation of the Anti-discrimination Strategy.	Conduct three national anti-discrimination workshops for provincial and district officials, to support the intervention teams.	Sept 2008.	Provincial and district structures to be put in place to support the implementation of the Strategy.	Workshops were conducted with district officials in identified provinces. A report was submitted to the Director-General. The report indicated some of the challenges to be faced in establishing provincial and district teams. There are teams in existence in some of the provinces where training took place.	Training in Strategy for Integration and Anti-discrimination completed in identified provinces. Provinces will take responsibility for further training of officials.
		Provide support and training to district-based anti-discrimination intervention teams.	March 2009.	District teams are operational.	Provincial teams are being established in at least three provinces.	Further support for the established district teams involved in the Strategy is being planned.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To ensure that all teacher development programmes prepare teachers to teach in a manner that promotes human rights and the dignity of all.	Support materials for teachers to an additional 90 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Exploring the possibility of integrating the Humanitarian Law (EHL) Module with Grade 9 Life Orientation (LO).	Sept 2008.	Learning and Teaching Support Materials for EHL finalised.	The EHL Module offered in nine Ministerial Safe Schools. Monitoring of integration of this Module with LO is ongoing. LTSMs will be developed in the next year.	Additional project proposal to be forwarded to the DG by the ICRC.
		Monitor utilisation of Life Orientation support materials in partnership with Heartlines.	Sept 2008.	Monitoring report finalised.	Continued support for Heartlines via advocacy at schools on the Heartlines for Youth publication. Advice provided to the Heartlines publication.	Support for the Heartlines initiative to be continued.
	A Whole School Development Manual to be developed and distributed to all schools.	Finalise the Whole School Development Manual for schools and districts.	March 2008.	The Whole School Development Manual is distributed to all schools.	Reprioritised as funding came to an end.	Funding for the printing and distribution of the LTSM Bill to schools to be sourced.
To promote social cohesion and a national identity by celebrating unity in diversity within a South African, and broader continental identity.	Some 5 000 schools celebrate national days and develop programmes on significant South African and international days.	Coordinate the provision of flags to an additional 5 000 schools, in partnership with the Department of Arts and Culture (DAC).	March 2009.	The Flag in Every School Project reaches 5 000 more schools.	The Directorate, via the provinces, assisted the DAC to identify 11 000 schools without flags and flag-poles. The project is dependent on DAC funding, which was limited in the 2008/09 financial year.	The Directorate is to continue support of the DAC initiative. The success of project is dependant on the DAC's ability to source funds, in order to meet targets.
	The training of provincial and district officials to mediate the utilisation of the National Symbols Booklet in schools to be conducted in four provinces.	Conduct capacity-building workshops on National Symbols for district and provincial officials.	Sept 2008.	The training programme for provincial and district officials, to mediate the utilisation of the National Symbols Booklet in schools, to be finalised.	The training of provincial and district officials was completed in all the identified provinces, as agreed.	Additional training of officials to be continued within the provinces.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS	
Rehabilitation of communities, in line with TRC recommendations.		Facilitate youth camps, focusing on moral regeneration, values and human rights, in partnership with Valued Citizens.	Dec 2008.	Young people from 585 schools, facing high levels of crime, to be recruited to participate in moral regeneration activities in their communities.	Gauteng organised an additional youth camp. A lack of funding limited youth camps to only two for the 2008/09 financial year.	Two youth camps are planned. Provinces are encouraged to continue with the process and offer support to participating schools.	
		Coordinate the public consultation process on the Bill of Responsibilities and the Oath of Allegiance.	Dec 2008.	The Bill of Responsibilities and the Oath of Allegiance are finalised.	First draft comments are being incorporated into the final versions of the Oath and the Bill. Delays were caused by procurement procedures, which affected the timing of project delivery.	A guidebook is to be finalised by the end of the first quarter. Funding is to be sourced for publication and distribution.	
		Provide support to the Restoration of the Historic Schools Project.	March 2009.	Professional support effectively rendered to the Historic Schools Project.	The Historic Schools Restoration Project was supported via representation on the Board and support to schools with available materials. Support is ongoing.	Targets are set for the HSRP and the DoE is to continue its support of the project.	
		Pilot learning and teaching support materials on the TRC.	Dec 2008.	Evaluation report is available.	The Directorate initiated communication between provinces and IJR for training on the materials.	The provinces to take up the offer by IJR for training.	
		A popular version of the Final Truth and Reconciliation Commission (TRC) Reports is finalised and distributed to all schools.					
		Guidelines for the rehabilitation of communities, in line with TRC recommendations, are developed.	Consultations, drafting and gazetting of the guidelines for the rehabilitation of communities, in line with TRC recommendations.	Sept 2008.	Guidelines for the rehabilitation of communities, in line with TRC recommendations, are approved.	The Directorate continues to support victims to access funds via DoJ, CD and NSFAS. The guidelines process is taking place in the Legal and Legislative Services Branch, and are therefore no longer the responsibility of the Directorate: Race and Values in Education.	The process is ongoing.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
RURAL EDUCATION						
To ensure access to, and the retention of learners in rural and farm schools.	The Rural Education Implementation Plan is to be monitored in 450 rural, nodal and farm schools.	Introduce the Rural Education Implementation Plan to the provinces and monitor its implementation at 450 rural, nodal and farm schools.	Oct 2008.	Implementation of the Plan in 450 rural, nodal and farm schools.	The implementation of the Plan in 450 rural, nodal and farm schools is 80% complete. Finalisation is dependent on obtaining accurate statistics on rural schools, and conceptualising an acceptable definition of what constitutes "rural". Two meetings were held with the Systems Planning and Monitoring Branch to conceptualise a definition of "rural". A draft document, reflecting on a definition of "rural", has been developed. The data of the 450 schools is now completed and the analysis thereof will commence during 2009/2010.	Finalising the definition may entail consulting with other agencies, such as the HSRC and Statistics SA. The completion of the Plan is also dependent on obtaining accurate statistics on rural schools.
	The implementation of the No-fee Schools Strategy in 450 rural and farm schools, to be monitored and evaluated.	Lobby to ensure that farm, nodal and rural schools are declared no-fee schools.	Sept 2009.	Monitoring and evaluating the implementation of the No-fee Schools Strategy in 450 rural and farm schools.	A tool to monitor the implementation of the No-fee Schools Policy, at 450 rural and farm schools, was discussed and refined at an interprovincial meeting, and amended accordingly. The tool is being tested at selected schools by provincial rural education focal persons to determine its feasibility.	The tool will be administered in 10% of the 450 schools in the provinces.
To improve the quality of rural, nodal and farm school education.	Infrastructural rehabilitation and resourcing plan developed and implemented in 450 rural, nodal and farm schools, as part of ISRDP and URP.	Ensure that infrastructural and resourcing plan targets farm and rural schools.	March 2009.	The infrastructural rehabilitation and resourcing plan, as part of ISRDP and URP, was developed and implemented in 450 rural, nodal and farm schools.	Data about infrastructure and resources at 450 rural and farm schools was received from all the provinces. The Directorate monitors the plan via provincial reporting.	The data received from the provinces is sufficient to allow the Directorate to monitor and support infrastructural rehabilitation and resourcing at these rural and farm schools. Reports will be submitted to the DPLG, if so required.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		<p>Coordinate the development of guidelines for:</p> <ol style="list-style-type: none"> 1. finalising section 14 agreements; and 2. closures and mergers. <p>Monitor and support the above processes.</p>	May 2008.	Collaborate with the provinces, in ensuring that section 14 agreements (SASA) on farm schools are finalised.	Collaboration with provinces, in ensuring that section 14 agreements (SASA) on farm schools are finalised, is largely complete. Guideline documents, to support this process, are ready for presentation to Senior Management and will be printed as soon as they are approved.	Guidelines are ready.
	The capacity-building programmes on multi-grade teaching, to be implemented in 180 rural, nodal and farm schools.	Develop guidelines to build the capacity to teach and organise multi-grade classes, drawing on the lessons from existing good practices.	May 2008.	The capacity-building programmes on multi-grade teaching to have been implemented in 180 rural, nodal and farm schools.	Capacity-building programmes on multi-grade teaching were implemented in rural, nodal and farm schools in the Eastern and Northern Cape. A Discussion Document on Teacher Development in Multi-grade Teaching is available. The Eastern Cape completed a basic computer skills capacity-building programme for 100 teachers. Training in multi-grade teaching to commence in the Eastern and Northern Cape during May 2009.	Financial constraints in both provinces is impeding progress, hence the training dates have been postponed to May 2009.
HEALTH PROMOTION						
To provide technical support to the provinces on the implementation and monitoring of health education, and on-site screening of learners in public schools for minor ailments.	Health and wellness framework implemented in 500 of the nodal and farm schools.	Implement on site screening in 500 schools for the learners in Grade R – 4 of the nodal and farm schools.	Sept 2008.	Approximately 10 000 learners (Grade R – 4) in 500 schools nationally screened for minor ailments.	The Global Dental Care programme will be accessed through the discussions on collaborations started with DoH. The Sight-4-School Project is carried ver to the next financial year due to lack of funding.	A business proposal has been received from SAOA.
	A total of 10 000 Grades R to 4 learners screened for minor ailments in primary schools in nodal and farm areas.	Screening of 10 000 Grade R - 4 learners	Sept 2008.	10 000 Grade R - 4 learners screened	The Eastern Cape Lethimpilo was held in Kwantshunqe on 21 and 22 October 2008.	The Department is experiencing difficulties in obtaining data of the screenings from its provincial counterparts.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	Some 12 000 learners reached via the Peer Education, Care and Support Pilot Programme, targeting Grades 6 to 12 in the Free State, Mpumalanga, KwaZulu-Natal and North West.	Provide strategic leadership and technical support in the implementation of the Peer Education, Care and Support Pilot Programme in the Free State, Mpumalanga, KwaZulu-Natal and North West to 200 schools (50 per province), to 400 Peer Educators (50 per province) and 12 000 beneficiaries (3 000 per province) during the period under review.	April 2008 to March 2009.	Strategic leadership and technical support provided in the implementation of the Peer Education, Care and Support Pilot Programme in the Free State, Mpumalanga, KwaZulu-Natal and North West to 200 schools (50 per province), to 400 Peer Educators (50 per province) and 12 000 beneficiaries (3 000 per province) during the period under review.	The draft manual on Peer Education is being refined during March 2009 by a consultant, with the support of USAID. Via the AED service provider, strategic and technical support was provided with the implementation of the Peer Education, Care and Support Pilot Programme in the Free State, Mpumalanga, KwaZulu-Natal and North West to 200 schools (50 per province), to 400 Peer Educators (50 per province) and 12 000 beneficiaries (3 000 per province). The AED contract came to an end in August 2008. A full report on the implementation was submitted to the Department.	Refocusing the HIV & AIDS strategy through Peer Education Workshop. The donor funds was utilised for drug and substance abuse prevention
					On 21 and 22 October 2008, the Lethimpilo Campaign was launched in the Eastern Cape's Duthwa District, at KwaNtshunqe Junior Secondary School, with more than 9 000 learners from 20 schools participating. An evaluation of the event was then made by the province. Challenges are being experienced with reporting by the province.	In moving forward, the number of participating learners will have to be considered and scaled down. Sometimes there are children are too many for the number of professionals who have to screen them. Data collection methods will have to be designed prior to the event, and the Department should not assume that the provinces would be able to collect the data.
		Organise and participate in health promotion (Lethimpilo) Campaigns, viz.:	April 2008, 10 October 2008, and March 2009.	Organised and participated in nine health promotion (Lethimpilo) Campaigns.	Two provinces have started with training in drug testing.	NSBS funding ends on 31 March 2009. Voted funds will be utilised.
		a) Screening of learners for minor ailments (April, June and November);				

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		b) Screening of departmental employees for lifestyle conditions, in partnership with the Internal Training, Social Responsibility and Labour Relations Directorate.			There is nothing to report on, as this project was removed from the Directorate's mandate and recommended for HR.	The activity was removed from the Directorate's mandate.
	Guidelines on drug testing to be implemented in 6 000 public schools.	Train educators on the drug and substance abuse guidelines for schools.	April 2008 to Sept 2009.	Training of educators on the drug and substance abuse guidelines for schools undertaken.	The activity was finalised during the second quarter, and there is nothing further to report on.	The provinces were issued with master copies that they could reproduce when the need arises.
		Implement regulations and guidelines for drug testing.	April 2008 to March 2009.	Guidelines on drug testing for schools implemented.	The activity was finalised during the second quarter, and there is nothing further to report on.	Payment of invoices was finalised via the Events Management Unit.
	Phased implementation of the monitoring and information management tools for learner and educator programmes undertaken.	Implement a monitoring and information management tool for school health screening.	Sept 2008.	A monitoring and information management tool for school health screening to be implemented.	There is nothing to report on, as the refocus activity with regard to the Department's response to HIV, is still in process. The development of a draft tool in this regard had to be put on hold for the same reason.	The response to be finalised within the first quarter of the 2009/10 financial year.
	Collaboration with stakeholders involved in health promotion programmes to be expanded.	Distribute promotional material on HIV and AIDS to schools, as a way of implementing the School Sectoral Plan.	Sept 2008.	Promotional material on HIV and AIDS distributed to all schools.	This is an ongoing activity. No new promotional material on HIV and Aids was printed. This was due to the fact that the refocus activity of the Department's response to HIV was still in progress. However, in the DoE store-room, there were about 4 tons of promotional material on HIV and Aids. The landlord of the store-room wanted all DoE material to be removed immediately. The promotional material was then distributed to Gauteng schools.	This is a collaborative forum where the Department plays a contributory role.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To strengthen intra and inter-sectoral partner-ships with NGOs, CBOs, FBOs and other organisations.	Implementation of, and reporting on, national and international health and wellness protocols were strengthened.	Strengthen partnerships with departments, NGOs and other organisations.	March 2009.	Strategic partnerships established and strengthened in the development and implementation of the health and wellness programme.	Continued to participate in the SANAC subcommittees, i.e. the Prevention Technical Task Team on the M&E Core group. The USAID, via EAD, supported the implementation of Peer Education in the pilot provinces (North West, Mpumalanga, KwaZulu-Natal and the Free State). The Embassy of the Netherlands supported the Drug and Substance Abuse Prevention Programme.	Planned a refocus on HIV & Aids via the implementation of Peer Education in the next financial year.
	Implementation of, and reporting on, national and international health and wellness protocols were strengthened.	Implement and report on national and international protocols.	March 2009.	National and international protocols implemented and reported on.	The first ever Interprovincial Forum was held in November 2008. MIET is assisting the Department in sourcing funding for the implementation of the CSTL Initiative in South Africa.	This is ongoing collaboration between countries.
NATIONAL SCHOOL NUTRITION PROGRAMME						
To contribute to enhanced active learning capacity via school nutrition.	An increased number of learners have access to quality meals at schools serving the poorest communities.	Support the implementation and management of the National School Nutrition Programme (NSNP) in the provinces.	April 2008 to March 2009.	Seven million targeted learners in public primary schools have access to quality meals.	All learners in Quintile 1 to 3 primary schools received meals. Approximately 80% of service providers comply with menu specifications.	Learners in all provinces received meals.
	National and provincial staff implement the Programme as per the national guidelines.	Develop the capacity of NSNP staff involved with the implementation of the programme as per the national guidelines.	May 2008.	Twelve capacity-building workshops for NSNP staff are to be conducted.	Eighteen capacity-building workshops were conducted by KPMG and national NSNP officials. KPMG workshops were conducted and implementation plans were drawn up.	KPMG workshops for all provinces were successfully conducted.
					A work plan for the 2009 calendar year was submitted to SADC.	This is an ongoing collaboration at regional level.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	A proposal with a clear and cost-effective breakfast menu.	Develop a proposal on the inclusion of breakfast in the NSNP in partnership with the private sector.	June 2008.	A proposal document on the inclusion of breakfast for learners who receive meals from the NSNP is to be submitted.	The (unfunded) proposal was submitted to the DDG on 15 January 2009 for approval.	A meeting was held with Tiger Brand on the breakfast proposal.
	An implementation manual of the NSNP is available for distribution to provinces.	Develop an NSNP implementation manual for schools.	July 2008.	An NSNP manual is approved.	Approved guidelines were developed and distributed to provinces and placed on the DoE website.	Provinces to submit reports on the distribution of guidelines to schools.
	A National School Nutrition Awards Ceremony is implemented.	Develop an implementation plan for the School Nutrition Awards.	Sept 2008.	The NSNP National Awards Ceremony is held.	The activity is planned and budgeted for the 2009/10 financial year. Finalisation of the proposal is in progress and is to be presented at the Interprovincial meeting in June 2009.	A proposal will be drafted to implement the activity in 2009/10.
	Terms of Reference for research into a cost-effective NSNP procurement model to be determined.	Determine the Terms of Reference for a cost-effective NSNP procurement model.	May 2008.	The Terms of Reference for a cost-effective NSNP procurement model to be submitted.	Draft Terms of Reference were developed with a submission for DG approval. No further progress can be reported on.	The Terms of Reference were not approved by the DDG. Social and School Enrichment Branch, FUEL, a non-profit organisation, submitted a provincial Systems Description Report, providing detailed procurement models in provinces. It is anticipated that this Report will be used for further programme interventions.
To promote and support the implementation of food production initiatives in schools, in order to improve household food security.	Guidelines on the implementation of food production initiatives are to be made available and piloted.	Develop national implementation guidelines for food production in schools.	March 2009.	Draft guidelines are developed and tested in pilot districts, and approved.	Ten schools from each province will participate in the project. Interviews were conducted with consultants and will be appointed by FAO in 2009.	Briefing meetings were held with consultants. As soon as the contracts have been signed, work will commence.
	Some 7 500 educators, parents, SGBs, SMTs, and learners are trained in food production.	Train school communities on planting and managing vegetable gardens.	April 2008 - March 2009	Some 120 capacity-building workshops to be conducted.	Some 120 capacity-building workshops were conducted in all the provinces.	Most of the workshop were put on hold to allow officials to assist the schools with preparations to start nutrition programmes in secondary schools.

