

Annual Report: 2000/2001
Department of Education

To the Minister of Education, Professor Kader Asmal, MP,

I have pleasure in presenting this report on the work of the Department of Education for the financial year ending on 31 March 2001.

Thami Mseleku
Director-General
Department of Education

Foreword By The Minister Of Education

As we consider the year under review I am acutely conscious of the enormous responsibility placed on our shoulders as we carry out the task of transforming and improving the education system of our country. It is indeed a sobering thought to know the impact education has, not just on the well-being of the country, but on the lives of each and every citizen.

The challenge we have taken up is to ensure that we nurture a high quality education system that is accountable, transparent, accessible and efficient. It is also to ensure that public education is a vehicle that really does assist us in realising our dreams; that really does work to free the potential in all of us - regardless of where we come from or how badly stacked the odds against us are when we first enter those school gates.

Whilst we continue to face serious challenges in the area of basic school performance, we have, in the year under review, begun to see the benefits arising from our efforts to turn our education system around. Our schools are beginning to work, teachers are teaching and learners are learning.

Some of the challenges we have actively taken up and where progress is becoming evident are in achieving greater equity at all levels and in all spheres in the education system, in making schools more effective and improving conditions in our schools, and in improving the quality of teaching and learning.

We have also embarked on the enormous process of restructuring the entire higher education and further education and training systems to ensure that these critical sectors of society are better placed to meet the needs of South Africa in the 21st Century.

Another important project we have undertaken has been the Values in Education Initiative that has resulted in a report containing proposals on the values we should be espousing in our schools. In this regard, it is of critical importance that we promote a spirit of 'South Africanism' in our schools - a sense of a national identity and an understanding that learners live in a democratic society in which we value and protect the dignity of others. Our schools must not just protect us from racism, but must actively promote non-racism and tolerance as values.

I would also like to take this opportunity to welcome Mr Mosibudi Mangena, who was appointed Deputy Minister of Education in January 2001. Mr Mangena is already making an impact in the priority areas of mathematics, science and technology, literacy and the Masifunde Sonke Campaign to build a nation of readers.

Mr Mangena replaced Father Smangaliso Mkhathshwa who was elected Executive Mayor of the Tshwane Metropolitan Council in December 2000. On behalf of the Department, I extend our heartfelt thanks for the sterling work done by Father Mkhathshwa during the five years he served as Deputy Minister.

Finally, we need to remember that schools, colleges and universities are living organisms, real places, in which we all have a stake, for we are all their owners and we are all their beneficiaries. As the government, we can achieve little without the support, commitment and contributions of all stakeholders. This is the essence of Tirisano - Working Together!

There has been a great deal of innovation in the past year, breaking new ground to ensure that teachers and pupils receive the recognition they deserve. The national teachers' awards, the most improved schools awards, the conferences on sexuality and music teaching and the reform of the national curriculum all attest to the extent to which Departmental officials have been working extremely hard to meet the agenda of the Government elected in 1999.

We would therefore not have made such remarkable progress this year were it not for the dedication of national and provincial education officials, teachers, learners, and parents. We are also grateful to the many NGOs, funding agencies, international donors, and UNESCO for their ongoing support for education. The SABC has also played a tremendous and critical role, through its educational programmes, to promote education in the country.

Nowhere else in the world has a nation been faced with the enormous challenges we have had to deal with in transforming our education system. We will continue to build on the successes already achieved and learn from the challenges already faced to provide a better education and training system for all.

Professor Kader Asmal, MP
Minister of Education

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Highlights And Achievements

The Department made significant progress in improving access, quality, capacity and equity in the education system during the year under review. Much of the impetus for improvement was provided by the implementation programme for Tirisano, launched in February 2000, which set clearly defined goals and targets against which the Department could measure its performance and progress. Some of the highlights and successes achieved during the year under review, which will be elaborated elsewhere in this report, were the following:

- Achieving a 9% improvement in the overall Senior Certificate examination pass rate for 2000, compared to the previous year's results. This improvement was reflected throughout the system, including an improvement in the pass rate in all of the nine provinces.
- Bringing the number of learners per educator down to an average of 34 nationally.
- Completing the transfer of 30 000 educators to new posts in schools where they are most needed without a single forced retrenchment.
- Spending approximately R1 billion on Learner Support Materials, as against approximately R200 million three years ago. This achievement was due, in large part, to having put in place improved processes for ensuring efficiency in the delivery of materials.
- Making significant progress towards achieving equity in our schooling system through the National Norms and Standards for School Funding. This Policy provides for a 'poverty-targeted' approach to budgeting for non-personnel expenditure by the provinces. This means that the poorest schools get, on average, seven times more money than the richest ones.
- Increasing learner enrolment at our schools. Currently, compared to other developing countries, South Africa has one of the highest enrolment rates for children of school-going age. Our participation rate for girls is also among the highest in the world. Over twelve million learners are attending school, representing more than 90% of all South African children between the ages of seven and fifteen years.
- Facilitating the admission of large numbers of students who would otherwise not have been able to go to university or technikon, by providing them with loan and bursary funding through the National Student Financial Aid Scheme (NSFAS). Since 1996, government's contribution to the scheme has been over R2 billion. This amount has been used to the benefit of well over 200 000 students.
- Launching the Higher Education Management Information System (HEMIS) for capturing data from higher education institutions countrywide. The new statistical reporting system, launched in November 2000, replaces the South African Post-Secondary Education (SAPSE) system.
- Motivating schools and teachers to be more effective by recognising their achievements. Talented, inspiring and dedicated educators were honoured at the inaugural National Teacher Award ceremony on 26 October 2000. Schools that demonstrated sustained improvement or achievement were likewise honoured at the inaugural Most Improved Schools Award ceremony held on 28 February 2001.
- Launching the South African National Literacy Initiative (SANLI) and the Masifunde Sonke ('Building a Nation of Readers') campaign. SANLI was launched in June 2000 to establish a voluntary service to reach the 3.2 million South Africans who are illiterate. The Masifunde Sonke campaign was launched in December 2000 to promote and build a culture of reading and writing among all South Africans.
- Establishing a Values in Education Initiative to identify values in education that would promote nation-building, democracy and human rights. The Working Group on Values in Education handed over its report to the Minister of Education on 8 May 2000. In the report, the group recommended six core values in education, namely: equity, tolerance, multilingualism, openness, accountability and honour. A conference on Values, Education and Democracy was held at Kirstenbosch, Cape Town, from 22 - 24 February 2001 to discuss and debate the recommendations of the Working Group. The Minister also received the report of the History and Archaeology Panel on 14 December 2000. This report looked at ways of strengthening the teaching of history and archaeology in schools.
- Successfully completing the second round of elections for School Governing Bodies (SGBs) and Representative Councils of Learners (RCLs) during 2000. In addition, much progress has been made in improving conditions in schools, especially those in the most deprived areas of our country. According to the School Register of Needs 2000 Survey, the following improvements were made from 1996 to 2000:
 - The percentage of students without access to proper toilet facilities declined dramatically, from 55% in 1996 to 16% in 2000, which translates into a decline from 6.6 million students to 1.9 million students.
 - Schools without telephones have decreased from 59% to 36.4%.
 - The percentage of schools without access to running water declined from 34% to 27%.
 - Access to electricity has improved from 40% to 54.9% of all schools, with the Eastern Cape showing an increase of 24 %
 - The number of schools with computers has increased from 2 241 to 6 581.
 - There has been a decline in the average number of learners to a classroom from 43 to 35. Progress was also made in restructuring the further education and training and higher education systems. A Quantitative

Overview of Technical Colleges was published in October 2000, which identified issues for the transformation of this sector. This led to the establishment of a National Landscape Task Team to advise on a future landscape for further education and training and possible institutional configurations. In the higher education sector, the release of the National Plan for Higher Education in March 2001 brought to a close a long period of consultation that began in 1995 with the establishment of the National Commission on Higher Education. The National Plan is now established as an implementation framework for achieving the transformation of the higher education system.

Amanqampunqampu Empumelelo

UmNyango sewenze inqubekela-phambili ebonakalayo ekuthuthukiseni izinga, amakhono kanye nokulingana ohlelweni lwemfundo kulonyaka obuyekwezwayo. Umfutho omkhulu wokwenza ngcono wadalwa wukufakwa kohlelo okuthiwa yiTirisano olwethulwa ngo - February 2000, okuyilo olwabeka izinhloso nemigomo ecacile umNyango owawuzokala ngayo ukusebenza kwawo kanye nenqubekela-phambili esiyenziwe.

Okunye kokubalulekile osekube yimpumelelo okwenzeke kulonyaka ophezulu obuyekwezwayo, okuzolandwa ngakho kabanzi kwenzinye izindawo zalombiko, yilokhu:

- Ukususa inani lothisha abangaphezu kwa - 30 000 beya ezikhaleni ezintsha ezikoleni lapho bedingeka khona kakhulu ngaphandle kokuba kubekhona noyedwa nje ophoqeka ukuba adilizwe.

- Ukuphumelela ukwenza ngcono izinga lemiphumela yokuhlolwa ye - Senior Certificate yangonyaka ka - 2000 ngo -90% kunaleyo yonyaka odlule. Lokhu kubangcono kwemiphumela kwabonakala kuwo wonke umnyango, kubandakanya ngisho nezinga lokuphasa kuzo zonke izifundazwe esiyisishiyagalolunye.

- Sichithe isamba semali esicishe sibe ngu - R1 billion kuthengwa okubizwa ngokuthi yi - Learner Support Material kuqhathaniswa no - R200 million owasetshenziswa eminyakeni emithathu edlule. Lempumelelo enje yadalwa ikakhulukazi ukuba kumiswe izinhloso nohlelo olwenziwe ngcono lokusheshisa ukudilivwa kwezimpahla.

- Ukwenza inqubekela-phambili ekwenzeni ukuba uhlelo lwezikole lulingane ngokusebenzisa umgomoobizwa ngokuthi yi National Norms and Standards for School Funding. Lenqubo-mgomo yenza ukuthi, uma kwabiwa izimali ezingaqondene namaholo, kuqondwe ngqo lezozikole ezintulayo. Lokhu kusho ukuthi izikole eziswele kakhulu zithola, ngokwejoyalekile, imali ephindwe kasikhombisa kunaleyo etholwa yizikole ezinemali eningi.

- Ukwanda kwenani labafundi ababhalisiwe ezikoleni zethu. Njengamanje nje, uMzansi Afrika unenani eliphezulu kakhulu labantwana abaseminyakeni yokuya esikoleni ababhalisiwe ezikoleni, uma kuqhathaniswa namanye amazwe asathuthuka kanti futhi nenani lamantombazane asezikoleni liphakathi kwaphezulu kakhulu emhlabeni. Inani labafundi abasezikoleni lingaphezu kwezigidi eziyishumi nambili, lokhu okumele inani elingaphezulu kuka - 90% wazo zonke izingane eziphakathi kweminyaka yobudala eyisikhombisa kanye neyishumi nanhlano.

- Ukwenza lula ukwemukelwa kwenani elikhulu labafundi ababengeke bakwazi nje ukuba bayofunda emayunivesithi noma ema -technikon ngokuba banikezwe imifundaze yohlelo lwe - National Student Financial Aid Scheme (NSFAS). Kusukela ngo - 1996, umnikelo waHulumeni kuloluhlelo lube ngaphezulu kwa - R2 billion osetshenziselwe ukusiza abafundi abangale kuka - 200 000.

- Ukwehula uhlelo okuthiwa yi Higher Education Management Information System (HEMIS) oluzokwazi ukuqoqa ulwazi kuzo zonke izikhungo zemfundo ephakeme ezweni lonke. Loluhlelo olusha lokubika imidanti yezibalo (statistics), lwethulwa ngo - November 2000, kanti lwathatha indawo yohlelo okwakuthiwa yi - South African Post-Secondary Education (SAPSE).

- Ukugqugquzela izikole nabafundisi ngokuba kubalulwe impumelelo yabo. Abafundisi abaphiwe, abanogqozi nabazinikelayo bahlonishwa emcimbini wokuqala we NTA owenziwa ngomhlaka 26 October 2000. Izikole ezakhombisa ukwenza kangcono imiphumela yazo zaklonyeliswa emcimbini wokuqala owawaziwa nge Most Improved Schools Award owabanjelwa e - Somerset West mhlaka - 28 February 2001.

- Ukwehulwa kwemkhankaso we South African National Literacy Initiative (SANLI) kanye ne Masifunde Sonke (OBuilding a Nation of Readers). ISANLI yethulwa ngo June 2000, ngenhloso yokunika usizo oluzofinyelela kubantu abangu 3.2 wezigidi, abangafundile. Umkhankaso we Masifunde Sonke wona wethulwa ngo December 2000 ngenhloso yokugqugquzela nokwakha isikompilo lokufunda nokubhala kubo bonke abakhele eloMzansi Afrika.

- Ukusungula uhlelo lwe - Values in Education Initiative ukuze kutholakale izikhonkwane zemfundo ezizothuthukisa ubumbano lwesizwe, intando yeningi kanye nokuhlonishwa kwamalungelo obuntu. Isigungu esaziwa ngokuthi yi - The Working Group on Values in Education yethula umbiko wayo kuNgqongqoshe womNyango wezeMfundo mhlaka - 8 May 2000. Kulowo mbiko bona bancoma ukuba kube nezikhonkwane eziyisithupha zemfundo, okuyilezi: ukulingana, ukubekezelelana, ukukhulunywa kwezilimi eziningi, ukungabibikho kwezimfihlo, ukumela nokuphendula ngalokho umuntu akwenzile kanye nobuqotho.

Ingqungquthela emayelana ne - Values, Education and Democracy yabanjelwa eKirstenbosch ngaseCape Town kusukela mhlaka - 22 kuya ku - 24 February 2001 ukuze kudingidwe futhi kuphikiswane

ngokwanconywa yi - Working Group ngaphambi kokuba umbiko ufike ekuphethweni. Omunye umbiko weValues in Education okuthiwa yi Report of the History and Archaeology Panel, yethulwa kuNgqongqoshe wezeMfundo mhlaka - 14 December 2000. Lombiko lo wawubheka izindlela zokuqinisa ukufundiswa kwezomlando kanye nemvelaphi yomsuka wesintu ezikoleni.

Ngaphezu kwalokhu, inqubekela-phambili enkulu seyenziwe ekwenzeni ngcono isimo ezikoleni, ikakhulukazi lezo ezisezindaweni ezincisheke amathuba ezweni lonke lethu. Ngokokuhlola okwaziwa ngokuthi yi -School Register of Needs 2000 lokhu okulandelayo kwenziwa ngcono kusukela ku - 1996 kuya ku - 2000:

- Sekube nokwehla kwenanielejoyalekile labafundi ekilasini ngalinye lisuka ku - 43 liya ku - 35.

□ Ipheleli labafundi abangenazo izindlu zangasese esisesimweni esigculisayo lehle ngokumangalisayo, lisuka ku - 55% ngo - 1996 liya ku - 16% ku - 2000, lokhu okusho lehle lisuka ezinganeni ezingu - 6.6 wezigidi zabafundi leza ku 1,9 wezigidi zabafundi.

□ Izikole ezingenalo ucingo sezehle zisuka ku - 59% kuya ku - 36.4%. □ Inani lamaphesenti ezikole ezingenawo amanzi aphuma kompompisi selehle lisuka ku - 34% lazelayoshaya ku - 27%. □ Inani lezikole elinogesi selinyuke phansi ku - 40% laze layoshaya le ku - 54.9% wezikole zonke, kanti isifundazwe sona sase - Eastern Cape ikhombisa ukwenyuka okungu - 24%.

□ Inani lezikole ezinawo amakhomputha selenyuke lisuka kwezingu - 2 241 laya ku - 6 581.

Inqubekela-phambili ibonakele futhi nasekuhleleni kabusha imfundo yokwengeza kanye nokuqeqesha kanye nakwephakeme. Umqulu okuthiwa yi - A Quantitative Overview of Technical Colleges washicilelwa ngo - October 2000 kanti yiwo owabalula izingqinamba zokuguqulwa kulomkhakha. Lokhu kwaholela ekubeni kusungulwe ithimba elaziwa ngokuthi yi - National Landscape Task Team ukuze yeluleke ngokuthi isimo salomkhakha we - Further Education and Training izobanjani esikhathini esizayo kanye nokuthi izikhungo zingahlengiswa zihlelwe kanjani.

Emkhakheni wemfundo ephakeme, ukuthulwa kwe - National Plan for Higher Education ngo - March 2001 kulethe esiphethweni isikhathi eside lapho kade kuqoqwa imibono kusukela ngo - 1995 mhlazane kusungulwa okwakwaziwa ngokuthi yiNational Commission on Higher Education. Njengamanje iNational Plan imi njengohlaka lokuqala umshikashika wokuguqula imfundo ephakeme yonke jikelele.

Dintlhakgolo Le Dikatlheho

Lefapha le bile le kgatelopele e bonahalang ntlafatsong ya boleng, bokgoni le tekatekano thutong selemong seo ho ntseng ho etswa tekolo ya sona. Tshusumetso e kgolo ya ntlafatso e tile ka ho kengwa ha lenaneo la Tirisano, le leng la thakgolwa ka Hlakola 2000, e leng lona le behang sepheo le maikemisetso a hlakileng ao ka ona Lefapha le tla lekanya mosebetsi ekasitana le kgatelopele ya lona.