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	Some 7 000 food production initiatives are to be established in 6 800 public schools.	Establish and support existing food production initiatives in schools.	April 2008 -March 2009	Some 7 000 food production projects are in place in nodal and other schools.	A total of 6 503 school gardens have been established. No further progress can be reported on.	The provinces were to submit their reports on 10 April 2009.
To strengthen nutrition education for school-communities.	Nine provincial coordinators and 162 district coordinators are to be trained in nutrition and healthy lifestyles.	Train school communities on promoting good nutrition and a healthy lifestyle.	April 2008 to March 2009.	Nine workshops for master trainers to be conducted in the provinces.	Nine workshops were held in four provinces (Free State, the Eastern Cape, Limpopo and Mpumalanga). The trained Free State, Eastern Cape and Mpumalanga NSNP district officials provided training at some schools and will continue with this task during the 2009/10 financial year.	The outstanding workshops are planned for the next financial year and the reports will be analysed to track progress.
		Develop an NSNP newsletter on best practice.	June 2008 to March 2009.	NSNP newsletter is approved and printed.	The money that had been intended for the NSNP Booklet that was not approved. The comic strips on a healthy lifestyle were printed and are due for distribution in the next financial year.	The provinces are expected to distribute the comic strips to schools.
	Educators and learners have access to available support material on good nutrition and a healthy lifestyle.	Print and distribute all Learning and Teaching Support Materials (LTSM) on nutrition education.	Sept 2008.	LTSMs are developed and distributed to the provinces.	The comic strips on a healthy lifestyle were printed and are due for distribution in the next financial year. Questionnaires were sent to provincial managers, a follow-up was done, but contributions were received only from Limpopo.	A new approach will be used to identify good practice.
ADULT EDUCATION AND TRAINING						
To expand the provision of Adult Education and Training formal program-mes.	A reconfigured Adult Education and Training system is finalised and approved.	Provide secretarial support to the Ministerial Committee.	April 2008.	Published Green Paper.	The Ministerial Committee Report was completed and submitted to the Minister of Education in November 2008. The Report has been turned into a Green Paper.	A draft gazette was developed to change the mandate of the Ministerial Committee. An advisory Committee is being proposed to assist with the development and roll-out of a White Paper on Adult Education and Training.
		Publish report.	June 2008.		The report has been published.	
		Organise a colloquium with key AET national stakeholders.	July 2008.		The colloquium was held on 5 March 2009.	The colloquium took place. A draft report on the colloquium has been compiled. Further consultations are taking place on the Ministerial Report on Adult Education and Training.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		Organise Adult Learners Week (ALW) 2008 conference with educators.	Sept 2008.	Implementation plan to be developed.	Adult Learners Week Conference was held during the last quarter. A draft conference report has been compiled.	
		Develop policy and legislation on Adult Education and Training.	March 2009.	Policy developed and approved.	The Ministerial Committee Report is serving as a discussion document towards the development of a White Paper on Adult Education and Training. The first provincial consultation process took place in the Western Cape. Further provincial consultations will take place in the new financial year.	The activity forms part of the plans for 2009.
	Some 315 000 adult learners participate in formal ABET programmes in PALCs and in workplaces.	Collect learner statistics from stakeholders and providers.	Quarterly (April 2008, June 2008, Sept 2008)	A total of 315 000 learners reached.	The annual survey preliminary data indicates that 206 770 ABET learners are being reached, 23 364 educators and 1 441 centres nationally. Still awaiting the final EMIS report to confirm numbers.	The data received in the last quarter still pertains.
	Develop strategy on the articulation of the Mass Literacy Campaign and formal AET programmes.	Develop post-literacy strategy.	Dec 2008.	Strategy to be approved.	The draft strategy was developed and approved by the DDG. From the strategy, the developing of ABET Level 2 material was done. The articulation of ABET and Kha Ri Gude is taking place via the development of material at ABET Level 2. Draft samples of learning material were developed in Communication, Mathematics and Integrated Social Studies. Learning material for ABET Level 2 Communication was completed.	Material on Mathematics and Integrated Social Studies will be printed during the new financial year.
	Develop a national strategy for the enrolment and retention of adults in Adult Education and Training.	Develop a strategy for the recruitment and retention of AET learners.	Dec 2008.	Strategy to be approved.	A recruitment and retention strategy was developed. The strategy was not approved in the Branch. The establishment of the Ministerial Committee, as well as curriculum interventions regarding the development of learning materials and learning programmes, were activities that formed part of the draft strategy. Additionally, Adult Learners Week is utilised towards for advocacy purposes on the recruitment of learners. Adult Learners Week took place in Limpopo in September 2008. A draft conference report was been developed. It was circulated and finalised.	The report was finalised and submitted to the Directorate: Adult Education and Training.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	Develop a strategy for alternative learning approaches (TV, radio, ICT) in the delivery of Adult Education and Training.	Develop a strategy for alternative learning approaches (ICT, TV, radio).	March 2009.	Strategy to be approved.	The Ministerial Committee Report proposed that different learning approaches should be recognised. The report proposed the recognition and provision of formal, non-formal and informal programmes in a new Adult Education and Training system. The Committee's report highlighted the importance of the articulation of these different approaches. The report also proposed that further work be done with regard to the provision of ICT-based programmes for adults.	
To develop and maintain sound policies in Adult Education and Training.	Implementation of the Norms and Standards for the funding of ABET programmes in PALCs and accredited ABET centres.	Undertake an audit of public adult learning centres.	March 2009.	Report on audit to be submitted.	<ol style="list-style-type: none"> The audit was shifted to 2009. The focus during the period under review was centred around the piloting of the Norms and Standards for Funding Adult Learning Centres. Terms of Reference were developed and approved for the costing of ABET programmes. Quotations were received for the services requested. All quotations were higher than the budgeted amount. A two-day workshop was held with the provinces on the piloting of the Norms and Standards for Funding Adult Learning Centres. One of the recommendations from the meeting was to establish a task team to look into the costing of ABET programmes. The recommendation was submitted to HEDCOM for approval. 	The audit of PALCs will be done in the new financial year. The approved management plan for the Norms and Standards is on course. A major challenge is the funding of activities contained in the management plan.
	Monitor and report on the implementation of Conditions of Service for ABET practitioners.	Revise and implement Conditions of Service for ABET practitioners.	March 2009.	Conditions of Service to be approved.	<ol style="list-style-type: none"> Meetings were held with Directorate: Educator Provisioning and Employment Conditions. A revised draft document on Conditions of Service was developed, taking into account the recommendations of the Ministerial Committee. 	The Ministerial Committee Report made firm proposals regarding the need for proper Conditions of Service for ABET educators.
	A review of the catalogue of LTSM for ABET and AET programmes is completed.	Develop guidelines for the evaluation of LTSMs.	June 2009.	Report per province on the implementation of the Conditions of Service.	Work in the current quarter centred around responding to queries on the challenges faced by educators regarding the implementation of new payment administration systems. Provinces are implementing Conditions of Service measures in the absence of a national framework.	Given the absence of a national framework, reports received from provinces on Conditions of Service centred around queries.
				Catalogue to be updated.	No progress was made regarding this activity.	This activity was reworked to form part of the work of the Directorate: Adult Literacy. It required the development of a database, not only for ABET, but also for adult literacy. In order to avoid duplication, the activity was shifted to the Directorate: Adult Literacy.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		Call for the submission of lists of ABET and AET materials by publishers and ABET stakeholders.			No progress was made regarding this activity.	
ADULT LITERACY						
To expand the provision of basic literacy for adults.	Facilitate the presentation of basic literacy classes to 300 000 learners in selected districts around the country.	Enrol 300 000 learners for basic literacy classes.	May to Dec 2008.	A database of 300 000 Kha Ri Gude learners is available.		
		Employ 20 000 volunteer facilitators on short-term contracts.	May to Dec 2008.	A database of 20 000 volunteer facilitators is available.	The Implementation of the Kha Ri Gude Campaign necessitated synergy to be created between Kha Ri Gude and formal ABET programmes, so as to ensure that the quality of materials and presentations in Kha Ri Gude would be maintained as learners progressed from Kha Ri Gude to the more formal ABET programmes. For this purpose, a decision was taken to develop materials for all ABET Level 2 learners, since this was the determined entry level for learners exiting Kha Ri Gude and entering formal ABET programmes. The development process began in October 2008, utilising officials from the various PEDs. By the end of March 2009, the development of the English material was completed. Copies of the material were sent to provinces on CDs to facilitate the reproduction of material for ABET Level 2 learners in ABET centres in the various provinces. Copies of material to be used in a training session were developed at national level for the training of Master Trainers.	Provinces will be responsible for localised printing for distribution to ABET learners
		Conduct advocacy initiatives on the Kha Ri Gude Campaign.	May to Dec 2008.	Campaign records show increased learner interest and participation.	Advertisements on the Campaign appeared in various media, including radio, newspapers and the Vukuzenzele Magazine produced by Government Communication Information Systems.	The positive feedback from advertisements resulted in over-subscription for the Campaign in the 2008/09 implementation period.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To provide appropriate Learning and Teaching Support Materials for basic literacy programmes.	Sufficient Learning and Teaching Support materials, in all the official languages, were provided to all learners and volunteer facilitators.	Learning and Teaching Support Materials provided to 300 000 learners and 21 333 volunteer educators.	July 2008.	The materials distribution records are available.	Learning and Teaching Support Materials were dispatched to 358 000 learners during this first year of the Campaign's implementation.	The campaign has set its targets for the 2009/10 financial year at 640 000 learners.
		Sufficient readers for adult learners are provided to all Kha Ri Gude classes that are operating.	May to Aug 2008.	Records of the distribution are available.	This activity was deferred, due to insufficient funding.	This activity has been reworked as part of the work of the Directorate: Adult Literacy.
To monitor and evaluate the delivery of basic literacy programmes.	Facilitate the provision of sufficient implementation, monitoring, support and evaluation personnel for the campaign.	Some 2 000 volunteer supervisors and 100 volunteer coordinators were employed on short-term contracts.	May to Dec 2008.	A database of coordinators and supervisors in all targeted districts are available.	Kha Ri Gude reports indicate that, due to the over-subscription of numbers, the number of volunteer educators, supervisors and coordinators exceeded the initial numbers targeted by the campaign.	The campaign was able to successfully cater for all staff members, despite the over-subscription
		Facilitate the provisioning of sufficient personnel to implement all aspects of the campaign.	May to Oct 2008.	Database of campaign personnel is available.	The campaign contractor has a full database of all personnel employed in the campaign.	The campaign has been continually updated and verified to ensure currency of information on all staff members.
		Contract an agency to do Project, Human Resources and Financial Management, as well as procurement on behalf of the Kha Ri Gude Campaign.	31 Jan 2007.	The contract was awarded to an identified organisation, finalised and the organisation was in place.	SAB&T was contracted to manage the campaign during the implementation period.	The SAB&T contract is valid for the full campaign period.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
	These two activities was cancelled for the 2008/09 financial year. In the case of the first activity, the merger between Masifundisane and Kha Ri Gude will take place without the need for formal and funded negotiations. The second activity was cancelled, since it becomes redundant in the event of non-implementation of the activity immediately above it, and on which it relies. All funds for these activities have been shifted to other areas.	Facilitate negotiations for the inclusion of the Masifundisane Campaign as part of the national campaign.	May to Dec 2008.	Kha Ri Gude includes Masifundisane as a group in the national campaign.	The Masifundisane and Kha Ri Gude Campaigns ran parallel in KwaZulu-Natal, which is the only province implementing a dual campaign.	The Masifundisane Senior Manager has decided to discuss this matter with the relevant members of Senior Management in the Department.
		Appointed monitors to conduct evaluations of learner support materials and readers to assess their utilisation by learners and the relevance of their content in actual learning situations.	May to Oct 2008.	Monitoring reports are available. Adaptations of materials effected, were recommended. Revised materials were provided for new learner groups who were targeted.	Material was updated after evaluation by the campaign CEO. New additions and redesigned material were developed, printed and distributed for the 2009/10 implementation of the campaign.	The campaign engages in regular and annual updates of materials to ensure its continued relevance.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
SCHOOL SAFETY AND ENRICHMENT PROGRAMME						
To recreate schools as institutions that offer a safe learning environment.	A variety of school safety programmes in 585 schools, presenting high levels of crime and violence, are coordinated, implemented and monitored.	Implement the School Safety Framework in the 585 identified schools in partnership with relevant stakeholders.	April 2008 to March 2009.	Implementation of the School Safety Framework in the 585 identified schools monitored.	The Draft Policy Framework for Creating Safe, Caring and Child-friendly Schools was developed in consultation with the provinces.	Implementation of the Policy Framework for Creating Safe, Caring and Child-friendly Schools could not commence, due to further consultation with the provinces.
		Implement Sport for Development in partnership with UNICEF in 585 identified schools, presenting high levels of crime and violence, in partnership with UNICEF.	April 2008 to March 2009.	Implementation of Sport for Development in partnership with UNICEF monitored.	The second phase of the roll-out plan commenced in March 2009, due to the late signing of the contract between UNICEF and service providers.	Monitoring of the second phase to take place.
		Finalise the Guidelines and Toolkit for Child-friendly Schools in partnership with UNICEF.	April 2008.	Guidelines and Toolkit approved.	Implementation of the Guidelines and Toolkit within the 585 identified schools is to be finalised in collaboration with UNICEF and the provincial School Safety Coordinators.	Implementation to commence within the 585 schools by the end of June 2009.
		Implement the concept of Child-friendly Schools in 585 identified schools, presenting high levels of crime and violence, in partnership with UNICEF.	May 2008 - March 2009	Implementation of the Child-friendly Schools concept in partnership with UNICEF monitored.	See above.	See above.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		Implement EHL in partnership with ICRC in 585 identified schools, presenting high levels of crime and violence.	April 2008 to March 2009.	Implementation of EHL in the 585 identified schools in partnership with ICRC monitored.	Implementation was monitored.	Implementation of EHL was seriously hampered by the labour unrest in 2007, as well as by trained teachers who had been redeployed within the provinces. Monitoring was done by officials from the DoE during 2008, and recommendations regarding further training of provincial officials and teachers have been submitted. Currently, negotiations are being taken up with the ICRC for the funding of further training of provincial officials and teachers.
		Monitor the establishment of School Safety Teams at the 585 identified schools, with high levels of crime and violence, in partnership with the Department of Safety and Security.	April 2008 to March 2009.	Monitoring report, with specific reference to the differentiated programmes implemented in the 585 identified schools, in order to curb crime and violence, was made available.	The Monitoring Strategy was finalised and will be piloted in 45 schools, presenting high levels of crime and violence, as from 1 June 2009.	Provincial reports will be analysed to determine the impact of interventions on the overall safety of the 45 identified schools.
		Extend the Ministerial Project for Safe Schools beyond the nine priority schools.	April 2008 to March 2009.	Impact of the Ministerial Project on the levels of crime and violence in the 585 identified schools monitored.	Activity was reprioritised.	
	School safety is integrated as a key component of management at the 585 schools, presenting high levels of crime and violence.	Implement the Guidelines for the Development of a Code of Conduct for Learners in the 585 identified schools presenting high levels of crime and violence.	April 2008 to March 2009.	Implementation of the Guidelines for the Development of a Code of Conduct for Learners monitored.	The Exemplar Code of Conduct was approved by the Minister.	Monitoring of the implementation of the Code of Conduct for Learners at all public schools could not take place, due to the delay in the approval of the Monitoring Strategy.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
		Implement the Hlayiseka: Early Warning System in the 585 identified schools, presenting high levels of crime and violence, in partnership with CJCP.	April 2008 to March 2009.	Implementation of the Hlayiseka: Early Warning System in the 585 identified schools, in partnership with CJCP, monitored.	Provincial reports are awaited on the implementation of the Hlayiseka: Early Warning System within the 585 identified schools. Process evaluation was conducted and completed by CJCP.	A final report will be presented to Senior Management towards the end of 2009, after which an impact study will be undertaken by CJCP.
		Develop a Safe Schools database.	April 2008 to March 2009.	Database of Safe Schools put in place.	Limited progress due to the non-submission of data by the provinces.	Further attempts will be made to secure the submissions from the provinces on identified schools, presenting with high levels of crime and violence.
	The crime control infrastructure is enhanced at 585 schools, presenting high levels of crime and violence.	Establish guidelines on the minimum standards for the crime control infrastructure.	June 2008.	Guidelines on the minimum standards of the crime control infrastructure were established.	The project is being attended to as part of the School Safety Framework document.	Included in the Concept Policy Framework, which is currently being revised.
		Conduct a needs survey and an audit of the physical infrastructure of 585 identified schools, presenting high levels of crime and violence.	March 2009.	Report on the needs survey and audit of the physical infrastructure of schools made available.	Process evaluation was done by CJCP and will be presented to Senior Management by the end of June 2009.	The process evaluation will be followed up by an impact study by CJCP.
		Facilitate the provision of an improved security infrastructure in the 585 identified schools.	April 2008 to March 2009.	The provision of an improved security infrastructure to the 585 identified schools is facilitated.	The second phase of the Ministerial Pilot Project on infrastructural measures was completed, whereby five schools had received CCTV systems. The outstanding schools, namely Senoane, Eminyezameni and Reishugile Secondary Schools, received their systems at the end of February 2009. The ninth school could not be considered due to derelict buildings.	Additional funding is urgently needed for the upgrading of CCTV systems in Free State, the Western Cape and the Northern Cape.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To develop, coordinate and monitor the implementation of the Framework for the School Enrichment Programmes.	Framework for the School Enrichment Programmes approved and published.	Approval of School Enrichment Programmes Framework.	April 2008.	School Enrichment Programmes Framework was approved and published.	The activity was reprioritised.	Review of SASCE prioritised.
		Approval of Framework on School Sport.	April 2008.	The Framework on School Sport was approved and published.	The NACOC writing team compiled and submitted a draft framework on school sport and is going for a consultation process within.	The way forward is dependent on the finalisation of the consultation process
		Develop an Implementation Plan and Communication Strategy on School Sport.	April 2008 to June 2008.	An Implementation Communication Strategy on School Sport was finalised.	The Communication Strategy will be based on the approved School Sport Framework mentioned above.	The Strategy will be that of the School Sport Policy Framework
		Finalise the Framework on Physical Education.	April 2008.	The Framework on Physical Education was approved and published.	The activity reprioritised due to duplication. See items that follow on: Sport for Development, Guidelines and Toolkit, and Hlayiseka.	Duplication.
		Develop an Implementation Plan and Communication Strategy on Physical Education.	April 2008 to June 2008.	An Implementation Communication Strategy on Physical Education is finalised.	A detailed and costed Physical Education Implementation Plan was finalised.	The implementation id being revised.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To incorporate School Enrichment Programmes as part of the Teacher Development Strategy.	Accredited INSET programmes on School Enrichment Programmes are introduced to teachers in 2 000 identified public schools.	Roll-out of accredited Physical Education INSET Programme for Teachers.	April 2008 to Sept 2008.	Accredited Physical Education INSET programmes on School Enrichment Programmes were initiated by higher education institutions.	The activity is reprioritised.	It is part of the Life Skills and Life Orientation curricula.
		Roll-out of accredited INSET programmes in partnership with Branches F, G and H within the department and HEIs.	July 2008 to Dec 2008.	Accredited INSET programmes on school enrichment programmes have been offered by identified providers.	Activity de-emphasised - responsibility of Branch G.	The GET branch could deal with this as part of their curriculum planning
	The delivery of the Arts and the Culture and the Life Orientation curricula in Grades 10 to 12 is strengthened.	Coordinate, manage and monitor capacity-building programmes for teachers as coaches, trainers, technical officials and managers.	Jan 2009 to March 2009.	Capacity-building programmes for educators were put in place.	The DoE, in partnership with SRSA on the School Sport Mass Participation Programme, conducted a capacity-building programme.	Database is available.
		Negotiate status of accredited programmes related to school enrichment programmes within the points system of the NFTE.	April 2008 to Sept 2008.	Status of accredited programmes related to school enrichment programmes within the points system of the NFTE confirmed.	Inter-branch discussions were held.	The first requirement is to evaluate the programmes on offer.
	Monitor the implementation of the Physical Education Task in Grades 10 to 12.		April 2008 to Sept 2008.	A report on the implementation of the Physical Education Task in Grades 10 to 12 was compiled.	The Physical Education Implementation Plan was developed and 170 subject advisers were trained.	Will organise a media briefing at the beginning of 2009.

PROGRAMME 5: SOCIAL AND SCHOOL ENRICHMENT						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	REPORT ON PROGRESS	COMMENTS
To coordinate the implementation and monitor the national and inter-national school enrichment programmes.	National programmes that promote mass participation in school enrichment programmes by farm and nodal areas, are introduced.	Coordinate, manage and monitor a variety of national programmes that promote mass participation and physical activity.	April 2008 to March 2009.	National programmes that promote mass participation and physical activity was introduced in 2 000 identified schools.	This has been achieved via SASCE, Spring, Summer and Autumn games, in addition to the Language Festival.	Achieved.
		Undertake an advocacy campaign to encourage learner participation in school enrichment programmes	May 2008 to July 2008.	Learner participation in school enrichment programmes was advocated from a national platform.	The National School Sport Calendar was compiled and placed on the DoE website. An advertorial on school sport was compiled and published in the print media (national and regional newspapers).	Achieved.

PROGRAMME 6: HIGHER EDUCATION

STATEMENT OF PRIORITIES

The Higher Education Branch continues to provide strategic direction for the development of an effective and sustainable higher education system, and to manage government's responsibilities regarding the regulation of the higher education system. The strategic objectives and associated plans are based on the Ministry's commitment to support the core work of higher education, i.e. teaching and learning; research and community service via quality improvement of the higher education system; as well as enhanced efficiency and effectiveness.

The strategic objectives of the Higher Education Branch may be summarised as follows:

1. The provision of regulatory support to the higher education system. In addition to the amending of legislation as appropriate, particular attention will be paid to reviewing the regulations and procedures for the registration of private higher education institutions.
2. Academic and research support to the higher education system. Emphasis will be placed on the development of policies and criteria for research and teaching development grants, as stipulated in the Funding Framework for Higher Education.
3. The provision of institutional support to higher education institutions. This includes capacity-building, support to student leadership councils and institutional forums.
4. The internationalisation of higher education. The focus will be on the development of a framework for the internationalisation of the higher education system, particularly in the context of the African Continent.
5. The strengthening of planning to support the production of quality graduates, required for the social and economic development of the country. The enrolment planning process will be refined, particularly taking into account the availability of resources, as well as the national human resources development priorities.
6. The achievement of institutional diversity in the South African higher education system. Continued technical, financial and policy support will be provided to higher education institutions, as part of the restructuring process, which is underway. Support for the establishment of national institutes of higher education in Mpumalanga and the Northern Cape will be accelerated.
7. Monitoring and evaluation of the higher education system (including equity, access, diversity and outputs). Particular emphasis will be placed on the evaluation of the restructuring process, in order to assess the extent to which policy objectives have been met. Projects will also be undertaken to strengthen systemic and institutional performance indicators.

PROGRAMME 6: HIGHER EDUCATION

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STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
1. Provision of regulatory support to 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.	Introduce the NQF Bill, amend the Higher Education Act as a consequence of the conclusion of the NQF Review, and amend institutional statutes as necessary.	Draft bills, publish them for comment and present them to Parliament for deliberation and consideration. Assess institutional statutes submitted for compliance with the Higher Education Act.	Mar-09	The NQF Bill and the Higher Education Amendment Bill were approved by Parliament and signed by the President.	The NQF Bill was promulgated in February 2009, as the National Qualifications Framework Act, Act No. 67 of 2008.	The Higher Education Amendment Act 39 of 2008 was promulgated on 27 November 2008. The National Qualifications Framework Act was promulgated in February 2009.
1.2 Appropriate regulation of private higher education institutions.	Continue to register private institutions and review the Regulations for private higher education institutions.	Consider applications for registration in terms of the Act and Regulations for the registration of private HE institutions, and propose amendments to the Regulations for the registration of private HE institutions.	The registration process is ongoing while the revision of the regulations is scheduled to be completed by the end March 2009.	Applications are considered and determinations for registration made in terms of the Regulations, and the Revised Regulations were approved and gazetted by the Minister.	Fifteen institutions were evaluated and had their conditions of registration amended. Applications for the registration of two institutions were processed, and both were approved. Two intentions to cancel registration were processed and one deregistration was processed. Three appeals were processed and all three were declined. Registration letters and certificates of 44 institutions were signed and issued by the Registrar. The accreditation cycle of one institution was extended.	Sixty-eight institutions were evaluated and their conditions of registration amended. Applications for the registration of two institutions were processed, four were approved and another four declined. Two cancellations of registration were processed. Three appeals were processed and all three were declined. Registration letters and certificates of 80 institutions were signed and issued by the Registrar. The accreditation cycle of 10 institutions was extended. Four institutions changed their legal names, and two new sites of delivery were approved.
	Improve the integration of the administrative systems for the registration of private HE and FET institutions.	Develop a seamless and integrated administrative system for the registration of private HE and FET institutions.	End March 2009.	Improved integrated administration of the registration of private HE and FET institutions.	Calls for comments on the amendments to the private higher education Regulations were finalised and gazetted. Submissions from the public are being received and considered by the Branch.	

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
2. Academic and research support to the higher education system						
2.1. Develop and maintain appropriate policies to enhance the research output and academic performance of higher education institutions.	Continue to provide support to research offices in the management of research outputs and information.	Provide support to higher education institutions, so as to improve the management of research information.	End March 2009.	Policy was developed and approved by the Minister, and there was an improved ability on the part of institutions to manage research information.	A report on research performance of institutions and the system was finalised and presented to the Minister and the institutions. The outcome of continuous assessment of performance will be utilised to refine the criteria for the evaluation of research output.	
	Develop policy on the measurement of research outputs for the creative and performing arts.	Establish a task team to advise on the development of a policy for the measurement of research outputs for the creative and performing arts.	End March 2009.	Policy was developed and approved by the Minister.	A research report was finalised and draft Terms of Reference were developed.	The investigation and issues have proven to be more complex than anticipated, hence the delay in the project.
2.2. Provide an appropriate policy framework for programmes and qualifications in higher education.	Finalise the development of new policies for the utilisation of research grants and teaching development grants, and initiate their respective implementation.	Publish the draft policies for comment and consider advice from the CHE.	End March 2009.	Policies were developed and approved by the Minister.	The reports are being utilised to develop draft policies on Research Development and Teaching Development for the Minister's consideration and approval.	
	Implement the proposed Policy Framework for the use of Clinical Health Science Training Grants.	Assess applications for, and allocate the clinical health science training grants, based on approved policy.	End March 2009.	HE institutions are utilising the clinical health science grants as intended.	The utilisation of subsidy allocations is being monitored and assessed against reports presented by institutions.	This is ongoing work in collaboration with the Department of Health.

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
	The Programme and Qualifications Mix (PQM) was refined and continuously aligned with the approved vision and mission for all higher education institutions.	Continuously assess, review and approve the PQM of HE institutions, as necessary.	End March 2009.	PQM profiles of institutions are kept up to date.	PQM profiles of institutions are updated as the CHE approves new qualifications.	This is ongoing work in collaboration with the Council on Higher Education.
	Finalise the transitional arrangements for the implementation of the Higher Education Qualifications Framework (HEQF).	Develop and consult on the transitional arrangements for the implementation of the HEQF.	End Dec 2008.	Transitional arrangements were approved by the Minister.	The IJC continues to develop the necessary mechanisms and instruments for the smooth implementation of the NQF Act and the HEQF.	
3. To provide institutional support to higher education institutions						
3.1. Support for enhancing effective student governance and leadership at HE institutions.	Continue to provide support for student governance and leadership via guides, manuals and training workshops. Support institutions in implementing the Framework for Student Leadership.	Provide support to national student organisations and institutions, with a view to improved student governance. Provide support to national student organisations and institutions with regard to improved student leadership.	End March 2009.	Improved student governance at HE institutions. Improved student leadership at HE institutions.	All SRC constitutions were revised to improve good corporate governance, using the principles of the King Report on Corporate Governance and the Public Finance Management Act. Student leadership development continues with the IEC with regard to the management of SRC elections. Student dialogues were hosted at the Walter Sisulu University and the University of Limpopo. A draft Code of Conduct for all student political organisations was finalised.	The signing of a student Electoral Code of Conduct was delayed, due to the national elections. The Department continues to work with the IEC on this matter and on other IEC-related projects, such as the Electoral Democracy Project.
3.2. Support for institutional forums.	Support institutions to improve the functionality of institutional forums, based on the recommendations of the review of institutional forums.	Develop a policy framework for the improved efficacy of institutional forums at HE institutions.	End March 2009.	Improved functionality of institutional forums at HE institutions.	Priority is given to the Student Leadership Development Project.	

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
3.3. Support to councils to execute their fiduciary responsibilities.	Provide targeted support to improve the governance and accountability of institutional councils.	Provide support to councils to fulfil their fiduciary responsibilities.	Ongoing - End March 2009.	Improved functionality of councils at HE institutions.	A database of potential ministerial appointees to councils was finalised.	
3.4. Support to higher education institutions to manage the impact of HIV and Aids.	Provide support to HE institutions with the implementation of their HIV and Aids plans, aimed at an improved and effective national and institutional response to the management and combating of HIV and Aids.	Provide support to HE institutions to implement their planned responses to the HIV/Aids pandemic.	Ongoing - End March 2009.	Improved institutional response to the HIV/Aids pandemic.	The HEAIDS Project continues to be implemented as per approved parameters. The EU approved the extension of the HEAIDS Project and the Minister approved the allocation of additional resources to enable the project to continue until 2011.	The HEAIDS Project is a five-year EU-funded initiative, initially scheduled to end in 2009.
4. To promote the internationalisation of higher education						
4.1. Development of a Framework for the Internationalisation of the South African Higher Education System.	Develop and implement a national Framework for the Internationalisation of the South African Higher Education System, with emphasis on IBSA and the African Continent, and continue to provide support to institutions on matters of international higher education exchanges.	Develop and consult on a proposed Framework for the Internationalisation of the South African Higher Education System.	End March 2009.	Framework approved by the Minister.	A research report was finalised and a draft framework is being developed.	

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
4.2 Effective management of international higher education scholarships.	Continue to enhance and disseminate information resources on international study opportunities.	Disseminate information to the public and to HE institutions on international opportunities in HE studies and research.	Ongoing - End March 2009.	Information accessible to the public and the institutions.	The database of scholarships was kept up to date. The Directorate made advanced progress with the European Commission on Erasmus Mundus.	
5. Strengthen planning to support the production of quality graduates required for the social and economic development of the country						
5.1. Refinement of enrolment planning and funding policies and processes.	Monitor and refine approved enrolment planning targets and provide assistance to higher education institutions to effectively implement student enrolment and output planning.	Assess institutional performance against approved targets.	End March 2009.	Institutions adhere to enrolment targets.	Continue to assess and evaluate 2007 institutional data against approved targets.	The current enrolment planning cycle ends in 2010. The Department uses HEMIS data of the preceding year in the assessment of institutional performance.
	Finalise the review of macro-funding of the higher education system.	Present a report of the review of the macro-funding study to the Minister for consideration and approval.	End Dec 2008.	Revised Framework for the Macro-funding of Higher Education.	The document is being considered by the Minister of Education and the Minister of Finance.	
	Allocate and monitor the use of approved earmarked funds to higher education institutions for output efficiency, infrastructure development and foundation programmes.	Monitor and report on the use of the earmarked funds and propose adjustments as necessary.	End March 2009.	Earmarked funds to HE institutions used effectively as intended.	Outstanding progress reports received and evaluated.	

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
6. To achieve institutional diversity in the South African Higher Education system						
6.1. Establish the National Institutes for Higher Education (NIHEs)	Consolidate the establishment of the National Institutes for Higher Education in Mpumalanga and the Northern Cape.	Provide support to the National Institutes for HE in Mpumalanga and the Northern Cape.	Ongoing - End March 2009.	National Institutes for HE operational.	Assessment of the strategic plans are submitted to the Minister for consideration and approval.	
6.2. Restructuring of the higher education system.	Consolidate mergers and incorporations and continue to provide technical and financial support for the restructuring of higher education institutions.	Provide support to HE institutions to consolidate their mergers and incorporations.	Ongoing - End March 2009.	Institutional mergers and incorporations consolidated in line with the objectives of the mergers and incorporations.	Technical support provided in the areas of financial and infrastructure planning.	Targeted support in other areas was also provided to specific institutions, including the University of Limpopo, the University of Fort Hare, the Walter Sisulu University and North West University.
	Explore the mechanisms and options for the possible expansion of the higher education system in light of the outcome of the enrolment planning process.	Propose and consult on mechanisms and options for the possible expansion of the higher education system.	End March 2009.	Firm proposals on the possible expansion of the higher education system.	Priority is given to enrolment and infrastructure planning.	
6.3 Establish the National Higher Education Information and Application Service.	Establish the National Higher Education Information and Application Service.	Propose and consult on the modalities for the establishment of the National Information and Application Service.	End March 2009.	The National Higher Education Information and Application Service is established.	Priority is given to enrolment and infrastructure planning	

PROGRAMME 6: HIGHER EDUCATION						
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	ACHIEVEMENTS	COMMENTS
7. Monitoring and evaluation of provision in the higher education sector						
7.1. Strengthen the systemic performance indicators of the higher education system.	HE system monitored and assessed against revised goals and performance measures. Conduct group studies for subsequent years.	Continuously assess, review performance of the HE system and revise targets as necessary. Continue to conduct group studies of academic performance of students in higher education.	Ongoing - End March 2009. Ongoing - End March 2009.	Performance of the HE system appropriately monitored and improved. Student performance in HE monitored and assessed.	Institutional and system-wide performance evaluations on enrolment and graduate outputs were conducted, using 2006 and 2007 HEMIS data. The group analysis of the 2000/01/02 first-time entering undergraduates continues.	
7.2. Strengthen institutional performance indicators of the higher education system.	Institutional profiles developed and reported on, using information in the higher education sector.	Continuously refine and update institutional profiles for the planning of the higher education system.	Ongoing - End March 2009.	Profiles of HE institutions were updated and used for planning and monitoring.	Priority was given to the assessment of institutional performance against approved enrolment and graduate output targets.	
7.3. Improved Management Information System for Higher Education	Revised CESM categories implemented in light of the proposed review, which also include new fields and amend other existing HEMIS fields in terms of new policy requirements. Implement amendments to new building space report system in terms of revised policies and the monitoring requirements of enrolment planning.	Finalise and implement the revised CESM categories in the HEMIS system. Implement revised physical space reporting in the HEMIS system.	End March 2009. End March 2009.	Improved HEMIS system for planning and monitoring of the HE system. Improved HEMIS system for planning and monitoring of the HE system.	Software changes completed, including the insertion of new codes as a consequence of changes to academic policy. Data from 4 institutions still outstanding. Workshop held with institutions to provide feedback on 1st round of submission and in particular to highlight data problems due to incorrect coding of space by institutions.	HEMIS is the basis for the planning and monitoring of the higher education system.