Tse ding tsa dintlhakgolo le dikatlheho tse fihletsweng selemong seo se ntseng se lekolwa, tseo ho tla buuwa haholwanyane ka tsona hamorao pehelong ena, e bile:

- Ho isa matijhere a mang a ka hodimo ho 30 000 dikolong tse ding moo a neng a hlokeha haholo, mme hona ho etswe ntle le ho fokotsa ba bang mosebetsing wa bona ka qobello.
- Ho fihlela ntlafalo ya 9% sephethong sa dihlahlobo tsa Materiki selemong sa 2000 ha se bapiswa le diphetho tsa dilemo tse ding tse fetileng. Ntlafalo ena e bile tshehetsong yohle ya thuto, mme e kenyetsetsa le ntlafalo ya baithuti ba atlehileng diprovinseng tsohle tse robong.
- Ho sebedisa tjhelete e ka ka R1 bilyone Disebedisweng tse Tshehetsang Baithuti ha e bapiswa le e ka ka R200 miliyone e sebedisitsweng dilemong tse tharo tse fetileng. Katleho ena e tile ka ho kengwa ya mekgwa ya tshebetso e ntlafaditsweng ya ho etsa bonnete ba hore mosebetsi o phethwa hantle haholo phumantshong ya disebediswa.
- Ho ba le kgatelopele e bonahalang e lebileng mokgweng wa ho fihlela tekatekano dikolong tsa rona ka ho sebedisua leano la Ditlwaello le Maemo a Amohelehileng a Tshehetso ya Dikolo ka Ditjhelete le fanang ka tsela ya hore re shebe haholoholo Odibaka tse futsanehileng haholo o ha diprovensi di etsa ditekanyetso tsa ditshenyehelo tsa basebetsi. Hona ho bolela hore dikolo tse futsanehileng haholo, di fumana tjhelete e menahaneng ha supa ka hodimo ho tseo tse dibakeng tse ruileng.
- Ho eketsa palo ya baithuti dikolong tsa rona. Ha jwale, Afrika Borwa e na le palo e hodimo haholo ya baithuti ba dilemong tsa ho kena sekolo, ha e bapiswa le dinaha tse ding tse ntseng di tswela pele, mme seabo sa banana se hara palo tse hodimo haholo tsa lefatsheng ka bophara. Ke baithuti ba ka bang ka hodimo ho dimiliyone tse leshome le metso e mebedi ba leng dikolong, e leng 90% ya bana bohle ba pakeng tsa dilemo tse supa le leshome le metso e mehlano ka boholo.
- Ho thusa kamohelong ya palo e hodimo ya baithuti ba neng ba ke ke ba kgona ho ya diyunivesiting le ditheknikoneng ka ho ba neha ditjhelete ka Sekemi sa Naha sa Thuso ya Baithuti ka Ditjhelete e leng National Student Financial Aid Scheme (NSFAS). Ha esale ho tloha ka 1996, tjhelete e neng e ntse e kengwa ke mmuso sekeming sena e bile ka hodimo ho R2 bilyone e sebedisitsweng molemong wa baithuti ba ka bang ka hodimo ho 200 000.
- Ho thakgolwa ha Mokgwa wa Taolo ya Tlhabisoleseding Thutong e Phahameng e leng Higher Education Management Information System (HEMIS) bakeng sa ho boloka dintlha ho tswa dibakeng tsa thuto e phahameng naheng ka bophara. Mokgwa o motjha o behelang ka dipalopalo, o thakgotsweng ka Pudungwana 2000, o nkile sebaka sa o neng o tsejwa ka South African Post-Secondary Education (SAPSE).
- Ho ba le tshusumetso dikolong le matijhereng ka ho ela hloko dikatlheho tsa bona. Dikolo tse bontshitseng ntlafalo e tswellang kapa tse bileng le dikatlheho di ile tsa tlotlwa moketjaneng wa ho qala wa Dikgaw tsa Dikolo tse Ntlafetseng le ho Feta, o neng o tshwaretse mane Somerset West ka la 28 Hlakola 2001, mme matijhere a nang le talente e hodimo, kgothaletso le maikemisetso a hodimo, ona a ile a tlotlwa moketjaneng wa ho qala wa Dikgaw tse fuwang Matijhere Naheng ka bophara o neng o tshwerwe Pretoria ka la 26 Mphalane 2000.
- Ho thakgolwa ha letsholo la bosetjhaba la ho lwantsha ho sa rutehang bathong. Ho ilwe ha hlomiwa letsholo la ho etsa hore palo ya tshebediso ya ho ithaopo ha maAfrika Borwa a a sa rutehang e tile e fihlele ho dimillione tse 3.2. Ho thakgolwa ha letsholo la Masifunde Sonke, e ne hape e le ho tsweletsa le ho aha setshaba sa maAfrika Borwa a a tdebang ho bala le ho ngola.
- Ho hloma Tshibollo ya Dintho tsa Bohlokwa Thutong bakeng sa ho hlwaya dintho tseo ho dumelwang hore ke tsona tsa bohlokwa thutong tse tla ntshetsa pele kaho ya setjhaba, demokerasi le ditokelo tsa botho. Sehlopha sa Tshebetso Tshibollong ya Dintho tsa Bohlokwa Thutong se fane ka pehelo ho Letona la Thuto ka la 8 Motsheanong 2000. Pehelong eo ba hlwaile dintho tse tseletseng tseo ba bonang e leng tse ding tsa bohlokwa haholo thutong, mme tsona ke: tekatekano, mamello, tshebediso ya dipuo tse ngata, ho sebeletsa pepeneneng, boikarabelo le hlomphe. Ho ile ha tshwarwa khonferense e mabapi le Dintho tsa Bohlokwa, Thuto le Demokerasi mane Kirstenbosch, Cape Town, ho tloha ka la 22 ho ya ho la 24 Hlakola 2001 ho buisanwa ho bile ho nganisanwa ka dikgothaletso tsa Sehlopha sa Tshebetso pele ho ka hlaliswa pehelo ya makgaola kgang. Tshibollo e nngwe hape ya Dintho tsa Bohlokwa Thutong, e leng Pehelo ya Histori ya Phanele ya Archaeology, di ile tsa nehwa Letona la Thuto mohla la 14 Tshitwe 2000. Pehelo ena e ne e shebane le ditsela tsa ho matlafatsa mokgwa wa hore dikolong ho rutwe ka histori le diphetoho tse etsahalang bophelong ba motho. Hodima tsena tsohle, ho se ho entswe kgatelopele e hodimo haholo ya ntlafatso ya maemo a dikolo, haholoholo tseo tse leng dibakeng tse futsanehileng haholo naheng ya rona. Ka ho ya ka diphuputso tsa Rejistara ya Dihlooho tsa Dikolo ya 2000, ho ile ha etswa ntlafatso tsena tse latelang ho tloha ka 1996 ho ya ho 2000:

- Ho bile le ho theoha ha palo ya baithuti ka phaposing ya ho ruta ho tloha ho 43 ho ya ho 35.
- Persente ya baithuti ba se nang matlwana a tshwanetseng e ile ya theoha haholo, ho tloha ho 55% ka 1996 ho ya ho 16% ka 2000, ho bolelang hore hobale le ho fokotseha ha baithuti ho tloha ho 6.6 miliyone ho ya ho 1.9 miliyone.
- Dikolo tse se nang dithelefounu di fokotsehile ho tloha ho 59% ho ya ho 36.4%.
- Bokgoni ba ho fumana motlakase bo ntlafetse ho tloha ho 40% ho ya ho 54.9% dikolong tsohle, mme Kapa Botjhabela teng ka keketseho ya 24%.
- Palo ya dikolo tse nang le dikhomputa e nyolohile ho tloha ho 2,241 ho ya ho 6,581.

Ho bile le kgatelopele hape le tlhophisong botjha ya mokgwa tshebetso wa ntshetsopele ya thuto le thupelo le thutong e phahameng. Ho ile ha phatlalatswa Kakaretso ya Boholo ba Dikholetjhe tsa Botekgeniki ka Mphalane 2000 mme yona e ile ya hlwaya merero ya ho fetola mokga ona. Hona ho bile le sephetho sa ho thehwa ha sehlopha sa tshebetso e leng National Landscape Task Team hore se fane ka dikeletso ka bokamoso ba ponahalo ya naha bakeng sa Ntshetsopele ya Thuto le Thupelo le kgonahalo ya tlhophiso ya mekga ena.

Mokgeng wa Thuto e Phahameng teng, ho hlahiswa ha Leano la Naha bakeng sa thuto e Phahameng ka Hlakubele 2001 ho atameditse bofelong ditherisano tse qadileng ka 1995 mme ha hlongwa Khomishene ya Naha ya Thuto e Phahameng. Leano la Naha jwale e se e lona sebopeho sa ho kenya tshebetsong mokgwa wa ho tiisa diphetoho thutong e phahameng ka bophara.

Hoogtepunte En Prestasies

Die Departement het gedurende die verslagjaar betekenisvolle vordering gemaak met die verbetering van kwaliteit, kapasiteit en gelykheid in die onderwysstelsel. Die stukrag vir die verbetering is grotendeels te danke aan die implementeringsprogram vir Tirisano, wat in Februarie 2000 van stapel gestuur is en wat duidelik gedefinieerde doelwitte en mikpunte gestel het waarvolgens die Departement se prestasie en vordering gemeet kon word.

Sommige van die hoogtepunte en prestasies van die verslagjaar, waarop daar elders in die verslag uitgebrei sal word, is die volgende:

- 'n Verbetering van 9% in die slaagsyfer van die Senior Sertifikaat Eksamen van 2000 in vergelyking met die vorige jaar se resultate. Hierdie verbetering is weerspieël in die totale onderwysstelsel, en sluit 'n verbetering in die slaagsyfer in al nege provinsies in.
- Die oorpasing van meer as 30 000 opvoeders na nuwe poste in skole waar hulle die beste benut kon word sonder dat ōn enkele gedwonge afdanking plaasgevind het.
- Ongeveer R1 biljoen is bestee aan leerdersteunmateriaal (Learner Support Material) in vergelyking met die ongeveer R200 miljoen wat drie jaar gelede daaraan bestee is. Hierdie prestasie kan hoofsaaklik toegeskryf word aan die implementering van meer effektiewe prosesse om doeltreffendheid met die lewering van materiaal te verseker.
- Betekenisvolle vordering is gemaak met die bereiking van gelykheid in ons skole deur die implementering van ōn beleid van nasionale norme en- standaarde vir skoolbefondsings (National Norms and Standards for School Funding). Hierdie beleid maak 'n 'armoedgerigte' benadering moontlik ten opsigte van die begroting vir nie-personeeluitgawes deur die provinsies. Dit beteken dat die armste skole gemiddeld sewe keer soveel geld uit die fonds ontvang as die welvarender skole.
- Daar was 'n toename in die registrasie van leerders in ons skole. Suid-Afrika het tans een van die hoogste registrasiesyfers vir kinders van skoolgaande ouderdom in vergelyking met ander ontwikkelende lande. Ons bywoningsyfer vir dogters is van die hoogste in die wêreld. Meer as twaalf miljoen Suid-Afrikaanse kinders is skoolgaande, wat meer as 90% van alle kinders in ons land tussen die ouderdom sewe tot vyftien jaar verteenwoordig.
- Die toelating van groot getalle studente wat andersins nie in staat sou wees om universiteit of technikon toe te gaan nie is gefasiliteer. Studente is voorsien van fondse deur ōn nasionale finansiële hulpskema vir studente (National Student Financial Aid Scheme - NSFAS). Sedert 1996 is die regeringsbydrae tot die skema meer as R2 biljoen, wat aangewend is tot die voordeel van meer as 200 000 studente.
- 'n Bestuursinligtingstelsel van hoër onderwys (Higher Education Management Information System - HEMIS) vir die vasstelling van data van instellings van hoër onderwys oor die hele land is van stapel gestuur. Die nuwe statistiese verslagstelsel wat in November 2000 geloods is, vervang die stelsel vir na-sekondêre onderwys (South African Post-Secondary Education - SAPSE).
- Skole en opvoeders is gemotiveer deur erkenning te gee aan hulle prestasies. Talentvolle, geïnspireerde en toegewyde opvoeders het toekennings ontvang tydens die instelling van 'n nasionale onderwyserstoekenningsereemonie (National Teacher Award) wat in Pretoria op 26 Oktober 2000 plaasgevind het. Skole wat bewys gelewer het van volgehoue prestasieverbetering, is tydens die instelling van ōn toekenning vir die mees verbeterde skole (Most Improved Schools Award) wat in Somerset-Wes op 28 Februarie 2001 plaasgevind het, vereër.
- 'n Suid-Afrikaanse nasionale geletterheidsinisiatief (South African National Literacy Initiative - SANLI) en die Masifunde Sonke (Bou 'n Nasie van Lesers) is geloods. SANLI is in Junie 2000 van stapel gestuur om die 3.2 miljoen Suid-Afrikaners wat ongeletterd is, te bereik. Die Masifunde Sonke veldtog is in Desember 2000 van stapel gestuur om 'n kultuur van lees en skryf onder alle Suid-Afrikaners te bevorder.
- Die inisiatief vir waardes in onderwys (Values in Education Initiative) is gevestig. Hierdie inisiatief identifiseer waardes in die onderwys wat nasiebou, demokrasie en menseregte bevorder. Die werkgroep van die waardes in onderwys (Values in Education) het hulle verslag op 8 Mei 2000 aan die Minister van Onderwys oorhandig. In die verslag het die werkgroep ses kernwaardes aanbeveel, naamlik gelykheid, verdraagsaamheid, veeltaligheid, openheid, aanspreeklikheid en eer. 'n Konferensie oor waardes, onderwys en demokrasie (Values, Education and Democracy) is van 22 tot 24 Februarie 2001 in Kirstenbosch, Kaapstad, gehou om die aanbevelings van die werkgroep te bespreek en te debatteer voordat die verslag gefinaliseer is. Nog 'n inisiatief vir waardes in onderwys (Values in Education Initiative), naamlik die verslag van 'n paneel vir Geskiedenis en Argeologie (History and Archaeology Panel), is op 14 Desember 2000 aan die Minister oorhandig. In hierdie verslag word maniere waarop die onderrig van geskiedenis en evolusie in skole versterk kan word, bespreek.

Die tweede rondte van die verkiesing van skoolbeheerliggame (School Governing Bodies - SGBs) en verteenwoordigende rade van leerdes (Representative Councils of Learners - RCL) is in elke skool in 2000 suksesvol voltooi. Daarbenewens is groot vordering gemaak met die verbetering van toestande in skole,

veral diŝ in verwaarloosde gebiede van ons land. Volgens Ōn ondersoek oor skoolbehoefte vir die jaar 2000 (School Register of Needs 2000), het die volgende verbeterings vanaf 1996 tot 2000 plaasgevind:

- Die persentasie studente sonder toegang tot behoorlike toiletfasiliteite het dramaties afgeneem van 55% in 1996 na 16% in 2000, wat Ōn afname van 6,6 miljoen na 1,9 miljoen studente beteken.

- Skole sonder telefone het verminder van 59% na 36.4%.

- Die persentasie skole sonder toegang tot lopende water het afgeneem van 34% tot 27%.

- Toegang tot elektrisiteit het verbeter van 40% tot 54.9% van alle skole, waarvan die Oos-Kaap Ōn verbetering van 24% getoon het.

- Die aantal skole met rekenaars het toegeneem van 2 241 tot 6 581.

- Daar was 'n afname in die gemiddelde aantal studente per klaskamer van 43 na 35.

Vordering is ook gemaak met die herstrukturering van die stelsels vir voortgesette onderwys en opleiding- en ho'r onderwys. 'n Kwantitatiewe oorsig oor tegniese kolleges (Quantitative Overview of Technical Colleges) is in Oktober 2000 gepubliseer waarin aangeleenthede met betrekking tot die transformasie van hierdie sektor geidentifiseer is. Dit het gelei tot die stigting van 'n nasionale landskapstaakgroep (National Landscape Task Team). Die doel van die taakgroep is om advies te gee oor 'n toekomstige 'landskap' vir voortgesette onderwys asook moontlike institusionele konfigurasies.

In die hoër onderwyssektor het die vrystelling van die Nasionale Plan vir Hoër Onderwys (National Plan for Higher Education) in Maart 2001 'n lang tydperk van konsultasie wat in 1995 begin is met die vestiging van die Nasionale Kommissie vir Hoër Onderwys (National Commission on Higher Education), afgesluit. Die Nasionale Plan (National Plan) dien nou as 'n implementeringsraamwerk vir die bereiking van die transformasie van die hoër onderwysstelsel as geheel.

Part One: Introduction

Education is not only pivotal to economic prosperity but it also plays a crucial role in enabling South Africans to improve the quality of their lives and contribute to a peaceful, productive and democratic nation. In this post-apartheid era we also have the responsibility to reconstruct the education system and establish a unified national system underpinned by democracy, equity, redress, transparency and participation.

These goals are reflected in the Vision Statement of the Department which states:

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

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

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

Education is one of the most significant long-term investments a country can make. There has been a significant increase in education expenditure under the post-apartheid democratic government, from R31.8 billion in 1994 to R51.1 billion in 2000.

The South African education system accommodates more than 12.3 million learners in schools and colleges, 300 000 university students, and 190 000 technikon students. The system encompasses 29 386 primary and secondary schools, 375 000 educators, 5 000 inspectors and subject advisers, and 68 000 officials, managers and support personnel. There are 156 technical colleges accommodating 125 000 students in the Further Education and Training (FET) sector. There are 21 universities and 15 technikons in the higher education sector.

Formal education in South Africa is categorised into three levels. The General Education and Training (GET) band incorporates learners from Grades 0 - 9, as well as the equivalent adult basic education qualifications. The Further Education and Training (FET) band comprises Grades 10-12 and includes technical colleges. The Higher Education (HE) band incorporates a range of diplomas, certificates and degrees up to and including postdoctoral degrees.

These levels are integrated within a National Qualifications Framework (NQF) provided for by the South African Qualifications Authority Act (Act No. 58 of 1995).

In this Annual Report, the Department of Education reports on its work for the period 1 April 2000 to 31 March 2001. However, much of our work is ongoing and planned in line with Government's Medium Term Expenditure Framework.

In addition to reports from each of the four branches which make up the core of the Department of Education, we also report on progress with the implementation of the Tirisano Programme.

Part Two: Performance

2.1 TIRISANO

In July 1999, the Minister of Education, Professor Kader Asmal, made his Call to Action, which was designed to mobilise South Africans to build an education and training system for the 21st century. The Call to Action was operationalised under a plan known as Tirisano - a Setswana word meaning 'working together.'

Tirisano, which was launched on 13 February 2000, is a five-year plan that aims to take the policy developed by the first democratic government into the realm of practice and service delivery. It calls for a joint effort of parents, learners, educators, community leaders, NGOs, and the private sector, motivated by a shared vision.

The Tirisano strategy focuses on outcomes and outputs, accountability, efficiency and performance. It sets in place mechanisms for measuring, evaluating and monitoring reform.

The nine key strategic priorities identified in the Tirisano programme are:

1. Making provincial systems work by making co-operative governance work.
2. Breaking the back of illiteracy among adults and youths.
3. Schools must become centres of community and cultural life.
4. Conditions of physical degradation in schools must end.
5. The professional quality of our teaching force must be developed.
6. The success of active learning must be ensured through outcomes-based education (OBE).
7. A vibrant further education and training (FET) system must be created to equip the youth and adults to meet the social and economic needs of the 21st century.
8. A rational, seamless higher education system must be implemented.
9. The HIV/AIDS emergency must be dealt with urgently and purposefully.

The nine priorities are divided into five programme areas:

1. HIV/AIDS.
2. School effectiveness and educator professionalism.
3. The fight against illiteracy.
4. Further education and training and higher education.
5. Organisational effectiveness of national and provincial systems.

2.1.1 Programme 1: HIV/AIDS

The Department of Education has worked closely with the Department of Health to ensure that education plays its part in stemming the pandemic and ensuring that the rights of all persons infected with HIV are protected.

This Tirisano programme includes three project areas, each of which is linked to anticipated outcomes and performance indicators. These are:

awareness, information and advocacy;

HIV/AIDS in the school curriculum; and

planning for the impact of HIV/AIDS in the education system.

In regard to awareness and advocacy, an accessible version of the Policy on HIV/AIDS has been produced, which is aimed at educators, school governing bodies and district officials. One million copies in all official languages were distributed nationwide in February 2000, with a supporting campaign on radio and in the print media.

HIV/AIDS has been inserted into the school curriculum through a number of initiatives. The Life Skills programme in primary and secondary schools is the vehicle for this, and over 5 000 educators were trained during the year under review. Dedicated funds have been allocated to all provincial departments for this purpose, and each province has appointed two full-time HIV/AIDS officials to manage the programme. Teaching and learning materials have also been produced and distributed for use in primary schools.

An HIV/AIDS impact assessment study on the education sector was conducted with financial support from USAID. In this study the effects of the epidemic on morbidity and mortality among learners and educators are assessed, as well as the implications for the supply, demand, management and quality of education. The report has been completed and is currently under consideration by the Department of Education. It is anticipated that reliable planning models will emerge from the report, which will assist in future planning processes.

2.1.2 Programme 2: School Effectiveness And Educator Professionalism

The School Effectiveness Programme is a holistic strategy to improve teaching and learning in schools. It provides a unique opportunity for the Department of Education to work in close collaboration with the provincial departments of education as well as schools to ensure transformation.

The guiding philosophy of Programme 2 is that a professional and motivated educator corps, together with schools with adequate resources and buildings, are essential prerequisites for effective teaching and learning. In addition to this, schools need to operate in a safe environment that is conducive to learning and teaching and where learners will not be victims of violence, discrimination or abuse.

The programme focuses on the following key areas:

- Leadership, management and governance development;
- Improving the status and quality of teaching;
- Improving School Safety;
- School infrastructure development
- A Longitudinal Study of School Effectiveness.

In all of these areas it operates at both a systemic level and in the nodal areas identified by government in the Integrated Rural Development Strategy as well as the Urban Renewal Strategy. The initiative relies heavily on community involvement for its success and thus works at making schools accountable to the communities they serve.

At a systemic level the project has focused mainly on nationally identified priorities, while in the nodal areas programmes and priorities were identified collectively with the school communities.

A great deal of attention in the 2000/2001 financial year was given to strengthening school governance and management. Although training remained an important priority, the major thrust was on ensuring that all management posts were filled and that all schools had functioning governing bodies.

The upgrading of the approximately 65 000 unqualified and under-qualified educators in the system was also given priority focus. A total of R95 million was made available through the Education Labour Relations Council for this project which will assist this group of teachers to obtain the required levels of qualification by offering a National Professional Diploma in Education. A group of 10 000 teachers will benefit in this first year.

Another major initiative has been the building of the capacity of maths and science teachers working in the intermediate and senior phases. A total of 1305 teachers started with training at the beginning of 2001 and will undergo a two-year training programme. These teachers are drawn from schools in all nine provinces and the upgrading is done through higher education institutions. The training is also linked to the provision of Maths and Science kits for these teachers to address the desperate shortage of resources in many schools.

A programme focusing on farm and rural school teachers was also initiated to deal with the needs and challenges presented by these schools. In this financial year attention was given to assisting teachers with outcomes-based education. The same group of teachers was also offered training on teaching effectively in multi-grade classrooms, a common feature of rural and farm schools. 180 teachers have so far benefited from the programme.

School Safety has also formed a major focus of the School Effectiveness Programme. Two workbooks 'Signposts for Safe Schools' as well as 'Alternatives to Corporal Punishment' were developed to provide a resource for schools. The booklets have been printed for circulation to all schools and a training programme is being designed for teachers to equip them to use the resources.

The 'Signposts to Safe Schools' is a joint project of the Department of Education and the South African Police Service.

Within the nodal areas the programme was mapped out in the following four stages:

Stage 1 - Mobilisation of the school communities and District Education Offices to ensure the basic understanding, skills, values and perspectives necessary for schools to achieve success.

Stage 2 - Encouraging school communities to reflect on the schools' performance, its culture and prospects for the future. On the basis of this shared knowledge, schools were encouraged to draw up development plans.

Stage 3 - Assisting schools with leadership and governance development to ensure excellence in school leadership.

Stage 4 - Assisting schools to continue on the path of self development and transformation.

The above programme was initiated in the following areas:

191 schools in the Nongoma district in Kwa-Zulu Natal

109 schools in the Bushbuckridge in the Northern Province

185 schools in Mothibistad in the North West Province

199 schools in Lusikisiki in the Eastern Cape

Preliminary work in preparation for the programme has also begun in identified nodal areas - rural and urban - in the other five provinces.

Progress in these schools is being documented so that the system can benefit from how these schools take responsibility for their own transformation and development.

2.1.3 Programme 3: The Fight Against Illiteracy

In accordance with the targets of Tirisano, the Minister launched the South African National Literacy Initiative (SANLI) in June 2000. SANLI will oversee the establishment of a voluntary service to teach the approximately 3.2 million South African adults who are illiterate. Start-up funds were raised from local and international donors, and key staff were appointed in March 2001.

SANLI aims to significantly reduce adult illiteracy through the following activities which will be undertaken during the course of 2001:

mobilisation of volunteers;
development of training programmes;
design, development and procurement of resource materials;
setting up local literacy units; and
establishing a learner data base.

2.1.4 Programme 4: Further education and training and higher education

(Programme 4 is addressed in the Branch Reports appearing under items 2.2.3 and 2.2.4 respectively.)

2.1.5 Programme 5: Organisational Effectiveness Of National And Provincial Systems

Systemic Development And Co-Ordination

The first of the Minister's priorities in his 'Call to Action' was that provincial systems must be made to work by making co-operative governance work. The Tirisano focus is on systems development and co-ordination, integrated planning and budgeting processes, monitoring, evaluation and accountability. Because of the respective competencies of the national and provincial spheres of government, projects aimed at improving co-operative governance must take place within the legislative framework of the Constitution, the National Education Policy and other Acts applicable to specific areas of education and public finance.

The National Education Policy Act (Act No. 27 of 1996) gives the Minister of Education the power to determine national norms and standards for education planning, provision, governance, monitoring and evaluation. Decision-making is exercised within the context of the overall policy goals. In determining policy, the Minister takes into account the competence of provincial legislatures, and the relevant provisions of any provincial law relating to education.

During the year under review the national Department provided provincial departments with active assistance in strengthening their administrative and professional capacity.

Through the Council of Education Ministers (CEM), the Minister of Education has ensured that Tirisano programmes integrate with national priorities such as the National Crime Prevention Strategy, Urban Renewal and Rural Development strategies, Human Resource Development Strategy and the campaign against HIV/AIDS.

The integration was further facilitated by the Heads of Education Departments Committee (HEDCOM) which comprises the Heads of Education in the nine provincial departments of education and the senior management of the Department of Education. HEDCOM is served by a number of ad hoc sub-committees as well as standing committees on Curriculum, Finance, Examinations and Education Management Information Systems. HEDCOM workshops provided a forum for in-depth discussions of key initiatives such as the Further Education and Training Strategy, Educator Development, and the White Papers for Early Childhood Development (ECD) and Education of Learners with Special Education Needs (ELSEN). The workshops also provided Heads of Education with the opportunity to discuss strategic management issues which required a coherent national approach. These included challenges and problems experienced with the implementation of the South African Schools Act (Act No. 84 of 1996) particularly with respect to the signing of contracts between Members of the Executive Council and owners of land on which public schools are situated, the implementation of the admission policy, National Norms and Standards for School Funding as well as the implementation of Curriculum 2005.

Delivery Of Learning Support Materials In 2001

Concerted effort was made to ensure that books would be available in time for the start of school in 2001. Monitoring Task Teams from the Department of Education visited provincial education departments during September and October 2000 to monitor the finalisation of the 1999/2000 LSM procurement process as well as preparations for the opening of schools in 2001. The teams reported satisfactory progress in most cases and identified areas that still required attention. It was established that the total budget for textbooks and stationery for the 2001 school year had increased to an estimated R920.2 million.

Table 1 reflects the improvement in the budget allocations by province for the past three years.

Although the overall budget is still inadequate to provide learning support materials to every grade, it nevertheless has been increasing as a result of efforts and interventions by the Minister of Education and the commitment of provincial governments to service delivery in respect of schools.

Despite general awareness that LSM costs could be reduced if school management teams put effective textbook retrieval systems in place, such systems are still non-existent in the majority of schools. The Task Teams therefore encouraged provincial officials to assist their respective districts and schools to develop efficient textbook retrieval systems. This will continue to be a priority area for attention by monitoring teams in 2001.

Monitoring And Evaluation

Liaison with provincial departments and the public has also been enhanced. Over the period under review a number of inquiries regarding conditions of service of educators, payment of outstanding pension benefits, implementation of the school admission policy and the smooth functioning of schools were dealt with. Much of the success in providing solutions, compiling the reports and maintaining open lines of communication was made possible through the co-operation received from both provincial authorities and the public.

In addition to routine communication with provincial Departments of Education, periodic monitoring was achieved through questionnaires and provincial visits. Indicators for the periodic monitoring exercise were developed and agreed upon by the Council of Education Ministers (CEM). Issues monitored in the period under review were, among others, the opening of schools at the beginning of each year, administration of the senior certificate examination, the delivery of learning support materials, the filling of posts, disciplinary cases, and implementation of policies. Information gathered was recorded and included in Reports to the President from the Minister of Education about the state of education in the provinces.

Organisational Restructuring And Support

Optimal functioning of the system was compromised from time to time by instability in provincial leadership. A concern, which has been reported on previously, was the rate at which vacancies in the leadership position and indeed at other levels are filled. This impacts negatively on the functioning of departments.

The Ministry continues to provide support to the provinces through the provincial administration support Directorate to strengthen management capacity at all levels: head, regional, area, district and circuit offices. An amount of R35 million was made available to improve and give support to provincial departments. Support given included:

- Advice on improving management capacity, including the development of managerial and administrative skills and financial management, reconciliation of leave records and reducing backlogs.
- Support with the improvement programme of the provincial education departments and with the monitoring of organisational performance at different levels.
- Co-ordination to ensure that the objectives of Tirisano programme 5 and other relevant national and provincial priorities were realised.

Most of the information about the performance of the provincial departments of education was gathered by means of diagnostic investigations into operational areas, survey of needs and provincial visits to discuss challenges. General trends with respect to operational areas indicated a number of shortcomings with respect to the skills, performance, quality and commitment of a number of provincial managers and serious deficiencies in the internal communication of strategies and policies.

2.2 BRANCH REPORTS

2.2.1 PLANNING AND MONITORING

2.2.1.1 Financial And Physical Planning

The task of the Planning and Monitoring Branch is to engage in the financial planning needed to promote the effective and efficient implementation of the policies of the education sector, and to monitor performance in the education system as a whole.

The total education budget in the financial year 2000/01 was R51,05 billion. This includes an amount of R7,07 billion for higher education, for which the national Department is directly responsible, and a further R43,30 billion, which is managed by provincial education departments, with the national Department playing a monitoring role. Education spending accounted for the largest proportion of total, non-interest government spending.

Financial planning in the Department occurs within the Government's Medium Term Expenditure Framework (MTEF), which, through its three-year budgeting horizon, facilitates the sustainable and properly planned financing of the education sector. Financial analysis and management capacity in the national and provincial education departments is being improved through a project to which an average of about R200m per year has been allocated in the medium term. This project includes the establishment and training of the offices of Chief Financial Officers (CFO) in all provincial education departments. Currently five provincial education departments have appointed permanent CFOs, and the appointment of the remaining four is expected soon. All provincial education department CFOs will meet on a regular basis, under the leadership of the Department, for the purpose of achieving policy and financial management co-ordination across provinces.

This Branch is actively engaged in the national planning and consultations required to ensure that at least 15% of provincial education budgets are devoted to non-personnel expenditure, in accordance with national policies. This is considered a pre-requisite for a more balanced financing approach in the education sector, and for the release of resources needed to address classroom backlogs, increased expenditure on school maintenance and sanitation, better educator support systems, and the procurement of learner support materials (LSMs).

Conditional Grants To Provinces

A Conditional Grant for improved financial management and education quality in provincial education systems was established in 1999. Provincial education departments formulated projects to be funded through this Conditional Grant based on the framework of priorities established by the Minister of Education, after consultation with Provincial MECs. The total allocation to provinces, in terms of this Conditional Grant, for 2000/01 amounted to R202 million. The relative share per province was determined using the Education Component of the Equitable Shares Formula, with an additional R10 million allocated to KwaZulu-Natal, Eastern Cape and Northern Province. The priority areas for this grant were linked to Tirisano and for 2000/01 and included the following:

- ☐ whole school evaluation, school record keeping, quarterly reports on school attendance and school supervision;
- ☐ regular assessment of learner performance;
- ☐ school safety;
- ☐ improvement of Senior Certificate examinations;
- ☐ professional development of principals, with an emphasis on the induction of new appointees;
- ☐ developing functional and effective school governing bodies;
- ☐ orientation and ongoing professional development of educators for Curriculum 2005;
- ☐ provincial strategic planning and the availability of credible and reliable data for planning and budgeting; and,
- ☐ working systems and processes, including financial systems, procurement procedures and personnel practices.

A further Conditional Grant for the fight against HIV/AIDS was implemented in 2000/01, through which R26,93 million was allocated to provinces using the Equitable Shares Formula. A further R4,36 million was allocated to projects managed and coordinated by the Department of Education.

Equity In Education Expenditure

Equity between and within provinces is achieved through three mechanisms: the equitable division of national revenue between provinces, using the Equitable Shares Formula; the National Norms and Standards for School Funding; and the National Post Provisioning Norms.

The Government's Equitable Shares Formula (ESF) promotes financial equity between provinces through the distribution of national revenue to provinces on the basis of relative need and backlogs. In the area of education, size of the school-age population and the number of learners enrolled in public ordinary schools are both factored in, as well as capital investment needs. Over the last year, the ESF has been adjusted to reflect historically accumulated backlogs more accurately. The result of the ESF has been significant and real improvements in the poorest provinces, with, for instance, the learner: classroom ratios in the Eastern Cape and Northern Province declining from 55 to 43 and from 50 to 40 respectively in the period 1996-2000. The provincial education budgets that saw the greatest real growth in the 2000/01 financial year were KwaZulu-Natal (4,5%) and Eastern Cape (2,0%). This Branch works closely with the National Treasury to ensure that the data used in the ESF is accurate, and to analyse the effects of the ESF on the education system.

The implementation of the National Norms and Standards for School Funding, which became national policy in 1999, was strengthened during the 2000/01 financial year. These norms are aimed at achieving equality and poverty redress at schools in terms of non-personnel expenditure within a province. The Norms are clearly progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners. The poorest 20% of learners receive 35% of non-personnel resources, whilst the richest 20% receive 5%. A computerised system for the management and monitoring of the Norms is being piloted and rollout in provincial departments is expected during 2002.

Considering the fact that about 90% of provincial education expenditure goes toward personnel costs, the distribution of personnel, in particular educators, is a key driver of equity within provinces. Equity in this regard is promoted by the National Post Provisioning Norms. These norms have contributed to the narrowing of inequalities with regard to learner: educator ratios, and the availability of more educator posts in historically disadvantaged areas. Currently the Department is in the process of reviewing these norms in order to link them more dynamically to curriculum redress, in particular the promotion of mathematics and other key subjects in disadvantaged areas.

Monitoring Education Spending

A large part of the challenge of improving the financial and physical planning and monitoring capacity in the education departments consists of the development of improved systems for management information, planning and budgeting. This Branch provides assistance to provincial departments to develop and improve provincial systems, and is pro-actively engaged in the development of national systems where these are the optimum solution. The Branch is leading a process to develop a national policy for information systems in education in order to streamline and improve the quality of information needed for planning and monitoring purposes. A unit dedicated to providing technical assistance for information systems to provincial department is being established to improve the capacity of the Department to provide support.

In order to improve national monitoring of provincial budgets and financial reports, the Branch is involved in processes to align budget and reporting formats to those determined by the Department or, where applicable, the National Treasury. There has been ongoing improvement in this area, in particular as far as adherence to the Public Financial Management Act (PFMA) is concerned. These improvements result in shorter turnaround time in reporting cycles and create the space for better financial analysis.

2.2.1.2 Human Resource Planning

Labour Relations

Ongoing assistance was given to provinces in human resource management and has taken many forms. Direct assistance with dispute proceedings - conciliation, mediation and arbitration - has mostly led to

quicker and more effective dispute resolution. Indirect assistance has included a number of capacity-building workshops and seminars on labour law and the handling of disputes.

The centralisation of Public Service bargaining on pay and benefits has resulted in greater co-operation across departments, and especially with the departments of Public Service and Administration and the National Treasury in terms of the Medium-term Expenditure Framework processes.

Educator Provisioning And Employment Conditions

The Department was involved in finding a solution to the contentious issue of post provisioning and its effect on class sizes. A policy-driven model for the distribution of educator posts has been developed, which allows for educators to be allocated according to the complex curricular needs of each school. This computerised model has been implemented in all provinces, with significant benefits for the planning and management of human resources.

2.2.1.3 The School Register Of Needs

The School Register of Needs (SRN) provides crucial information for strategies to eliminate the historical inequities of physical infrastructure provision.

Considerable progress has been made since 1994 in decreasing these inequities. The School Register of Needs indicates that by 2000 there was less overcrowding in institutions overall, with a decline in the average number of learners to a classroom from 43 (in 1996) to 34 (in 2000). Classroom shortages decreased from 49% (1996) to 40% (2000). In 1996, 40% of all schools nation-wide had no access to water, and in 2000, this was reduced to 34%. There is a 68% improvement in the provision of sanitation, although 16.6% of learners continue to be without toilet facilities. Fifty-nine percent of schools had no telephones in 1996, this reduced to 34% in 2000. On the other hand, the biggest decline has been in the number of schools in excellent and good condition, indicating that investments in infrastructure have not been adequately maintained. The number of buildings in good condition has declined from 9 000 to 4 000, with at least 12 000 buildings in need of repair. Government's commitment of an additional R1.5 billion over three years for infra-structural development in key rural and urban nodal points will significantly affect the physical provisioning of schooling.