PART 3
SERVICE DELIVERY IMPROVEMENT PLANS

REPORT ON THE EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008/09

EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008

GUIDING PRINCIPLE: ACCESS TO EDUCATION

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
Provision of Early Childhood Development education.	Learners: 0 - 4 years.	NGOs.	Crèches.	The percentage of 0 - 4-year-old children who attend an educational institution.	Totalled 34 811 in 2007 and 39 625 in 2008.	100%	To be determined	School Realities data 2008	Implementation of the Integrated Early Childhood Development Plan in collaboration with the Departments of Social Development and Health	
Provision of Grade R education programmes.	Learners: 5 years.	Provincial departments of education.	Public and private schools.	The percentage of 5-year-old children who attend an educational institution.	Totalled 487 525 in 2007 and 543 799 in 2008.	All learners entering Grade 1 should have participated in an accredited reception year programme	2010	Statistics South Africa, General Household Survey July 2005. Statistical Release P0318	National School Nutrition Programme HIV and AIDS Prevention, Care and Support Extramural Activities	
Provision of Basic Education (Grades 1 - 9).	Learners: 6 - 15 years.	Provincial departments of education.	Public and private schools.	The percentage of 7-15-year-old children who attend schools.	Gross Enrolment Ratio for primary schools was 103% in 2007 and 98% in 2008 (according to EMIS data).	100%	2014		National School Nutrition Programme HIV and AIDS Prevention, Care and Support Radio and TV Programmes (Tikalane Sesame) Progressive introduction of 'no-fee' schools	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components

EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008										
GUIDING PRINCIPLE: ACCESS TO EDUCATION										
Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
Provision of Further Education and Training programmes.	Learners: 16 – 18.	Provincial departments of education.	Public and private schools.	The percentage of 16 - 18-year-olds who attend public and private schools.	Gross Enrolment Ratio for Grades 8 - 12 was 91% in 2007 and 85% in 2008 (according to EMIS data).	To be determined	To be determined	EMIS data: Calculated from Department of Education databases for 2007 and 2008. Statistics South Africa 2007 and 2008 Mid year population estimates and Statistical Release P0302 (31 July 2008)	HIV and AIDS Prevention, Care and Support Matric Intervention Programmes Mathematics and Science through Dinalledi Schools	Departmental Programmes (WSE and SE) Departmental Programmes (WSE and SE)
Provision of Adult Basic Education programmes.	Learners: 16 – 18. Adult learners.	Provincial departments of education. Provincial departments of education.	Public and private schools. ABET centres. Kha Ri Gude community centres.	The percentage of 16 - 18-year-olds who attend any further education and training (FET) institution. Number of adults aged 20 years and older who are literate.	Totalled 83.3% [in 2004 according to the General Household Survey (GHS)]. Totalled 75.7% in 2006 (according to GHS). (A person is considered literate if he/she has completed Grade 7 or higher).	To be determined To reduce the illiteracy rate by 50% by 2015 in line with the EFA goals set in Dakar in 2000	To be determined 2015	GHS: calculated from 2004 General Household Survey data supplied by Statistics South Africa Statistics South Africa, Mid year Population Estimates and Statistical Release P0302 (31 JULY 2008)	 Literacy Campaign and Programmes	Departmental Programmes (WSE and SE) Departmental M & E Components Umlalusi Departmental M & E Components Umlalusi

EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008

GUIDING PRINCIPLE: ACCESS TO EDUCATION

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
Provision of Higher Education.	Learners: 18 years and older.	Higher education institutions.	Public and private universities.	Proportion of the population enrolled in higher education.	Totalled 1 568 per 100 000 of the population in 2005 (includes undergraduates and postgraduates).	To be determined	To be determined	Calculated from HEMIS data for 2005 and Statistics South Africa 2005 Mid year population estimates	HIV and AIDS Prevention, Care and Support National Students Financial Aid Scheme	HEQC

GUIDING PRINCIPLE: QUALITY OF EDUCATION

Guiding Principles	Beneficiaries	Indicator	Current Status	Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
Quality of education.	All learners.	The percentage of school teachers who have the required qualifications.	Totalled 94.4% in 2007 (have matric plus three years appropriate qualification).	100%	To be determined	Persal July 2005	National Framework for Teacher Education in South Africa	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	All learners.	The average number of pupils per teacher in ordinary public schools.	Totalled 32.3% in 2007 and 31.4% in 2008 (for primary and secondary school teachers).	40 primary school learners per teacher and 35 secondary school learners per teacher	To be determined		Revision of post provisioning norms taking into account NCS needs	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components

EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008										
GUIDING PRINCIPLE: ACCESS TO EDUCATION										
Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
	Learners.			The national average matric pass rate for the past year.	The total number of learners writing the Senior Certificate examinations was 533 561. The pass rate was 62.5% (in 2008).	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Matric intervention programmes	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
	Learners.			The national average matric pass rate with endorsement for the past year.	The total number of learners writing the Senior Certificate examinations was 533 561. The pass rate with endorsement was 20.19% (in 2008).	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Matric intervention programmes	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components
				The percentage of learners, who wrote matric, and who passed Mathematics in the past year.	The total number of learners writing the National Senior Certificate examinations in Mathematics was 29 882, and 30 % (89 788) passed with 40% and above, of which 21% (63 000) passed with 50% and above in 2008.	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Mathematics and Science through Dinaledi Schools Recruitment of Foreign Teachers in MST	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components

EDUCATION SECTOR SERVICE DELIVERY IMPROVEMENT PLAN – 2008

GUIDING PRINCIPLE: ACCESS TO EDUCATION

Key Service	Beneficiaries	Responsibility	Implementing Agency	Indicators	Current Status	Desirable Target	Time Frame	Data Source	Special programme interventions.	Monitoring and Evaluation
	Learners.			The percentage of learners, who wrote matric, and who passed Physical Science in the past year.	The total number of learners writing the Senior Certificate examinations in Physical Science was 21 8156, and 29% (62 530) achieved 40% and above in 2008.	100%	To be determined	Department of Education, NSC 2008 Report on the Grade 12 results	Mathematics and Science through Dinaledi Schools Recruitment of Foreign Teachers in MST	Departmental Programmes (WSE and SE) Departmental Monitoring & Evaluation Components

GUIDING PRINCIPLE: EFFICIENCY OF THE EDUCATION SYSTEM

Efficiency of the education system.	The education system.			Transition rate to secondary evaluation (the number of new entrants to the first grade of secondary education), expressed as a percentage of the number of learners enrolled for the final grade of primary education in the previous year.	A total of 958 009 learners enrolled for Grade 9 in 2007, and 1 076 527 enrolled for Grade 10 in 2008. The percentage calculation is limited, due to the absence of accurate information on repetition and promotion data.	100%	To be determined	Calculated from Department of Education (EMIS) databases		Departmental Monitoring & Evaluation Components
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PART 4
HUMAN RESOURCES MANAGEMENT
OVERSIGHT REPORT

OVERSIGHT REPORT

The statistics and information published in this part of the Annual Report are required in terms of Chapter 1, Part III J.3 of the Public Service Regulations, 2001, and were 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 resources 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; and
- is achieving national transformation priorities, established by Cabinet – for example, affirmative action.

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

1 – Expenditure

Note: During 2008/09, a total of R48,069 million was spent on remuneration for examiners and moderators. This amount is excluded from the personnel expenditure tables, as these officials are remunerated on a claim-per-task basis. The inclusion of this in the following tables would give a false reflection of the personnel numbers and cost in the tables.

The following figures are also not included in the personnel expenditure table:

The Kha Ri Gude Literacy Campaign, R3,765 million; FET recapitalisation, R426 million; a combined expenditure for secondments and interns, R1,476 million; and the Integrated Quality Management System (IQMS) Project, R8,407 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, the tables provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the Department.

TABLE 1.1 – Personnel costs by programme, 1 April 2008 to 31 March 2009

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	197 495	75 626	151	43 976	38.29	270
2	107 217	32 507	78	14 050	30.32	304
3	303 875	36 311	200	14 631	11.95	316
4	1 101 164	57 069	232	12 261	5.18	239
5	2 420 009	20 865	82	31 910	0.86	331
6	15 551 016	14 060	31	721	0.09	276
7	28 294	12 477	89	215	44.10	356
Total	19 709 070	248 915	863	117 764	1.26	280

TABLE 1.2 – Personnel costs by salary bands, 1 April 2008 to 31 March 2009

Salary bands	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1 - 2)	3 542	1.42	82
Skilled (Levels 3 - 5)	19 204	7.72	97
Highly skilled production (Levels 6 - 8)	35 748	14.36	175
Highly skilled supervision (Levels 9 -12)	125 640	50.47	354
Senior Management (Levels 13 -16)	64 781	26.03	720
Total	248 915	100.00	280

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, 1 April 2008 to 31 March 2009

Programme	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical assistance as a % of personnel costs
1	75 626	57 424	75.93	954	1.26	1 563	2.07	2 998	3.96
2	32 507	32 390	99.64	7	0.02	392	1.21	1 014	3.12
3	36 311	27 631	76.10	61	0.17	578	1.59	1 158	3.19
4	57 069	43 695	76.57	644	1.13	1 262	2.21	2 116	3.71
5	20 865	17 879	85.69	2	0.01	305	1.46	728	3.49
6	14 060	10 612	75.48	0	0.00	249	1.77	277	1.97
7	12 477	9 701	77.75	5	0.04	187	1.50	439	3.52
Total	248 915	199 332	80.08	1 673	0.67	4 536	1.82	8 730	3.51

TABLE 1.4 – Salaries, Overtime, Home Owners Allowance and Medical Assistance by salary bands, 1 April 2008 to 31 March 2009

Salary bands	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical assistance as a % of personnel costs
Lower skilled (Levels 1-2)	3 542	2 391	67.50	285	8.05	202	5.70	193	5.45
Skilled (Levels 3 - 5)	19 204	13 229	68.89	512	2.67	923	4.81	1 680	8.75
Highly skilled production (Levels 6 - 8)	35 748	26 049	72.87	499	1.40	880	2.46	2 233	6.25
Highly skilled supervision (Levels 9 - 12)	125 640	102 039	81.22	377	0.30	1 577	1.26	3 457	2.75
Senior Management (Levels 13 -16)	64 781	55 624	85.86	0	0.00	954	1.47	1 167	1.80
Total	248 915	199 332	80.08	1 673	0.67	4 536	1.82	8 730	3.51

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 in the Department.

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

TABLE 2.1 – Employment and vacancies by programme, 31 March 2009

Programme	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
1	345	280	18.84	5
2	121	107	11.57	53
3	142	115	19.01	1
4	274	239	12.77	0
5	83	63	24.09	7
6	89	51	42.69	1
7	41	35	14.63	1
Total	1095	890	18.72	68

Note: Due to a number of projects that the Department implemented during the year, namely the Kha Ri Gude Literacy Campaign and the IQMS, posts were approved additional to the staff establishment, in which to appoint officials to perform the related tasks. Once the project is completed the posts are removed from the establishment.

TABLE 2.2 – Employment and vacancies by salary bands, 31 March 2009

Salary band	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1 - 2)	49	43	12.24	0
Skilled (Levels 3 - 5)	250	198	20.80	1
Highly skilled production (Levels 6 - 8)	237	204	13.92	3
Highly skilled supervision (Levels 9 -12)	457	355	22.31	58
Senior Management (Levels 13-16)	102	90	11.76	6
Total	1095	890	18.72	68

TABLE 2.3 – Employment and vacancies by critical occupation, 31 March 2009

Critical occupations	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Educators	70	70	0.00	0
Total	70	70	0.00	0

The information in each case reflects the situation as at 31 March 2009. For an indication of changes in staffing patterns over the period under review, please refer to Section 5 of this Annual Report.

Note: The Department revised the fixed staff establishment during 2008 with the creation of 43 new posts. During 2008/09, the Department was in a process of filling these posts. The main functions of the Department are policy formulation and implementation, where different kinds of skills are necessary at different stages. The specialised nature of work in most of the areas of the Department necessitates the use of highly skilled people, who are at some stages, not readily available for permanent appointment and have to be appointed on contract for periods as may be required. The Department also seconded highly skilled professionals from tertiary institutions and other organisations to address specific needs that arise. These people are appointed against posts on the fixed staff establishment of the Department for short periods, for example three to six months. The above practice might create the impression of a higher than normal staff turnover which is, in fact, not the case.

3 – Job Evaluation

The Public Service Regulations, 1999, introduced job evaluation as a way of ensuring that work of equal value is equally remunerated. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations, all vacancies on Salary Levels 9 and higher, must be evaluated before they are filled.

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

TABLE 3.1 – Job Evaluation, 1 April 2008 to 31 March 2009

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)	49	0	0.00	0	0.00	0	0.00
Skilled (Levels 3 - 5)	250	1	0.40	0	0.00	0	0.00
Highly skilled production (Levels 6 - 8)	237	1	0.42	0	0.00	0	0.00
Highly skilled supervision (Levels 9 -12)	457	157	34.35	153	33.47	0	0.00
Senior Management Service Band A	68	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	26	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	7	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	1095	159	14.52	153	13.97	0	0.00

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

TABLE 3.2 – Profile of employees whose salary positions were upgraded, due to their posts being upgraded, 1 April 2008 to 31 March 2009

Beneficiaries	African	Indian	Coloured	White	Total
Female	54	2	2	26	84
Male	60	0	3	6	69
Total	114	2	5	32	153

Employees with a disability	1
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The following table summarises the number of cases where remuneration levels exceeded the grade determined by the job evaluation. Reasons for the deviation are provided in each case.

TABLE 3.3 – Employees whose salary level exceeds the grade determined by the job evaluation, 1 April 2008 to 31 March 2009 (in terms of PSR 1.V.C.3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Total number of employees whose salaries exceeded the level determined by the job evaluation in 2008/09				0
Percentage of total employment				0

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

TABLE 3.4 – Profile of employees whose salary level exceeds the grade determined by the job evaluation, 1 April 2008 to 31 March 2009 (in terms of PSR 1.V.C.3)

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0

Employees with a disability	0
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4 - Employment Changes

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

TABLE 4.1 – Annual turnover rates by salary band for the period 1 April 2008 to 31 March 2009

Salary band	Number of employees per band as on 1 April 2008	Appointments to, and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Lower skilled (Levels 1-2)	37	10	5	13.51
Skilled (Levels 3 - 5)	194	42	39	20.10
Highly skilled production (Levels 6 - 8)	200	34	33	16.50
Highly skilled supervision (Levels 9 -12)	311	123	51	16.39
Senior Management Service Band A	59	6	8	13.55
Senior Management Service Band B	21	4	4	19.04
Senior Management Service Band C	6	1	1	16.66
Senior Management Service Band D	1	0	0	0.00
Total	829	220	141	17.00

TABLE 4.2 – Annual turnover rates by critical occupation for the period 1 April 2008 to 31 March 2009

Occupations	Number of employees per occupation as on 1 April 2008	Appointments to, and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Educators	91	0	21	23.07
Total	91	0	21	23.07

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

TABLE 4.3 – Reasons why staff are leaving the Department

Termination type	Number	% of total
Death	1	0.71
Resignation	22	15.60
Transfers to other Public Service Departments	51	36.17
Expiry of contract	53	37.59
Employee initiated severance packages	2	1.42
Discharge due to ill health	1	0.71
Dismissal – misconduct	2	1.42
Retirement	9	6.38
Total	141	100.00
Total number of employees who left as a % of the total employment		15.84

TABLE 4.4 – Promotions by critical occupation

Occupations	Employees as on 1 April 2008	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	91	0	0	91	0.00
Total	91	0	0	91	0.00

TABLE 4.5 – Promotions by salary band

Salary band	Employees as on 1 April 2008	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	37	0	0.00	32	86.49
Skilled (Levels 3 - 5)	194	19	9.80	175	90.21
Highly skilled production (Levels 6 - 8)	200	20	10.00	180	90.00
Highly skilled supervision (Levels 9 -12)	311	46	14.79	112	36.02
Senior Management (Levels 13 - 16)	87	4	4.60	53	60.92
Total	829	89	10.74	552	66.59

5 – Employment Equity

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

TABLE 5.1 - Total number of employees (including employees with disabilities) in each of the following occupational categories, as on 31 March 2009

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	32	8	6	12	15	3	4	10	90
Educators and Middle Managers	143	8	7	27	107	4	13	46	355
Officers and Clerks Machine Operators	94	4	0	7	231	4	3	59	402
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security)	22	0	0	0	21	0	0	0	43
Total	291	20	13	46	374	11	20	115	890
Employees with disabilities	6	0	0	2	4	0	0	5	17

TABLE 5.2 - Total number of employees (including employees with disabilities) in each of the following occupational bands, as on 31 March 2009

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	1	2	2	1	0	1	8
Senior Management	31	8	5	10	13	2	4	9	82
Educators and Middle Managers	143	8	7	27	107	4	13	46	355
Skilled and academically qualified workers	41	2	0	6	100	4	3	48	204
Semi-skilled and discretionary decision-making	53	2	0	1	131	0	0	11	198
Unskilled and defined decision-making	22	0	0	0	21	0	0	0	43
Total	291	20	13	45	374	11	20	116	890

TABLE 5.3 - Recruitment for the period 1 April 2008 to 31 March 2009

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	1	0	0	1
Senior Management	4	3	2	1	4	1	2	1	18
Educators and Middle Managers	35	4	1	6	24	3	2	2	77
Skilled and academically qualified workers	17	1	1	1	19	1	0	0	40
Semi-skilled and discretionary decision-making	17	0	0	0	32	0	0	0	49
Unskilled and defined decision-making	2	0	0	0	2	0	0	0	4
Total	75	8	4	8	81	6	4	3	189
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.4 - Promotions for the period 1 April 2008 to 31 March 2009

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	1	1	1	0	0	0	1	0	4
Educators and Middle Managers	19	2	0	4	17	2	2	0	46
Skilled and academically qualified workers	7	0	0	0	12	0	0	0	19
Semi-skilled and discretionary decision-making	10	0	0	0	10	0	0	0	20
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
Total	37	3	1	4	39	2	3	0	89
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 5.5 - Terminations for the period 1 April 2008 to 31 March 2009

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	1	0	0	0	0	1
Senior Management	5	0	0	3	2	1	0	1	12
Educators and Middle Managers	16	0	0	2	14	5	2	12	51
Skilled and academically qualified workers	11	0	0	0	19	0	0	3	33
Semi-skilled and discretionary decision-making	9	2	1	0	22	2	1	2	39
Unskilled and defined decision-making	2	0	0	0	3	0	0	0	5
Total	43	2	1	6	60	8	3	18	141
Employees with disabilities	0	0	0	0	1	0	0	0	1

TABLE 5.6 - Disciplinary action for the period 1 April 2008 to 31 March 2009

Type of disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	3	0	0	0	1	0	0	0	4

TABLE 5.7 - Skills development for the period 1 April 2008 to 31 March 2009

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	3	0	0	0	2	1	0	0	6
Educators and Middle Managers	28	3	3	6	36	0	6	14	96
Officers and Clerks	10	2	0	0	27	1	0	0	40
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	10	0	0	0	0	0	0	0	10
Total	51	5	3	6	65	2	6	14	152
Employees with disabilities	0	0	0	0	0	0	0	0	0

6 – Signing of Performance Agreements by SMS Members

The following tables indicate the numbers and percentages of SMS members who signed performance agreements as on 30 September 2008 (Table 6.1), reasons for not having concluded performance agreements (Table 6.2), and disciplinary steps taken against SMS members for not having concluded performance agreements (Table 6.3).

TABLE 6.1 – Signing of performance agreements by SMS members as on 30 September 2008

SMS Level	Total number of funded SMS posts per level	Total number of SMS members per level	Total number of signed performance agreements per level	Signed performance agreements as % of total number of SMS members per level
Director-General Salary Level 16	1	1	1	100.00
Deputy Director-General Salary Level 15	7	7	7	100.00
Chief Director Salary Level 14	26	23	23	100.00
Director Salary Level 13	68	60	60	100.00
Total	102	91	91	100.00

TABLE 6.2 – Reasons for not having concluded performance agreements for all SMS members as on 30 September 2008

1. All Senior Management System Members completed, signed and submitted their performance agreements within three months after appointment, or within three months after 31 March 2008.

TABLE 6.3 – Disciplinary steps taken against SMS members for not having concluded performance agreements as on 30 September 2008

1. None

7 – Filling of SMS posts

The following tables indicate the number of SMS posts, filled and vacant, as on 31 March 2009 (Table 7.1), as on 30 September 2008 (Table 7.2), advertising and filling of SMS posts as on 31 March 2009 (Table 7.3), reasons for not having filled vacant posts (Table 7.4), and disciplinary steps taken for not complying .

TABLE 7.1 – SMS posts information as on 31 March 2009

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	7	7	100.00	0	0.00
Chief Director Level 14	26	26	100.00	0	0.00
Director Level 13	68	56	82.35	12	17.64
Total	102	90	88.23	12	11.76

TABLE 7.2 – SMS posts information as on 30 September 2008

SMS Level	Total number of funded SMS posts per level	Total number of SMS posts filled per level	% of SMS posts filled per level	Total number of SMS posts vacant per level	% of SMS posts vacant per level
Director-General Level 16	1	1	100.00	0	0.00
Deputy Director-General Level 15	7	7	100.00	0	0.00
Chief Director Level 14	26	23	80.76	3	11.53
Director Level 13	68	60	88.23	8	11.76
Total	102	91	89.21	11	10.78

TABLE 7.3 – Advertising and filling of SMS posts as on 31 March 2009

SMS Level	Advertising	Filling of posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months after becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General Level 16	0	0	0
Deputy Director-General Level 15	0	0	0
Chief Director Level 14	3	3	0
Director Level 13	9	0	0
Total	12	3	0

TABLE 7.4 – Reasons for not having complied with the filling of funded vacant SMS posts – advertised within 6 months and filled within 12 months after becoming vacant

Reasons for vacancies not being advertised within 6 months:

1. None

Reasons for vacancies not being filled within 12 months:

1. Candidates were short-listed and interviewed, but were found unsuitable for the particular posts. The posts were readvertised.

TABLE 7.5 – Disciplinary steps taken for not complying with the prescribed time-frames for filling SMS posts within 12 months

1. None

8 – Performance Rewards

To encourage good performance, the Department granted the following performance rewards during the period under review. The information is presented in terms of race, gender and disability (Table 8.1), salary bands (Table 8.2) and critical occupations (Table 8.3).

TABLE 8.1 – Performance rewards by race, gender and disability, 1 April 2008 to 31 March 2009

	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	55	291	18.90	1 688	31
Female	64	374	17.11	1 191	19
Indian					
Male	6	13	46.15	259	43
Female	10	20	50.00	392	39
Coloured					
Male	5	20	25.00	225	45
Female	2	11	18.18	32	16
White					
Male	17	46	36.95	795	47
Female	45	115	39.13	1 208	27
Total	204	890	22.92	5 790	28

TABLE 8.2 – Performance rewards by salary bands for personnel below Senior Management Service, 1 April 2008 to 31 March 2009

Salary bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1 - 2)	4	43	9.30	16	4	0.45
Skilled (Levels 3 - 5)	36	198	18.18	194	5	1.01
Highly skilled production (Levels 6 - 8)	49	204	24.01	574	12	1.60
Highly skilled supervision (Levels 9 - 12)	50	285	17.54	1 453	29	3.64
Total	139	730	19.04	2 237	16	2.27

TABLE 8.3 – Performance rewards by critical occupations, 1 April 2008 to 31 March 2009

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)	Total cost as a % of the total personnel expenditure
Educators (Levels 8 - 10)	6	25	24.00	120	20	1.67
Educators (Levels 11 - 12)	12	45	26.66	442	37	2.19
Total	18	70	25.71	562	31	2.06

TABLE 8.4 – Performance related rewards (cash bonus), by salary band, for Senior Management Service

Salary Band	Beneficiary Profile			Total cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within band			
Band A	26	56	47.27	1 303	50	3.70
Band B	15	26	55.55	1 043	70	4.81
Band C	6	7	85.71	645	108	9.58
Band D	0	1	0.00	0	0	0
Total	47	90	52.22	2 991	64	4.61

Note: The performance reward, amounting to R120 000.00, awarded to the Project Manager of the Kha Ri Gude Literacy Campaign, is not reflected in the above table, as she is appointed in a post additional to the fixed staff establishment of the Department.

9 – 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 9.1 – Foreign workers, by salary band, 1 April 2008 to 31 March 2009

Salary Band	1 April 2008		31 March 2009		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled production (Levels 6 - 8)	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9 - 12)	2	100.00	2	100.00	0	0.00
Total	2	100.00	2	100.00	0	0.00

TABLE 9.2 – Foreign workers, by major occupation, 1 April 2008 to 31 March 2009

Major Occupation	1 April 2008		31 March 2009		Change	
	Number	% of total	Number	% of total	Number	% change
Educators	0	0.00	0	0.00	0	0.00
Total	0	0.00	0	0.00	0	0.00

10 - Leave utilisation for the period 1 January 2008 to 31 December 2008

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 10.1) and disability leave (Table 10.2). In both cases, the estimated cost of the leave is also provided.

TABLE 10.1 – Sick leave, 1 January 2008 to 31 December 2008

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)	279	72.40	35	81.39	11	45	202
Skilled (Levels 3 - 5)	1 310	74.80	163	82.32	10	310	980
Highly skilled production (Levels 6 - 8)	1 230	74.95	174	85.29	11	548	922
Highly skilled supervision (Levels 9 - 12)	1 272	80.11	233	65.63	9	1 505	1 019
Senior Management (Levels 13 - 16)	292	79.45	53	58.88	9	634	232
Total	4 383	76.54	658	73.93	10	3 042	3 355

TABLE 10.2 – Disability leave (temporary and permanent), 1 January 2008 to 31 December 2008

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 certificate
Lower skilled (Levels 1 - 2)	29	100.00	1	6.70	29	5	29
Skilled (Levels 3 - 5)	309	100.00	6	40.00	52	85	309
Highly skilled production (Levels 6 - 8)	113	100.00	6	40.00	19	44	113
Highly skilled supervision (Levels 9 - 12)	47	100.00	2	13.30	24	48	47
Senior Management (Levels 13 - 16)	0	0.00	0	0.00	0	0	0
Total	498	100.00	15	100.00	33	182	498

Table 10.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

TABLE 10.3 – Annual leave, 1 January 2008 to 31 December 2008

Salary bands	Total days taken	Average per employee	Number of employees who took leave
Lower skilled (Levels 1 - 2)	1 398	33	43
Skilled (Levels 3 - 5)	3 974	20	198
Highly skilled production (Levels 6 - 8)	4 414	22	204
Highly skilled supervision (Levels 9 -12)	7 042	20	355
Senior Management (Levels 13 - 16)	2 020	22	90
Total	18 848	21	890

TABLE 10.4 – Capped leave, 1 January 2008 to 31 December 2008

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)	0	0	0
Skilled (Levels 3 - 5)	30	5	6
Highly skilled production (Levels 6 - 8)	79	6	13
Highly skilled supervision (Levels 9 - 12)	177	8	23
Senior Management (Levels 13 - 16)	39	8	5
Total	325	7	47

TABLE 10.5 – Leave payouts for the period 1 April 2008 to 31 March 2009

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

Reason	Total amount (R'000)	Number of employees	Average payment per employee (R'000)
Leave payout due to non-utilisation of leave	52	1	52
Current leave payout on termination of service	454	38	12
Capped leave payout on termination of service	474	17	28
Total	980	56	18

11. HIV and Aids & Health Promotion Programmes

TABLE 11.1 – 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 in the usage thereof
	Condom distribution

TABLE 11.2 – Details of Health Promotion and HIV and Aids Programmes (tick the applicable boxes and provide the required information)

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Ms Thandi Khoza Director: Training, Social Responsibility and Labour Relations
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and wellbeing 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.	Yes		The Directorate: Training, Social Responsibility and Labour Relations
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	Yes		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.	Yes		Each Branch is represented on 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.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment 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.	Yes		HIV and Aids Policy HIV and Aids Workplace Programme Condom distributions
7. Does the Department encourage its employees to undergo voluntary counselling and testing? If so, list the results that you have achieved.	Yes		By 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.	Yes		Training in First-aid Programmes Distribution of condoms Protective gloves distribution Awareness campaign Information session Distribution of booklets and pamphlets on HIV and Aids

12 – Labour Relations

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

TABLE 12.1 – Collective agreements, 1 April 2008 to 31 March 2009

Subject matter	Date
None	-

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

TABLE 12.2 – Misconduct and disciplinary hearings finalised, 1 April 2008 to 31 March 2009

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	16.67
Verbal warning	1	16.67
Written warning	1	16.67
Final written warning	2	33.33
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	16.66
Not guilty	0	0.00
Case withdrawn	0	0.00
Total	6	100.00

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

Disciplinary hearings – 2008/ 09	None
----------------------------------	------

TABLE 12.3 – Types of misconduct addressed at disciplinary hearings

Type of misconduct	Number	% of total
Mismanagement of funds	0	0.00
Negligently caused loss of state property	0	0.00
Total	0	0.00

TABLE 12.4 – Grievances lodged for the period 1 April 2008 to 31 March 2009

	Number	% of total
Number of grievances resolved	3	75.00
Number of grievances not resolved	1	25.00
Total number of grievances lodged	4	100.00

TABLE 12.5 – Disputes lodged with Councils for the period 1 April 2008 to 31 March 2009

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	8	50.00
Number of disputes outstanding	8	50.00
Total number of disputes lodged	16	100.00

TABLE 12.6 – Strike actions for the period 1 April 2008 to 31 March 2009

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 12.7 – Precautionary suspensions for the period 1 April 2008 to 31 March 2009

Number of people suspended	1
Number of people whose suspension exceeded 30 days	0
Average number of days suspended	13
Cost (R'000) of suspensions	9

13 - Skills Development

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

TABLE 13.1 – Training needs identified, 1 April 2008 to 31 March 2009

Occupational categories	Gender	Number of employees as at 1 April 2008	Training needs identified at start of reporting period			
			Learnerships /Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	31	0	17	0	17
	Male	56	0	35	0	35
Educators and Middle Managers	Female	156	0	121	0	121
	Male	155	0	118	0	118
Officers, Clerks and Machine Operators	Female	241	6	190	0	196
	Male	70	4	65	0	69
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	74	0	75	0	75
	Male	46	0	45	0	45
Sub-total	Female	502	6	403	0	409
	Male	327	4	263	0	267
Total		829	10	666	0	676

TABLE 13.2 – Training provided, 1 April 2008 to 31 March 2009

Occupational categories	Gender	Number of employees as at 1 April 2008	Training provided within the reporting period			
			Learnerships /Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	31	0	3	0	3
	Male	56	0	3	0	3
Educators and Middle Managers	Female	156	0	56	0	56
	Male	155	0	40	0	40
Officers, Clerks and Machine Operators	Female	241	5	28	0	33
	Male	70	1	12	0	13
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	74	0	0	0	0
	Male	46	0	10	0	10
Sub-total	Female	502	5	87	0	92
	Male	327	1	65	0	66
Total		829	6	152	0	158

14 – Injury on Duty

The following table provides basic information on injuries on duty.

TABLE 14.1 – Injury on duty, 1 April 2008 to 31 March 2009

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

15. Utilisation of Consultants

TABLE 15.1 – Report on consultant appointments, using appropriated funds

Note: In cases where companies were granted the tender, the number of consultants working on the tasks is unknown and is indicated as N/A in the following tables.

Project title	Total number of consultants who worked on the project	Duration: Work days	Contract value in Rand (R,000)
Evaluate, review and refine school website	3	245	576
Restructure the Department's website	N/A	210	479
Manage Education Management Information System (EMIS)	11	7 691	17 309
Rebind the hard copies of the examination records	8	1 082	7 420
Training of Schools Management Team on managing the National Curriculum Statement (NCS)	5	158	1 973
Development of an Integrated Quality Management System (IQMS) – audio visual	2	244	3 759
Appointment of professional technical and research expertise for analysis of assessment data and report-writing	13	151	1 290
Maintenance and support of the Thutong Portal for the Department of Education	9	364	2 312
Appointment of a Transaction Advisor – ITC in Education	8	288	12 016
Evaluate the implementation of the National Curriculum Statement (NCS) in the Intermediate Phase	4	137	1 398
Implementing Education White Paper 6	N/A	1 061	3 710
Advanced Certificate in Mathematics, Science and Technology	N/A	364	6 760
Advanced Certificate in Mathematics, Science and Technology	N/A	728	7 526
Advanced Certificate in Mathematics, Science and Technology	N/A	728	4 613
Advanced Certificate in Mathematics, Science and Technology	N/A	728	8 112
Advanced Certificate in Mathematics, Science and Technology	N/A	728	1 696
Advanced Certificate in Mathematics, Science and Technology	N/A	364	2 020
Advanced Certificate in Mathematics, Science and Technology	N/A	728	912
Advanced Certificate in Mathematics, Science and Technology	N/A	1 092	11 458
Advanced Certificate in Mathematics, Science and Technology	N/A	728	3 604
Advanced Certificate in Mathematics, Science and Technology	N/A	364	3 280
Advanced Certificate in Mathematics, Science and Technology	N/A	364	2 780
Advanced Certificate in Mathematics, Science and Technology	N/A	364	1 392
Investigate the status of Languages of Learning and Teaching in schools	5	120	298
Recruitment and contractual management of the (LURITS) System & Admin	9	728	10 875
FILE PLANNING	7	100	201
Editing for FET Curriculum for Mechatronics 2, 3, 4	1	120	46
Project for Human Resources, Procurement and Financial Management Services for the Kha Ri Gude Literacy Campaign in Education	30	1 460	390 977
Develop financial management guidelines, manage System and Business Plans for Adult Learning Centres	N/A	64	263
Total number of projects	Total individual consultants	Total duration: work days	Total contract value in Rand (R,000)
29	115	21 503	509 055

TABLE 15.2 – 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 who work on the project
Rebind the hard copies of the examination records	100.00	100.00	1
Training of Schools Management Team on managing the National Curriculum Statement (NCS)	100.00	78.00	1
Development of an Integrated Quality Management System (IQMS) – audio visual	100.00	74.00	1
Evaluate the implementation of the National Curriculum Statement (NCS) in the Intermediate Phase	100.00	100.00	1
Editing of FET Curriculum for Mechatronics 2, 3, 4	100.00	100.00	1

TABLE 15.3 – Report on consultant appointments using donor funds

Project title	Total number of consultants who worked on the project	Duration: work days	Donor and contract value in Rand (R,000)
Advanced Certificate in Mathematics, Science and Technology	N/A	364	2 368
Finalised the Education Information Standards	7	150	665
Consortium of service providers, Implementing Education White Paper 6 on Inclusive Education	N/A	728	1 915
Integrated Examinations Computer System (IECS)	N/A	789	4 956
Advanced Certificate in Mathematics, Science and Technology	N/A	364	1 600
Advanced Certificate in Mathematics, Science and Technology	N/A	364	456
HSRC – Classroom Assessment	N/A	364	3 740
Evaluation of Contracts	N/A	365	557
Server on Teacher Qualifications (HSRC)	N/A	365	668
Total number of projects	Total individual consultants	Total duration: work days	Total contract value in Rand (R,000)
	7	3 853	16 925

TABLE 15.4 – 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 who work on the project
Advanced Certificate in Mathematics, Science and Technology	No claim - university	University	0
Advanced Certificate in Mathematics, Science and Technology	No claim - university	University	0
Advanced Certificate in Mathematics, Science and Technology	No claim - university	University	0





PART 5
FINANCE



ANNUAL FINANCIAL STATEMENTS
2008/09

CONTENTS

Report of the Accounting Officer	224
Report of the Audit Committee	244
Report of the Auditor-General	245
Appropriation Statement	249
Notes to the Appropriation Statement	258
Statement of Financial Performance	260
Statement of Financial Position	261
Statement of Changes in Net Assets	262
Cash Flow Statement	263
Accounting Policies	264
Notes to the Annual Financial Statements	270
Disclosure Notes to the Annual Financial Statements	277
Annexures	281

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

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 to the Department, which was included in the Estimates of National Expenditure 2008, increased by 17.85% from R16 000.923 million in 2007/08 to R18 857.546 million in 2008/09, and included R13 556.618 million for higher education institutions (HEIs) and R1 566.465 million for the National Student Financial Aid Scheme (NSFAS) (80.20% of the Department's total budget in 2008/09, compared to 82.44% in 2007/08). The Department's allocation in the Adjusted Budget for 2008/09 increased by an amount of R891.824 million. The increase was constituted as follows:

	R'000
Roll-overs	36 111
Unforeseeable/unavoidable expenditure:	
• Disaster Management Grant	22 002
• National School Nutrition Programme	265 000
• Kha Ri Gude Mass Literacy Campaign	107 000
Inflation-related adjustment:	
• National School Nutrition Programme	79 006
• National Student Financial Aid Scheme	39 000
• Higher education institutions	343 705
Total	891 824

The total expenditure for the 2008/09 financial year increased by 21.35% from R16 241.326 million in 2007/08 to R19 709.070 million in 2008/09, which represents a spending rate of 99.8% (99.11% in 2007/08). The expenditure was constituted as follows, in R'000:

	2007/08	2008/09	Increase/ (Decrease)
Compensation of employees	225 949	286 820	60 871
Departmental operations	540 162	344 015	(196 147)
Departmental earmarked funds	99 527	572 144	472 617
Subsidies to higher education institutions	11 941 539	13 797 403	1 855 864
National Student Financial Aid Scheme	1 332 697	1 702 375	369 678
Subsidies to public entities in education	79 840	84 818	4 978
Conditional grants to provinces for:			
• Disaster Management	-	22 002	22 002
• HIV and Aids	157 571	165 003	7 432
• Further Education and Training College Sector Recapitalisation	631 090	795 170	164 080
• National School Nutrition Programme	1 219 289	1 927 109	707 820
Other transfers	13 662	12 211	(1 451)
Total expenditure	16 241 326	19 709 070	3 467 744

The surplus on the Vote for the 2008/09 financial year amounts to R40.300 million (R145.426 million in 2007/08) and was constituted as follows, in R'000:

	2007/08	2008/09
Compensation of employees	9 076	1 266
Departmental operations	68 996	15 583
Departmental earmarked funds	56 234	10 797
Subsidies to higher education institutions	1 212	6 010
HIV and Aids conditional grant	8 823	6 123
Other transfers	1 085	521
Total savings	145 426	40 300

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

Important policy decisions and strategic issues facing the Department

The establishment of a HEDCOM Subcommittee on Sector Planning emphasises the importance attached by the Department to education sector planning. In light of the Planning Commission that is to be established by the Presidency, the Department will review its existing internal organisational and structural mechanisms, so as to ensure that sector planning becomes a viable and sustainable activity.

Long-term school infrastructure financing: The School Infrastructure Policy and the Norms and Standards for School Infrastructure were published for public comment on 21 November 2008. Work on the delivery capacity to accelerate the delivery of school infrastructure, based on work by the Infrastructure Delivery Improvement Programme (IDIP), on organisational design, as well as on the preliminary costing on backlogs, was approved. Since current approaches and budgets will not eradicate the backlogs, alternative ways of financing the eradication of backlogs should be explored.

The amendments to Education White Paper 2 of 1996 and to the National School Funding Norms and Standards on the governance and funding of types of schools, are currently in progress.

Human Resources: The National Policy Framework on Teacher Education and Development (NPFTED), established as policy in 2007, outlines the vision and direction that the Department wishes to take in order to enhance and strengthen the system, which is aimed at developing and retaining quality teachers. The policy statements in the NPFTED work towards establishing coherence and unity in the teacher education and development system as a whole, as well as towards dealing with challenges in this context.

A new post-distribution model was developed, which will help to address the problems of actual class size in respect of learner:educator ratios. This will also result in the reduction of multi-grade teaching and overcrowding of classrooms. The model was designed to address the impact of poverty on education.

The creation of Teaching and Learning Specialist (TLS), and Senior Teaching and Learning Specialist (STLS) posts in schools, is intended to encourage good, experienced and highly qualified educators to share their expertise with their colleagues.

An Education Management Service (EMS) was established for principals, deputy principals and office-based educators, in order to provide principals with the opportunity to focus more on management issues, which are likely to improve leadership in schools.

The establishment of the National Education Evaluation and Development Unit (NEEDU) to conduct independent evaluations of schools and teachers, is likely to change the accountability and performance management landscape, and shed more light on the competencies of teachers and learners.

General Education and Training: The employment of Grade R practitioners and the regular payment of salaries have become a major challenge and will require the Department to reconsider the recommendations made in White Paper 5 on Early Childhood Development.

The National Policy on Assessment and Qualifications was reviewed to include a number of changes to the assessment requirements. Progression and Promotion Requirements for Grades 1 to 9 were finalised. Serious backlogs, pertaining to the development of literacy and numeracy programmes in schools, need to be addressed. There is also a need to finalise the School Library Policy and to review the levels of skills and knowledge teachers need to implement the School Library Policy and the accompanying guidelines.

The Policy on Education Districts, which defines the organisation, systems, staffing, funding, roles and functions of districts, and which enables them to achieve acceptable levels of capacity in relation to their provincial context, while being in line with international benchmarks, was approved by CEM and will soon be gazetted for public comment. A draft document on the Delegation of Authority for Districts, is being developed as part of this Policy.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

Further Education and Training: The regulations pertaining to the conduct, administration and management of examinations for the National Senior Certificate, the changing of the date of registration for the 2010 and 2011 National Senior Certificate examinations, as well as the changing of policy and regulations pertaining to the requirements of the National Senior Certificate supplementary examinations, were approved during 2008/09.

The recapitalisation of the Further Education and Training (FET) colleges was concluded and priority vocational programmes for South Africa were introduced. Policies, such as the National Plan for Further Education and Training Colleges, which states the strategic goals and plans for public and private colleges from 2009 to 2014, the Norms and Standards for Funding of Further Education and Training Colleges, which provides for programme funding for FET colleges, and the National Policy pertaining to Further Education and Training programmes, were developed.

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

Broader social issues: Workshops on values and human rights practices in schools were conducted in three provinces, and workshops on anti-discrimination were conducted in four provinces, in order to establish provincial and district structures to support the implementation of the racial strategy and to monitor and report incidents of discrimination and human rights abuse at district level.

The Exploring Humanitarian Law (EHL) Programme is offered in nine Safe Schools (one school per province). Teachers from the selected schools will receive training. A team will be appointed to link existing EHL material to the Learning Outcomes and Assessment Standards of the Life Orientation Learning Area, Senior Phase.

The training programme for provincial and district officials, aimed at facilitating the utilisation of the National Symbols Booklet, *My Country South Africa, Celebrating Our National Symbols and Heritage*, in schools continued. Nine workshops on national symbols were conducted in four provinces. The specifications for a guidebook for teachers on the Bill of Responsibilities, as well as draft guidelines for the rehabilitation of communities, which are in line with the TRC recommendations, were approved.

Adult Basic Education and Training: The ABET system is currently under review. Based on the report of the Ministerial Committee, a draft policy will be developed after an extensive consultation process. This will ultimately result in the development of new legislation for Adult Education and Training.

Higher Education: The Higher Education Institutional Transformation process, as well as the management and operation of the National Institutes for Higher Education in Mpumalanga and the Northern Cape, continued. Governance in higher education, postgraduate outputs and the student retention rate were improved. The National Higher Education Information and Application Service was established.

The outcome of the enrolment planning exercise, taking place in 2007, revealed that the higher education system is operating near to full capacity. There is thus a need to explore avenues for expanding the system, so as to meet the growing demand for higher education, which includes the 20% participation rate by 2015, as stipulated by the National Plan for Higher Education.

The Department will continue to maintain and improve the levels of government funding for public higher education. This includes both block grants and earmarked funds for expansion in targeted areas, as well as upgrading the infrastructure of the higher education system.

Significant events that took place and major projects undertaken or completed during the period under review

The year 2009 constituted the third year of the implementation of the No-fee Schools Policy. Currently, there are approximately 60% of learners (i.e. 7.7 million learners, including learners in provincial voluntary Quintile 3 no-fee schools) in 64% of schools (i.e. 17 194 schools, including voluntary no-fee schools), who do not pay school fees. The threshold amount paid to schools during 2009, is R605 per learner for non-personnel, non-

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

capital expenditure. The national per-learner target amount for schools in Quintile 1 is R807, and in Quintile 2 it is R740. All provinces reached these target amounts.

The Norms and Standards for Funding FET Colleges was published on 16 March 2009, for implementation during April 2010.

The update of the 2007 National Education Infrastructure Management System (NEIMS) Report commenced with information received from the provinces. Training of physical planners in the assessment of schools for the update was provided in six provinces. Phase II of NEIMS, which entails the upgrade of the system, commenced. The System Delivery Specification was completed and provincial education departments were given access to the server, hosted at SITA.

Processes with regard to human resources management, across all levels of the sector were identified, together with the gaps that are presently hampering effective human resources management. Various communiqués, applications and interventions to close these gaps were identified and will be implemented, in order to ensure effective human resources management. The laptop initiative to assist all educators with the purchasing of a laptop as a tool of trade to improve their quality of teaching, commenced in 2008/09. A National Framework for an Educator Human Resources Plan was developed, so as to address the effective recruitment, retention and utilisation of educators.

Nine project managers and 37 external moderators were appointed to monitor the implementation of the IQMS processes and procedures at schools. The project managers visited an average of 600 schools per month, and progress reports were submitted to both HEDCOM and CEM. Audio-visual training material on the implementation of IQMS was developed, in order to assist schools in conducting their own training and retraining.

A Ministerial Committee was established to advise the Minister on mechanisms through which independent evaluations of schools, educators and learners could be conducted. The final report of the Committee has been submitted to the Minister during January 2009.

The Occupation-Specific Dispensation for Educators was implemented.

The implementation of the National Learner Unit Record Information and Tracking System (LURITS), which collects data on all learners in ordinary and special schools, from Grades 1 to 12, and which tracks the movement of learners between schools, commenced in an incremental manner in all provinces during 2008 and will continue until March 2010, at which time all schools will be interacting with the system on a regular basis. The system can also store educator data for each year. However, the inability to account for, or track the movement of learners in the entire education system, including private institutions, remains a challenge.

The roll-out of the SA-SAMS school administration system, aimed at automating and improving basic school administrative functions, as well as improving data collection and maintenance at school level, continued in 2008, and has now reached 60% of schools that have computers for administrative purposes.

The draft revised Human Resources Development Strategy for South Africa (HRD-SA) was approved by Cabinet on 18 March 2009, and arrangements were approved for the migration of JIPSA into the HRD-SA structures of the Department.

The Second Phase of the Data Quality Audit was conducted in 4% of all ordinary schools in South Africa. *School Realities 2008* and *Education Statistics in South Africa 2007* were published and distributed to schools, publishers and all listed education stakeholders during 2008/09.

In September 2008, a conference to showcase best practices by teachers in the teaching of Literacy in the Foundation Phase was held, and a DVD of the conference will be sent to all schools during 2009/10.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

A diagnostic study was undertaken on the readiness of the national and provincial departments of education to realise the target of universal access to Grade R by 2010. The evaluation of the implementation of the NCS in the Intermediate Phase was conducted and a final report submitted.

In an attempt to allow disadvantaged learners access to books, 2 600 books were distributed to schools as part of the Ithuba Project. A further 1 800 Reading Toolkits were delivered to QIDS-UP schools, as part of the Drop All and Read Project.

Six full-service schools were completed and a diagnostic study was undertaken on the readiness of the national and provincial departments of education to realise the expansion of inclusive education.

A research instrument (DEMIS), to conduct a national audit of district structures, systems, operations, skills and capacities, was developed.

In 2008, bursary support was provided for 1 985 teachers to register for a Mathematics, Science and Technology ACE Programme. A total of 70% of these teachers completed their first year of study and have registered for their second (final year) in 2009.

The upgrading of unqualified and underqualified teachers was supported via registration for the National Professional Diploma in Education. In 2008, a total of 5 855 teachers graduated from public higher education institutions to become professionally qualified with the minimum professional requirements of REQV 13. In 2009, a total of 3 000 school-based unqualified and underqualified teachers have been registered.

As part of the upgrading project, the Department commissioned a research study, aimed at collecting information on the profile of unqualified and underqualified teachers, and to develop a database on teacher qualifications. The purpose was to manage the development of a five-year upgrading plan, as well as policy recommendations for upgrading unqualified and underqualified teachers in the system.

A World Teachers Day ceremony was hosted in KwaZulu-Natal, with 45 learners choosing the 45 teachers who were recognised on the day. Nine provincial ceremonies to award the National Teaching Awards (NTAs) were successfully staged, and 72 national finalists were awarded Certificates of Excellence at the national gala dinner. Four teachers from the NTA finalists were selected for the Fulbright Exchange Programme to teach in the USA for one year.

The Funza Lushaka Bursary Scheme was successfully implemented. In 2008, a total of 5 428 students received bursaries and, at the end of 2008, some 1 058 bursary recipients graduated to take up teaching posts in public schools.

A joint task team from the Department of Education and the South African Council for Educators completed the Continuing Professional Teacher Development (CPTD) design document, which provides a future vision for the CPTD system. A field study, which provided a picture of what was already taking place within schools, was undertaken by researchers. This field study also provided valuable information on ways to approach the implementation process of the CPTD system. The Endorsement Handbook was completed to assist with the provision of clear guidelines on the value of professional development points, as well as how, and on what basis such points will be allocated.

From a total of 5 907 new applications for the evaluation of qualifications for employment in education, as well as for REQV recognition that were received, 3 559 applications have been evaluated and approved.

The Department produced and administered the first cycle of the annual national assessments (ANA) in literacy and numeracy for Grade 1 to 6 learners in public schools. The assessments form part of the Foundations for Learning (FFL) Campaign and are intended to monitor progress in laying solid foundations for learning at primary school level between 2008 and 2011. The set target of the FFL Campaign is to ensure that by 2011 no learner would attain an aggregate score of less than 50% in these standardised assessments.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

The first phase of providing feedback on the results of the ANA was confined to Grades 3 and 6, and involved 663 001 learners from 7 000 schools, spread across eight of the nine provinces. Baseline findings from the 2008 assessments indicated that 60% of Grade 3 learners obtained aggregate scores in the range of 0-49% in both literacy and numeracy. For Grade 6, languages and Mathematics, the corresponding proportion was 75%. The results of Grade 3 and 6 learners, performing at an "outstanding" level (Level 4 with aggregate scores of between 70% and 100%) in both literacy and numeracy, were 15% and 10% respectively. An impact evaluation study will be conducted in 2011 to measure progress in the four years of the FFL's existence.

The results of the systemic evaluation survey of 2007, which was conducted in the Foundation Phase (Grade 3), were also released during 2008. The mean or average scores obtained by learners were 36% in literacy and 35% in numeracy. These findings corroborate the ANA results, which indicated that the majority of Grade 3 learners (65%) were functioning at 0-49% (Levels 1 and 2).

Both the ANA and the systemic evaluation results indicate that overall, primary school learners are functioning at unsatisfactory levels, and that the strategic initiatives of the FFL Campaign need to be strengthened.

The National Curriculum Statement (NCS) was implemented in Grade 12 during 2008, with the result that all grades now follow the NCS. The first National Senior Certificate Examinations were written by more than 588 000 Grade 12-learners during November 2008. In addition, examination papers were set for the FET colleges and ABET centres.

In respect of the old curriculum, learners who did not pass the Senior Certificate in 2007, and other learners wishing to obtain a Senior Certificate, were given support via the Second Chance Programme. Three further opportunities will be offered to these learners during May/June 2009, 2010 and 2011.

At FET colleges, the National Certificate (Vocational) Level 3 was offered for the first time to 10 000 students at 50 FET colleges in 2008, and 20 000 students are registered for 2009. The National Certificate (Vocational) Level 4 is being offered for the first time to 5 000 students in 2009. To support the recapitalisation and transformation of the 50 FET colleges, guidelines and budget requirements for the enrolment of NC(V) students per campus and college were distributed to colleges. ICT connectivity at all KwaZulu-Natal colleges and at one Eastern Cape college was completed.

A career guidance booklet and various publications and pamphlets on study and bursary opportunities at FET colleges were distributed. The curricula for all new NC(V) programmes and subjects were completed. Textbook catalogues for Levels 2, 3 and 4 were distributed to FET colleges. Curriculum documents were developed for Level 5 Programmes and in two fundamental subjects, namely Mathematics and Mathematical Literacy. Lecturer training was conducted in 12 programmes and in four fundamental subjects, namely Mathematics, Mathematical Literacy, Life Orientation and English First Additional Language. A total of 2 052 lecturers registered for training.

The Department completed the feasibility study on ICT in schools. This study provides the framework for the expansion of ICT in schools. The Thutong Portal, which is the Department's curriculum website, was redesigned and launched in 2008.

Two Youth Dialogues were conducted with the overarching theme, "Education changes lives, changes communities". The Department also organised two youth camps in an attempt to assist young people where risk behaviour in the identified schools is high. Two Value Mate publications, focusing on the values of respect, responsibility and resourcefulness, were published during 2008/09. A second edition of the booklet, *My Country South Africa, Celebrating Our National Symbols and Heritage*, was distributed to all provinces. A booklet on key historical anniversaries, entitled *Amandla*, with suggestions for teachers on how to use resources in the classroom, was distributed to all schools. The booklet, *Stories that Talk*, developed by Heartlines, was translated into all 11 official languages and distributed to all provinces.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

The implementation of interventions under the Ministerial Project to Create Safe, Caring and Child-Friendly Schools continued during 2008. The Hlayiseka Early Warning System was rolled out to all high priority schools (schools with high levels of crime and violence) in the various provinces. Some provinces went beyond the 65 schools per province and included additional schools that are at risk of crime and violence. The installation of CCTV systems took place at eight schools. Anecdotal evidence indicates that the mere knowledge of the presence of these systems has impacted positively on the behaviour of learners.

A Code of Conduct for Learners at Public Schools was developed and distributed to the provinces for implementation. To expand access to school music, the Department conducted an adjudicators workshop, by training a core of six adjudicator trainers from each province.

In respect of the National School Nutrition Programme, a Guide for Secondary Schools was developed in preparation for the Programme to commence in April 2009, and 2 950 guides were distributed. A total of 450 000 comics, aimed at promoting healthy lifestyles amongst Grade 5 learners, and entitled *Wanna Be a Star?*, were printed and will be distributed in 2009/10.

In line with South Africa's commitment to the United Nation's *Education for All (EFA) Campaign*, the *Kha Ri Gude Mass Literacy Campaign* aims to achieve a 50% reduction in the adult illiteracy rate by 2012. The Campaign was launched in 2008 and, in its pilot year, exceeded its target of 300 000 learners by enrolling 357 195 learners – while establishing approximately 30 000 learning sites in homes, churches and community centres across the nine provinces. In order to achieve its goal of affecting literacy for large numbers of adult learners, the Campaign resulted in more than 30 000 volunteer educators being recruited and trained – each of whom were required to teach groups of 15 learners at sites near the learners' homes.

The *Kha Ri Gude* didactic approach for teaching literacy drew on the principles of the language experience approach and phonic approaches, while taking serious cognisance of recent developments emanating from neuro-cognitive research into how adults learn to read and write. These approaches were integrated and operationalised via the learner support materials which are developed in all the official languages.

The *Kha Ri Gude Campaign* also endeavours to address the needs of the disabled and, in 2008, sixty deaf volunteers were trained to teach deaf illiterate learners via the medium of sign language, as well as 93 blind volunteer educators who were equipped to teach blind illiterate adults to read Braille.

While the Campaign is essentially an educational intervention, it nevertheless has a far-reaching impact on, for example, youth development and community organisation, and also on the alleviation of poverty, via the payment of stipends to volunteers who teach in the Campaign.

In respect of higher education, meetings were held with universities to discuss the outcomes of the analysis of annual reports for 2007/08, as well as policy priorities. The Higher Education Qualifications Framework became effective as from 1 January 2009. Work is continuing, so as to ensure that the implementation proceeds as scheduled.

The revised document on the classification of educational subject matter was released to all public higher education institutions for implementation on 1 January 2010. The Institutional Forum Review was finalised, and an investigation into racism and transformation in higher education was conducted.

A framework for distributing clinical training funds to universities was approved and clinical training grants were paid to universities in 2008/09, on the basis of a new formula and approved budgets. A cohort study, including the years 2006 and 2007, is currently being undertaken. The Student Governance Framework was published and the Space Classification and Space Norm Manuals were revised.

During 2008/09, support was extended to institutions facing governance and management issues. A report on the investigation, by an Independent Assessor, at the Mangosuthu University of Technology was published, and an administrator was appointed at the University. A task team was also appointed to assist the University of

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

Fort Hare in developing a turnaround strategy for the University, and the Policy Framework on HIV and Aids for Higher Education in South Africa was adopted.

Spending trends

The under-expenditure of R40.300 million (R145.426 million in 2007/08) on the Department's programmes, measured against allocations after virement, is as follows, in R'000:

	2007/08		2008/09	
	Under-expenditure	Percentage	Under-expenditure	Percentage
1. Administration	13 860	9.70%	2 374	1.19%
2. System Planning and Monitoring	36 865	41.51%	1 779	1.63%
3. General Education	16 527	6.01%	25 204	7.66%
4. Further Education and Training	68 201	5.68%	1 792	0.16%
5. Social and School Enrichment	5 295	0.41%	1 380	0.06%
6. Higher Education	3 289	0.02%	7 143	0.05%
7. Auxiliary and Associated Services	1 389	2.04%	628	2.17%
Total	145 426	0.89%	40 300	0.20%

The under-expenditure did not impact negatively on the Department's programmes and service delivery. Factors that contributed to under-expenditure included the following: goods delivered but not paid for; the withholding of funds in respect of the HIV and Aids Conditional Grant to Limpopo, due to low spending levels in that province; funds internally reallocated to the CHE, and for which Treasury approval, to transfer these funds to the CHE, could not be obtained; and cost containment measures that were put in place to ensure that the Department did not overspend on its budget.

Actions taken to manage a recurrence of the above, include the ongoing monitoring of expenditure on a monthly basis, whereby responsibility managers are requested to provide progress reports on projects. The Minister is also being kept informed on spending levels in terms of the Public Finance Management Act. At Senior Management meetings, the Department's spending is also being monitored and discussed at least once a month. The reprioritisation of activities, falling within the Department's objectives, is also considered when necessary.