2.2.1.4 Legislation

During the period under review, two major Acts were promulgated: the South African Council for Educators Act and the Adult Basic Education and Training Act. In addition, two Amendments were promulgated: the Education Laws Amendment Act and the Higher Education Amendment Act.

South African Council for Educators Act, 2000 (Act No. 31 of 2000)

The main purpose of the Act is to provide for the registration of educators, to promote the professional development of educators and to set, maintain and protect ethical and professional standards for educators.

Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000)

The Act seeks to regulate adult basic education and training centres as institutions distinct from institutions such as schools and further education and training institutions. Its main focus is to ensure the viability of adult learning centres. It also provides for the establishment, governance, funding of public adult learning centres and for quality assurance and quality promotion in adult basic education and training.

Education Laws Amendment Act, 2000 (Act No. 53 of 2000)

The main purpose of the Bill is to amend the South African Schools Act, 1996 (Act No. 84 of 1996) so as to provide for the governance of a new public school until a governing body is constituted and to provide for safety measures at public schools. The Employment of Educators Act, 1998 (Act No. 76 of 1998) is amended in order to make provision for the appointment of educators to new public schools, public further education and training institutions and public adult learning centres. It is further amended to make provision for dealing with incapacity, misconduct and appeals.

Higher Education Amendment Act, 2000 (Act No. 54 of 2000)

The Act amends the Higher Education Act, 1997 (Act No. 101 of 1997), focusing on the following areas:

- The filling of vacancies in the Council on Higher Education (CHE);
- loan agreements, overdrafts and the development of infrastructure;
- differentiation between local private higher education and foreign higher education institutions; and
- the making of regulations by the Minister to give effect to the registration of private higher education institutions.

Legal Notices

NOTICE NO. 327 OF 31 MARCH 2000

This notice deals with regulations which apply to managers prior to strike action. Managers are to give notice in advance of their intention to participate in a strike so as to enable the employer to make arrangements such as the appointment of temporary managers. These regulations apply to all heads of public schools, colleges of education, technical colleges and other colleges, further education and training institutions, adult basic education and training centres, early childhood developmental centres and to all office-based educators.

Important Litigation Affecting The Ministry

Christian Education South Africa/The Minister of Education (Case No. CCT4/00)

In this case, the applicant applied directly to the Constitutional Court but the application was rejected on procedural grounds. The applicant subsequently applied to the South-Eastern Cape Local Division of the High Court for an order declaring section 10 of the South African Schools Act unconstitutional and invalid in so far as it prohibits corporal punishment in independent schools where parents have consented to its application. The court ruled in favour of the Minister. Subsequently, the appellant appealed to the Constitutional Court. The matter was heard on 4 May 2000 and decided on 18 August 2000 in favour of the Minister.

2.2.2 GENERAL EDUCATION

2.2.2.1 General School Education

General School Education is structured in three phases, namely, the Foundation Phase, Intermediate Phase and Senior Phase and constitutes the compulsory component of the education system.

Currently, the Foundation Phase lasts three years - Grades 1 to 3. Basic learning activities during this phase centre around three learning programmes, namely, Literacy, Numeracy and Life Skills. A start is made with learning one additional language at grade 3. The progressive provision of Grade R (Reception Year) at the beginning of the Foundation Phase will begin in 2002 in line with the new Early Childhood Development Policy.

During the Intermediate Phase from Grades 4 - 6, learning activities centre on five learning programmes, namely, Language Literacy and Communication, Mathematical Literacy, Mathematics and Mathematical Sciences, Arts and Culture, Life Orientation, Human, Social, Environmental and Management Sciences, Natural Sciences, and Technology.

The Senior Phase accounts for grades 7-9. During these years learners strive to attain the exit level outcomes in the following 8 learning programmes: Language Literacy and Communication, Mathematical Literacy, Mathematics and Mathematical Sciences, Arts and Culture, Life Orientation, Human and Social Sciences, Economic Management Sciences, Natural Sciences, and Technology. Grade 9 signals the end of compulsory schooling and will in future end with a GET certificate equivalent to level 1 on the NQF. The first GETC for school based learners will be issued at the end of 2002. It will be a whole qualification geared to provide learners with a foundation of knowledge, skills, attitudes and values that will enable further learning in the FET band in a variety of institutional and non-institutional settings.

Curriculum 2005

The phased implementation of Curriculum 2005 has continued to provide challenges to the Department, as well as to educators and learners. In accordance with the Minister's ÓCall to ActionÓ, a review of all aspects of the curriculum was conducted during 2000. The report of this Review Committee was released in May 2000, and recommended that the Department should revise and streamline the curriculum framework with a view to making it more accessible and easily understood by educators.

Following approval by Cabinet of the recommendations, a Ministerial Project Committee was established, under the leadership of Professor Linda Chisholm, to undertake the preparation of a revised national Curriculum Statement, which will be released for comment at the end of July 2001.

Pending the revisions, the implementation of Curriculum 2005 is continuing in Grade 4 and 8 during 2000. Ongoing educator training and support for these Grades was provided using Conditional Grant allocations and donor funds.

School Age Admission Policy

Following concerns about the large number of under-age learners in the system, especially in the Foundation Phase, as well as problems with over-age learners, the Department gazetted age admission norms for application in public schools as from 1999 (Notice 2433 of 1998). To prevent abuse of the system, these norms were extended to independent schools with effect from January 2000.

School Governance

School governance complements school management and is the responsibility of the School Governing Body (SGB). The duties and functions of an SGB are set out in the South African Schools Act.

The second round of elections for SGBs and Representative Councils of Learners (RCLs) took place during 2000, and concerted efforts were made not only to ensure that these were efficiently conducted, but also that the new SGBs and RCLs would contribute to the transformation of schools. A massive pre-election advocacy campaign started off with a mobilisation conference convened by the Minister to create awareness and get support for participation in SGBs.

A variety of media were used to convey the message, including taxi rank promotions, radio and poster campaigns and roadshows. Women were particularly targeted for participation, and electoral officials were trained by the Department.

The Department met regularly during the year with the national associations of school governing bodies (FEDSAS and NASGB), under the auspices of the SGB Consultative Forum.

Values In Education Initiative

A Values in Education Initiative was launched by the Minister in 2000 to identify values that South African schools could embrace that would promote nation-building, democracy and human rights. The working Group on Values in Education handed over a preliminary report for discussion on 8 May 2000. In the report, the group recommended six core values that should be promoted in our schools, namely: equity, tolerance, multilingualism, openness, accountability and honour. A conference on Values, Education and Democracy was held at Kirstenbosch, Cape Town, from 22 - 24 February 2001 to discuss and debate the recommendations of the Working Group.

As part of the Values in Education Initiative, the Minister appointed a committee to investigate the role and status of History in education. The report of the History and Archaeology Panel was published on 14th December 2000, and it made significant recommendations to strengthen the teaching of history and archaeology at schools and also in higher education.

2.2.2.2 Early Childhood Development (ECD)

In July 2000 the final report of the National ECD Pilot was released. This project tested the interim ECD Policy, particularly as it relates to the reception year (Grade R). The report presented some evidence that the existing policy was broadly appropriate but that it needed some refinement.

An audit of over 23 000 ECD sites was conducted, which revealed that the ECD field is dominated by the non-governmental sector. Where Departmental provision does exist, this usually caters for children from the age of three years to school-going age. It is estimated that about 90% of children in South Africa do not have access to ECD prior to attending school.

The conclusion of the Pilot has prepared the ground for the development of an ECD Policy which will be considered in the coming year.

The South African Council for Educators (SACE) Act of 2000 provides for the compulsory registration of ECD practitioners with the Council. Once registered they will be subject to the Code of Ethics, and may undergo professional development sponsored by the Council.

2.2.2.3 Adult Basic Education And Training (Abet)

According to census 96, there are nearly 24 million adults in South Africa, of whom 3.2 million have not had any schooling, and a further 9.4 million have not completed Grade 9. Thus over 12 million people (54% of the adult population) have not completed a general education.

Adult Education centres have been established to address this problem and in 1999 there were 387 000 adult learners enrolled at 2 236 public adult learning centres across the country. This compares favourably with the target set in the multi-year plan which anticipated only 177 000 learners.

Further advocacy and mobilisation has been undertaken to encourage adults to register for programmes and to inspire educators. National Adult Learners Week was celebrated for the first time on 1st September 2000, and awards ceremonies were held to honour the courage and achievements of adult learners and their tutors.

The ABET Act (Act No 52 of 2000) provides a legislative framework for the establishment, governance and funding of ABET centres, as well as for the creation of a National ABET Board which will advise on policy matters. Spending on ABET increased from R160 million in 1999/2000 to R343 million in the 2000/2001 financial year. A national ABET Governance Training Conference was held during 2000 to build capacity among learners, community members, educators and other role players.

In respect of curriculum development and learner support materials for ABET, unit standards for all eight learning areas at the GETC level (ABET level 4) have been submitted to SAQA for registration on the NQF. In addition, two electives, in Agriculture and Small, Medium and Micro Enterprise were registered with SAQA during the course of 2000. Further unit standards for Ancillary Health Care and for Tourism have been submitted to SAQA.

Ongoing efforts are being made to build the capacity of adult educators through in-service training. Focus areas include centre management and governance, learner placement, and specialist training in selected areas like agriculture. A standards generating team has been set up to develop standards for practitioner training which will give the ABET sector its first professional qualification.

2.2.2.4 Education of Learners with Special Education Needs (ELSEN)

The Ministry appointed a National Commission on Special Needs in Education and Training (NCSNET) and a National Committee on Education Support Services (NCESS) in October 1996 to investigate and make recommendations on all aspects of 'special needs and support services' in education and training in South Africa. A joint report of the findings of these two bodies was presented to the Minister in November 1997, and the final report was published in February 1998.

The NCSNET/NCESS recommended the education and training system develop inclusive and supportive centres of learning that enable all learners to participate actively in the education process so that they can develop and extend their potential and participate as equal members of society. Based on recommendations

of the report, the Ministry released a Consultative Paper on Special Education: Building an Inclusive Education and Training System in August 1999.

The submissions and feedback from social partners, role players and the public will be collated and inform the writing of the Education White Paper on Special Needs Education which should be released later in 2001.

2.2.2.5 Human Resources In Education

The Department is responsible for the development of measures to ensure that all educators are adequately trained and supported to deliver quality services. The Chief Directorate: Human Resource Development focuses on education management development (EMD) and support for managers at all levels of the system, on employment equity matters in relation to gender and on educator development.

The Directorate: Educator Development is leading the programme for educator upgrading in close consultation with other key stakeholders. The 1999 statistics on educators' qualification indicates that 85 500 educators are underqualified. To remedy this situation a 240 credit interim qualification, the National Professional Diploma in Education (NPDE) has been designed and ratified through SAQA processes. The programme will be implemented from January 2002 with an envisaged first intake of 10 000 educators.

The Mathematics and Science project has also been launched to train intermediate and senior phase mathematics and science educators in all provinces. Implementation of the project began in 2001 with 150 educators per province undergoing rigorous one- to two- year training in mathematics and science. The training leads to a qualification, the Advanced Certificate in Education (ACE) or the National Professional Diploma in Education (NPDE).

During 2000 the Education, Training and Development Practices (ETDP) SETA has become well established. It is potentially one of the largest SETA's, with over 500 000 employees in the sector. Education and Training Sector Skills Plans are being prepared, as well as a business plan for the next three years.

Status And Quality Of Teaching

In order to achieve their best and operate on an even playing field, all educators require certainty about their areas of responsibility, roles and competencies. In 1997, the Department of Education appointed a technical committee to revise the existing norms and standards for teacher education. A document that went through different levels of discussion, interrogation and refinement was finally gazetted on 4 February 2000, as the Norms and Standards for Educators. This was complemented in September by new criteria for the evaluation of educator qualifications which, by adopting an outcomes-based approach, enables combinations of disciplines to be recognised for teaching purposes.

As policy, the Norms and Standards regulate practice and qualifications within the field of teacher education. A new qualification framework with roles and competencies has been crystallised in this policy document. This, among others, spells out the Bachelor of Education (NQF level 6) or equivalent as the minimum qualification for an educator.

A start has been made on a qualification for the upgrading of educators who were underqualified according to the previous standards, i.e. qualified below REQV 13. The National Professional Diploma in Education (NPDE, 240 credits, level 5) has been developed and registered with SAQA. The benefit of their upgrading is expected to be improved quality and professionalism in the teaching corps.

It is envisaged that all educators will participate in development programmes, including short courses that do not lead to formal academic qualifications. In July 1998, an agreement was reached at the ELRC to identify the strengths and weaknesses of office- and classroom-based educators through the Developmental Appraisal System (DAS). It was also agreed that 80 hours per year of non-contact time should be allocated to educator development.

Since the promulgation of the South African Council of Educators (SACE) Act in June 2000, SACE has had the legislated competence to promote the professional image of educators. The Council is a body of 30 persons appointed by the Minister. Its members have a commitment to serving the interests of the profession, and of education, on a voluntary basis.

The Education Laws Amendment Act (Act 53 of 2000) has dramatically changed the procedures for dealing with poor performance arising as a result of incapacity, and misconduct in education. Various forms of misconduct that will automatically lead to dismissal have been identified. These include sexual relations or assaults on learners, fraud (especially in relation to examinations), and the possession of alcohol or drugs at school. Other forms of misconduct are defined in the Act, as well as a range of sanctions and streamlined procedures for dealing with all cases.

The Minister of Education launched the National Teacher Awards in May 2000, which gave recognition to teacher excellence and dedication. A total of 15 awards were presented, including a lifetime achievement award to Mr S.H. Kassim from Gauteng.

These awards will be presented on an annual basis.

Gender Equity

Two handbooks were developed and distributed to schools in Gauteng, Mpumalanga and Free State during 2000. These have focused on the management of gender based violence at schools and on mainstreaming gender in school education, and have been supported by the training of facilitators who will provide support to schools. The effectiveness of these materials is being assessed and, where appropriate, will be provided to all schools.

In addition, a national workshop on Equity in the Classroom took place in October 2000.

2.2.3 FURTHER EDUCATION AND TRAINING

Further Education and Training (FET) consists of all education and training from NQF levels Two to Four, or the equivalent of grades 10 to 12 in the school system and National Technical Certificate One to Three in technical colleges. Learners enter FET after the completion of the compulsory phase of education at Grade Nine or via the ABET route. The long-term vision of the sector includes the development of a co-ordinated FET system, providing high quality, flexible and responsive programmes and opportunities for a learning society. The short to medium-term focus is on addressing the weaknesses and deficiencies of the current system, at the same time laying the foundations for the kind of system to be built over the next 20 years.

During 2000, considerable work has been done in terms of developing a strategy to create a vibrant Further Education and Training System to equip youth and adults to meet the social and economic needs of the 21st century. The aim is to ensure that FET is complementary to general school education and higher education and that there is synergy with initiatives and policies emanating from the Department of Labour on the development of skills.

2.2.3.1 Transformation Framework For The Fet Sector

Hedcom and CEM adopted a framework to guide a new FET transformation strategy, based on the following principles:

- institutional governance and funding must be discrete for schools (SASA norms) and colleges (programme-based funding from provincial departments of education and SETAs);
- the NQF will serve as a common framework for learning and teaching;
- to meet the human resource development (HRD) needs of the country, there must be a differentiated system of providers with specified roles and focus;
- the transformation process must differentiate between schools and colleges;
- defined institutional autonomy; and
- a new strategy should be driven within a framework of co-operative governance.

A new institutional landscape

On the basis of the above framework, a Quantitative Overview of Technical Colleges was conducted during the year and published in October 2000. It identified a number of issues that would require attention as the sector was transformed and provided valuable data to inform decision-making on issues such as:

- the current and future institutional landscape;
- funding mechanisms and unit costs;
- the relevance and responsiveness of the curriculum;
- quality assurance;
- participation and success rates;
- equity and redress; and
- planning co-ordination and development support for colleges.

The Department also established a National Landscape Task Team (NLTT) in October 2000 to:

- advise on a future landscape for FET institutions that will be sustainable and affordable,
- recommend possible institutional configurations; and
- recommend principles, procedures and processes for institutional mergers and the declaration of institutions as Further Education and Training institutions in terms of the Act No. 98 of 1998.

The rationale for the restructuring of the FET landscape is multifaceted. The creation of a dynamic, responsive and high-quality FET system must promote wider access and social inclusion, encourage lifelong learning, meet the HRD needs of the country, contribute towards urban renewal and rural development and importantly, and develop an entirely new citizenry in the country. This needs to be realised through viable and vibrant institutions of significant size that offer effective programming. It is proposed that the current 152 technical colleges will be rationalised into 50 - 60 colleges that will be more flexible and responsive to the needs of the community, industry and individual learners.

Capacity Building

In October 1999, the Colleges Collaborative Fund (CCF), a joint private sector and government initiative, was launched in Cape Town with a cash injection of R100 million from the Business Trust to transform vocational education in technical colleges. The CCF is being managed by the National Business Initiative (NBI) and is focussed on supporting the implementation of the Department's technical college policy. Over a five-year period, the Business Trust will allocate funds from the CCF to ensure that:

- Technical colleges' enrolments increase from 250 000 to 400 000 over five years;
- Sixty-five percent of college graduates find jobs within six months of graduating; and
- Nine provincial strategic development plans are produced.

The Colleges Collaboration Fund (CCF) has also achieved the following:

- a Situational Analysis Report for all provinces has been completed;
- a Governing Council Training Programme has been developed and is being piloted;
- a Senior Management Programme is being developed;
- a Middle Management Training Programme is being implemented through an international exchange programme involving the UK (24 officials have already undergone training in the UK); and

- support for the provincial plans for a proposed institutional landscape.

Curriculum Development

A process has been instituted to review the curriculum in this sector. The FET curriculum is shifting from the traditional divides between academic and applied learning, theory and practice, knowledge and skills. The new curriculum moves towards a new balanced learning experience that provides flexible access to further education, lifelong learning and higher education and training, and productive employment in a range of occupational contexts.

The curriculum is the heart of the education process and therefore a crucial and strategic means of intervention to transform education and training. It is therefore imperative that the FET curriculum be restructured to reflect the values and principles of our democratic society.

Further Education and Training comprises three different pathways, namely, Academic, Vocationally Oriented and Occupation Specific. The curriculum consists of three components of learning, namely, fundamental, core and elective. Curriculum development in FET takes the 12 Learning Fields of the NQF as its point of departure.