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

Virement

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

Shifted from	Shifted to	Amount
2: System Planning and Monitoring	4: Further Education and Training	9 477
3: General Education	4: Further Education and Training	28 616
5: Social and School Enrichment	4: Further Education and Training	11 639
6: Higher Education	4: Further Education and Training	1 469
6: Higher Education	1: Administration	1 784
6: Higher Education	7: Auxiliary and Associated Services	247

As a result of unforeseen and unavoidable expenditure in respect of the remuneration of examiners and moderators for the Grade 12 examinations, learners who did not pass the 2007 matric examinations (Matric Second Chance Programme), and projects supporting the National Curriculum Statement, deliberate savings on various projects were effected in order to accommodate the projected over-expenditure on these projects.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

Treasury approval, with reference number SS9/4/4/4/13, dated 5 February 2009 and 17 March 2009, was obtained for increasing compensation of employees; for the remuneration of examiners and moderators; and for shifting funds from earmarked allocations, in order to defray unforeseen and unavoidable expenditure on Programme 4: Further Education and Training. Funds were also shifted between programmes pertaining to the compensation of employees, so as to accommodate possible over-expenditure on compensation of employees in some of the programmes.

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

2. Services rendered by the Department

2.1 Services rendered

The Department is mainly responsible for the formulation of national education policy and for monitoring and evaluating the implementation of policy. However, services were rendered on a national basis in respect of FET college examinations and certificates, and in respect of the registration of private higher education institutions. The total revenue, collected in this regard for the period under review, amounts to R95 000.

2.2 Tariff policy

National Technical Examinations

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

	Tariff in R
Entrance fee for examinations	
a) National Senior Certificate (Umalusi fees – VAT included)	30.00
b) Higher than Senior Certificate	60.00
Application for remarking of examination scripts	
a) For all standards and grades	81.00
Application for certificates	
a) For a duplicate certificate that was issued to replace a previous certificate	60.00
Other	
a) Reissuing of statement symbols	30.00
b) Changes or amendments to certificates (not issued by Umalusi)	30.00
c) Transfer of examination entry	25.00
d) Exemption for, or recognition of, subjects passed with other examining bodies	50.00
e) Postage	
• Africa	117.00
• Overseas (Diplomatic Bag)	140.00
• Overseas via Post Office	200.00
f) Application for additional time and/or assistance	51.00
g) Late entry or amendments penalty	21.00
h) Syllabuses (only applicable to examining bodies that supplied syllabuses to other examining bodies)	1.00
i) Rechecks	14.50

Private higher education institutions

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

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

2.3 Free services

None

2.4 Inventories

The inventories on hand at year-end amounted to R344 430 (R182 578 in 2007/08) and were constituted as follows, in R'000:

Item	Amount
Stationery	344
Domestic consumables	-
Total	344

The costing method used was the average price.

3. Capacity constraints

Of the 1 095 posts on the approved staff establishment, 890 posts were filled, leaving 205 vacancies. In 2008/09, a total of 189 appointments were made. However, the high number of vacancies inevitably had a negative impact on human capacity and thus also on implementation. The Department has a relatively high staff turnover rate. To address this matter, job evaluations were done on all middle-management posts, with the outcome that almost all posts were shown to be at a higher level. The outcome of these job evaluations was implemented in April 2008.

The Education Investment Review could not be completed, due to a lack of capacity within the Department. The post of an economist and other vacant posts were filled. Due to cost containment measures, school visits and the conducting of proper monitoring on site were hampered during 2008/09. The Department also does not have the capacity to effectively monitor the implementation of policies on Conditions of Service for educators in the provinces.

Proper continued monitoring of critical issues, such as uniformity in the implementation of salaries, progression measures, leave measures, and the timely administration of retirements, is necessary to ensure an effective administration of good policies. The Department was unable to recruit and retain high-level staff who are competent in areas such as research and statistics. This is the case, despite repeated advertising, as well as headhunting. There is furthermore a need for expertise to monitor and evaluate the achievements of participating departments and stakeholders in meeting their HRD targets and, where necessary, to assist such departments with remedial action.

Capacity constraints to manage, evaluate and maintain policy, programmes and systems for Early Childhood Development in two main areas, namely Grade R and Pre-Grade R, are experienced, given the expansion of both programmes. Posts pertaining to Mathematics, Natural Sciences and Education Management Systems were filled in February 2009, resulting in major assistance with learning area development. To manage the entire General Education Certificate development process, also poses a challenge.

There are no designated staff members in the provinces to focus on literacy activities, and the capacity in the Inclusive Education Units across the system is limited. This is particularly the case at district level, where district-based support teams are charged with the responsibility of supporting schools that deal with learners who experience barriers to learning. Staff turnover and the resultant negative impact on continuity with regard to the development of an inclusive education and training system, pose a challenge, especially in KwaZulu-Natal and the Eastern Cape. There are furthermore not many professional therapists and psychologists available in the country. Specialist staff members are needed to develop guidelines for various areas of specialisation, e.g. Autism, Deaf Education, and Intellectual Disability.

The Examinations Chief Directorate increased its support to provinces and took over the Senior Certificate Examinations, which became a national, and not a provincial examination as from 2008, that resulted in an increased workload.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

4. Utilisation of donor funds

The Department received new donations, totalling R94.762 million in cash, from foreign donors during the 2008/09 financial year. Expenditure of R126.860 million was incurred against funds held in the RDP Fund. The balance of the funds available to the Department in the RDP Fund, as at 31 March 2009, stood at R106.062 million.

Donor funds were mainly used as follows:

- The European Union (EU) made 60 million Euros available for the upgrading and rehabilitation of 27 schools in Limpopo, the Eastern Cape and KwaZulu-Natal. Four works contracts for 21 schools, and two additional contracts for six additional schools, were signed. The programme ran to an end on 28 February 2009 and, at the conclusion of the programme, nine schools had been handed over to beneficiaries in Limpopo, nine to KwaZulu-Natal beneficiaries and nine to Eastern Cape beneficiaries. Social facilitation in the communities, on the use of these facilities, was undertaken at all the schools. Furthermore, capacity development of school governing bodies and school management teams, pertaining to the maintenance of facilities, was also undertaken at all schools. An official handover ceremony of the programme was held at the Sefoto Primary School in Limpopo, on 17 October 2008. With regard to the Higher Education HIV and Aids Programme (HEAIDS), which is an initiative to develop and strengthen the capacity of South Africa's higher education sector to respond to the challenges resulting from HIV and Aids, an amount of R42.3 million was spent during the financial year.
- The Sectoral Budget Support Programme, funded by the Netherlands to the amount of R112.587 million for the 2008/09 financial year, was mainly used as follows:

NEIMS: The second phase of the National Infrastructure Management System (NEIMS) commenced with the signing of the Service Level Agreement and the Project Charter for Phase II of NEIMS, with SITA in January 2009, and work on matters identified in the Charter, entailing the upgrading of the system, has commenced. The System Delivery Specification was completed and is ready for signature. Departmental officials have direct access to NEIMS and can update it as such. The SITA certification process was concluded. All the provinces have been linked to the NEIMS database, and can now use the database for planning and reporting.

Reading Toolkit: An amount of R7.174 million was spent on the Reading Toolkit Project.

Teacher education: An amount of R11.528 million was allocated for the upgrading of unqualified and underqualified teachers; R2.473 million was allocated for a teacher qualification survey at 400 schools and at the RPL Colloquium; R6.417 million was transferred to the South African Council for Educators for the development of the Continuing Professional Teacher Development System; and R3.495 million was allocated to the Teacher Recruitment Campaign.

Implementation of the NCS: An amount of R1.230 million was spent on evaluating the implementation of the NCS in the Intermediate Phase.

Celebration of historical anniversaries: The funds were used for advocacy and media coverage on Value Mate; for the Youth Dialogues, which reflected the contributions of former President Nelson Mandela and Mrs Albertina Sisulu; for the hosting of a school competition in celebration of the 90th birthdays of Mr Nelson Mandela and Mrs Albertina Sisulu; for the Nkosi Albert Luthuli Young Historians Oral History Competition; for the printing and distribution of a booklet, *Stories that Talk*, as well as a booklet for schools, entitled *Amandla*, on key historical anniversaries; for the second edition of *My Country South Africa, Celebrating Our National Symbols and Heritage*; and for the exhibition in celebration of the life of Nelson Mandela.

- Donor funds from the French and Taiwanese were used for the distribution of the NCS documents, NCS advocacy and communication, as well as for teacher development with a view to curriculum implementation.
- Donor funds from Sweden and Finland were used for a three-minute 13-series advocacy programme on inclusive education, which was flighted on SABC 2, and which attracted on average one million viewers per episode during 2008/09. This will be followed by a radio broadcast of the series, as well as by the development and distribution of a magazine and DVDs on the 13 messages. Training of 5 000 district officials and school-based educators on the Screening, Identification, Assessment and Support (SIAS) Strategy, as well as of 180 educators from schools for learners with visual and hearing loss, was conducted.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

- *Donor funds from the Norwegians* were used for projects such as access, retention and success, multilingualism, capacity-building and SADC institutional collaboration, which were implemented at various higher education institutions.
- *Donor funds from Carnegie* were used for the Carnegie-SA Undergraduate Women's Scholarship Programme. As a result, participation rates of female students in higher education, as well as in scarce skills areas, have increased.
- *Arcello Mittal*: The launch of the R250-million donation project of ten schools in the nine provinces by Arcello Mittal was successfully conducted by the Minister of Education on 2 February 2009. The building contractor for the Meetse a Bophelo Primary School in Mamelodi was appointed on 15 March 2009. Planning for the building of two schools in the Eastern Cape, during 2009, has commenced.

5. Public entities

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

5.1 Council on Higher Education (CHE)

The CHE is an independent statutory body, established by the Higher Education Act, 1997. It advises the Minister of Education on all policy matters related to higher education. An amount of R31.208 million was transferred to the CHE in 2008/09.

In 2008/09, the CHE carried out a number of projects, including the following:

- A report on Institutional Autonomy and Academic Freedom was published for comment.
- The CHE hosted a colloquium on community engagement during March 2009, and a policy position paper on community engagement was completed. A meeting was held with the leadership of five rural universities to discuss ways in which previously disadvantaged rural institutions could establish an identity, based on the unique contribution these institutions could make to the higher education landscape.
- Guidance was provided to the Universities of Limpopo and Zululand, and to the Walter Sisulu University, on the submission of programmes, in order to be awarded full accreditation, as well as on steps to be taken when implementing the Improvement Plan/Progress Reports for evaluation.
- The Improvement of Teaching and Learning (ITL) Project was revived.
- The Higher Education Quality Committee (HEQC) received 31 applications for programme accreditation from private providers, and four from public providers of higher education. Private providers whose registration with the Department expires are required to submit their programmes for re-accreditation to the HEQC a year before their registration expires. For this exercise, a total of 115 programmes were received from 40 providers.
- Improvement plans for 32 programmes, which received conditional accreditation in the context of the national review on academic and professional programmes in education, were received from 13 higher education institutions.
- Two capacity-building workshops, aimed at increasing the pool of evaluators for the re-accreditation of private providers, were conducted for 120 evaluators.
- The Higher Education Quality Committee Information System (HEQCIS), which collects data from private higher education institutions on enrolments and awards, was developed. A workshop was conducted to introduce the HEQCIS to private providers.

5.2 Education Labour Relations Council (ELRC)

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 to the Council. 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 on membership fees from educators, employer contributions and interest on investments for its revenue.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

In 2008/09, ELRC achieved the following:

- Further negotiations took place, study tours were undertaken and task teams were established as part of the implementation of the Occupational-specific Dispensation for Educators.
- A professional development programme for panellists was developed, and a recruitment drive for panellists in all provinces was conducted.
- A total of 575 disputes were referred to Council. Of these, 34 were settled at conciliation hearings, while 368 disputes are still being dealt with. The remainder were either withdrawn, abandoned or removed due to a lack of jurisdiction or non-attendance by the referring parties.

5.3 National Student Financial Aid Scheme (NSFAS)

NSFAS was established in terms of the National Student Financial Aid Scheme Act, 1999. It is responsible for administering loans and bursaries and allocating these to eligible students; for developing criteria and conditions, in consultation with the Minister of Education, for the granting of loans and bursaries to eligible students; for raising funds and recovering loans; for maintaining and analysing a database; for undertaking research into improved utilisation of financial resources; and for advising the Minister on matters relating to financial aid for students. An amount of R1 702.375 million was transferred to NSFAS in 2008/09. Other revenue comprises donor funds, money repayable on study loans, and interest on investments.

In 2008/09, NSFAS achieved the following:

- Revised policy guidelines, aimed at assisting students with disabilities to gain access to higher education, were completed.
- NSFAS endeavoured to raise funds from government institutions, other than the Department of Education, in order to maintain the funding of scarce skills development amongst both new and existing students.
- An electronic loans application (e-LAFS) scheme, which allows electronic loan agreement forms to be completed, signed and delivered electronically by institutions, was launched as a pilot project at both the Durban University of Technology and Tshwane University of Technology. The NSFAS loan agreement form was amended to be fully compliant with the National Credit Act requirements. A pre-agreement statement and quotation form were also finalised.
- Loan recoveries increased steadily throughout the year and were above target at the end of the financial year.
- A total of 413 230 awards were made during 2008/09.
- NSFAS distributed 140 000 brochures and 36 posters to schools; 101 000 brochures and 500 posters to universities, and 500 posters to FET colleges.

5.4 South African Council for Educators (SACE)

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, as well as setting, maintaining and protecting ethical and professional standards for educators. SACE does not receive direct transfers from government, but relies on employees' registration fees, as well as on interest on investments for its revenue. However, a donor-funded amount of R6.417 million was transferred to SACE in 2008/09 for the Continuing Professional Teacher Development System.

In 2008/09, SACE achieved the following:

- Council registered a total number of 20 774 new educators.
- A report on a pilot study pertaining to professional development was produced.
- Guidelines on the Professional Development Programme (PDP) for all post levels were issued, and 10 000 educators attended a workshop on PDP and on IQMS standards.
- Twenty out of 102 complaints received were finalised.

5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body, established in terms of the South African Qualifications Act, 1995. In terms of the Act, SAQA is responsible for overseeing the development and implementation of the National Qualifications Framework (NQF).

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

SAQA has three main deliverables: Registering qualifications and standards on the NQF; establishing a system-wide quality assurance system; and further developing and maintaining the National Learners' Records Database (NLRD). In addition, SAQA is responsible for evaluating foreign qualifications, conducting research and liaising internationally. The Department transferred an amount of R37.566 million to SAQA during 2008/09. Other revenue comprises additional income raised via the Joint Implementation Plan (JIP), the rental of office space in SAQA House, interest on income, as well as fees charged for specific NLRD services and for the evaluation of foreign qualifications.

In 2008/09, SAQA achieved the following:

- SAQA registers qualifications and unit standards that are responsive to national needs, and 140 new qualifications and 641 new unit standards were registered during the period under review, including qualifications for Engineering, Policing, Sports Coaching and Fitness, and Municipal Governance.
- SAQA completed its first round of performance auditing of Education and Training Quality Assurance bodies (ETQAs), thus evaluating the performance of ETQAs in preparation for the new system, and publishing a report on the trends that emerged during these audits.
- SAQA provided NLRD information to key partners and policy-makers, and cooperated with a number of bodies, including Statistics South Africa, regarding information management. The demand for verification of learner achievements also increased.
- A number of SAQA's business systems were integrated, in order to achieve greater efficiency and effectiveness. These included the Electronic Customer Relations Management System; an Employee Self-service System that enables staff members to apply for leave and to access their own information electronically; as well as another module of the electronic system used for the evaluation of foreign qualifications, which facilitates reporting and automated communication with clients via e-mail and SMS during every stage of their applications.
- SAQA participated in international projects, including the hosting of ten international delegations, as well as assisting Ethiopia and the Seychelles with the establishment of their national qualification frameworks and related matters.

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 the following: ensuring continuous quality improvement in the delivery and outcomes of the general and further education and training sectors of the national education and training system, by monitoring the suitability and adequacy of standards and qualifications; accrediting private providers and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and promoting quality amongst providers of education, training and assessment. During the 2008/09 financial year, an amount of R16.044 million was transferred to Umalusi. Other revenue comprises fees charged for services, donor funds, contributions received, and interest on investments.

In 2008/09, Umalusi achieved the following:

- Umalusi quality assured the assessment and approved the results of the following examinations:
 - The National Senior Certificate, written for the first time in 2008
 - The Senior Certificate, to be phased out by 2011
 - The National Certificate Vocational Levels 2 and 3
 - Technical Certificate N3, to be phased out by 2011
 - The General Education and Training Certificate for Adults
- A revised General and Further Education and Training Qualifications Sub-framework was submitted to the Minister for declaration as policy, and a policy framework, which lays the foundation for Council's quality assurance of the sub-framework, was published.
- A number of research projects were undertaken and reported on. The most notable of these was the Maintaining Standards Project, which investigated the standards of curricula and examination products across six subjects for the Senior Certificate and the new National Senior Certificate. These subject reports were fed into the standardisation process of the National Senior Certificate, which was written for the first time in 2008.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

- A revised accreditation framework for private providers of education and training, as well as for assessment bodies, was approved by the Umalusi Council in February 2009 and submitted to the Minister for declaration as policy.
- Providers across all sectors were provisionally accredited and monitored via the submission of annual self-evaluation reports and improvement plans. These included the evaluation of reports for independent schools, private FET colleges and private AET providers. More than 400 site visits were conducted across all three sectors.
- The assessment system of the National Certificate Vocational was evaluated at national, provincial and college level, with a particular focus on site-based internal assessment.

6. Other organisations to whom transfer payments were made

6.1 Higher education institutions (HEIs)

Funds were transferred to support HEIs, in order to enable them to perform their core functions (i.e. lecturing and research) efficiently and effectively. This is linked to the broader policy goals and objectives outlined in the National Plan for Higher Education, which is underpinned by the need to ensure sustainability, affordability and responsiveness of the higher education system, and to enable it to contribute to the social and economic development of South Africa. A total amount of R13 797.403 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 R146 077 was transferred to the Education, Training and Development Practices Sector Education and Training Authority.

6.3 Other transfers

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

An amount of R19 044 was transferred to ADEA.

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

An amount of R75 750 was transferred to this Centre.

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

An amount of R8.588 million was transferred to UNESCO, as South Africa's annual membership fee.

- **Commonwealth of Learning**

An amount of R1.866 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 by these three developing countries, in order to work towards a common vision for enhanced South-South cooperation. An amount of R390 000 was transferred to this Commission via the University of KwaZulu-Natal for this Commission.

- **Childline South Africa**

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa would receive calls forwarded by the Department relating, *inter alia*, to cases of abuse in schools, and to provide counselling services to victims as needed. An amount of R50 000 was transferred as a contribution to Childline South Africa.

6.4 Conditional grants to provincial education departments

Four conditional grants, the Disaster Management Grant, the Further Education and Training Colleges (FET colleges) Recapitalisation Grant, the HIV and Aids Life Skills Programme, and the National School Nutrition Programme (NSNP) were allocated to the Department during the period under review. Before funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2008, had been met.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

The total allocation per conditional grant for 2008/09, in R'000, is as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% Spent on allocation
Disaster Management	22 002	22 002	22 002	100.0
FET colleges	795 170	795 170	795 170	100.0
HIV and Aids	171 126	165 003	165 395	99.7
NSNP	1 927 109	1 927 109	1 641 526	85.2
Total	2 915 407	2 909 284	2 624 093	90.0

6.4.1 Disaster Management Grant

The main objective of this conditional grant was to address the storm damage to schools in Mpumalanga and KwaZulu-Natal. Monthly reports were received from Mpumalanga and KwaZulu-Natal, indicating progress and expenditure on the projects. Monitoring visits to four schools in Mpumalanga were undertaken during February 2009. Schools affected by the disasters were repaired and, as a result, the education of learners was not adversely affected.

6.4.2 FET Colleges Recapitalisation Grant

The main objective of this conditional grant is to increase the number of students enrolled for high priority skills vocational programmes, which lead to higher education or employment, by providing the essential infrastructure, equipment, learning material and human resources required to deliver skills programmes. The total amount spent reflects the transfer by provincial education departments to FET colleges. As a result of provincial roll-overs, actual spending at college level amounted to R794.569 million.

Achievements during the 2008/09 financial year:

- Altogether 5 103 college staff members were trained for the delivery of NC(V).
- LAN and WAN were installed at 86 college sites.
- Altogether 180 workshops were upgraded at FET colleges.
- Altogether 182 new classrooms, 46 new workshops and 27 new laboratories were built.
- Altogether 280 college workshops were fitted with modern equipment.

Challenges facing the achievement of outputs during the 2008/09 financial year:

- A deviation from spending in terms of the operational plan was made with the approval of virement. If the request for virement was more than 10%, the amendment to the operational plan was approved by the Director-General and, if it was less than 10%, it was approved by the head of the provincial education department.
- In some instances, provincial education departments, as well as a few of the FET colleges, did not comply with the due date for the submission of both their monthly and quarterly reports. Follow-ups had to be made until the reports were received. In one case, the Free State Department of Education did not submit its third quarterly report.
- The Northern Cape Department of Education transferred the second tranche to urban FET colleges in January 2009, instead of in October 2008. The reason provided for the late transfer was that the province experienced cash-flow problems.
- The Limpopo Department of Education decided to transfer the second tranche for Vhembe in December 2008, pending the submission of the said Department's audited financial statements for the 2007/08 financial year.

6.4.3 HIV and Aids

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

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

Achievements during the 2008/09 financial year:

- Altogether 2 039 district-based master trainers were trained to improve their knowledge and skills in response to programme implementation.
- Altogether 24 232 educators were trained in teaching Life Skills and the handling of learner issues.
- Altogether 47 605 learners and 1 268 teachers from 5 000 schools were trained in peer group education.
- Altogether 295 103 age-appropriate Learner and Teaching Support Materials were distributed to 5 000 schools.
- Monitoring, evaluation and support of 3 093 schools took place.

Challenges facing the achievement of outputs during the 2008/09 financial year:

- The North West Province has very few officials who are responsible for Life Skills at the Area Project Office Level and, in June 2008, the project coordinator resigned. The programme is currently being coordinated by a curriculum official.
- An amount of R6.123 million was withheld from Limpopo, due to low spending levels in the province, which arose from the fact that activities could only be conducted in the province during the September school holidays.

6.4.4 National School Nutrition Programme (NSNP)

The main objective of this conditional grant is to contribute to enhanced learning capacity by providing learners with nutritious food at schools.

Achievements during the 2008/09 financial year:

- Access to the Programme was provided to approximately 6.041 million learners from 17 899 schools from mainly rural, farm and informal settlement areas.
- Altogether 6 503 school food gardens were developed and sustained.
- Altogether 1 160 community-based cooperatives are serving as service providers on the programme, by providing food supplies to schools, and about 39 417 food handlers are working on the Programme and they received honoraria ranging between R300 and R500 a month per person.
- Altogether 838 capacity-building workshops were conducted on Food Safety, Nutrition Education and Sustainable Food production.
- Altogether 2 982 monitoring visits were made to schools by province and district officials.
- The Department successfully intervened in the Sekhukhune District in Limpopo, following reported non-provision of food to learners. The provision of food resumed without much delay.

6.4.5 Compliance with the Division of Revenue Act (DoRA)

In terms of Section 10(5) of the DoRA, 2008, the duties of the transferring national officer include submitting monthly reports to the National Treasury, in the format determined by the 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, 2008, the duties of the receiving officer include submitting monthly reports to the relevant provincial Treasury, and to the transferring national officer, on amounts received, funds withheld, and on the province's actual expenditure. Not all provinces reported by the 15th for each month of the financial year. However, all information was collected on a monthly basis before the Department reported to National Treasury on the 20th of each month. Some provinces could not submit quarterly reports as prescribed. In most cases, the Department was left with no option but to submit quarterly reports to National Treasury and to the National Council of Provinces without inputs having been received from some provinces.

6.4.6 Late approval of business plans

Provincial workshops to support the development of business plans were conducted in the nine provinces. Final business plans were developed and compliance certificates were submitted to National Treasury, pertaining to the FET Colleges Recapitalisation Grant, the HIV and Aids Life Skills Programme, and the NSNP conditional grant.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

6.4.7 Performance evaluation of conditional grants

In terms of Section 10(6) of the Division of Revenue Act 1 of 2007, the transferring national officer must evaluate the performance of programmes funded or partially funded by the allocation, and then submit such evaluation to the National Treasury within four months after the end of the financial year. The Department conducted an annual performance evaluation of the three conditional grants, namely the National School Nutrition Programme (NSNP), the HIV and Aids Life Skills Education Programme, and the FET College Recapitalisation Programme. This was done in accordance with the process outlined in Practice Note 6, issued by National Treasury, for this purpose. The evaluation process was completed in all nine provinces. Schools, as well as FET colleges were evaluated in line with the Evaluation Plan that had been submitted to the National Treasury, and the Evaluation Report was then submitted to the National Treasury.

7. Public private partnerships (PPPs)

The Department entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department. The final concession agreement was signed on 20 April 2007 and construction commenced during the 2007/08 financial year. The new building is due to be completed by the end of August 2009, and progress with the construction is on target. Due to the growth of the Department since the finalisation of the building design, the design of the building had to be revised during 2007/08. The Department obtained approval from National Treasury to sign a variation agreement, which makes provision for the enlargement of the building. This variation agreement was signed and the Department made a R40 million capital investment during 2008/09, in order to minimise the increase in the unitary fee. A second variation for the upgrading of the interior layout, and of the IT and telephone cabling network is in the process of being submitted to the National Treasury for approval. The Department intends to make a R35 million capital investment in 2009/10 for purposes of this intended variation.

8. Corporate governance arrangements

8.1 The Department's risk assessment and fraud prevention plan

A risk assessment was done during the financial year and the Internal Audit Unit assisted management with the annual review of the Risk Assessment Document. A fraud prevention plan is in place, as required by Treasury Regulations.

8.2 Internal Audit Unit

The Internal Audit Unit is operational, with skilled staff members, and it functions effectively, as required by the Public Finance Management Act (PFMA). An audit plan was developed from the risk assessment conducted in the Department, and it has been approved by the Audit Committee. During the period under review, internal audit engagements were performed in accordance with the audit plan. Where appropriate, the Department implemented the recommendations made in the Internal Audit reports. Internal Audit quarterly reports were compiled and submitted to the Audit Committee.

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

8.3 The Audit Committee

The Audit Committee is in place and functions effectively, as required by 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 outside the Department that generates additional remuneration. All senior managers also signed performance agreements and are in the process of undergoing security clearance.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

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, was implemented in the Department, and managers ensure that all members of staff adhere to it. Two codes of conduct – one for public servants and one for educators – have been distributed to every official in the Department and are fully implemented.

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

8.6 Safety, health and environmental issues facing the Department

The Policy on Health and Safety in the Workplace is in the process of being reviewed. The Policy aims to create a positive work environment for all members of staff in the Department.

8.7 Other governance structures

- **Bid Adjudication Committee (BAC)**

The BAC is responsible for considering the results/outcomes of the evaluation process conducted by the Bid Evaluation Committee (BEC). The BEC's duty is to adjudicate the evaluation process, scrutinise the Terms of Reference of bids, and make recommendations to the Director-General on the advertising, awarding, extending and cancellation of bids. The Committee also adjudicates to establish whether the bidding processes are fair, equitable, transparent, competitive and cost-effective, and ensures that they comply with the PFMA, other relevant legislation, as well as Treasury Regulations. The members of the Committee are senior managers from the various programmes/branches in the Department, and they are appointed by the Director-General. The Committee is scheduled to meet at least twice in a month, but ad-hoc meetings are arranged when required.

- **Information Technology Committee (ITC)**

The purpose of the ITC, which meets once a month, is to review and endorse information communication technology (ICT) plans, policies and standards, and to co-ordinate and endorse compliance with the Department's ICT architecture, configuration and initiatives, with the strategic directions from the Government Information Technology Officer Council (GITOC), as well as with government policies and standards. The ITC also regulates the acquisition, deployment, use and disposal of all Information and Communications Technology, Information Systems and Information Management Systems (ICT/IS/IM) in the Department. This is done in terms of standardisation, needs, quantity required, frequency of use, and the potential impact on work in terms of work outcomes and cost advantages.

- **Budget Review Advisory Committee (BRAC)**

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 a particular financial year. BRAC comprises the Department's programme managers.

9. Discontinued activities/activities to be discontinued

None.

10. New/proposed activities

The new activities as indicated below will have a positive influence on the normal operations of the Department, since these activities have been developed, so as to streamline specific functions in the Department.

- **National Education Evaluation and Development Unit (NEEDU)**

The purpose of this Unit is to conduct independent evaluations and identify the developmental needs of schools and teachers. An amount of R5.522 million was allocated to this Unit for the 2009/10 financial year.

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2009

• **Higher Education Financial Planning**

The purpose of this activity is to coordinate and manage the development and maintenance of an appropriate funding framework and management information system for a diverse higher education system. The projected expenditure on this activity in 2009/10 is R4.594 million.

11. Asset management

11.1 Progress with regard to capturing assets in a register

All the old and newly acquired assets were captured in the Asset Register, indicating their financial value.

11.2 Indication of the extent of compliance with the minimum requirements

The Asset Register complies with the minimum requirements.

11.3 Indication of the extent of compliance with asset management reform milestones

All assets were recorded in the Asset Register, and a policy was developed, pertaining to the reconciliation of assets between the Asset Register and the Basic Accounting System.

11.4 Indication of problems experienced with asset management reform

The recording of assets in the Asset Register takes place in accordance with component accounting, while the recording of payments for assets in the financial systems is treated as a unit. This results in reconciliation discrepancies amongst minor and major assets. Therefore, a policy on reconciliation between the Asset Register and the Basic Accounting System was developed.

12. Events after the reporting date

None.

13. Performance information

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

14. SCOPA resolutions

None.

15. Prior modifications to audit reports

None.

16. Exemptions and deviations received from the National Treasury

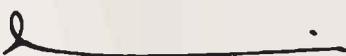
None.

17. Other

None.

18. Approval

The Annual Financial Statements, set out on pages 249 to 296, were approved by the Accounting Officer.



Mr D Hindle
Director-General
Date: 29 May 2009

We are pleased to present our report for the financial year ended 31 March 2009.

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 Ledwaba	4
Ms C Mpati	4
Mr J Perks (Resigned on 8 May 2008)	1
Mr F Froneman (Appointed 7 July 2008)	4
Dr C Madiba (Appointed 7 July 2008)	2

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 as contained therein.

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

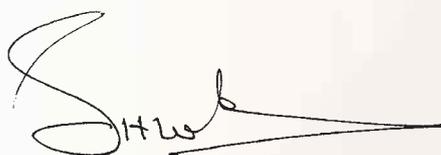
The Audit Committee is satisfied with the content and quality of quarterly reports prepared and issued by the Accounting Officer of the Department during the year under review.

5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has

- reviewed and discussed the audited annual financial statements to be included in the annual report with the Auditor-General and the Accounting Officer;
- reviewed the Auditor-General's management letter and management's response thereto.

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



Chairperson of the Audit Committee
Date: 31 July 2009

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF VOTE NO. 13: DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2009

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the accompanying financial statements of the Department of Education which comprise the appropriation statement, the statement of financial position as at 31 March 2009, and the statement of financial performance, the statement of changes in net assets and the cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 249 to 296.

The accounting officer's responsibility 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 note 1.1 to the financial statements and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA), Division of Revenue Act (Act No. 2 of 2008) (DoRA) and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

The Auditor-General's responsibility

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 read with section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004) (PAA), my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with the International Standards on Auditing read with *General Notice 616 of 2008*, issued in *Government Gazette No. 31057 of 15 May 2008*. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about 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. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

7. In my opinion the financial statements present fairly, in all material respects, the financial position of the Department of Education as at 31 March 2009 and its financial performance and its 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 note 1.1 to the financial statements and in the manner required by the PFMA and DoRA.

Basis of accounting

8. Without qualifying my opinion, I draw attention to note 1.1 to the financial statements, which describes the basis of accounting. The department's policy is to prepare financial statements on the modified cash basis of accounting determined by the National Treasury.

Other matters

Without qualifying my opinion, I draw attention to the following matters that relate to my responsibility in the audit of the financial statements.

Governance framework

9. The governance principles that impact the auditor's opinion on the financial statements are related to the responsibilities and practices exercised by the accounting officer and executive management and are reflected in the key governance responsibilities addressed below:

Key governance responsibilities

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

No.	Matter	Y	N
Clear trail of supporting documentation that is easily available and provided in a timely manner			
1.	No significant difficulties were experienced during the audit concerning delays or the availability of requested information.	✓	
Quality of financial statements and related management information			
2.	The financial statements were not subject to any material amendments resulting from the audit.	✓	
3.	The annual report was submitted for consideration prior to the tabling of the auditor's report.	✓	
Timeliness of financial statements and management information			
4.	The annual financial statements were submitted for auditing as per the legislated deadlines section 40 of the PFMA.	✓	
Availability of key officials during audit			
5.	Key officials were available throughout the audit process.	✓	
Development and compliance with risk management, effective internal control and governance practices			
6.	Audit committee		
	<ul style="list-style-type: none"> The department had an audit committee in operation throughout the financial year. The audit committee operates in accordance with approved, written terms of reference. The audit committee substantially fulfilled its responsibilities for the year, as set out in section 77 of the PFMA and Treasury Regulation 3.1.10. 	✓	
7.	Internal audit		
	<ul style="list-style-type: none"> The department had an internal audit function in operation throughout the financial year. The internal audit function operates in terms of an approved internal audit plan. The internal audit function substantially fulfilled its responsibilities for the year, as set out in Treasury Regulation 3.2. 	✓	
8.	There are no significant deficiencies in the design and implementation of internal control in respect of financial and risk management.	✓	
9.	There are no significant deficiencies in the design and implementation of internal control in respect of compliance with applicable laws and regulations.	✓	
10.	The information systems were appropriate to facilitate the preparation of the financial statements.	✓	
11.	A risk assessment was conducted on a regular basis and a risk management strategy, which includes a fraud prevention plan, is documented and used as set out in Treasury Regulation 3.2.	✓	
12.	Delegations of responsibility are in place, as set out in section 44 of the PFMA.	✓	
Follow-up of audit findings			
13.	The prior year audit findings have been substantially addressed.	✓	
14.	SCOPA/Oversight resolutions have been substantially implemented.	N/A	
Issues relating to the reporting of performance information			
15.	The information systems were appropriate to facilitate the preparation of a performance report that is accurate and complete.	✓	
16.	Adequate control processes and procedures are designed and implemented to ensure the accuracy and completeness of reported performance information.	✓	

No.	Matter	Y	N
17.	A strategic plan was prepared and approved for the financial year under review for purposes of monitoring the performance in relation to the budget and delivery by the Department of Education against its mandate, predetermined objectives, outputs, indicators and targets [Treasury Regulations 5.1, 5.2 and 6.1].	✓	
18.	There is a functioning performance management system and performance bonuses are only paid after proper assessment and approval by those charged with governance.	✓	

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

Report on performance information

11. I have reviewed the performance information as set out on pages 68 to 190.

The accounting officer's responsibility for the performance information

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

The Auditor-General's responsibility

13. I conducted my engagement in accordance with section 13 of the PAA read with *General Notice 616 of 2008*, issued in *Government Gazette No. 31057 of 15 May 2008*.

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

15. I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for the audit findings reported below.

Findings on performance information

Non-compliance with regulatory requirements

Inadequate quarterly reporting on performance information

16. In terms of the treasury regulation, TR 5.3.1, the department is required to report on a quarterly basis to its executive authority on its performance against pre-determined objectives for all programmes. I was unable to obtain evidence that the Department prepared and submitted its 2nd quarterly progress report for the 2008-09 financial year with regards to the General Education & Training and Higher Education programmes.

Usefulness and reliability of reported performance information

17. The following criteria were used to assess the usefulness and reliability of the information on the department's performance with respect to the objectives in its strategic plan/annual performance plan:

- Consistency: Has the department reported on its performance with regard to its objectives, indicators and targets in its approved strategic plan/annual performance plan?
- Relevance: Is the performance information as reflected in the indicators and targets clearly linked to the predetermined objectives and mandate? Is this specific and measurable, and is the time period or deadline for delivery specified?
- Reliability: Can the reported performance information be traced back to the source data or documentation and is the reported performance information accurate and complete in relation to the source data or documentation?

The following findings relate to the above criteria:

Reported performance information not relevant

18. Some measures/indicators for Programme 5, Social and School Enrichment and Programme 6, Higher Education contained in the strategic plan of the department were not well defined and verifiable to facilitate monitoring of performance effectively.

A measure in Programme 6, Higher Education, and sub-programme – strengthen planning to support the production of quality graduates, is not time bound, and did not have an indicator and activity.

APPRECIATION

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

Auditor-General

**Pretoria
31 July 2009**



A U D I T O R - G E N E R A L

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
for the year ended 31 March 2009

		Appropriation per programme						2007/08	
		2008/09							
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
1. Administration									
Current payments	196 149	-	893	197 042	194 692	2 350	98.8	170 823	157 499
Transfers and subsidies	407	-	249	656	653	3	99.5	2 018	2 024
Payments for capital assets	1 529	-	642	2 171	2 150	21	99.0	3 609	3 064
2. System Planning and Monitoring									
Current payments	92 620	-	(13 906)	78 714	77 007	1 707	97.8	84 944	50 805
Transfers and subsidies	22 003	-	109	22 112	22 112	-	100.0	-	-
Payments for capital assets	3 850	-	4 320	8 170	8 098	72	99.1	3 871	1 145
3. General Education									
Current payments	186 035	-	(29 776)	156 259	137 200	19 059	87.8	105 458	97 900
Transfers and subsidies	171 202	-	31	171 233	165 110	6 123	96.4	168 647	159 801
Payments for capital assets	458	-	1 129	1 587	1 565	22	98.6	675	552
4. Further Education and Training									
Current payments	200 797	-	51 960	252 757	251 021	1 736	99.3	517 748	449 238
Transfers and subsidies	849 105	-	95	849 200	849 200	-	100.0	680 226	680 202
Payments for capital assets	1 853	-	(854)	999	943	56	94.4	1 944	2 277
5. Social and School Enrichment									
Current payments	505 469	-	(12 801)	492 668	491 305	1 363	99.7	64 855	60 873
Transfers and subsidies	1 927 109	-	8	1 927 117	1 927 117	-	100.0	1 219 289	1 219 289
Payments for capital assets	450	-	1 154	1 604	1 587	17	98.9	1 800	487
6. Higher Education									
Current payments	24 499	-	(3 500)	20 999	19 922	1 077	94.9	21 107	19 160
Transfers and subsidies	15 536 996	-	-	15 536 996	15 530 986	6 010	100.0	13 304 745	13 303 533
Payments for capital assets	164	-	-	164	108	56	65.9	373	243
7. Auxiliary and Associated Services									
Current payments	17 056	-	279	17 335	17 232	103	99.4	22 577	22 253
Transfers and subsidies	11 429	-	2	11 431	10 914	517	95.5	11 883	10 838
Payments for capital assets	190	-	(34)	156	148	8	94.9	160	143
Total	19 749 370	-	-	19 749 370	19 709 070	40 300	99.8	16 386 752	16 241 326
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts				8 196					8 738
Aid assistance				114 487					168 042
Actual amounts per Statement of Financial Performance (Total Revenue)				19 872 053					16 563 532
Add:									
Aid assistance					126 860				174 362
Actual amounts per Statement of Financial Performance (Total Expenditure)					19 835 930				16 415 688

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
for the year ended 31 March 2009

	Appropriation per economic classification									
	2008/09					2007/08				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000	
Current payments										
Compensation of employees	308 141	-	4 155	312 296	310 991	1 305	99.6	276 528	249 739	
Goods and services	914 484	-	(11 006)	903 478	877 204	26 274	97.1	710 984	576 431	
Financial transactions in assets and liabilities	-	-	-	-	184	(184)	0.0	-	31 558	
Transfers and subsidies										
Provinces and municipalities	2 915 407	-	-	2 915 407	2 909 284	6 123	99.8	2 016 773	2 007 950	
Departmental agencies and accounts	1 787 340	-	-	1 787 340	1 787 441	(101)	100.0	1 412 651	1 412 699	
Universities and technikon	13 803 413	-	-	13 803 413	13 797 403	6 010	100.0	11 942 751	11 941 539	
Foreign governments and international organisations	11 455	-	-	11 455	10 938	517	95.5	12 083	11 016	
Non-profit institutions	50	-	-	50	50	-	100.0	50	50	
Households	586	-	494	1 080	976	104	90.4	2 500	2 433	
Payments for capital assets										
Machinery and equipment	8 321	-	4 768	13 089	12 868	221	98.3	12 219	7 632	
Software and other intangible assets	173	-	1 589	1 762	1 731	31	98.2	213	279	
Total	19 749 370	-	-	19 749 370	19 709 070	40 300	99.8	16 386 752	16 241 326	

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 1 – Administration
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
1.1 Minister									
Current payments	1 243	-	339	1 582	1 581	1	99.9	1 137	1 131
1.2 Deputy Minister									
Current payments	996	-	42	1 038	1 037	1	99.9	957	951
1.3 Management									
Current payments	52 162	-	6 380	58 542	57 747	795	98.6	52 257	51 581
Transfers and subsidies	247	-	14	261	260	1	99.6	1 501	1 506
Payments for capital assets	402	-	791	1 193	1 183	10	99.2	1 591	1 048
1.4 Corporate Services									
Current payments	120 688	-	(5 868)	114 820	114 301	519	99.5	95 677	85 172
Transfers and subsidies	160	-	235	395	393	2	99.5	517	518
Payments for capital assets	1 127	-	(149)	978	967	11	98.9	2 018	2 016
1.5 Property Management									
Current payments	21 060	-	-	21 060	20 026	1 034	95.1	20 795	18 664
Total	198 085	-	1 784	199 869	197 495	2 374	98.8	176 450	162 587

Economic classification	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	77 838	-	(1 433)	76 405	76 300	105	99.9	64 166	63 611
Goods and services	118 311	-	2 326	120 637	118 389	2 248	98.1	106 657	76 327
Financial transactions in assets and liabilities	-	-	-	-	3	(3)	0.0	-	17 561
Transfers and subsidies									
Departmental agencies and accounts	147	-	-	147	159	(12)	108.2	114	159
Households	260	-	249	509	494	15	97.1	1 904	1 865
Payments for capital assets									
Machinery and equipment	1 477	-	674	2 151	2 128	23	98.9	3 573	3 004
Software and other intangible assets	52	-	(32)	20	22	(2)	110.0	36	60
Total	198 085	-	1 784	199 869	197 495	2 374	98.8	176 450	162 587

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 2 – System Planning and Monitoring
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	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
2.1 Education Human Resources Management									
Current payments	36 221	-	(10 557)	25 664	25 486	178	99.3	32 820	7 675
Payments for capital assets	77	-	85	162	136	26	84.0	196	175
2.2 Information Monitoring and Evaluation									
Current payments	38 801	-	(3 202)	35 599	34 739	860	97.6	38 986	30 732
Transfers and subsidies	1	-	-	1	56	(55)	5 600.0	-	-
Payments for capital assets	3 714	-	4 168	7 882	7 848	34	99.6	3 387	692
2.3 Financial and Physical Planning and Analysis									
Current payments	11 224	-	(91)	11 133	10 681	452	95.9	8 558	7 866
Transfers and subsidies	22 002	-	-	22 002	22 002	-	100.0	-	-
Payments for capital assets	29	-	17	46	37	9	80.4	73	66
2.4 Legal and Legislative Services									
Current payments	6 374	-	(56)	6 318	6 101	217	96.6	4 580	4 532
Transfers and subsidies	-	-	109	109	54	55	49.5	-	-
Payments for capital assets	30	-	50	80	77	3	96.3	215	212
Total	118 473	-	(9 477)	108 996	107 217	1 779	98.4	88 815	51 950
Economic classification									
Current payments									
Compensation of employees	46 065	-	(5 343)	40 722	40 655	67	99.8	29 311	22 057
Goods and services	46 555	-	(8 563)	37 992	36 352	1 640	95.7	55 633	28 746
Financial transactions in assets and liabilities	-	-	-	-	-	-	0.0	-	2
Transfers and subsidies									
Provinces and municipalities	22 002	-	-	22 002	22 002	-	100.0	-	-
Departmental agencies and accounts	-	-	-	-	56	(56)	0.0	-	-
Households	1	-	109	110	54	56	49.1	-	-
Payments for capital assets									
Machinery and equipment	3 739	-	3 389	7 128	7 065	63	99.1	3 871	1 057
Software and other intangible assets	111	-	931	1 042	1 033	9	99.1	-	88
Total	118 473	-	(9 477)	108 996	107 217	1 779	98.4	88 815	51 950

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 3 – General Education
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
3.1 General Education and Training Curriculum and Assessment									
Current payments	62 078	-	(15 301)	46 777	38 998	7 779	83.4	41 151	38 058
Transfers and subsidies	171 202	-	20	171 222	165 099	6 123	96.4	166 644	157 799
Payments for capital assets	192	-	326	518	509	9	98.3	110	109
3.2 Institutional Development									
Current payments	17 436	-	(2 962)	14 474	14 239	235	98.4	12 707	12 035
Payments for capital assets	62	-	7	69	65	4	94.2	202	84
3.3 Teacher Education									
Current payments	42 802	-	17 451	60 253	59 971	282	99.5	32 326	30 439
Transfers and subsidies	-	-	1	1	1	-	100.0	2 003	2 002
Payments for capital assets	71	-	268	339	338	1	99.7	105	104
3.4 Quality Promotion and Assurance									
Current payments	63 719	-	(28 964)	34 755	23 992	10 763	69.0	19 274	17 368
Transfers and subsidies	-	-	10	10	10	-	100.0	-	-
Payments for capital assets	133	-	528	661	653	8	98.8	258	255
Total	357 695	-	(28 616)	329 079	303 875	25 204	92.3	274 780	258 253

Economic classification	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	37 096	-	262	37 358	36 718	640	98.3	30 557	29 918
Goods and services	148 939	-	(30 038)	118 901	100 450	18 451	84.5	74 901	67 855
Financial transactions in assets and liabilities	-	-	-	-	32	(32)	0.0	-	127
Transfers and subsidies									
Provinces and municipalities	171 126	-	-	171 126	165 003	6 123	96.4	166 394	157 571
Departmental agencies and accounts	-	-	-	-	17	(17)	0.0	2 000	2 002
Foreign governments and international organisations	76	-	-	76	76	-	100.0	250	228
Households	-	-	31	31	14	17	45.2	3	-
Payments for capital assets									
Machinery and equipment	458	-	505	963	945	18	98.1	675	552
Software and other intangible assets	-	-	624	624	620	4	99.4	-	-
Total	357 695	-	(28 616)	329 079	303 875	25 204	92.3	274 780	258 253

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 4 – Further Education and Training
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
4.1 Education Measurement, Assessment and Public Examinations									
Current payments	146 106	-	50 067	196 173	196 161	12	100.0	240 026	186 069
Transfers and subsidies	159	-	6	165	166	(1)	100.6	584	559
Payments for capital assets	998	-	(503)	495	474	21	95.8	1 694	2 111
4.2 Further Education and Training Schools									
Current payments	37 692	-	2 229	39 921	39 335	586	98.5	250 625	236 245
Transfers and subsidies	53 776	-	89	53 865	53 864	1	100.0	48 552	48 553
Payments for capital assets	792	-	(379)	413	385	28	93.2	148	69
4.3 Further Education and Training College Programmes, Qualifications and Institutional Support									
Current payments	16 999	-	(336)	16 663	15 525	1 138	93.2	27 097	26 924
Transfers and subsidies	795 170	-	-	795 170	795 170	-	100.0	631 090	631 090
Payments for capital assets	63	-	28	91	84	7	92.3	102	97
Total	1 051 755	-	51 201	1 102 956	1 101 164	1 792	99.8	1 199 918	1 131 717

Economic classification	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	92 405	-	13 475	105 880	105 788	92	99.9	108 159	90 280
Goods and services	108 392	-	38 485	146 877	145 209	1 668	98.9	409 589	345 143
Financial transactions in assets and liabilities	-	-	-	-	24	(24)	0.0	-	13 815
Transfers and subsidies									
Provinces and municipalities	795 170	-	-	795 170	795 170	-	100.0	631 090	631 090
Departmental agencies and accounts	53 610	-	-	53 610	53 616	(6)	100.0	48 543	48 544
Households	325	-	95	420	414	6	98.6	593	568
Payments for capital assets									
Machinery and equipment	1 843	-	(896)	947	911	36	96.2	1 854	2 189
Software and other intangible assets	10	-	42	52	32	20	61.5	90	88
Total	1 051 755	-	51 201	1 102 956	1 101 164	1 792	99.8	1 199 918	1 131 717

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 5 – Social and School Enrichment
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
5.1 Social Inclusion in Education									
Current payments	471 087	-	(4 643)	466 444	466 356	88	100.0	31 957	28 852
Transfers and subsidies	-	-	1	1	1	-	100.0	-	-
Payments for capital assets	238	-	1 212	1 450	1 437	13	99.1	1 455	209
5.2 Health in Education									
Current payments	20 384	-	(7 221)	13 163	12 737	426	96.8	13 555	13 207
Transfers and subsidies	1 927 109	-	2	1 927 111	1 927 111	-	100.0	1 219 289	1 219 289
Payments for capital assets	92	-	(46)	46	46	-	100.0	123	62
5.3 Equity in Education									
Current payments	13 998	-	(937)	13 061	12 212	849	93.5	19 343	18 814
Transfers and subsidies	-	-	5	5	5	-	100.0	-	-
Payments for capital assets	120	-	(12)	108	104	4	96.3	222	216
Total	2 433 028	-	(11 639)	2 421 389	2 420 009	1 380	99.9	1 285 944	1 280 649
Economic classification	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	26 465	-	(1 427)	25 038	24 813	225	99.1	20 970	20 702
Goods and services	479 004	-	(11 374)	467 630	466 416	1 214	99.7	43 885	40 131
Financial transactions in assets and liabilities	-	-	-	-	76	(76)	0.0	-	40
Transfers and subsidies									
Provinces and municipalities	1 927 109	-	-	1 927 109	1 927 109	-	100.0	1 219 289	1 219 289
Departmental agencies and accounts	-	-	-	-	8	(8)	0.0	-	-
Households	-	-	8	8	-	8	0.0	-	-
Payments for capital assets									
Machinery and equipment	450	-	1 130	1 580	1 563	17	98.9	1 713	444
Software and other intangible assets	-	-	24	24	24	-	100.0	87	43
Total	2 433 028	-	(11 639)	2 421 389	2 420 009	1 380	99.9	1 285 944	1 280 649

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT

Detail per programme 6 – Higher Education
for the year ended 31 March 2009

Detail per sub-programme	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
6.1 Higher Education Planning and Management									
Current payments	12 083	-	(1 984)	10 099	9 421	678	93.3	12 493	10 725
Transfers and subsidies	15 536 996	-	-	15 536 996	15 530 986	6 010	100.0	13 304 745	13 303 533
Payments for capital assets	126	-	-	126	71	55	56.3	214	193
6.2 Higher Education Policy									
Current payments	12 416	-	(1 516)	10 900	10 501	399	96.3	8 614	8 435
Payments for capital assets	38	-	-	38	37	1	97.4	159	50
Total	15 561 659	-	(3 500)	15 558 159	15 551 016	7 143	100.0	13 326 225	13 322 936

Economic classification	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	15 624	-	(1 304)	14 320	14 175	145	99.0	13 357	13 261
Goods and services	8 875	-	(2 196)	6 679	5 742	937	86.0	7 750	5 899
Financial transactions in assets and liabilities	-	-	-	-	5	(5)	0.0	-	-
Transfers and subsidies									
Departmental agencies and accounts	1 733 583	-	-	1 733 583	1 733 583	-	100.0	1 361 994	1 361 994
Universities and technikons	13 803 413	-	-	13 803 413	13 797 403	6 010	100.0	11 942 751	11 941 539
Payments for capital assets									
Machinery and equipment	164	-	-	164	108	56	65.9	373	243
Total	15 561 659	-	(3 500)	15 558 159	15 551 016	7 143	100.0	13 326 225	13 322 936

DEPARTMENT OF EDUCATION
VOTE 13

APPROPRIATION STATEMENT
Detail per programme 7 – Auxiliary and Associated Services
for the year ended 31 March 2009

	2008/09						2007/08		
	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
Detail per sub-programme									
7.1 International Relations and Unesco									
Current payments	9 376	-	(55)	9 321	9 268	53	99.4	16 797	16 614
Transfers and subsidies	11 379	-	2	11 381	10 864	517	95.5	11 833	10 788
Payments for capital assets	75	-	(17)	58	51	7	87.9	28	19
7.2 Financial Support Services									
Current payments	7 680	-	334	8 014	7 964	50	99.4	5 780	5 639
Transfers and subsidies	50	-	-	50	50	-	100.0	50	50
Payments for capital assets	115	-	(17)	98	97	1	99.0	132	124
Total	28 675	-	247	28 922	28 294	628	97.8	34 620	33 234

	2008/09						2007/08		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Economic classification									
Current payments									
Compensation of employees	12 648	-	(75)	12 573	12 542	31	99.8	10 008	9 910
Goods and services	4 408	-	354	4 762	4 646	116	97.6	12 569	12 330
Financial transactions in assets and liabilities	-	-	-	-	44	(44)	0.0	-	13
Transfers and subsidies									
Departmental agencies and accounts	-	-	-	-	2	(2)	0.0	-	-
Foreign governments and international organisations	11 379	-	-	11 379	10 862	517	95.5	11 833	10 788
Non-profit institutions	50	-	-	50	50	-	100.0	50	50
Households	-	-	2	2	-	2	0.0	-	-
Payments for capital assets									
Machinery and equipment	190	-	(34)	156	148	8	94.9	160	143
Total	28 675	-	247	28 922	28 294	628	97.8	34 620	33 234

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2009

- 1. Detail of transfers and subsidies as per Appropriation Act (after Virement):**
Detail of these transactions can be viewed in note 7 to 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 (Financial transactions in assets and liabilities) to the Annual Financial Statements.
- 4. Explanations of material variances from Amounts Voted (after Virement):**

4.1 Per Programme

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%

1: Administration	199 869	197 495	2 374	1.2
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There were no material variances on this programme.

2: System Planning and Monitoring	108 996	107 217	1 779	1.6
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The under-expenditure is due, mainly to the following:

- An appropriate service provider could not be appointed to develop a Methodology for Costing a Basic Minimum Package for Schooling due to high quotes received from the bidders, which were above the amount set aside for this project.
- The lack of sufficient applications received for external moderators of the Integrated Quality Management System project. Therefore, the full quota of these moderators was not appointed.

A saving was realised on litigation, as specific risks identified for the 2008/09 financial year, did not occur.

3: General Education	329 079	303 875	25 204	7.7
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The under-expenditure is due, mainly to the following:

- The withholding of the final transfer payment to Limpopo in respect of the HIV and Aids conditional grant due to low spending levels in the province which arose from the fact that activities could only be conducted during the September school holidays.
- The late delivery of proof of delivery notes by suppliers for the translation of the National Curriculum Statement and Teacher Guides into all the official languages.
- A saving was realised on the Annual National Assessments for the Systemic Evaluation project due to a decision that was taken that the distribution of the tests should be done by schools and not centrally. Savings on distribution costs were therefore also realised.

4: Further Education and Training	1 102 956	1 101 164	1 792	0.2
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There were no material variances on this programme.

5: Social and School Enrichment	2 421 389	2 420 009	1 380	0.1
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There were no material variances on this programme.

6: Higher Education	15 558 159	15 551 016	7 143	0.0
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There were no material variances on this programme.

7: Auxiliary and Associated Services	28 922	28 294	628	2.2
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The saving is due, mainly to savings on the transfer payment to UNESCO as a result of the favourable Rand/Dollar exchange rate and a discount received for early payment.