The National Curriculum Statement will consist of booklets for each learning field covering learning outcomes and assessment standards for each grade in the FET phase, i.e. from grades 10 - 12. The new qualification at grade 12 will be referred to as the Further Education and Training Certificate (FETC).

Introduction of Learnerships in FET institutions

The objective of the 'Introduction of Learnerships in FET Institutions' project is to provide 1 200 rural youth at six centres in Mpumalanga, Free State and Northern provinces the opportunity to acquire qualifications and market-related skills in the agricultural sector through an Agricultural Learnership. The project, which is funded by the Royal Netherlands Embassy, is being undertaken in partnership with the Departments of Labour and Agriculture.

Learnership Support Service (LSS) is a joint venture between the Departments of Education and Labour that aims to introduce learnerships in all nine provinces. The LSS creates an enabling environment for the promotion of learnerships by:

- accelerating the standard generation process;
- securing interim qualification registration;
- accelerating the readiness of the SETAs; and
- supporting the development of learnerships.

The LSS targets the unemployed and underemployed, out-of-school youth, rural women and SMMEs. The LSS is also to introduce learnerships to 18 technical colleges divided equally between rural and urban environments for 2 500 learners.

2.2.3.2 Senior Certificate Performance

In 2000 the tide of poor pass rates in the Senior Certificate examinations of the past few years was stemmed and a 9% improvement, from 49% to 58% was achieved. This improvement was reflected throughout the system, in all nine provinces. This brings the objective of a 60% pass percentage at national level within reach. A decrease in the number of schools that obtained a pass rate between 0% and 20% from 940 in 1999 to 499 in 2000 was also achieved and there was a 1,5% improvement in the number of candidates who passed with endorsement to study at university.

National Monitoring Forum

The National Monitoring Forum (NMF) was established in 2000 to draft and monitor the implementation of the Department's strategy to improve performance in the Senior Certificate examination. The NMF

comprises representatives from all provincial education department, four Inter-provincial Examinations Committee members, representatives from the Department and educator union representatives. During 2000 three rounds of visits were made to schools that had achieved pass rates between 0% and 40% in the 1999 Senior Certificate examination. A total of 135 schools and 57 districts were monitored. By the third round of visits most under-performing school had developed intervention plans and strategies to improve their pass rate. There are strong indications that this initiative contributed towards the improvement of teaching and learning in these schools.

Benchmarking And National Question Papers

One of the steps taken to strengthen and improve the standard of education in South Africa was to benchmark the 1999 question papers, syllabi and scripts of all nine examining bodies, as well as the Independent Examination Board against the standards of the Scottish Qualifications Authority. The benchmarking exercise was conducted in the five key Higher Grade subjects of English Second Language, Mathematics, Physical Science, Biology and Accounting. Furthermore, to establish a common standard in South Africa for these subjects, the question papers for all 9 provinces will be set nationally as from 2001.

Quality Enhancement

Strict management of the 2000 Grade 12 Senior Certificate examination process has ensured the integrity of the 2000 examinations. The responsibility of the South African Certification Council (SAFCERT) to assure the accuracy of provincial senior certificate results was clarified. This enabled the Minister to announce that the 9% improvement in the national pass rate was credible and an accurate reflection of achievement in the examination, which was written by 489 941 full time candidates.

2.2.3.3 Systemic Evaluation

The Department of Education is in the process of developing a coherent national quality management and quality assurance policy framework. In this regard, a Whole School Evaluation framework has been developed as well as a framework for Systemic Evaluation to complement the monitoring and evaluation processes. The process of developing instruments and field-testing criteria has been completed. Systemic Evaluation will take place in September 2001 at grade 3 level. This process requires the incorporation of the learner assessment component to complete the Systemic Evaluation framework. A process to pilot the learner assessment instruments was completed in 2000 and a report was submitted to the Department and discussed at the Systemic Evaluation Colloquium on 24 - 25 April 2001.

Central to the development of the quality assurance policy is the establishment of an education and training quality assurance body for the General and Further Education and Training Bands, including ABET and early childhood development. The Department has begun the legislative process that will establish the Education and Training Quality Assurance (ETQA) body towards the end of 2001.

National Framework For Whole School Evaluation

The Whole School Evaluation policy has been developed as well as criteria for evaluating schools. A self-evaluation by the school will form the basis for external evaluation by trained supervisors registered by the Department. 245 Supervisors based in the nine provinces have enrolled and received training.

The evaluation process will enable the Minister to report to Parliament and to the public on the performance of schools in South Africa.

2.2.4 HIGHER EDUCATION

“We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century.” (Minister of Education, Call to Action 1999).

In line with the Minister’s ‘Call to Action’, the following were the priorities of the Higher Education Branch for the year under review:

- Restructuring the higher education system.

- Capacity building and quality enhancement in higher education.
- Providing a regulatory framework for the provision of private higher education.

2.2.4.1 Restructuring The Higher Education System

The strategic objective was to develop a national plan that will provide a framework for the restructuring and rationalisation of the higher education institutional landscape and to establish growth and participation rates in higher education.

A great deal of the Higher Education Branch's time and energies has been expended in attaining the specific objective of reorganising the higher education system. This system consists not only of the 36 public higher education institutions but also of the complex of emerging private higher education institutions. The public fiscus devotes an amount of no less than R7 billion to the support and development of public higher education institutions and this constitutes a significant part of the overall expenditure in education.

In December 1999, the Council on Higher Education (CHE), a statutory body established to advise the Minister about matters pertaining to higher education, produced a body of recommendations for the Minister's consideration. It proposed that the CHE establish a Task Team to develop the details of a framework and strategy for the reconfiguring of the higher education landscape.

In responding to these proposals in January 2000, the Minister requested the Council to provide him with concrete proposals on the shape and size of the higher education system by 30 June 2000.

The Task Team commissioned a number of reports on specific aspects of its brief. The main purpose of these reports was to bring an international and comparative perspective to the work of the Task Team and to provide its members with data and information for its findings. The Task Team also considered a number of submissions and reports made to it by various parties in the course of its deliberations before it handed its final Report to the Minister in July 2000.

The essential recommendations of the Report related to the diversification and differentiation of the higher education system and the possibility of combining institutions to achieve qualitatively higher levels of equity and access, public accountability, efficiency, and responsiveness.

In general terms, the principles that underlay the Task Team Report are consistent with the values espoused in the Higher Education White Paper. A significant part of the Report was devoted to arguing the case for higher education and its critically important role to economic and social development. It argued that this role required not only that the higher education system produces high levels of new and applied knowledge, but also that aggregate levels of participation in higher education had to be improved consistently to match participation levels in other developing countries. These goals were important if higher education was to make a real contribution to the development of the country's human resource potential, the goals of a democratic society and effective participation in the global environment.

The essential recommendations of the Report related to the diversification and differentiation of the higher education system and the possibility of combining institutions to achieve qualitatively higher levels of equity and access, public accountability, efficiency, and responsiveness.

After receiving the Report, 'Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century', the Minister called for public responses and indicated his intention to take forward a national planning process.

The 'National Plan for Higher Education' was released in March 2001 and represents the Ministry's response to the proposals contained in the Council on Higher Education's Report. The National Plan was endorsed by Cabinet and brings to a close a long period of consultation that began in 1995 with the establishment of the National Commission on Higher Education.

The National Plan now stands as an implementation framework for achieving the transformation of the higher education system as a whole. The National Plan establishes indicative targets for the size and shape

of the higher education system, including overall growth and participation rates, institutional and programme mixes and equity and efficiency goals.

The key proposals of the Plan are:

- The participation rate in higher education will be increased from 15% to 20% in the long-term, i.e. ten to fifteen years.
- There will be a shift in the balance of enrolments over the next five to ten years between the humanities, business and commerce and science, engineering and technology from the current ratio of 49%: 26%: 25% to 40%: 30%: 30% respectively.
- Institutions will be expected to establish student equity targets with the emphasis on the programmes in which black and women students are under-represented and to develop strategies to ensure equity of outcomes.
- Institutions will be expected to develop employment equity plans with clear targets for rectifying race and gender inequities.
- Institutional diversity will be achieved through the approval of a distinct mission and academic programme profile for each university and technikon.
- The academic programme mix at each institution will be determined on the basis of its current programme profile, as well as the demonstrated capacity to add new programmes to the profile.
- The existing mission and programme differentiation between technikons and universities will be loosely maintained for at least the next five years.
- Redress for historically black institutions will be linked to agreed missions and programme profiles, including developmental strategies to build capacity.
- A single dedicated distance education institution will be established through the merger of the University of South Africa, Technikon South Africa and the distance education campus of Vista University.
- Research will be funded through a separate formula based on research outputs, including, at a minimum, masters and doctoral graduates and research publications.
- Earmarked funds will be allocated to build research capacity, including scholarships to promote post-graduate enrolments.
- The institutional landscape will be restructured to create new institutional and organisational forms. This will be achieved through collaboration at the regional level in programme development, delivery and rationalisation, in particular, of small and costly programmes. A National Working Group will be established to investigate the feasibility of consolidating higher education provision through reducing the number of institutions but not the number of delivery sites on a regional basis.
- The Merger of Natal Technikon and ML Sultan Technikon, which has been agreed to in-principle by the Councils of Natal Technikon and ML Sultan Technikon.
- The incorporation of the Qwa-Qwa branch of the University of the North into the University of the Free State.
- The unbundling of Vista University and the incorporation of its constituent parts into the appropriate institutions within each region.
- The establishment of National Institutes for Higher Education in Mpumalanga and the Northern Cape, on the basis of collaboration between the different institutions that currently offer higher education programmes in the two provinces.

Through these initiatives to reconfigure the higher education landscape, the work of the Higher Education Branch in the year under review constituted a significant leap forward in the process of national planning.

The planning process embarked upon will result in far reaching changes to fundamentally reorganise the national system of higher education.

This year also consolidated, in a practical and concrete way, the relationship between the Department and the CHE and laid the foundation for a series of productive and meaningful engagements on important issues affecting the higher education system as a whole.

2.2.4.2 Colleges Of Education

The year 2000 was a watershed year in the evolution of a new teacher education system for South Africa. During the year, the Minister gazetted three sets of regulations that provide the foundation for a radical reform of the institutional landscape and the curriculum of teacher education. In February, the Minister gazetted new Norms and Standards for Educators. These were supplemented by the gazetting of Criteria for the Recognition and Evaluation of Qualifications for Employment in Education in September. In December, the Minister gazetted the incorporation of the remaining colleges of education as sub-divisions of existing universities and technikons.

Institutional Landscape

At the beginning of 2000, there were 82 public institutions providing teacher education to 110,000 students. Of these institutions, 50 were Colleges of Education with approximately 15,000 students. The number of colleges diminished rapidly during 2000 as the provincial departments of education restructured the total number to 25 contact colleges with 10,000 students that were earmarked for incorporation into higher education. The other 5,000 college students were enrolled in two distance education colleges: the South African College for Teacher Education and the South African College for Open Learning.

In addition, there were approximately 95,000 teacher education students enrolled in the universities and technikons of whom 60,000 were enrolled in distance education institutions. Of these 60,000 students, approximately 40,000 were enrolled in public-private partnerships. The line between PRESET and INSET has become increasingly blurred over the last decade. For example, under-qualified and unqualified educators are pre-service students in so far as they are not yet fully qualified but are in-service students as they are already working. It is still worth noting, however, that of the 110,000 students enrolled in teacher education in 2000, 15,000 were enrolled in formal PRESET programmes. Of these, 10,000 were in the colleges and 5,000 in universities and technikons. The budget for colleges of education in 2000 was approximately R800 million, giving an average per capita cost to the state of R40 000 per student. In comparison, the per capita subsidy cost of teacher training at a university was approximately R10 000.

In 1999, it was agreed by HEDCOM and the CEM that the Department of Education would develop a national framework for the incorporation process and provincial departments would establish steering committees consisting of the Directors of Teacher Education, Labour Relations and Finance to work closely with the Department of Education. During the period from August 1999 to March 2000, a team from the Department of Education visited each province and met with the provincial steering committees, colleges, universities, technikons and unions. In February 2000, a national workshop was held with all the provincial steering committees and the unions.

One of the key challenges facing the incorporation process was the situation of college personnel employed by the provinces. After a lengthy process of negotiation, a Framework for the management of personnel in the process of incorporation of teacher education into higher education was signed by the relevant employer and employee parties in the Public Sector Co-ordinating Bargaining Council on 13 December 2000. This agreement made provision for the secondment of college personnel from the provinces to the universities and technikons for 2001.

In September 2000, the Joint Education Trust was appointed as a facilitation agency to assist the provinces and institutions with the incorporation process and to produce reports for the DoE on each individual incorporation. These reports covered the relevant academic, administrative, legal and financial matters, including the transfer of land and conditions of service. All these issues had to be addressed appropriately before the Minister could declare incorporation.

The Minister declared his intention to incorporate the 25 contact colleges as sub-divisions of various universities and technikons and to make the distance educator education colleges sub-divisions of UNISA.

Following a process of consultation, these intentions were formalised by gazette on 15 December 2000 with the incorporations coming into effect on 31 January 2001. From 2001, there will be approximately 23 public institutions providing teacher education and 100 private providers.

Curriculum

The Norms and Standards for Educators and the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education provide a 'generic' picture of educators, their required competencies and guidelines for the development of learning programmes aligned with the new outcomes-based National Qualifications Framework. There is a strong emphasis in these documents on performance in the schools, classrooms, management and support services of the schooling system. The new policies are intended to contribute significantly to the implementation of Curriculum 2005 by training educators who can make learning in schools more relevant to the economic and social needs of South Africa.

The two policies define seven roles that an educator must be able to perform and describe in detail the knowledge, skills and values that are necessary to perform the roles successfully. The seven roles are: learning mediator; interpreter and designer of learning programmes; leader, administrator and manager; scholar, researcher and lifelong learner; assessor; a community, citizenship and pastoral role; and, a learning area/subject/discipline/phase specialist role.

Together these roles are seen as constituting a picture of a competent and professional educator. The roles are linked strongly to developmental appraisal, to career paths and grading and to performance management. There are also strong connections to the South African Council for Educators (SACE) and its code of conduct, to environmental education, inclusive education and HIV/Aids.

These policies are seen by the DoE as flexible instruments that provide a basis for the generation of qualifications and learning programmes. These policies will be revised in the light of new academic policy for higher education, once this has been developed by the DoE, CHE and SAQA.

One crucial feature of the new policies is their strong emphasis on the importance of the subject or content knowledge of the educator. Research shows that many South African educators lack the basic disciplinary subject content knowledge that forms the foundation of the school curriculum (Getting Learning Right: Report of the President's Education Initiative Research Project, Joint Education Trust, 1999).

The Norms and Standards for Educators and the Criteria, together with the Employment of Educators Act, create a systemic approach to teacher education and development that defines roles and responsibilities, workloads, grading and career paths, conduct and misconduct, capacity and incapacity.

In 2001, the Department will develop a national plan for teacher education. Implementation of this plan will rest on a strong partnership between the state and public providers and, in a different way, between the state and private sector. The Department will host a national conference in 2001 to initiate these partnerships. This national planning process will include a careful analysis of supply and demand, HIV/Aids, equity and redress, funding, institutional and curriculum development strategies, and public-private partnerships.

At a strategic planning level there is the need for a highly flexible teacher education system that can respond to meet specific needs quickly and that can deliver its programmes in a variety of modes, many of which will have to reach educators in their schools and classrooms.

Taken together, these reforms have put in place a solid foundation for the development of a high quality teacher education system in South Africa.

2.2.4.3 Capacity-building and quality enhancement

The Strategic objectives of this aspect of the work of the Department are:

- The enhancement of co-operative governance at all levels of the system.
- The enhancement of institutional management systems, including the development and maintenance of management information and data systems.

- The improvement of the quality of teaching and learning, the promotion of research and the provision of administrative and infrastructural support for teaching and research.

During the year, the Department gave meaning to these strategic objectives by initiating a number of important interventions.

The development of effective governance capacity

In 1999, an agreement was finalised between the Department of Education and the United States Agency for International Development [USAID] for the development and improvement of governance capacity in South African higher education. The agreement was directed at supporting university and technikon Councils, Institutional Forums and student leadership in discharging their responsibilities for the good governance of higher education institutions. Such support would also be directed at enhancing the ability of institutions to fulfill their missions, enhance their financial and management capabilities, the quality of their performance and their reputations. The Centre for Higher Education Transformation (CHET), an independent NGO specialising in higher education development, was contracted as the implementing agency for the project.

Workshops to support these objectives were held throughout the year and additional workshop material and programmes are being developed focusing on:

- The legislation relating to higher education, labour relations and other related legislation.
- Policy frameworks on corporate governance.
- The roles and responsibilities of governance structures especially in relation to finance, planning and auditing.
- The efficient functioning of officials and functionaries having responsibilities in the governance of institutions.
- Assessing the effectiveness of councils and other structures engaged in governance.

A number of workshops and participatory research activities have been conducted by CHET during 2000. Institutions have received focused individual support on request on a range of issues from financial management for councils, the fiduciary responsibilities of councils, and government policies and legislation affecting councils. A workshop was also held on the relationship between Vice-Chancellors and Chairs of Councils. Support has also been provided for student leadership.

Conflict resolution

One of the most important aspects of the Ministry and Department's work during the year has been its intervention in a limited number of disruptions at higher education institutions. These interventions were necessitated by the need to maintain stability at institutions to ensure the continuance of the academic programmes and to protect their reputations and integrity. Two interventions are of significance.

University Of The North

The Minister felt obliged to act in the case of the University of the North following the failure of its Council to restore normality and an environment conducive to the academic programme at that University. In his view, the Council and successive management had failed to secure the confidence of the key constituencies of the institution, or reach consensus about its core priorities or a shared vision of its strategic focus. These factors had contributed to the serious decline in student numbers and low staff morale while the finances of the institution were in a parlous state. These problems were compounded by the continued destabilisation of the university and demanded lasting solutions.

Given these circumstances, the Minister felt obliged to appoint an Independent Assessor, Professor R.T. Nhlapo, to investigate the situation at the University and to advise on:

- the source and nature of the ongoing discontent at the University, and
- on the steps required to restore proper governance and management, including the promotion of reconciliation at the University.

Given the findings made by Professor Nhlapo, the Minister has appointed Professor Patrick FitzGerald as Administrator, in terms of the Higher Education Act. The Administrator's initial mandate is for a period of six months.

The Administrator will report to the Minister and will be responsible for both the governance and management of the University of the North.

University Of Transkei

In a similar vein, the Minister found it necessary to intervene in the affairs of the University of Transkei. In the Minister's opinion there was a serious breakdown of management and governance at the University, characterised by the de facto dissolution of the university Council and a management and leadership vacuum. Furthermore, there were serious financial difficulties at the institution.

Professor Nicky Morgan was appointed as Administrator in this case.

The South Africa - Norway Tertiary Education Development Programme (SANTED)

In November 2000, the business plan of the SANTED programme was signed by the Minister and the Norwegian government. The Business Plan was a culmination of discussions between the Norwegian Embassy and the Department of Education on the Norwegian Government's intention to assist the Department of Education in its work relating to the higher education sector. An appraisal of the possibilities for the project was conducted by a team commissioned by the Norwegian Embassy, and An appraisal Report was produced in March 2000. According to the Appraisal Report, 'The overall purpose of the Norwegian supported programme is to make a small, but significant contribution to the restructuring and rationalization of higher education in South Africa, primarily at the level of individual institutions but also in the sector as a whole.'

The project is aimed at historically disadvantaged institutions and is intended to assist with the development of capacity in critical areas at the identified institutions. Moreover, the project is also intended to build partnerships with institutions in the SADC region.

Fifty five million rand was made available to support the projects specified in the Business Plan over a period of five years. The project is aimed at improving access, retention, institutional capacity and co-operation. The SANTED Programme comprises the following components:

The University Of Durban-Westville's Upward Bound University-Wide Academic Enrichment Project

The project aims at providing a structured environment for high school students to improve their chances of university entrance and success, through participation in a pre-university curriculum, known as the Upward Bound University-Wide Academic Enrichment Programme.

University Of The Western Cape's Equitable Access Through Enrolment Management Project

The project seeks to increase equitable student participation; provide 'second-chance' access to non-traditional students; improve retention, progression, and graduation rates; and develop the capacity to manage and sustain the strategies. It also aims at enabling future student enrolment growth to be managed in a coherent and well-planned manner.

Formative Research On The Access And Retention Projects

The projects described above will be enhanced by a formative research project. This will facilitate the sharing of the learning experiences between the two institutions and provide a sound base for future decision making. Appropriate research entities and individuals at the two institutions will be identified and invited to enter into a research project with an appropriate Norwegian research partner.

Promotion of co-operation between South African higher education institutions and higher education institutions in the SADC region

This component aims at establishing and strengthening ties between higher education institutions within the South African Development Community (SADC) countries, in line with the SADC Protocol on Education. Projects will be supported on the basis of the recommendations made in Article 7 of the SADC Protocol on Education and Training, signed between the twelve member states on 8 September, 1997.

The Centre for Education Policy Development (CEPD) will manage and administer the funds as well as the programme on behalf of the SANTED.

Department Of Education And European Union Higher Education Library Programme

In terms of the Financing Agreement between the Commission of the European Communities and the South African Government (signed at the end of May 1996) the European Union would, as part of its 1995 European Programme for Reconstruction and Development in South Africa, contribute towards the financing of this Project.

The time limit for the implementation of the Project was originally set at thirty-six months. A number of factors caused a delay in the implementation of the project and the Financing Agreement has been extended to allow the Project to operate until 30 June 2001. The British Council is the implementing agency for the Project in its capacity as Technical Assistant to the Department of Education. A significant lesson learnt from this project concerns the delays occasioned by international tenders and attention would in the future be given to finding alternative approaches to the international tender process. The programme has nevertheless resulted in the provision of SABINET search units to disadvantaged institutions, an agreement on photocopying licensing and the provision of courses and seminars for human resource development at the historically disadvantaged institutions.

EBSCO Databases

The Department of Education paid R3, 035 million to EBSCO Publishing in 2000 for a country licence to access a wide range of full text journal articles. The country license allows all public higher education institutions, as well as public libraries, access to over 2,810 scholarly publications covering academic areas of study including social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature and medical sciences. This will assist and enhance research and scholarship in South Africa. The contract was brokered by the Open Society Foundation.

The Coalition of South African Library Consortia is in the process of establishing the South African Site Licence Initiative to monitor and manage the arrangement with EBSCO as well as other initiatives. The Department of Education has provided seed money to assist with this process.

UNESCO Pilot African Academic Exchange Programme 2000

At the seventh Conference of Ministers of Education of African Member States held in Durban in 1998, a commitment was made to the establishment of regional centres of excellence, a data bank reflecting African intellectual capacity, the sharing of materials and exchange within Africa and for regional collaboration. It was also agreed that steps would be taken to ensure:

- the creation and strengthening of training infrastructure in Africa;
- the development of centres for capacity-building and human resource development in the field of education; and
- maximising the use of existing facilities and educational infrastructures in a number of countries in the continent.

Following these commitments, the Minister of Education at the time, Professor Sibusiso Bengu, offered to make the experience and existing infrastructure of South African higher education available to other countries in Africa. Pursuant to this offer a Short-Term Fellowship Programme was developed to enable senior academics currently working elsewhere in Africa, to conduct research at higher education institutions in the Western Cape. A total of 30 fellowships are to be awarded under this pilot exchange programme

enabling the participants to spend up to 6 months at any of the public universities and technikons in the Western Cape, or at associated institutions such as the South African Astronomical Observatory, the National Accelerator Centre and the National Botanical Institute. A range of disciplines has been identified for these fellowships and the value of each fellowship is approximately US\$8 000. Appropriate structures and criteria have been established for the selection of research fellows. The Programme was officially launched on 15 March 2001 by the Minister of Education, and is managed on behalf of the Department by the Adamestor Trust.

2.2.4.4 Providing a regulatory framework for the provision of private higher education

The establishment of a regulatory environment for the provision of private higher education is an important responsibility of the Department. The registration of private higher education institutions is a large part of this responsibility and has to be discharged in accordance with the provisions of the Higher Education Act of 1997, as amended. The principal aims of such registrations are:

- To ensure an acceptable quality of educational provision by such higher education institutions in South Africa.
- To ensure that these institutions have the resources, capacity and expertise to provide quality educational programmes to their students.
- To ensure that the qualifications provided by such institutions accord with the requirements of the National Qualifications Framework.
- That, in general, such institutions provide education in accordance with the policies and principles enunciated by government.

The regulation of private higher education and of foreign institutions in particular, poses major challenges to the higher education system. Amongst them, the amendments to the Higher Education Act have sought to institutionalise a regulatory framework governing the operations of foreign private higher education provision and to ensure that registration of such institutions is consistent with the national planning framework for higher education in South Africa.

As of 19 January 2001, 81 institutions were conditionally registered, including four foreign private higher education institutions. Of this number, over 75% offer five or fewer programmes.

2.2.4.5 Legislation

During the year under review, the Higher Education Amendment Act (Act No. 54 of 2000) was passed. The purpose of the amending legislation was to fill a number of gaps and silences in the Higher Education Act of 1997. In particular these related to:

- Proper compliance with the provisions of the principal Act in so far as the entitlement to provide higher education was concerned.
- The filling of casual vacancies which arise in the membership of the CHE.
- The greater regulation of the contractual obligations of councils in respect of the raising of loans and the development of infrastructure.
- Amending the laws relating to the regulation of foreign private higher education institutions and differentiating between them and local private higher education institutions.
- Technical amendments relating to name changes of institutions.

The Department is currently in the process of developing a new framework for financial reporting by higher education institutions (this is also provided for in the Higher Education Amendment Act, 2000). The preparation of the draft manual involved consultations with all parties involved in the production of financial

statements of universities and technikons. The draft manual is to be used as a guide to the preparation of the financial statements for the year.

Appointment of the National Student Financial Aid Scheme Board (NSFAS Board)

The provisions of the National Student Financial Scheme Act (Act No. 56 of 1999), promulgated on 19 December 1999, require the Minister to appoint the National Student Financial Aid Scheme Board. The functions of this Board are to provide for the management, governance and administration of the NSFAS; to provide for the granting of loans and bursaries to eligible students at public higher education institutions and for the administration of such loans and bursaries as well as related matters. The Minister is required to appoint a 13 member Board in accordance with the provisions of the Act. Nominations for the Board were called for and received early in the year.

On 28 July 2000, the Minister appointed the Board, which consists of members from public higher education institutions, the business and the non-governmental sectors, as well as members appointed from nominations made by national student organisations. The Board is chaired by Ms Vuyiswa Tanga, Deputy Vice-Chancellor: Student Affairs, Peninsula Technikon. In the current financial year, an amount of R443, 5 million is earmarked for the NFSAS and will be administered by the Board.

Part Three: Statutory Bodies And Legislative Mandate

Council Of Education Ministers (CEM)

The Council of Education Ministers, consisting of the Minister of Education, the Deputy Minister of Education and the nine provincial Executive Council Members for Education, met regularly to discuss the promotion of national education policy, share information and views on all aspects of education in South Africa and coordinate action on matters of mutual interest.

Heads Of Education Departments Committee (HEDCOM)

The Heads of Education Departments Committee consists of the Director- General of the Department of Education, the Deputy Directors-General of the Department, and the heads of provincial education departments. The functions of the Committee include facilitating the development of a national education system; sharing information and views on national education; co-ordinating administrative action on matters of mutual interest; and advising the Department on a range of specified matters relating to the proper functioning of the national education system.

South African Certification Council (SAFCERT)

The South African Certification Council is a statutory council which reports to the Minister of Education. It is self-funded. It is primarily responsible for issuing certificates to candidates who have successfully completed school or technical college education. It ensures that such certificates represent consistent standards of education and examination.

South African Qualifications Authority (SAQA)

The integration of a seamless system, encompassing early childhood development, general education and training, adult basic education and training, further education and training, and higher education is achieved through the development of a National Qualifications Framework which is overseen by the South African Qualifications Authority. SAQA is a statutory body established in 1995 and is answerable to both the Ministers of Education and Labour.

The functions of the Authority are to oversee:

- The development of the NQF, by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications and for the accreditation of bodies responsible for monitoring and auditing achievements in items of such standards and qualifications.

- The implementation of the NQF, by ensuring the registration, accreditation and assignment of functions to the referred bodies as well as the registration of national standards and qualifications on the framework. The NQF is a set of principles and guidelines in which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning. The NQF also attempts to move the measurement of achievement in education and training away from input towards outcomes.

Council On Higher Education (CHE)

The Council on Higher Education was established in 1997 by the Higher Education Act (Act No. 101 of 1997) and is responsible for advising the Minister on all aspects of higher education, including funding arrangements, language policy and the appropriate shape and size of the higher education system. The CHE publishes an annual report on the state of higher education and convenes an annual summit of stakeholders.

The Council also holds executive responsibility for quality assurance through its permanent sub-committee, the Higher Education Quality Committee (HEQC). The HEQC was awarded Education and Training Quality Assurer status by the South African Qualifications Authority (SAQA) on 1 March 2001.

South African Council for Educators (SACE)

The South African Council for Educators is responsible for the registration of all educators (public and privately employed), promoting their professional development and upholding the ethical and professional standards of educators. The Council relies on membership fees as its source of revenue.

The code of conduct of SACE took effect on 1 January 2000. The code determines the ethical rules of the profession which educators must follow. SACE has more than 350 000 registered educators, and is dedicated to ensuring adherence to the code. Serious offenders can lose the right to teach.

The National Board For Further Education And Training (NBFET)

The National Board for Further Education and Training was launched in Pretoria in June 1999 in terms of the National Education Policy Act (Act No. 27 of 1996), and provides the Minister with independent and strategic advice on matters relating to the transformation of FET. This Board may advise the Minister on any aspect of further education and training on its own initiative and also on:

- national further education and training policy, goals and priorities;
- norms and standards, including funding norms and the terms, purposes and conditions and conditions of earmarked grants;
- reports on further education and training from provincial advisory bodies;

- monitor and report annually to the Minister on the goals and performance of the national further education and training system; and
- analyse and disseminate information about further education and training; and perform any function assigned or delegated to it in terms of any applicable law.

Education Labour Relations Council (ELRC)

The Education Labour Relations Council is a bargaining council for the education sector. The Council consists of equal representation of the employer (the national and provincial departments of education) and the employees (trade unions representing educators). The ELRC aims to create effective and constructive labour relations in the education sector and to ensure the promotion and transformation of education at all levels within society.

National Student Financial Aid Scheme (NSFAS)

The National Student Financial Aid Scheme was established in terms of the of the National Student Financial Aid Scheme Act of 1999. It is responsible for:

- allocating loans and bursaries to eligible students in public higher education;
- developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education;
- raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources; and
- advising the Minister on related matters.

3.2 Legislative Mandate

The National Education Policy Act (Act No. 27 of 1996) (NEPA), is designed to identify the policy, legislative and monitoring responsibilities of the Minister of Education and to formalise the relations between national and provincial authorities. It established the Council of Education Ministers and Heads of Education Departments Committee as inter-governmental forums to collaborate in building the new system, and provides for the determination of national policies in general and further education and training for among others, curriculum, assessment, language policy and quality assurance. NEPA embodies the principle of co-operative governance, elaborated in Schedule Three of the Constitution.

The South African Schools Act (Act No. 84 of 1996) (SASA), promotes access, quality and democratic governance in the schooling system. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15 or learners reaching the ninth grade, whichever occurs first. It also provides for two types of schools - independent schools and public schools. The Act also provides for democratic school governance through school governing bodies. The school funding norms outlined in SASA prioritise redress and target poverty in funding allocations to the public schooling system.

The Further Education and Training Act (Act No. 98 of 1998), Education White Paper 4 on Further Education and Training (1998) and the National Strategy for Further Education and Training (1999-2001), provide the basis for developing a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires that further education and training institutions, created in terms of the new legislation, develop institutional plans, and provide for programme-based funding and a national curriculum for learning and teaching.

The Higher Education Act (Act No. 101 of 1997), makes provision for a unified and nationally planned system of higher education and creates a statutory Council on Higher Education (CHE), which provides advice to the Minister and is responsible for quality assurance and promotion. The Higher Education Act, Education White Paper 3 on Higher Education (1997) and the national plan for higher education form the basis for the transformation of the higher education sector.

The Employment of Educators Act (Act No. 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators. The historically divided teaching corps is now governed by one Act of Parliament and one professional council - the South African Council of Educators (SACE). The Adult Basic Education and Training Act (Act No. 52 of 2000), provides for the establishment of public and private adult learning centres, funding for ABET provisioning, the governance of public centres, and quality assurance mechanisms for the sector.

The South African Qualifications Authority Act (Act No. 58 of 1995) (SAQA) provides for the creation of the National Qualifications Framework (NQF), which establishes the scaffolding of a national learning system that integrates education and training at all levels.

The South African Council for Educators Act (Act No. 31 of 2000) provides for the establishment of the Council to undertake the registration of educators, promote the professional development of educators and set, maintain and protect ethical and professional standards for educators.

Part Four: Human Resource Management

The following tables provide a review of the staffing patterns in the Department of Education for the period under review.

TABLE 1 - Employment by nature of appointment, March 2001

Nature of Appointment	Establishment	Number of employees	Additional to the establishment
Out of adjustment	-	71	6
Contract	-	2	-
Permanent	742	502	-
Temporary	-	20	-
Total	742	595	6

The following table summarises the number of jobs that were evaluated during the year under review.

TABLE 2 - Job Evaluation, 1 April 2000 to March 2001

	Establishment	Number of Jobs Evaluated
Salary levels 1-2	85	0
Salary levels 3-5	141	1
Salary levels 6-8	177	1
Salary levels 9-12	153	6
Salary levels 13-14	40	2
Salary levels 15-16	5	0
Total	601	10

Employment Changes

This section provides information on changes in employment over the financial year. Table 3 summarises appointments (including interdepartmental transfers to the Department), promotions and service terminations (including interdepartmental transfers from the Department) by race, gender, and disability.

TABLE 3 - Appointments, promotions and terminations, 1 April 2000 to 31 March 2001

	Employees, 1 April 2000	Appointments and transfers	Promotions	Terminations and transfers	Net % change
African					
Male	137	24	14	12	35%
Female	168	26	30	16	43%
Indian					
Male	8	0	1	1	25%
Female	7	2	0	1	29%
Coloured					

Male	16	0	0	3	19%
Female	6	1	0	0	17%
White					
Male	56	7	7	4	32%
Female	178	9	20	16	25%
Employees with disability	9	0	0	0	0%
Total	585	69	72	53	33%

The following table provides a summary of appointments, terminations and transfers by salary band.

TABLE 4 - Annual turnover rates by salary band

Salary Band	Appointments and transfers	Terminations and transfers
Levels 1-2	8	9
Levels 3-5	19	8
Levels 6-8	18	12
Levels 9-12	12	21
Levels 13-14	12	3
Levels 15-16	0	0
Total	69	53

Table 5 identifies the major reasons why staff left the Department.

TABLE 5 - Reasons why staff are leaving the department

Termination Type	Number
Death	6
Resignation	36
Expiry of contract	-
Dismissal-operational changes	-
Dismissal-misconduct	-
Dismissal-inefficiency	-
Discharged due to ill-health	2
Retirement	10
Other-Transfer & Promotion, VSP	33

Affirmative Action

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

Numeric and time-bound targets for achieving representivity.

Annual statistics on the appointment, training and promotion within each grade of each occupational category, of persons historically disadvantaged (PSR, III, D.2).

The following table describes the composition of the Department in terms of race, gender and disability.

TABLE 6 - Race, gender and disability profile

	Employees at levels below the SMS	Senior Management Service	Total
African			

Male	126	9	135
Female	198	8	206
Indian			
Male	5	5	10
Female	9	1	10
Coloured			
Male	12	3	15
Female	3	2	5
White			
Male	43	11	54
Female	153	3	156
Employees with a disability	10		10
Total	559	42	601

1 Senior Management Services (SMS) includes salary bands 13-16.

Performance Rewards

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

TABLE 7.1 - Performance Rewards by race, gender, and disability, 1 April 2000 to 31 March 2001

	Beneficiary Profile			Cost	
	Number of employees	Number of beneficiaries	% of total	Cost (R'000)	Per capita cost
African					
Male	135	25	19%	R 15 248,40	R 609,92
Female	206	28	14%	R 37 450,16	R 1 337,50
Indian					
Male	10	0			
Female	10	0			
Coloured					
Male	15	0			
Female	10	0			
White					
Male	54	9	17%	R 11 347,56	R 1 260,84
Female	156	32	21%	R 53 345,58	R 1 667,05
Employees with a disability	10	1	10%	R 9 109,80	R 9 109,80
Total	601	95	16%	R126 501,50	R 13 985,11

TABLE 7.2 - Performance Rewards by salary level, 1 April 2000 to 31 March 2001

	Beneficiary Profile			Cost	
	Number of employees	Number of beneficiaries	% of total	Cost (R'000)	Per capita cost
Levels 1-2	85	6	7%	R 7 165,04	R 1 194,17

Levels 3-5	141	25	18%	R 31 921,00	R 1 276,84
Levels 6-8	177	63	35%	R 78 023,06	R 1 238,46
Levels 9-12	153	1	0,7%	R 9 392,40	R 1 392,40
Levels 13-14	40				
Levels 15-16	5				
Total	601	95	16%	R126 501,50	R 13 101,87

Foreign Workers

The table below summarises the employment of foreign nationals in the Department in terms of salary level and by major occupation.