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2009

4.2 Per Economic Classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current payments				
Compensation of employees	312 296	310 991	1 305	0.4
Goods and services	903 478	877 204	26 274	2.9
Financial transactions in assets and liabilities	-	184	(184)	0.0
Transfers and subsidies				
Provinces and municipalities	2 915 407	2 909 284	6 123	0.2
Departmental agencies and accounts	1 787 340	1 787 441	(101)	0.0
Universities and technikons	13 803 413	13 797 403	6 010	0.0
Foreign governments and international organisations	11 455	10 938	517	4.5
Non-profit institutions	50	50	-	0.0
Households	1 080	976	104	9.6
Payments for capital assets				
Machinery and equipment	13 089	12 868	221	1.7
Software and other intangible assets	1 762	1 731	31	1.8

DEPARTMENT OF EDUCATION
VOTE 13

STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2009

	<i>Note</i>	2008/09 R'000	2007/08 R'000
REVENUE			
Annual appropriation	1	19 749 370	16 386 752
Departmental revenue	2	8 196	8 738
Aid assistance	3	114 487	168 042
TOTAL REVENUE		19 872 053	16 563 532
EXPENDITURE			
Current expenditure			
Compensation of employees	4	310 991	249 739
Goods and services	5	877 204	576 431
Financial transactions in assets and liabilities	6	184	31 558
Aid assistance	3	110 848	173 710
Total current expenditure		1 299 227	1 031 438
Transfers and subsidies			
Transfers and subsidies	7	18 506 092	15 375 687
Aid assistance	3	6 417	-
Total transfers and subsidies		18 512 509	15 375 687
Expenditure for capital assets			
Tangible capital assets	8	22 463	8 284
Software and other intangible assets	8	1 731	279
Total expenditure for capital assets		24 194	8 563
TOTAL EXPENDITURE		19 835 930	16 415 688
SURPLUS FOR THE YEAR		36 123	147 844
Reconciliation of Net Surplus for the year			
Voted Funds		40 300	145 426
Departmental revenue	14	8 196	8 738
Aid assistance	3	(12 373)	(6 320)
SURPLUS FOR THE YEAR		36 123	147 844

STATEMENT OF FINANCIAL POSITION
at 31 March 2009

	<i>Note</i>	2008/09	2007/08
		R'000	R'000
ASSETS			
Current Assets			
Cash and cash equivalents	9	18	13 836
Prepayments and advances	10	1 043	10 330
Receivables	11	134 919	127 206
Loans	12	1 597	1 445
Aid assistance receivable	3	16 252	5 585
		153 829	158 402
Non-Current Assets			
Loans	12	32 149	33 746
		32 149	33 746
TOTAL ASSETS		185 978	192 148
LIABILITIES			
Current Liabilities			
Voted funds to be surrendered to the Revenue Fund	13	40 300	145 426
Departmental revenue to be surrendered to the Revenue Fund	14	704	476
Bank overdraft	15	101 978	-
Payables	16	3 393	3 429
Aid assistance unutilised	3	5 856	7 562
		152 231	156 893
TOTAL LIABILITIES		152 231	156 893
NET ASSETS		33 747	35 255
Represented by:			
Capitalisation reserve		33 746	35 191
Recoverable revenue		1	64
TOTAL		33 747	35 255

STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2009

Note	2008/09	2007/08
	R'000	R'000
Capitalisation Reserves		
Opening balance	35 191	36 499
Transfers:		
Movement in Operational Funds	(1 445)	(1 308)
Closing balance	<u>33 746</u>	<u>35 191</u>
Recoverable Revenue		
Opening balance	64	-
Transfers:	(63)	64
Debts recovered (included in departmental receipts)	(87)	(35)
Debts raised	24	99
Closing balance	<u>1</u>	<u>64</u>
TOTAL	<u>33 747</u>	<u>35 255</u>

CASH FLOW STATEMENT
for the year ended 31 March 2009

	Note	2008/09	2007/08
		R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		19 872 053	16 563 500
Annual appropriated funds received	1.1	19 749 370	16 386 752
Departmental revenue received	2	8 196	8 706
Aid assistance received	3	114 487	168 042
Net (increase)/decrease in working capital		1 538	28 139
Surrendered to Revenue Fund		(153 394)	(57 281)
Current payments		(1 299 227)	(1 031 438)
Transfers and subsidies paid		(18 512 509)	(15 375 687)
Net cash flow available from operating activities	17	(91 539)	127 233
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	8	(24 194)	(8 563)
Proceeds from sale of capital assets	2.3	-	32
(Increase)/decrease in loans		1 445	1 308
Net cash flows from investing activities		(22 749)	(7 223)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(1 508)	(1 244)
Net cash flows from financing activities		(1 508)	(1 244)
Net increase/(decrease) in cash and cash equivalents		(115 796)	118 766
Cash and cash equivalents at beginning of period		13 836	(104 930)
Cash and cash equivalents at end of period	18	(101 960)	13 836

ACCOUNTING POLICIES
for the year ended 31 March 2009

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 2008.

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 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.

ACCOUNTING POLICIES
for the year ended 31 March 2009

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.

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

2.2.7 Transfers received (including gifts, donations and sponsorships)

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

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

2.3 Aid assistance

Local and foreign aid assistance is recognised in the books of the Department when notification of the assistance is received from the National Treasury and recorded as revenue when funds are withdrawn from the RDP account or when the Department directly receives the cash from the donor(s).

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 expended prior to the receipt of the funds is recognised as a receivable in the Statement of Financial Position.

Inappropriately expensed amounts using local and foreign aid assistance and any unutilised amounts are recognised as payables in the Statement of Financial Position.

3. Expenditure

3.1 Compensation of employees

3.1.1 Short-term employee benefits

Salaries and wages comprise payments to employees (including leave entitlements, thirteenth cheques and performance bonuses). Salaries and wages are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

All other payments are classified as current expenses.

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

3.1.2 Post retirement benefits

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

3.1.3 Termination benefits

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

3.1.4 Other long-term employee benefits

Other long-term employee benefits (such as capped leave) are recognised as an expense in the Statement of Financial Performance as a transfer (to households) when the final authorisation for payment is effected on the system.

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the Statements of Financial Performance or Position.

3.2 Goods and services

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

3.3 Interest and rent on land

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

3.4 Financial transactions in assets and liabilities

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

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

ACCOUNTING POLICIES
for the year ended 31 March 2009

3.5 Transfers and subsidies

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

3.6 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.

3.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as expenditure in the Statement of Financial Performance. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the Statement of Financial Performance.

3.8 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 in the Statement of Financial Performance.

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.

Pre-payments and advances outstanding at year-end are carried in the Statement of Financial Position at cost.

4.3 Receivables

Receivables included in the Statement of Financial Position arise from cash payments made that are recoverable from another party.

Receivables outstanding at year-end are carried in the Statement of Financial Position at cost plus any accrued interest.

ACCOUNTING POLICIES
for the year ended 31 March 2009

4.4 Loans

Loans are recognised in the Statement of Financial Position at the nominal amount when cash is paid to the beneficiary. Loan balances are reduced when cash repayments are received from the beneficiary. Amounts that are potentially irrecoverable are included in the disclosure notes.

Loans that are outstanding at year-end are carried in the Statement of Financial Position at cost.

4.5 Inventory

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

4.6 Capital assets

4.6.1 Movable 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 movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

Subsequent expenditure of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset" and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

4.6.2 Immovable 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 immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

5. Liabilities

5.1 Voted funds to be surrendered to the Revenue Fund

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

5.2 Departmental revenue to be surrendered to the Revenue Fund

Amounts owing to the National Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position at cost.

5.3 Bank overdraft

The bank overdraft is carried in the Statement of Financial Position at cost.

5.4 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are recognised at historical cost in the Statement of Financial Position.

5.5 Contingent liabilities

Contingent liabilities are included in the disclosure notes to the financial statements.

ACCOUNTING POLICIES
for the year ended 31 March 2009

5.6 Commitments

Commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

5.7 Accruals

Accruals are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

5.8 Employee benefits

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

5.9 Lease commitments

Operating leases

Operating lease payments are recognised as an expense in the Statement of Financial Performance. The operating lease commitments are disclosed in the disclosure notes to the financial statements.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements.

7. Net Assets

7.1 Capitalisation reserve

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

7.2 Recoverable revenue

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

8. Key management personnel

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

9. Public private partnerships

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

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

1. Annual appropriation

1.1 Annual appropriation

	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Appropriation Received 2007/08
Programmes	R'000	R'000	R'000	R'000
1: Administration	199 869	199 869	-	142 954
2: System Planning and Monitoring	108 996	108 996	-	88 815
3: General Education	329 079	329 079	-	274 780
4: Further Education and Training	1 102 956	1 102 956	-	1 199 918
5: Social and School Enrichment	2 421 389	2 421 389	-	1 285 944
6: Higher Education	15 558 159	15 558 159	-	13 326 225
7: Auxiliary and Associated Services	28 922	28 922	-	68 116
Total	19 749 370	19 749 370	-	16 386 752

	Note	2008/09	2007/08
		R'000	R'000
2. Departmental revenue			
Sales of goods and services other than capital assets	2.1	1 442	1 095
Interest, dividends and rent on land	2.2	4 416	4 050
Sales of capital assets	2.3	-	32
Financial transactions in assets and liabilities	2.4	2 288	3 368
Transfer received	2.5	50	193
Total revenue collected		8 196	8 738
Departmental revenue collected		8 196	8 738
2.1 Sales of goods and services other than capital assets	2		
Sales of goods and services produced by the department		1 371	1 095
Administrative fees		1 246	980
Other sales		125	115
Sales of scrap, waste and other used current goods		71	-
Total		1 442	1 095
2.2 Interest, dividends and rent on land	2		
Interest		4 416	4 050
Total		4 416	4 050
2.3 Sales of capital assets	2		
Tangible assets		-	32
Machinery and equipment	28.2	-	32
Total		-	32
2.4 Financial transactions in assets and liabilities	2		
Stale cheques written back		50	24
Other receipts including recoverable revenue		2 238	3 344
Total		2 288	3 368
2.5 Transfers received	2		
International organisations		50	193
Total		50	193

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09	2007/08
		R'000	R'000
3. Aid Assistance			
3.1 Aid assistance received in cash from RDP			
Foreign			
Opening Balance		1 977	8 297
Revenue	<i>Annex 1H</i>	114 487	168 042
Expenditure	<i>Annex 1H</i>	(126 860)	(174 362)
Current		(110 848)	(173 710)
Capital		(9 595)	(652)
Transfers		(6 417)	-
Closing Balance		(10 396)	1 977
3.2 Total assistance			
Opening Balance		1 977	8 297
Revenue		114 487	168 042
Expenditure		(126 860)	(174 362)
Current		(110 848)	(173 710)
Capital		(9 595)	(652)
Transfers		(6 417)	-
Closing Balance		(10 396)	1 977
Analysis of balance			
Aid assistance receivable		16 252	5 585
RDP	<i>Annex 1H</i>	16 252	5 585
Aid assistance unutilised		5 856	7 562
RDP	<i>Annex 1H</i>	5 856	7 562
Closing balance		(10 396)	1 977
4. Compensation of employees			
4.1 Salaries and wages			
Basic salary		176 883	134 388
Performance award		5 926	5 486
Service based		175	10
Compensative/circumstantial		52 506	48 318
Periodic payments		2 183	1 685
Other non-pensionable allowances		42 687	36 631
Total		280 360	226 518
4.2 Social contributions			
Employer contributions			
Pension		21 868	16 078
Medical		8 730	7 113
Bargaining council		29	25
Official unions and associations		4	5
Total		30 631	23 221
Total compensation of employees		310 991	249 739
Average number of employees		971	899

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09	2007/08
		R'000	R'000
5. Goods and services			
Administrative fees		1 528	1 985
Advertising		27 009	40 386
Assets less than R5,000	5.1	3 130	3 373
Bursaries (employees)		218	241
Catering		4 235	1 275
Communication		6 860	6 411
Computer services	5.2	38 996	47 118
Consultants, contractors and agency/outsourced services	5.3	115 177	50 114
Entertainment		412	332
Audit cost – external	5.4	3 860	3 161
Government motor transport		1 733	1 749
Inventory	5.5	128 256	13 291
Maintenance, repairs and running costs		2 606	6 395
Operating leases		7 301	7 739
Owned and leasehold property expenditure	5.6	20 965	18 822
Transport provided as part of the departmental activities		36	-
Travel and subsistence	5.7	83 720	72 159
Venues and facilities		12 842	11 779
Training and staff development		54 902	25 612
Other operating expenditure	5.8	363 418	264 489
Total		877 204	576 431
5.1 Assets less than R5,000	5		
Tangible assets		3 130	3 320
Machinery and equipment		3 130	3 320
Intangible assets		-	53
Total		3 130	3 373
5.2 Computer services	5		
SITA computer services		35 144	40 217
External computer service providers		3 852	6 901
Total		38 996	47 118
5.3 Consultants, contractors and agency/outsourced services	5		
Business and advisory services		4 916	2 169
Infrastructure and planning		40 171	3
Legal costs		526	874
Contractors		1 811	8 030
Agency and support/outsourced services		67 753	39 038
Total		115 177	50 114
5.4 Audit cost – external	5		
Regularity audits		3 092	2 768
Performance audits		2	-
Other audits		766	393
Total		3 860	3 161

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09 R'000	2007/08 R'000
5.5 Inventory	5		
Learning and teaching support material		22 851	2 398
Other consumable materials		1 099	368
Maintenance material		93	244
Stationery and printing		104 212	10 259
Medical supplies		1	22
Total		128 256	13 291
5.6 Owned and leasehold property expenditure	5		
Municipal services		1 896	1 320
Property management fees		18 597	17 405
Other		472	97
Total		20 965	18 822
5.7 Travel and subsistence	5		
Local		75 868	63 555
Foreign		7 852	8 604
Total		83 720	72 159
5.8 Other operating expenditure	5		
Learnerships		-	38
Professional bodies, membership and subscription fees		-	266
Resettlement costs		4 022	1 049
Other		359 396	263 136
Total		363 418	264 489
6. Financial transactions in assets and liabilities			
Debts written off	6.1	184	31 558
Total		184	31 558
6.1 Debts written off	6		
Nature of debts written off			
Claims: Eastern Cape Education Department		-	17 560
Claims: Gauteng Education Department		-	13 740
Supersonic/Sure Travel		49	100
Connex		12	72
Salary overpayment		74	70
UNESCO National Commission		44	-
Other		5	16
Total		184	31 558
7. Transfers and subsidies			
Provinces and municipalities	<i>Annex 1A</i>	2 909 284	2 007 950
Departmental agencies and accounts	<i>Annex 1B</i>	1 787 441	1 412 699
Universities and technikons	<i>Annex 1C</i>	13 797 403	11 941 539
Foreign governments and international organisations	<i>Annex 1D</i>	10 938	11 016
Non-profit institutions	<i>Annex 1E</i>	50	50
Households	<i>Annex 1F</i>	976	2 433
Total		18 506 092	15 375 687

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09 R'000	2007/08 R'000
8. Expenditure for capital assets			
Tangible assets		22 463	8 284
Machinery and equipment	28.1	22 463	8 284
Software and other intangible assets		1 731	279
Computer software	29.1	1 731	279
Total		24 194	8 563

8.1 Analysis of funds utilised to acquire capital assets - 2008/09

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	12 868	9 595	22 463
Machinery and equipment	12 868	9 595	22 463
Software and other intangible assets	1 731	-	1 731
Computer software	1 731	-	1 731
Total	14 599	9 595	24 194

8.2 Analysis of funds utilised to acquire capital assets - 2007/08

	Voted funds R'000	Aid assistance R'000	Total R'000
Total assets acquired	7 911	652	8 563

	<i>Note</i>	2008/09 R'000	2007/08 R'000
9. Cash and cash equivalents			
Consolidated Paymaster General Account		-	13 821
Cash on hand		18	15
Total		18	13 836
10. Prepayments and advances			
Travel and subsistence		114	330
Prepayments		929	10 000
Total		1 043	10 330

	<i>Note</i>	2008/09			2007/08	
		Less than one year R'000	One to three years R'000	Older than three years R'000	Total R'000	Total R'000
11. Receivables						
Claims recoverable	11.1 Annex 3	16 126	160	117 207	133 493	123 690
Recoverable expenditure	11.2	486	228	151	865	2 717
Staff debt	11.3	110	57	9	176	104
Other debtors	11.4	154	167	64	385	695
Total		16 876	612	117 431	134 919	127 206

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09 R'000	2007/08 R'000
11.1 Claims recoverable	11		
National departments		726	363
Provincial departments		117 132	117 138
Public entities		15 608	6 117
Private enterprises		27	72
Total		133 493	123 690
11.2 Recoverable expenditure (disallowance accounts)	11		
Dishonoured cheques		5	3
Miscellaneous		860	2 714
Total		865	2 717
11.3 Staff debt	11		
Motor accidents		131	59
Other		45	45
Total		176	104
11.4 Other debtors	11		
Cheque fraud		6	6
Out of service debt		100	231
Irregular expenditure not condoned		-	450
Other debtors		279	8
Total		385	695
12. Loans			
Universities and technikons		33 746	35 191
Total		33 746	35 191
Analysis of balance			
Opening balance		35 191	36 499
Repayments		(1 445)	(1 308)
Closing balance		33 746	35 191
Cape Peninsula University of Technology		4 675	4 957
Durban Institute of Technology		8 208	8 504
Nelson Mandela Metropolitan University		545	625
Tshwane University of Technology		8 746	9 127
Vaal University of Technology		3 236	3 371
University of Johannesburg		5 550	5 783
University of Stellenbosch		1 189	1 379
		32 149	33 746
Current portion of loans		1 597	1 445
13. Voted funds to be surrendered to the Revenue Fund			
Opening balance		145 426	49 371
Transfer from Statement of Financial Performance		40 300	145 426
Paid during the year		(145 426)	(49 371)
Closing balance		40 300	145 426

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09 R'000	2007/08 R'000
14. Departmental revenue to be surrendered to the Revenue Fund			
Opening balance		476	(352)
Transfer from Statement of Financial Performance		8 196	8 738
Paid during the year		(7 968)	(7 910)
Closing balance		704	476
15. Bank overdraft			
Consolidated Paymaster General Account		101 978	-
Total		101 978	-
16. Payables - current			
Clearing accounts	16.1	2 444	2 511
Other payables	16.2	949	918
Total		3 393	3 429
16.1 Clearing accounts			
Tax RSA	16	2 399	2 504
Other		45	7
Total		2 444	2 511
16.2 Other payables			
UNESCO National Commission	16	894	878
Other		55	40
Total		949	918
17. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		36 123	147 844
Add back non cash/cash movements not deemed operating activities		(127 662)	(20 611)
(Increase)/decrease in receivables – current		(7 713)	37 143
(Increase)/decrease in prepayments and advances		9 287	(10 169)
(Increase)/decrease in other current assets		(10 667)	(5 033)
Increase/(decrease) in payables – current		(36)	1 165
Proceeds from sale of capital assets		-	(32)
Expenditure on capital assets		24 194	8 563
Surrenders to Revenue Fund		(153 394)	(57 281)
Other non-cash items		10 667	5 033
Net cash flow generated by operating activities		(91 539)	127 233
18. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		(101 978)	13 821
Cash on hand		18	15
Total		(101 960)	13 836

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	<i>Note</i>	2008/09	2007/08
		R'000	R'000
19. Contingent liabilities			
Liable to	Nature		
Motor vehicle guarantees	Employees	Annex 2A 194	328
Housing loan guarantees	Employees	Annex 2A 752	1 047
Other guarantees		Annex 2A 125 570	277 148
Claims against the department		Annex 2B 3 400	3 400
Total		129 916	281 923
20. Commitments			
Current expenditure			
Approved and contracted		7 036	5 782
Approved but not yet contracted		20 765	51 770
		27 801	57 552
Capital expenditure			
Approved and contracted		-	11
Approved but not yet contracted		1 124	2 469
		1 124	2 480
Total Commitments		28 925	60 032
21. Accruals			
Listed by economic classification	30 days	30+ days	Total
	R'000	R'000	R'000
Compensation of employees	453	-	453
Goods and services	9 673	4 066	13 739
Transfers and subsidies	1 748	-	1 748
Machinery and equipment	56	-	56
Total	11 930	4 066	15 996
		<i>Note</i>	2008/09
			R'000
Listed by programme level			
Programme 1: Administration			4 198
Programme 2: System Planning and Monitoring			957
Programme 3: General Education			1 290
Programme 4: Further Education and Training			6 656
Programme 5: Social and School Enrichment			597
Programme 6: Higher Education			2 055
Programme 7: Auxiliary and Associated Services			243
Total			15 996
22. Employee benefits			
Leave entitlement			4 991
Thirteenth cheque			7 377
Performance awards			-
Capped leave commitments			21 288
Total			33 656
			2007/08
			R'000
			2 064
			563
			654
			3 555
			172
			3 398
			727
			11 133
			6 722
			5 197
			87
			16 922
			28 928

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

23. Lease commitments

23.1 Operating leases expenditure

2008/09	Land	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000	R'000
Not later than 1 year	-	18 131	2 154	20 285
Later than 1 year and not later than 5 years	-	-	365	365
Later than five years	-	-	-	-
Total lease commitments	-	18 131	2 519	20 650

2007/08	Land	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000	R'000
Not later than 1 year	-	17 886	1 387	19 273
Later than 1 year and not later than 5 years	-	19 709	713	20 422
Later than five years	-	-	-	-
Total lease commitments	-	37 595	2 100	39 695

	Note	2008/09	2007/08
		R'000	R'000

24. Irregular expenditure

24.1 Reconciliation of irregular expenditure

Opening balance	-	1 231
Less: Amounts condoned	-	(781)
Less: Amounts recoverable (not condoned)	-	(450)
Irregular expenditure awaiting condonation	-	-

25. Key management personnel

	No. of Individuals		
Political office bearers (detail below)	2	2 740	2 201
Officials:			
Level 15 to 16	8	8 496	6 700
Family members of key management personnel	1	28	657
Total		11 264	9 558

Minister: 2007/08: R1.211 million; 2008/09: R1.654 million.

Deputy Minister: 2007/08: R0.990 million; 2008/09: R1.086 million.

26. Public Private Partnership

The PPP agreement for the financing, construction, operation and maintenance of office accommodation was signed on 20 April 2007 and construction commenced during the 2007/08 financial year.

Current expenditure

Goods and Services (excluding lease payments)	40 000	-
Total	40 000	-

The payment of the unitary fee will become applicable only once the Department has occupied the new office building. The expected date of occupation is October 2009, in the 2009/10 financial year. The unitary fee is payable for a 25 year period and will be annually adjusted in terms of the CPIX. At the end of the 25 year contract period the entire property, including the building and its furniture and equipment will be transferred to the Department. Provision is made in the PPP Agreement for the termination and renewal of the agreement if so required.

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

	Note	2008/09 R'000	2007/08 R'000
27. Provisions			
Potential irrecoverable debts			
Claims recoverable		117 047	117 263
Total		117 047	117 263

28. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
MACHINERY AND EQUIPMENT	33 159	1 139	22 456	12 098	44 656
Transport assets	2 854	-	574	831	2 597
Computer equipment	20 554	186	12 937	2 075	31 602
Furniture and office equipment	8 314	435	4 854	4 870	8 733
Other machinery and equipment	1 437	518	4 091	4 322	1 724
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	33 159	1 139	22 456	12 098	44 656

28.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
MACHINERY AND EQUIPMENT	12 868	9 595	-	(7)	22 456
Transport assets	574	-	-	-	574
Computer equipment	11 582	1 362	-	(7)	12 937
Furniture and office equipment	401	4 453	-	-	4 854
Other machinery and equipment	311	3 780	-	-	4 091
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	12 868	9 595	-	(7)	22 456

28.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
MACHINERY AND EQUIPMENT	-	12 098	12 098	-
Transport assets	-	831	831	-
Computer equipment	-	2 075	2 075	-
Furniture and office equipment	-	4 870	4 870	-
Other machinery and equipment	-	4 322	4 322	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	-	12 098	12 098	-

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

28.3 Movement for 2007/08

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	26 497	8 573	1 911	33 159
Transport assets	2 323	576	45	2 854
Computer equipment	15 470	6 910	1 826	20 554
Furniture and office equipment	7 624	697	7	8 314
Other machinery and equipment	1 080	390	33	1 437
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	26 497	8 573	1 911	33 159

28.4 Minor assets

MINOR ASSETS OF THE DEPARTMENT FOR 31 MARCH 2009

	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
	R'000	R'000	R'000	R'000	R'000
Minor Assets	242	-	6 901	-	7 143
TOTAL	242	-	6 901	-	7 143

	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of minor assets	131	-	17 527	-	17 658
TOTAL	131	-	17 527	-	17 658

29. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	786	(70)	1 724	-	2 440
TOTAL INTANGIBLE CAPITAL ASSETS	786	(70)	1 724	-	2 440

29.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

	Cash	Non-cash	(Development work-in-progress current costs)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	1 731	-	-	(7)	1 724
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	1 731	-	-	(7)	1 724

29.2 Movement for 2007/08

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2008

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	489	297	-	786
TOTAL	489	297	-	786

**ANNEXURE 1A
STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES**

NAME OF PROVINCE/GRANT	GRANT ALLOCATION			TRANSFER		SPENT			2007/08 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
Education Disaster Management Grant										
KwaZulu-Natal	-	16 696	-	16 696	16 696	100.0	16 696	16 696	100.0	-
Mpumalanga	-	5 306	-	5 306	5 306	100.0	5 306	5 306	100.0	-
Further Education and Training College Sector Recapitalisation Grant										
Eastern Cape	115 506	165	-	115 671	115 671	100.0	115 671	115 671	100.0	90 337
Free State	52 200	-	-	52 200	52 200	100.0	52 200	52 200	100.0	36 000
Gauteng	167 156	-	-	167 156	167 156	100.0	167 156	167 156	100.0	161 565
KwaZulu-Natal	162 974	-	-	162 974	162 974	100.0	162 974	162 974	100.0	115 453
Limpopo	111 646	-	-	111 646	111 646	100.0	111 646	111 646	100.0	70 355
Mpumalanga	39 099	5	-	39 104	39 104	100.0	39 104	39 104	100.0	40 655
Northern Cape	7 620	-	-	7 620	7 620	100.0	7 620	7 620	100.0	8 000
North West	61 494	-	-	61 494	61 494	100.0	61 494	61 494	100.0	28 725
Western Cape	77 305	-	-	77 305	77 305	100.0	77 305	77 305	100.0	80 000
HIV and Aids (Life Skills Education) Grant										
Eastern Cape	28 542	-	-	28 542	28 542	100.0	28 542	29 476	103.3	26 797
Free State	9 800	-	-	9 800	9 800	100.0	9 800	9 350	95.4	9 217
Gauteng	23 886	-	-	23 886	23 886	100.0	23 886	22 869	95.7	22 416
KwaZulu-Natal	37 610	2 300	-	39 910	39 910	100.0	39 910	41 043	102.8	35 292
Limpopo	24 495	-	-	24 495	18 372	75.0	18 372	19 801	107.8	31 236
Mpumalanga	13 848	921	-	14 769	14 769	100.0	14 769	13 590	92.0	13 010
Northern Cape	3 648	-	-	3 648	3 648	100.0	3 648	3 588	98.4	3 922
North West	12 229	-	-	12 229	12 229	100.0	12 229	11 801	96.5	11 493
Western Cape	13 847	-	-	13 847	13 847	100.0	13 847	13 877	100.2	13 011

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1A (CONTINUE)
STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE/GRANT	GRANT ALLOCATION			TRANSFER		SPENT			2007/08 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
National School Nutrition Programme Grant										
Eastern Cape	339 816	-	73 842	413 658	413 658	100.0	413 658	472 115	114.1	301 611
Free State	82 498	-	17 927	100 425	100 425	100.0	100 425	80 907	80.6	68 023
Gauteng	172 111	-	37 399	209 510	209 510	100.0	209 510	115 742	55.2	114 574
KwaZulu-Natal	376 435	-	81 798	458 233	458 233	100.0	458 233	342 144	74.7	260 006
Limpopo	252 901	-	54 955	307 856	307 856	100.0	307 856	251 496	81.7	192 694
Mpumalanga	136 606	-	29 684	166 290	166 290	100.0	166 290	121 753	73.2	106 604
Northern Cape	48 483	-	10 536	59 019	59 019	100.0	59 019	58 991	100.0	37 132
North West	103 144	-	22 413	125 557	125 557	100.0	125 557	117 093	93.3	87 916
Western Cape	71 109	-	15 452	86 561	86 561	100.0	86 561	81 285	93.9	50 729
Total	2 546 008	25 393	344 006	2 915 407	2 909 284		2 909 284	2 624 093		2 016 773

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2008/09 financial year.