TABLE - 8 Foreign Workers, 1 April 2000 to 31 March 2001

By Grade (Salary Band)	1 April 2000 Number	31 March 2001 Number
Salary Levels 1-2		
Salary Levels 3-5		
Salary Levels 6-8		
Salary Levels 9-12		
Salary Levels 13-14		
Salary Levels 15-16	2	2
By Major Occupation		
DCES	1	1
CES	1	1
	2	2

Leave payouts

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

TABLE 9 - Leave Payouts

Reason	Total Amount (R'000)	Number of Employees	Average per Employee
Termination of service Leave not taken by 30 June 2001	R 660 552	16	R 41 290

Misconduct and discipline

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

TABLE 10 Misconduct and discipline

Outcome of disciplinary hearings	Number
Verbal warning	6
Written warning	5
Final written warning	1
Not guilty	1
Case withdrawn	-
Dismissal	1
Total	14

Skills development

This section highlights the efforts of the Department with regard to skills development. Table 11.1 summarises the development of skills by salary band.

**TABLE 11.1 - Skills development by salary band,
1 April 2000 to 31 March 2001**

	Number of beneficiaries	Average day per beneficiary
Levels 1-2	35	24
Levels 3-5	14	2
Levels 6-8	19	1
Levels 9-12	66	3
Levels 13-14	1	2
Levels 15-16	0	0
Total	135	8

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

TABLE - 11.2 - Skills development by type of training, 1 April 2001 to 31 March 2002

Type of training	Number of beneficiaries	Average day per beneficiary
Internal training	78	3
Formal training	21	0
Computer training		
Management development	1	2
Office-based training		
Policy-specific training		
ABET	35	24
Other		
Total	135	8

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

TABLE - 11.3 - Total expenditure on skills development, 2000/01

	Expenditure - 2000/01		
	Original estimate	Actual expenditure	Variance
	R 428 000	R 212 727	R 215 273

Finally, the following tables summarise the bursaries granted to employees during the last financial year by salary level (Table 11.4) and race, gender and disability (Table 11.5).

TABLE - 11.4 - Bursaries granted by salary level, 1 April 2000 to 31 March 2001

	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total	Cost (R'000)	Per capita cost
Levels 1-2	0	85	0%	0	0
Levels 3-5	13	141	9,2%	R 39 554	R 3 042,61
Levels 6-8	5	178	3%	R 14 610	R 2 922,00
Levels 9-12	3	153	2%	R 27 800	R 9 266,67
Levels 13-14	0	40	0%	0	0
Levels 15-16	0	4	0%	0	0
Total	21	601	4%	R 81 964	R 3 903,05

TABLE 11.5 - Bursaries granted by race, gender and disability, 1 April 2001 to 31 March 2002

	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total	Cost (R'000)	Per capita cost
African					
Male	5	135	4%	R 20 824	R 4 164,80
Female	7	206	3%	R 21 340	R 1 778,33

Indian					
Male	1	10	10%	R 15 000	R 15 000,00
Female	0	10	0%	0	0
Coloured					
Male	2	15	13%	R 6 980	R 3490,00
Female	0	5	0%	0	0
White					
Male	1	54	2%	R 2 640	R 2 640,00
Female	5	156	3%	R 15 180	R 3 036,00
Employees with a disability	0	10	0%		
Total	21	601	4%	R 81 964	R 3 903,05

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Annual Financial Statements
31 March 2001
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MANAGEMENT REPORT FOR THE YEAR ENDED 31 MARCH
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Report by the Accounting Officer to the Executive Authority and Parliament of the Republic of South Africa.

1 General Review Of The State Of Financial Affairs

A budget of R7 482,413 million was originally voted for the Department for the 2000/01 financial year. Of this amount, sums of R6 570,497 million and R443,5 million were allocated to subsidise higher education institutions and the National Student Financial Aid Scheme (NSFAS) respectively. During May 2000, an additional amount of R31,295 million was allocated to the Department for the implementation of life skills programmes as a preventative measure against HIV/AIDS. The Department's budget was increased to R7 513,708 million in the supplementary budget tabled in Parliament on 14 June 2000.

Division of the allocation for 2000/01 in R'000:

	Main budget	Adjustments Estimate
Department of Education	176 977	205 569
Higher education institutions	6 570 497	6 655 497
National Student Financial Aid Scheme	443 500	443 500
Conditional grant for financial management and quality enhancement in education	272 000	278 455
Conditional grant for HIV/AIDS project	31 295	31 295
Subsidies to public entities in education	10 664	11 663
Earmarked funds for provincial education departments	8 775	52 415
Total Allocation	7 513 708	7 678 394

The Department continued to manage conditional grants, earmarked funds, and donor funds. Earmarked funds rolled over to the 2000/01 financial year for provincial education departments were as follows (in R'000):

Youth and Community Colleges	8 183
Learner Support Materials	13 214
Backlog in Classrooms	12 500
National Schools Building Programme	9 743

Total	43 640
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The Department received approximately R210 million in donations from foreign and local donors in the 2000/01 financial year.

The total expenditure for the 2000/01 financial year amounted to R7 557,954 million. The surplus on the Vote for the 2000/01 financial year amounts to R120,440 million and is made up as follows (in R'000):

Personnel expenditure	14 394
Departmental operational costs	15 281
Subsidies to higher education institutions	26 727
Earmarked funds: Financial management and quality enhancement	26 698
Earmarked funds: HIV/AIDS	2 613
Funds earmarked for provinces:	
Youth and Community Colleges	2 873
Backlog in Classrooms	11 826
National Schools Building Programme	9 743
Learner Support Materials	10 285
Total surplus	120 440

The total expenditure of R7 557,954 million represents a spending rate of 98,4%.

The budget reconciliation for 2000/01 vs 1999/2000 is as follows (in R'000):

	CURRENT YEAR 2000/01	PREVIOUS YEAR 1999/00
Amount appropriated, excluding rollover	7 513 708	7 025 654
Plus: Improvement of conditions of service		2 302
Plus: Adjustments estimate	164 686	196 304
Rollover from previous year	73 186	190 654
Additional funds	93 569	5 500
Funds released from other votes		150
Less: Suspensions included in adjustments estimate	(2 069)	
Total amount appropriated	7 678 394	7 224 260
Less: Total expenditure: Authorised programmes	7 557 954	7 111 602
Surplus per appropriation account	120 440	112 658
Amounts surrendered	120 440	112 658
Less: Rolled over/carried forward	12 350	73 186
Amount not utilised	108 090	39 472
Amount not utilised as percentage of total appropriation	1,41%	0,55%
Amount not utilised as percentage of adjustments estimate	65,63%	20,11%

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

2 Services rendered by the Department

2.1 Tariff policy

2.1.1 Tariffs for the services rendered by the National Technical Examinations were as follows:

Entrance fees for examinations	Tariff
(a) (i) Senior Certificate	No fees
(ii) Other fields of study, such as the engineering field of study (N1 to N3), business field of study (N1 to N3), general field of study, National Senior Certificate (NSC) and the National Intermediate Certificate(NIC)	R11 per subject

(b) Higher than senior certificate	R18 per subject
(c) Exemption: Hair Salon Practice N1 to N3	R15

Application for remarking of examination scripts

For all standards and grades	R48 per subject
------------------------------	-----------------

Application for certificates

(a) For a certificate that a candidate complied with the minimum requirements to pass the point of withdrawal	R7 R2 per subject (with a maximum of R7 per candidate)
(b) For a certificate that a candidate complied with the minimum requirements to pass in a subject. Candidates for the senior certificate who paid no entrance fees, also paid no fee for the certificate.	
(c) For a certificate that a candidate complied with the minimum requirements to pass the point of withdrawal, where the certificate was issued to replace previous certificates of subjects passed, as well as an administration fee of R2 for each such certificates of subjects passed and which could not be handed in for cancellation.	R5 R5
(d) For a duplicate certificate	

Other

(a) Application for controlling of marks	R6 per subject
(b) Declaration for replacement of a certificate (not issued by SAFCERT)	R5
(c) Re-issued statement of symbols (results)	R6 per examination
(d) Transfer of examination entry	
(e) Changes/amendments to certificates (not issued by SAFCERT)	R10 per subject entry
(f) Exemption/recognition of subjects passed with other examining bodies	R5
<input type="checkbox"/> Up to and including grade 12	
<input type="checkbox"/> Higher than grade 12	R6 per subject
(g) Postage	R12 per subject
<input type="checkbox"/> Local and neighbouring countries	
<input type="checkbox"/> Overseas	R10
(h) Examination papers and memoranda - only applicable to examining bodies which supplied syllabuses to other examining bodies	R30 10 cents per sheet
(i) Syllabuses - only applicable to examining bodies which supplied syllabuses to other examining bodies or candidates	10 cents per sheet
(j) Application for additional time and/or assistance	R30 per application

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

Annual membership fees:

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

Penalty fees

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

Compensation for loss or damage of media items

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

2.2 Free services

None

3 Public entities

The following public entities report to the Minister responsible for Education:

Certification Council for Technikon Education (SERTEC)

SERTEC was established in terms of Section 2 of the Certification Council for Technikon Education Act of 1986 to undertake responsibilities related to the award of technikon certificates. This public entity is self-funded and does not benefit from government transfers. Revenue comprises fees charged for issuing certificates and interest on investments.

South African Certification Council (SAFCERT)

SAFCERT was established in terms of the South African Certification Council Act of 1986 as amended by the Education Laws Amendment Act of 1999. The Council is primarily responsible for issuing certificates to candidates who have successfully completed school or technical college education. It ensures that such certificates represent consistent standards of education and of examination. The public entity is self-funded and does not benefit from government subsidies or transfers. Revenue comprises fees charged for issuing certificates and interest on investments.

South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act of 1995. It is actively overseeing the development and implementation of the National Qualifications Framework. As part of its functions it will focus on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. An amount of R6 million was transferred to SAQA during 2000/01. Other revenue comprises donor funds received, fees charged for processing private higher education institutions' applications and interest on investments.

Council on Higher Education (CHE)

The CHE was established in terms of the Higher Education Act of 1997. It is responsible for advising the Minister on higher education matters, in particular the new funding arrangement, language policy and the appropriate shape and size of the higher education system. The CHE is also responsible for designing and implementing a system for quality assurance in higher education, as well as establishing the Higher Education Quality Committee. It promotes access of students to higher education, publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. An amount of R4,663 million was transferred to the CHE during 2000/01. Other revenue comprises donor funds received and interest on investments.

National Student Financial Aid Scheme (NSFAS)

The NSFAS was established in terms of the National Student Financial Aid Scheme Act of 1999. It is responsible for allocating loans and bursaries to eligible students in public higher education, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid. An amount of R443,5 million was transferred to the NSFAS in 2000/01. Other revenue comprises donor funds received, money repayable on study loans and interest on investments.

South African Council for Educators (SACE)

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

4 Risk management and fraud prevention

The Internal Audit component has implemented programmes to audit the Department under the direction and control of the Internal Audit Committee. The function of the Internal Audit component is to ensure effective, efficient and transparent systems of financial and risk management and internal control. Special investigations and regularity audits have been performed.

Managers are responsible for risk management associated with their components. Deviations are reported to senior management and failure to implement corrective measures is regarded as misconduct. A fraud prevention plan has been put in place, but is at present being revised.

5 Discontinued activities/activities to be discontinued

None

6 New/proposed new activities

6.1 During the 2000/01 financial year the Department commenced with the HIV/AIDS programme, which was a new activity for the Department. The overall goal of the HIV/AIDS programme is to ensure access to an appropriate and effective integrated system of prevention as well as care and support for children infected and affected by HIV/AIDS. This programme is a joint effort between three departments namely, Health, Social Development and Education. Each Department received individual allocations for this grant. The Department of Education is responsible for the implementation of life skills programmes and HIV/AIDS education in primary and secondary schools.

This is a conditional grant to the provincial education departments and affected the Department's operations to the extent that the grant had to be managed by the Department.

The following amounts were allocated to education for the implementation of HIV/AIDS life skills programmes (in R'000):

	2000/01	2001/02
Earmarked funds: National Department (management)	4 365	5 200
Conditional grant: Provincial education departments	26 930	63 500
Total allocation	31 295	68 700

6.2 In terms of the Constitution and the Higher Education Act, 1997 (Act No. 101 of 1997) teacher education was incorporated into the higher education system as from 1 January 2001. The funding for teacher education will consequently form part of the subsidies to higher education institutions in future. It was previously a function performed at provincial level.

6.3 During the 2001/02 financial year, the following new activities will be implemented:

- (a) Early Childhood Development (ECD) - Grade R
- (b) Infrastructure: Rural Schools Building Project
- (c) Poverty relief: National Ikhwelo Project

(a) Early Childhood Development

The purpose of this programme will be the further development and testing of systems and models of new policy implementation so that all children, and particularly the poor, have access to an accredited Reception Year programme. This programme is designed to extend ECD services to the poor through the provision of a quality Reception Year programme at 4,500 selected, registered ECD sites, impacting on 135 000 learners in year one. Particular attention will be paid to ensuring that the areas identified for the Urban Renewal and the integrated sustainable Rural Development strategy are included. One of the aims of this project is to enhance provincial capacities to support ECD initiatives.

This is a conditional grant to the provincial education departments and it will affect the Department's operations to the extent that the grant will be managed by the Department.

The following amounts were allocated to education for ECD in 2001/02 (in R'000):

Earmarked funds: National Department (management)	9 000
Conditional Grant: Provincial education departments	21 000
Total allocation	30 000

(b) Infrastructure: Rural Schools Building Project

The project is aimed at establishing nine pilot schools, one in each province during this financial year. An allocation for 2002/03 will allow for a period of evaluation and the extrapolation of lessons from the pilot

schools. The location of sites and the distribution amongst provinces of the next 18 schools will be based on criteria and discussions with provinces to ensure that these are located in areas of greatest need. The building of 18 rural schools will also be initiated in the 2002/03 financial year. The 18 rural schools will be completed in the 2003/04 financial year.

These funds are earmarked and are for the benefit of the provincial education departments. They will affect the Department's operations to the extent that the project will be managed by the Department.

The following amounts are allocated to the Department (in R'000):

	2001/02	2002/03	2003/04
Total allocation	48 000	34 000	64 000

(c) Poverty relief: National Ikhwelo Project

This project is an expansion of the Department of Education's Agriculture and SMME pilot involving 5 000 adult learners across all nine provinces. The project is mainly focused on adult learners acquiring the knowledge, skills and values to run successful businesses of their choice.

The funds allocated for the 2001/02 financial year will allow for the expansion of the project in both the Eastern Cape and Northern Province and for the replication of the Ikhwelo pilot project in other provinces. These funds are earmarked and are for the benefit of the provincial education departments. They will affect the Department's operations to the extent that the project will be managed by the Department.

The following amounts are allocated to the Department (in R'000):

	2001/02	2002/03	2003/04
Total allocation	25 000	40 000	50 000

7 Events after the accounting date

None

Approval

The attached annual financial statements set out on pages 84 to 102 have been approved by the Accounting Officer.

MR T D MSELEKU

DIRECTOR-GENERAL: EDUCATION

PRETORIA, 31/05/2001

DEPARTMENT OF EDUCATION

REPORT OF THE AUDITOR-GENERAL ON THE FINANCIAL STATEMENTS for the year ended 31 MARCH 2001

1 AUDIT ASSIGNMENT

The financial statements as set out on pages [84] to [102], for the year ended 31 March 2001, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements and the compliance with relevant laws and regulations, applicable to financial matters, based on the audit.

2 REGULARITY AUDIT

2.1 Nature and scope

2.1.1 Financial audit

The audit was conducted in accordance with generally accepted government auditing standards which incorporate generally accepted auditing standards. These standards require the audit to be planned and performed to obtain reasonable assurance that the financial statements are free of material misstatement. An audit includes:

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

Due to the nature of the prescribed accounting practice, the audit was performed within a financial reporting framework which does not at this stage necessarily result in a fair presentation of the results of operations, financial position and cash flows for any financial period.

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

2.1.2 Compliance audit

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

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

2.2 Audit opinion

2.2.1 Financial audit

In my opinion, the financial statements fairly present, in all material respects, the financial position of the department at 31 March 2001 and the results of its operations and cash flows for the year then ended in accordance with prescribed accounting practice and in the manner required by the relevant act.

2.2.2 Compliance audit

Based on the work performed, nothing has come to my attention that causes me to believe that material non-compliance with laws and regulations, applicable to financial matters, has occurred.

3 EMPHASIS OF MATTER

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

3.1 Performance audit

During the year under review a performance audit on the appointment and use of consultants was conducted at the department. This audit formed part of a transversal audit at national and provincial level. The results will be included in the special report on the transversal audit of the appointment and utilisation of consultants at national and provincial level.

3.2 Financial management

The department is in the process of advertising the position of chief financial officer. At the time of compiling this report an acting chief financial officer was in office.

3.3 Internal audit department and audit committees

3.3.1 Internal audit

During March 2000 the internal audit plan was submitted to the audit committee for consideration and approval. The audit committee ruled the information on the internal audit plan as insufficient. An amended audit plan has never been presented to the audit committee.

Furthermore, external audit could only place limited reliance on the work of the internal audit department due to lack of compliance with professional standards as set by the Institute of Internal Auditors. Consequently we were unable to satisfy ourselves about the adequacy of work done at all stages of the audit.

3.4 Special audit investigation at six universities

With reference to paragraph 3.4 on page 3 of the previous report [RP 119/2000], four of the six universities have set implementation strategies in motion to address the specific problems. Good progress has been made at the Medical University of Southern Africa and the Universities of Zululand, Fort Hare and North West with implementing the strategies developed.

At the Universities of the North and Transkei administrators have been appointed to manage and govern the institutions and to help resolve problems.

4 GENERAL

Audits at the provinces

This report does not include the audit findings at the Provincial Departments of Education, detail of which appear in the separate reports to the provincial legislatures.

5 APPRECIATION

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

S.A. FAKIE,

Auditor-General.