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1B
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2007/08
	Adjusted Ap propriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	Appropriation Act R'000
Council on Higher Education	31 208	-	-	31 208	31 208	100.0	29 297
National Student Financial Aid Scheme	1 702 375	-	-	1 702 375	1 702 375	100.0	1 332 697
South African Council for Educators	-	-	-	-	-	0.0	2 000
South African Qualifications Authority	37 566	-	-	37 566	37 566	100.0	35 691
Umalusi	16 044	-	-	16 044	16 044	100.0	12 852
SETA	147	-	-	147	146	99.3	114
Claims against the State	-	-	-	-	102	0.0	-
Total	1 787 340	-	-	1 787 340	1 787 441		1 412 651

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1C
STATEMENT OF TRANSFERS TO UNIVERSITIES AND TECHNIKONS

UNIVERSITY/TECHNIKON	TRANSFER ALLOCATION				TRANSFER			2007/08
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
Cape Peninsula University of Technology	631 011	-	9 799	640 810	636 034	4 776	99.3	520 918
Central University of Technology, Free State	233 172	-	41 648	274 820	274 819	1	100.0	178 855
Durban Institute of Technology	458 710	-	(1 022)	457 688	457 688	-	100.0	398 034
Mangosuthu University of Technology	165 277	-	4 780	170 057	170 056	1	100.0	125 862
Nelson Mandela Metropolitan University	533 882	-	8 607	542 489	542 489	-	100.0	504 945
North West University	656 724	-	33 574	690 298	690 298	-	100.0	585 099
Rhodes University	198 990	-	1 987	200 977	200 977	-	100.0	163 881
Tshwane University of Technology	983 560	-	21 671	1 005 231	1 005 208	23	100.0	890 289
University of Cape Town	691 920	-	23 296	715 216	715 216	-	100.0	648 932
University of Fort Hare	204 786	-	27 690	232 476	232 476	-	100.0	242 236
University of Free State	528 590	-	40 816	569 406	569 406	-	100.0	488 110
University of Johannesburg	890 904	-	31 281	922 185	922 159	26	100.0	735 866
University of KwaZulu-Natal	949 519	-	31 353	980 872	980 872	-	100.0	831 648
University of Limpopo	572 319	-	68 397	640 716	640 716	-	100.0	614 290
University of Pretoria	1 404 404	-	(241 307)	1 163 097	1 163 096	1	100.0	1 080 804
University of South Africa	1 441 827	-	(228 944)	1 212 883	1 211 704	1 179	99.9	1 208 785
University of Stellenbosch	657 338	-	25 713	683 051	683 051	-	100.0	590 243
University of Venda	265 527	-	21 811	287 338	287 338	-	100.0	217 390
University of Western Cape	454 745	-	(22 020)	432 725	432 722	3	100.0	409 380
University of Witwatersrand	789 692	-	34 508	824 200	824 200	-	100.0	671 791
University of Zululand	253 321	-	4 479	257 800	257 800	-	100.0	191 082
Vaal University of Technology	299 717	-	20 064	319 781	319 781	-	100.0	268 962
Walter Sisulu University of Technology and Science	537 478	-	41 819	579 297	579 297	-	100.0	375 349
Total	13 803 413	-	-	13 803 413	13 797 403	6 010		11 942 751

ANNEXURE 1D
STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT / INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2007/08 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 %	
Transfers							
Association for the Development of Education in Africa (ADEA)	20	-	-	20	19	95.0	17
Commonwealth of Learning	1 866	-	-	1 866	1 865	99.9	1 780
Guidance, Counselling and Youth Development Centre for Africa: Malawi	76	-	-	76	76	100.0	100
International Review of Curriculum and Assessment Frameworks (INCA)	-	-	-	-	-	0.0	150
India-Brazil-South Africa	390	-	-	390	390	100.0	350
Organisation for Economic Cooperation and Development	-	-	-	-	-	0.0	975
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	9 103	-	-	9 103	8 588	94.3	8 711
Total	11 455	-	-	11 455	10 938		12 083

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1E
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION			EXPENDITURE		2007/08 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	
Transfers						
Childline South Africa	50	-	-	50	50	100.0
Total	50	-	-	50	50	50

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1F
STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2007/08
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	Appropriation Act R'000
Transfers							
Employee Social Benefits	586	-	-	586	976	166.6	2 500
Total	586	-	-	586	976		2 500

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1G
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2008/09	2007/08
		R'000	R'000
Received in cash			
African Union Commission	Cover accommodation, travel, meals and transport expenses	13	17
African Union Commission	Cover accommodation, travel, meals and transport expenses	13	176
World Congress/International Congress	Cover travel expenses	13	-
Commonwealth of Learning	Cover accommodation, travel, meals and transport expenses	11	-
Subtotal		50	193
Received in kind			
Yodacom	National Teachers Awards - Handsets	-	16
Intel and Mecer	National Teachers Awards - Laptops/Printers	-	54
Subtotal		-	70
Total		50	263

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1H
STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE		REVENUE		EXPENDITURE		CLOSING BALANCE	
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Received in cash									
Received in cash in the PMG Account									
European Union	School Infrastructure	2 307		29 649		26 944		5 012	
European Union	Tabeisa	-		3 552		3 552		-	
European Union	HEAIDS	139		11 803		11 942		-	
USAID	Grade 6: Systemic Evaluation	14		-		14		-	
French	Grade 6: Systemic Evaluation	(1)		6		5		-	
Netherlands	Sectoral Budget Support Programme	(5 584)		64 498		74 905		(15 991)	
Sweden	Special needs education - Inclusive Education	823		4 590		5 382		31	
Finland	Special needs education - Inclusive Education	4 243		-		3 431		812	
Norwegian	Oslo Celebration Research Grant	-		-		239		(239)	
Taiwanese	National Curriculum Statement	36		389		446		(21)	
Subtotal		1 977		114 487		126 860		(10 396)	
Received in cash in the RDP Fund									
European Union	School Infrastructure	4 957		28 433		26 944		6 446	
European Union	Tabeisa	-		3 552		3 552		-	
European Union	HEAIDS	86 141		-		11 942		74 199	
USAID	Grade 6: Systemic Evaluation	15		-		14		1	
French	Grade 6: Systemic Evaluation	7		-		5		2	
Netherlands	Sectoral Budget Support Programme	13 415		62 777		74 905		1 287	
DfID	Education Support Project Phase 2: Life Skills	-		-		-		-	
DfID	Mergers of Higher Education Institutions	1		-		-		1	
Sweden	Special needs education - Inclusive Education	5 413		-		5 382		31	
Finland	Special needs education - Inclusive Education	27 309		-		3 431		23 878	
Belgium	Whole School Development	45		-		-		45	
Norwegian	Oslo Celebration Research Grant	249		-		239		10	
Taiwanese	NCS Advocacy, Communication and Distribution	608		-		446		162	
Subtotal		138 160		94 762		126 860		106 062	

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1H (CONTINUE)
STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED

	2008/09	2007/08
	R'000	R'000
Reconciliation of the PMG account		
Opening balance	1 977	8 297
Transferred from the RDP Fund	1 14 487	1 68 042
Paid during the year	(126 860)	(174 362)
Closing balance	(10 396)	1 977
Foreign aid assistance unutilised		
DfID	1	-
EU	5 012	2 446
Sweden	33	823
USAID	-	14
Finland	810	4 243
Taiwan	-	36
	5 856	7 562
Foreign aid assistance receivable/recoverable from the RDP Fund		
Taiwanese	(21)	(1)
Netherlands	(15 992)	(5 584)
Norwegian	(239)	-
	(16 252)	(5 585)
Analysis of balance		
Amounts repayable to the RDP Fund (Unutilised)	5 856	7 562
Amounts receivable from the RDP Fund	(16 252)	(5 585)
Closing balance	(10 396)	1 977
FOREIGN AID ASSISTANCE (incl RDP FUNDS) ROLLED-OVER - INCOME STATEMENT/CASH GENERATED	(7 595)	6 320

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 1H (CONTINUE)
STATEMENT OF LOCAL AND FOREIGN AID ASSISTANCE RECEIVED

	2008/09 R'000
Received in kind	
Carnegie	4 785
Norwegian	16 448
Denmark	72 300
European Union	48
UNICEF	3 855
USAID	49 500
USAID	8 900
Total	155 836

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 11
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND
PAYMENTS MADE AS AN ACT OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2008/09	2007/08
	R'000	R'000
Made in kind		
International Delegations	5	-
Participants on the Ministerial Panel	28	-
Total	33	-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2009 – LOCAL

GUARANTOR INSTITUTION	Guarantees in respect of	Original guaranteed capital amount	Opening balance 1 April 2008	Guarantees draw downs during the year	Guarantees repayments/cancelled/reduced/released during the year	Revaluations	Closing balance 31 March 2009	Guaranteed interest for year ended 31 March 2009	Realised losses not recoverable i.e. claims paid out	
										R'000
Motor vehicles										
Employees	Motor Finance Scheme	1 036	328	-	134	-	194	-	-	
	Subtotal	1 036	328	-	134	-	194	-	-	
Housing										
Employees	Housing Loans	752	1 047	-	295	-	752	-	-	
	Subtotal	752	1 047	-	295	-	752	-	-	
Other										
Cape Peninsula University of Technology	Tertiary Institutions	27 244	23 878	-	16 933	-	6 945	297	-	
Central University of Technology, Free State	Tertiary Institutions	14 498	4 916	-	1 562	-	3 354	457	-	
Durban Institute of Technology	Tertiary Institutions	10 970	8 008	-	7 188	-	820	72	-	
Mangosuthu University of Technology	Tertiary Institutions	-	550	-	550	-	-	-	-	
Nelson Mandela Metropolitan University	Tertiary Institutions	23 292	8 124	-	2 757	-	5 367	155	-	
North West University	Tertiary Institutions	28 749	8 380	-	2 582	-	5 798	109	-	
Rhodes University	Tertiary Institutions	7 000	1 588	-	608	-	980	11	-	
Tshwane University of Technology	Tertiary Institutions	27 354	12 422	-	2 624	-	9 798	8	-	
University of Cape Town	Tertiary Institutions	26 875	5 427	-	1 900	-	3 527	-	-	
University of Free State	Tertiary Institutions	25 050	6 329	-	1 880	-	4 449	903	-	
University of Johannesburg	Tertiary Institutions	46 282	18 321	-	2 033	-	16 288	154	-	
University of KwaZulu-Natal	Tertiary Institutions	60 860	12 151	-	6 695	-	5 456	1 148	-	
University of Limpopo	Tertiary Institutions	6 000	13 169	-	7 169	-	6 000	270	-	
University of Pretoria	Tertiary Institutions	3 500	2 361	-	1 781	-	580	22	-	

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 2A (CONTINUE)
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2009 – LOCAL

GUARANTOR INSTITUTION	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2008	Guarantees draw downs during the year	Guarantees repayments/cancelled/reduced/released during the year	Revaluations	Closing balance 31 March 2009	Guaranteed interest for year ended 31 March 2009	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
University of South Africa	Tertiary Institutions	21 644	9 705	-	6 374	-	3 331	115	-
University of Stellenbosch	Tertiary Institutions	33 311	8 302	-	2 772	-	5 530	103	-
University of Venda	Tertiary Institutions	54 752	8 594	-	2 654	-	5 940	62	-
University of Witwatersrand	Tertiary Institutions	41 093	14 967	-	3 794	-	11 173	398	-
University of Zululand	Tertiary Institutions	7 000	10 000	-	3 000	-	7 000	311	-
Vaal University of Technology	Tertiary Institutions	9 207	12 241	-	3 034	-	9 207	394	-
Vista University of Technology	Tertiary Institutions	-	66 650	-	66 650	-	-	-	-
Walter Sisulu University for Technology and Science, Eastern Cape	Tertiary Institutions	31 115	9 712	-	865	-	8 847	191	-
	Subtotal	505 796	265 795	-	145 405	-	120 390	5 180	-
	Total	507 584	267 170	-	145 834	-	121 336	5 180	-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

ANNEXURE 2B
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2009

Nature of Liability	Opening Balance 1 April 2008	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2009
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Alleged claims against the Minister	3 400	-	-	-	3 400
Motor Car Accidents	-	92	92	-	-
Travel Agencies for no shows paid	-	4	4	-	-
Damaged Window	-	5	5	-	-
Damaged Hotel Carpet	-	1	1	-	-
Total	3 400	102	102	-	3 400

DEPARTMENT OF EDUCATION
VOTE 13

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2009

**ANNEXURE 3
CLAIMS RECOVERABLE**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2009 R'000	31/03/2008 R'000	31/03/2009 R'000	31/03/2008 R'000	31/03/2009 R'000	31/03/2008 R'000
Department						
Department of Arts and Culture	-	-	1	-	1	-
Department of Correctional Services	-	-	23	-	23	-
Department of Foreign Affairs	-	-	1	-	1	-
Department of Health	-	-	15	-	15	-
Department of Housing	-	-	34	-	34	-
Department of Justice	-	-	283	-	283	-
Department of Labour	-	-	29	9	29	9
Department of Public Works	-	-	-	32	-	32
Department of Social Development	-	-	18	-	18	-
Department of Water Affairs	-	-	9	-	9	-
Eastern Cape Department of Education	-	-	65 640	65 640	65 640	65 640
Gauteng Department of Education	-	-	51 407	51 420	51 407	51 420
Gauteng Department of Health	-	-	29	-	29	-
Gauteng Finance and Economic Affairs	-	-	-	7	-	7
Gauteng Transport Road and Public	-	-	-	21	-	21
GG Transport	-	-	2	2	2	2
Limpopo Department of Education	-	-	18	1	18	1
Mpumalanga Department of Education	-	-	-	1	-	1
National Treasury Pensions	-	-	261	301	261	301
North West Department of Education	-	-	32	27	32	27
North West Provincial Administration	-	-	1	16	1	16
Statistics South Africa	-	-	52	21	52	21
Western Cape Department of Education	-	-	3	3	3	3
	-	-	117 858	117 501	117 858	117 501
Other Government Entities						
Sita	-	-	50	50	50	50
South African Revenue Services	-	-	15 558	6 067	15 558	6 067
	-	-	15 608	6 117	15 608	6 117
Total	-	-	133 466	123 618	133 466	123 618



PART 6
STATUTORY BODIES
ORGANISATIONAL STRUCTURE

Statutory Bodies

Council of Education Ministers (CEM)

Chairperson
Secretariat
Contact Persons
Tel:
Fax:
E-mail:
Sol Plaatjie House
123 Schoeman Street
Pretoria

Mrs Naledi Pandor, MP Minister of Education
Directorate: Strategic Coordination and Secretarial Support,
Department of Education
Dr WM Makgalancheche
Ms Nandipha Koyana
(012) 312 5193
(012) 323 0146
Koyana.N@doe.gov.za
Private Bag X 895
Pretoria
0001

Heads of Education Departments Committee (HEDCOM)

Chairperson:
Secretariat:
Contact Persons
Tel:
Fax:
E-mail:
Sol Plaatjie House

Mr D Hindle, Director-General, DoE
Directorate: Strategic Coordination and Secretarial Support
Dr WM Makgalancheche
Mr JJ Mabasa
(012) 312 5503
(012) 323 0146
mabasa.j@doe.gov.za
Private Bag X 895
123 Schoeman Street
Pretoria
0001

Council on Higher Education (CHE)

Chairperson:
Interim Chief Executive Office:
Tel:
Fax:
E-mail:
Didacta Building
211 Skinner Street
Pretoria
0002

Dr CN Manganye
Prof. C de la Rey
(012) 392 9115
(012) 392 9122
singh.m@che.org.za
P O Box 13354
The Tramshed
Pretoria
0126

South African Qualifications Authority (SAQA)

Chairperson: Dr S Walters
 Executive Officer: Mr SBS Isaacs

Tel: (012) 431 5002
 Fax: (012) 431 5115/5039
 E-mail: Samuel Isaacs@doe.gov.za

1067 Hatfield Forum West
 Arcadia Street
 Hatfield
 0083

PostNet Suite 248
 Private Bag X06
 Waterkloof
 0145

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

Chairperson: Mr J Pampallis
 Chief Executive Officer: Dr P Lolwana

Tel: (012) 349 1510
 Fax: (012) 349 1511
 E-mail: info@umalusi.org.za

37 General Van Ryneveld Street
 Persequor Techno Park
 Pretoria

PostNet Suite 102
 Private Bag X1
 Queenswood
 0121

National Board for Further Education and Training (NBFET)

Chairperson: Mr D George
 Secretariat: Mr K Pole

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

Private Bag X895
 Pretoria, 0001

National Student Financial Aid Scheme (NSFAS)

Chairperson: Mr S Pityana
 Chief Executive Officer: Mr P Naicker

Tel: (021) 763 3200
 Fax: (021) 797 8131
 E-mail: info@nsfas.org.za
 Website: www.nsfas.org.za

18 - 20 Court Road
 Wynberg
 7800

Private Bag X1
 Plumstead
 7801

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
Website: www.sace.org.za

261 West Street Private Bag X127
Centurion Centurion
0042 0046

Education Labour Relations Council (ELRC)

Chairperson: Mr W Kutumela
Chief Executive Officer: Mr M Govender

Tel: (012) 663 0432
Fax: (012) 663 9604/ 0438
E-mail: gen.sec@elrc.co.za

261 West Street Private Bag X126
Centurion Centurion
0042 0046

DEPARTMENT OF EDUCATION

Director-General
DG: Mr D Hindle

Branch

DG	Chief Directorate	Directorate
Office of the Director-General DDG/O: Ms VC Carriese	National and Provincial Co-ordination and Administration CD/OS: Mr STE Mlambo	National and Provincial Co-ordination D/OSP: Vacant
	Ministerial Services CD/OM: Mr BT Mavuso	Office of the Minister D/OMM: Mr L Ngqengelele D/OMM: Mr LJ Mitchell
	Media Liaison and National and Provincial Communication CD/OL: Dr GC Whittle	Office of the Deputy Minister D/OMD: Vacant
	International Relations and Unesco CD/OI: Mr G Jeppie	National and Provincial Communication D/OLC: Mr FZ Ngoma
		Global Partnerships D/OIG: Vacant
		Africa and the Middle East D/OIA: Mr LR Ndaba
		Multilateral Affairs D/OIU: Mr DD Fillis
		Office of the Director-General D/ODG: Vacant D/ODG: Mr DJ Ngobeni
		Internal Audit D/OA: Mr P du Toit

Additional:

CD: Mr T Coombe – 13/12/2008
Director Mr RV Turrel – Minister's Office for duration of Minister's appointment
Director Ms S Nathoo – Minister's Office for duration of Minister's appointment

Branch

Chief Directorate

Directorate



DG – Chief Financial Officer
CFO: Mr P Benadè

Branch

Chief Directorate

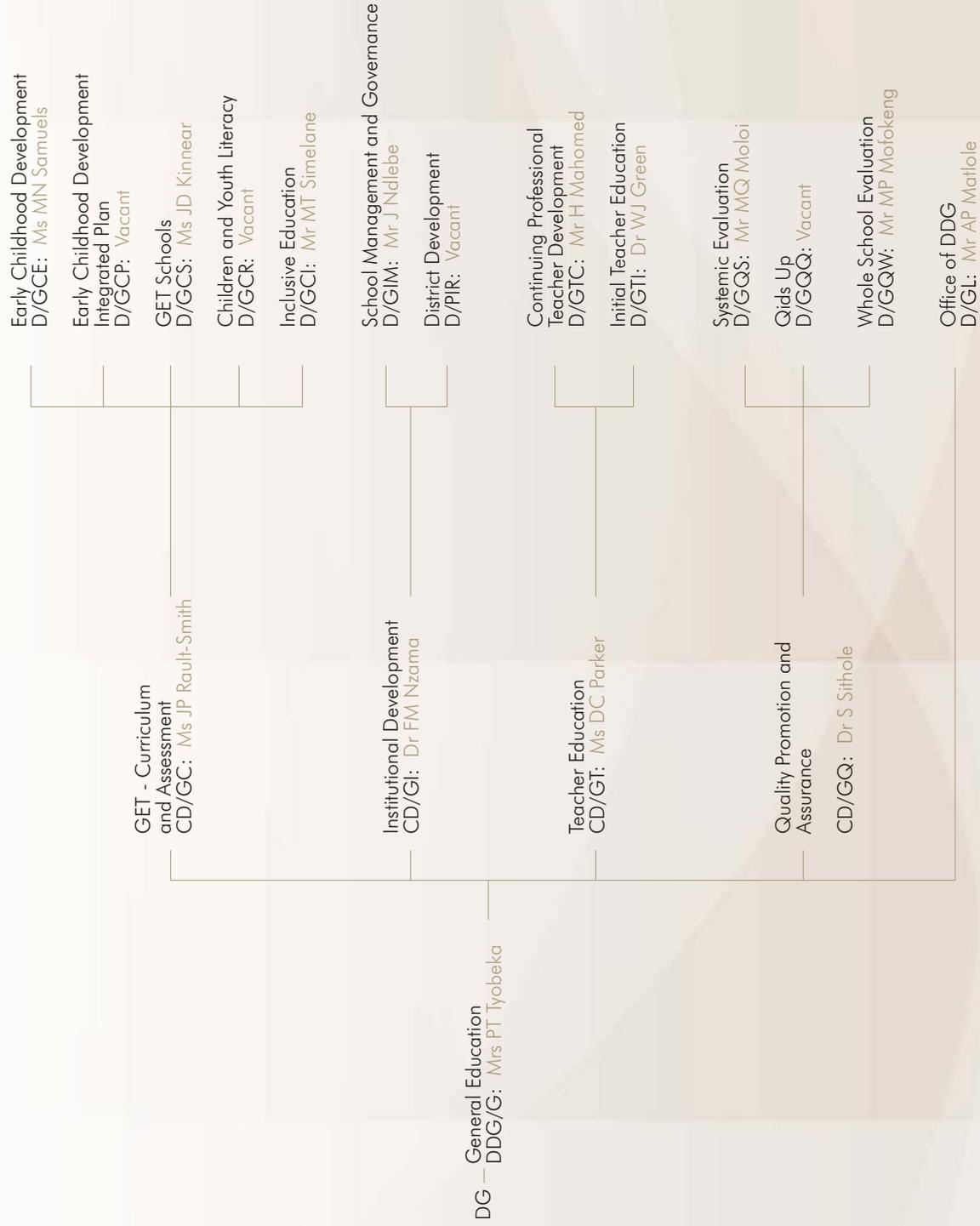
Directorate



Branch

Chief Directorate

Directorate



Foundations for Learning Campaign: Director: Ms JJ Joshua



Branch

Chief Directorate

Directorate

DG – Higher Education
DDG/H: Dr M Qhobela

Higher Education
Planning and Management
CD/HP: Ms K Menon

Higher Education Management
and Information
Systems
D/HEMIS: Ms JE Skene

Higher Education -
Management Support
D/HPM: Ms BS Swart

Higher Education Planning
D/HPP: Dr BJ Johnson

Constituency Affairs
D/HDC: Ms B Ntsheni-Matutu

Private Higher Education Institutions
D/HDR: Ms NC Motaung

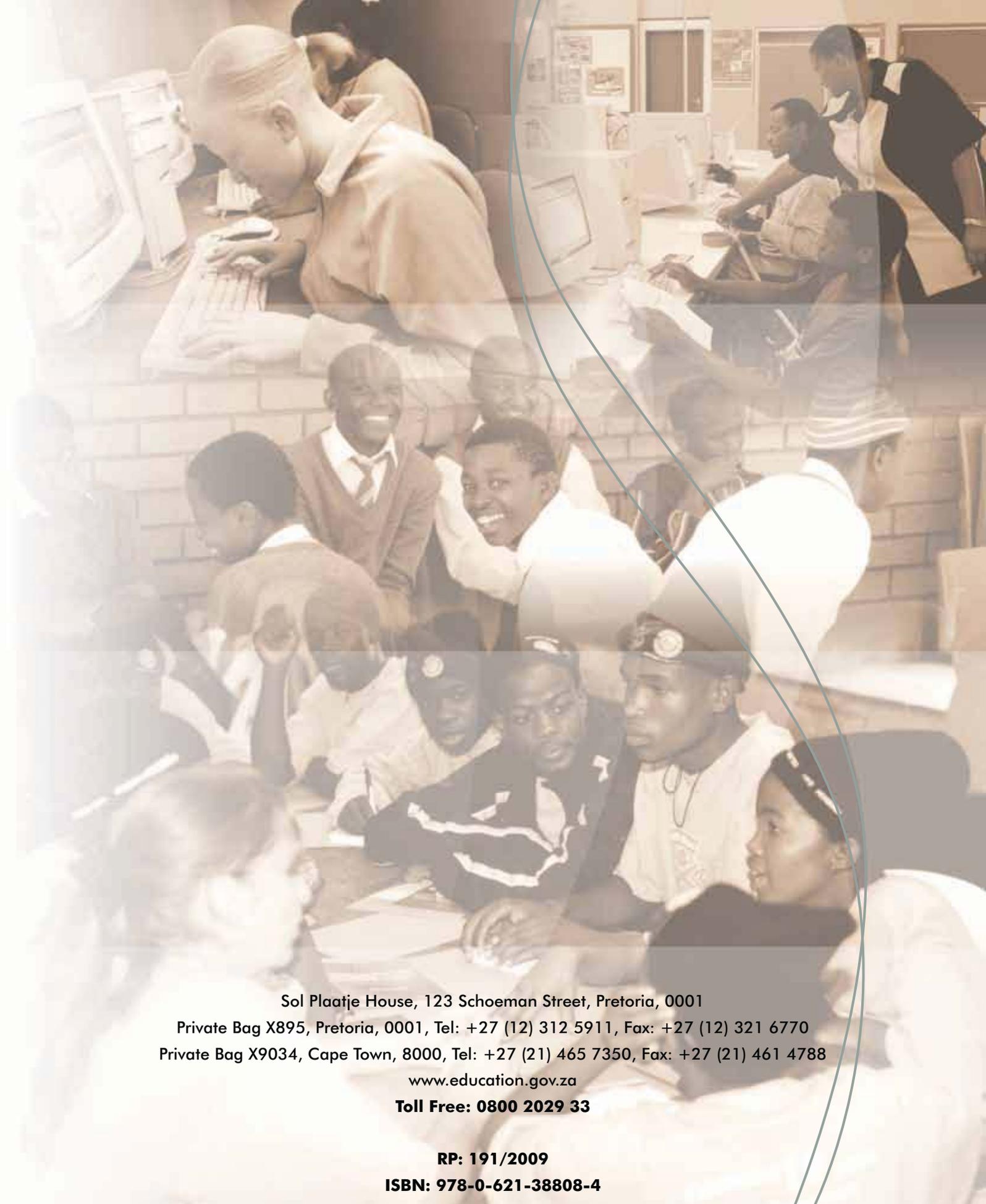
Policy and Development
Support
D/HPD: Mr M Mabizela

Higher Education Policy
CD/HD: Prof MT Sehoole
Secondment

Additional: CD: Prof MM Sibara - 31/7/2008

Merger Unit: Prof IA Bunting - 31/12/2009
Prof M Price - 29/2/2008





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