Pretoria, 26/07/2001

STATEMENT OF ACCOUNTING POLICIES AND RELATED

MATTERS for the year ended 31 MARCH 2001

1 Basis of accounting

The financial statements have been, unless otherwise indicated, prepared on the historical cost basis in accordance with the following policies which have been applied consistently in all material respects.

1.1 Underlying assumptions

The financial statements have been prepared on the cash basis of accounting except where stated otherwise. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid. This basis of accounting measures financial results for a period as the difference between cash receipts and cash payments. Reliance is placed on the fact that the Department is a going concern. 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 No. 1 of 1999 (as amended by Act No. 29 of 1999) and the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act.

1.2 Revenue

Revenue of the State and/or departmental receipts are paid over to the South African Revenue Services. Unspent voted funds are surrendered to the National Revenue Fund.

1.3 Expenditure

The income statement includes both current and capital expenditure. Unauthorised expenditure is not accounted for as expenditure until such expenditure is either authorised by Parliament, recovered from a third party, or funded from the following year's appropriation.

1.4 Assets

Physical assets (fixed assets, moveable assets and inventories) are written off in full when they are paid for and are accounted for as expenditure in the income statement. The balance sheet therefore, excludes physical assets unless stated otherwise.

1.5 Receivables and payables

Receivables and payables are not normally recognised under the cash basis of accounting. However, receivables and payables included in the balance sheet arise from cash payments which are recoverable and cash receipts which are due to either the National Revenue Fund or another party.

2 Comparative figures

The comparative figures shown in these financial statements are limited to the figures shown in the previous year's audited financial statements and such other comparative figures that the Department may reasonably have available for reporting in terms of the Public Finance Management Act.

3 Unauthorised, irregular, and fruitless and wasteful expenditure

Unauthorised, irregular, and fruitless and wasteful expenditure is treated as a current asset in the balance sheet until such expenditure is either recovered, authorised by Parliament, or set off against future voted funds.

4 Debt write-off policy

No debts were written off during the financial year.

INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(Statement of Financial Performance)
(All figures are in R'000 unless otherwise indicated)

1999/2000		2000/01		Variance under/ (over) collection
Actual	Note	Actual	Voted amount	
INCOME				
7 224 260		7 678 394	7 678 394	
7 069	1	7 520		7 520
7 231 329		7 685 914	7 678 394	7 520
EXPENDITURE				
7 111 602		7 557 954	7 678 394	120 440
119 727		127 960	0	127 960
NET SURPLUS FOR THE YEAR				
7 069	2	7 520		
112 658		120 440		
119 727		127 960		
EXPENDITURE PER PROGRAMME				
43 855	3	44 403	51 187	6 784
23 307		27 258	28 291	1 033
395 637		357 207	412 561	55 354
6 619 642		7 084 982	7 114 122	29 140
29 161		44 104	72 233	28 129
7 111 602		7 557 954	7 678 394	120 440
EXPENDITURE PER STANDARD ITEM				
91 540	4	94 710	109 104	14 394
36 236	5	43 659	46 340	2 681

15 227	Inventory		19 710	9 019	(10 691)
7 895	Equipment	6	8 697	10 303	1 606
	0 Land and buildings		0	0	0
37 609	Professional and special services	7	58 030	108 083	50 053
6 922 001	Transfer payments	8	7 332 600	7 394 088	61 488
1 094	Miscellaneous	9	548	1 457	909
7 111 602			7 557 954	7 678 394	120 440

ECONOMIC CLASSIFICATION OF EXPENDITURE		2000/01 Actual	% of total
3 447	Capital expenditure	4 342	0.06%
186 155	Current expenditure	221 013	2.92%
236 660	Capital transfers	210 945	2.79%
6 685 340	Current transfers	7 121 654	94.23%
7 111 602	Total	7 557 954	100.00%

NOTES TO THE INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(All figures in R'000 unless otherwise indicated)

1 Other receipts

Description	Actual	Voted amount	Variance Over/(under) collected
Donations received	1 237		1 237
Examination fees	344	340	4
Interest on Government loans to higher education institutions	5 369	850	4 519
Other: Interest received	79	75	4
Membership and other fees: Film Library	85	85	0
Recovery previous financial year	271	20	251
Other receipts	135	130	5
Total	7 520	1 500	6 020

1.1 Gifts, donations and sponsorships received

Received from	Purpose	Actual
Old Mutual	Teacher Awards	400
Omni Media Corporation	Teacher Awards	300
Multi Choice	Teacher Awards	300
Transnet	Teacher Awards	148
Billiton Community Development Trust	Teacher Awards	50
Woolworths	Teacher Awards	35

South African Development Community	Essay Awards	4				
		1 237				

1.2 Gifts, donations and sponsorships received in kind
excluding RDP funds (value not included above)

Received from	Purpose	Value				
Open Society Foundation	Feeder School Project	150				
Other	Various study tours, etc.	1 224				
Total		1 374				

2 Income transferable to the National Revenue Fund

Description	Actual				
Transfers i.r.o. previous financial year (1999/2000)	<u>153</u>				
Transfers i.r.o. current financial year (2000/2001)	7 492				
Current financial year transfers outstanding (2000/2001)	28				
Total	7 520				

3 Expenditure per programme and explanation of material
differences

Programme 1: Administration

Sub programme: Minister

Sub programme: Deputy Minister

Sub programme: Management

Sub programme: Corporate services

Actual	Voted	Variance
44 403	51 187	6 784
598	604	6
413	486	73
14 057	12 477	(1 580)
29 335	37 620	8 285

Programme 2: Systems and planning

Sub programme: Education planning

Sub programme: Systems and co-ordination

Sub programme: Communication

27 258	28 291	1 033
5 276	6 077	801
17 314	17 274	(40)
4 668	4 940	272

NOTES TO THE INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001
(continued)

(All figures in R'000 unless otherwise indicated)

Programme 3: General and further education and training

Sub programme: General education and training

Sub programme: Further education and training

Sub programme: National Institute for Life-Long Learning

development (NILLD) and quality assurance

Sub programme: General and further education and training

development support

357 207	412 561	55 354
64 734	67 216	2 482
47 669	59 532	11 863
18 558	22 938	4 380
226 246	262 875	36 629

Programme 4: Higher Education

Sub programme: Planning and management

Sub programme: Policy and development support

7 084 982	7 114 122	29 140
7 081 778	7 109 676	27 898
3 204	4 446	1 242

Programme 5: Auxiliary and Associated Services	44 104	72 233	28 129
Sub programme: Education human resources management	3 124	3 880	756
Sub programme: Education human resources development and equity	16 610	28 398	11 788
Sub programme: Government motor transport	513	461	(52)
Sub programme: Education Department's Support Unit (EDSU)	23 857	39 494	15 637

Explanation of material differences

Programme 1: Administration

Under-expenditure is mainly due to:

- The high personnel turnover in the Department.
- The appointment of fewer commissions and committees than originally anticipated.
- A delay in the delivering of accounts for printing works.

Programme 2: Systems and planning

Under-expenditure is mainly due to:

- The high personnel turnover in the Department.
- Fewer legal services were contracted out to the Department of Justice than anticipated.
- The SADC Ministers' Consultative Workshop which did not take place in February 2001, as planned.

Programme 5: Auxiliary and Associated Services

Under-expenditure is mainly due to:

- The high personnel turnover in the Department and the concomitant lack of capacity.
- Large savings on the unit cost of printing of school management teams materials, due to economies of scale.

- Some delays in provincial support projects for Financial Management and Quality Enhancement due to provincial restructuring programmes.

NOTES TO THE INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(continued)

(All figures in R'000 unless otherwise indicated)

4 Personnel expenditure

Description	Actual					
Departmental salaries and allowances	75 384					
Rumeration of moderators and examiners in respect of technical examinations	19 326					
Total	94 710					

5 Administrative expenditure

Description	Actual					
Gifts, donations and sponsorships made in kind	3					
Subsistence and transport cost of committee members	1 019					
Other	42 637					
Total	43 659					

5.1 Gifts, donations and sponsorships made in kind

Made to	Purpose	Actual				
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Choir of Dr W F Nkomo High School	Opening of ADEA Biennial conference	2				
Danish Minister for Development Co-operation, Minister of Culture and Higher Education from the Islamic Republic of Iran, Ministers of the Netherlands, Mozambique and Palestine, Netherlands Deputy Minister and Minister of Economic Affairs, Swedish Minister of Education and Science and Minister of Education from Denmark	Official visits	1				
Total		3				

5.2 Subsistence and transport cost of committee members

Description	Actual				
Ministerial Project Committee for Curriculum 2005	1 019				
Total	1 019				

6 Equipment

Description	Actual				
Current	4 355				
Capital	4 342				
Total	8 697				

7 Professional and special services

	Actual				
Bureau costs, maintenance, upgrading and data processing of					
computer systems. e.g. examination system	4 941				
Audit fees	1 220				
Rumeration of committee members	325				
Consultants	46 279				

Rumeration: Other	3 870				
Other	1 395				
Total	58 030				

7.1 Rumeration of committee members

Description	Actual				
Ministerial Project Committee for Curriculum 2005	325				
Total	325				

8 Transfer payments

Transferee	Purpose	Actual	Adjusted Estimate	Variance Over Over/(under) expenditure
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8.1 Conditional grants

Provincial education departments

Eastern Cape	Financial Management and Quality Enhancement	38 854	38 854	
Free State	Financial Management and Quality Enhancement	12 096	12 096	
Gauteng	Financial Management and Quality Enhancement	23 616	23 616	
KwaZulu-Natal	Financial Management and Quality Enhancement	45 765	45 765	
Mpumalanga	Financial Management and Quality Enhancement	14 016	14 016	
Northern Cape	Financial Management and Quality Enhancement	3 648	3 648	

Northern Province	Financial Management and Quality Enhancement	33 477	33 477		
North West	Financial Management and Quality Enhancement	15 360	15 360		
Western Cape	Financial Management and Quality Enhancement	15 168	15 168		
		202 000	202 000		
Eastern Cape	HIV/AIDS	4 572	4 572		
Free State	HIV/AIDS	2 297	2 297		
Gauteng	HIV/AIDS	2 296	2 296		
KwaZulu-Natal	HIV/AIDS	4 617	4 617		
Mpumalanga	HIV/AIDS	2 473	2 473		
Northern Cape	HIV/AIDS	1 467	1 467		
Northern Province	HIV/AIDS	4 572	4 572		
North West	HIV/AIDS	2 339	2 339		
Western Cape	HIV/AIDS	2 297	2 297		
		26 930	26 930		

NOTES TO THE INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(continued)

(All figures in R'000 unless otherwise indicated)

8.2 Agency payments

Actual	Adjusted	Variance
	Estimate	Over/(under)
		expenditure

Provincial education departments

Northern Province	Backlog in Classrooms	674	12 500	11 826
Northern Cape	Learner Support Materials		9	9
Eastern Cape	Learner Support Materials		9 362	9 362
Free State	Learner Support Materials	547	1 103	556
North West	Learner Support Materials	2 382	2 740	358
Eastern Cape	Youth and Community Colleges	949	1 711	762
KwaZulu-Natal	Youth and Community Colleges	3 156	3 156	
Mpumalanga	Youth and Community Colleges	4 935	4 935	
Northern Cape	Youth and Community Colleges	2 832	2 848	16
Northern Province	Youth and Community Colleges	952	2 991	2 039
North West	Youth and Community Colleges	1 261	1 317	56
Mpumalanga	National Schools Building Programme		8 544	8 544
Northern Province	National Schools Building Programme		1 199	1 199
Western Cape	Financial Management and Quality Enhancement	2 049	2 082	33

8.3 Other transfers

Council on Higher Education (CHE)	Subsidies	4 663	4 663	
Fulbright Commission	Subsidies	1 000	1 000	
National Student Financial Aid Scheme (NSFAS)	Subsidies	443 496	443 500	4
South African Qualifications Authority (SAQA)	Subsidies	6 000	6 000	
Higher education institutions	Subsidies to universities and technikons	6 628 774	6 655 497	26 723

South African Certification Council (SAFCERT)			1	1
Total		7 332 600	7 394 088	61 488

8.4 Written assurance has been obtained from all the entities in respect of the implementation of effective, efficient and transparent financial management and internal control systems in terms of Section 38 (1) (j) of the Public Finance Management Act.

9 Miscellaneous	Actual
Stabilisation fund	547
Remissions, refunds and payments made as an act of grace	1
Total	548

9.1 Remissions, refunds and payments made as an act of grace

Beneficiary	Reason for payment	Amount in Rand
J B Sadiki	Loss of personal items on official duty	847
Total		847

10 Receipts from other departments

Name of department	Nature of receipt	Amount
Arts, Culture, Science and Technology	Salary claim and garnishing order	10
Department of Agriculture	Salary claim	4
Department of Trade and Industry	Salary claim	10

Gauteng Department of Education	Salary claim	1				
Justice	Salary claim	26				
KwaZulu-Natal Department of Education	Claim for agency services	484				
Mpumalanga Department of Education	Claim for agency services	93				
Mpumalanga Department of Education	Salary claim	2				
National Treasury	Debt recovery (pension)	72				
National Treasury	Salary claim	4				
National Treasury	Exchequer drawings	7 678				
National Treasury	Foreign Aid Assistance	394				
	DANCED	84				
	Netherlands	15 403				
	European Union	36 822				
	European Community	14 923				
Northern Cape Department of Education	Claim for agency services	52				
Northern Cape Department of Education	Swedish grant for support	7 113				
Western Cape Department of Education	Refund of GG payments	4				
Total		7 753				
		501				

NOTES TO THE INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(continued)

(All figures in R'000 unless otherwise indicated)

11 Payments to other departments

Name of department	Nature of payment	Amount
Correctional Services	Display cabinet and frame	2
Department of Labour	Unemployment Insurance Fund	12
Department of Transport	Taxi services	10
Eastern Cape Department of Education	EU sector support programme	17 182
Eastern Cape Department of Education	Financial Management and Quality Enhancement	38 854
Eastern Cape Department of Education	Youth and Community Colleges	949
Eastern Cape Department of Education	Conditional grant: HIV/AIDS	4 572
Free State Department of Education	Financial Management and Quality Enhancement	12 096
Free State Department of Education	Learner support materials	547
Free State Department of Education	Conditional grant: HIV/AIDS	2 297
Free State Department of Education	HIV/AIDS: Co-ordinators' salaries	13
Gauteng Department of Education	Financial Management and Quality Enhancement	23 616
Gauteng Department of Education	Conditional grant: HIV/AIDS	2 296
Gauteng Department of Education	Re-issue of warrant voucher	3
Gauteng Department of Education	HIV/AIDS: Co-ordinators' salaries	112
Gauteng Province	GG Transport	828
Government Printing Works	Printing, Publications and Stationary	27 491
Justice	Payments to State Attorney	359
KwaZulu-Natal Department of Education	Conditional grant: HIV/AIDS	4 617
KwaZulu-Natal Department of Education	Financial Management and Quality	

	Enhancement	45 765
KwaZulu-Natal Department of Education	Youth and Community Colleges	3 156
Mpumalanga Department of Education	Financial Management and Quality	
	Enhancement	14 016
Mpumalanga Department of Education	Conditional grant: HIV/AIDS	2 473
Mpumalanga Department of Education	Youth and Community Colleges	4 935
Mpumalanga Department of Education	Claim for agency services for examinations	12
Mpumalanga Department of Education	HIV/AIDS: Co-ordinators' salaries	71
National Treasury	Pensions	11 553
National Treasury	Surrendering of surplus funds	112 658
National Treasury	Foreign Aid Assistance	
	DANCED	84
	European Union	8 670
National Treasury	Surrendering of unspent RDP funds	3 636
North West Department of Education	Financial Management and Quality	
	Enhancement	15 360
North West Department of Education	Learner support materials	2 382
North West Department of Education	Youth and Community Colleges	1 261
North West Department of Education	Conditional grant: HIV/AIDS	2 339
North West Department of Education	HIV/AIDS: Co-ordinators' salaries	185
Northern Cape Department of Education	Swedish grant	7 113
Northern Cape Department of Education	Financial Management and Quality	
	Enhancement	3 648
Northern Cape Department of Education	Youth and Community Colleges	2 833

Northern Cape Department of Education	SYSTEM	143				
Northern Cape Department of Education	Conditional grant: HIV/AIDS	1 467				
Northern Province Department of Education	Financial Management and Quality Enhancement	33 477				
Northern Province Department of Education	SYSTEM	59				
Northern Province Department of Education	Backlog in Classrooms	674				
Northern Province Department of Education	Youth and Community Colleges	952				
Northern Province Department of Education	Conditional grant: HIV/AIDS	4 572				
South African Revenue Services	Income Tax	17 633				
South African Revenue Services	Revenue received	7 492				
Water Affairs	Workshop facilities	3				
Water Affairs	Salary claim	3				
Western Cape Department of Education	Financial Management and Quality Enhancement	17 216				
Western Cape Department of Education	Conditional grant: HIV/AIDS	2 297				
Western Cape Province	GG Transport	358				
Total		464 352				

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(All figures in R'000)

CASH FLOWS FROM OPERATING ACTIVITIES		Note	
Net cash flow from operating activities excluding capital items	1		132 302
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of plant and equipment	2		(4 342)
Net cash flows operating and investing activities			127 960
CASH FLOWS FROM FINANCING ACTIVITIES			
Movements on receivables, prepayments, advances, payables and provisions	3		(151 650)
Net increase/(decrease) in cash and cash equivalents			(23 690)
Cash and cash equivalents at beginning of period	4		471
Cash and cash equivalents at end of period	5		(23 219)

NOTES TO THE CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

(All figures in R'000)

	Amount
1 Net cash flow from operating activities excluding capital items	132 302
Net surplus as per Income statement	127 960
Purchase of capital items	4 342
2 Purchase of financial instruments	(4 342)
3 Movements on receivables, prepayments advances, payables and provisions	(151 650)
Revenue surrendered i.r.o. prior financial year	(152)
Revenue surrendered i.r.o. current financial year	(7 492)
Voted funds surrendered i.r.o. prior financial year	(112 658)
Payables	(8 692)
Receivables	(9 885)
Advances	(12 771)
Net funds required to finance receivables and payables	(151 650)
4 Cash and cash equivalents beginning of period	471
Paymaster General Account	466
Cash on hand	5
5 Cash and cash equivalents end of period	(23 219)
Paymaster General Account	(23 224)
Cash on hand	5

BALANCE SHEET AT 31 MARCH 2001

(Statement of Financial Position)

(all figures in R'000)

1999/2000			2000/2001
	ASSETS	Note	
128 967	Current assets		151 152
35 441	Unauthorised, irregular, fruitless and wasteful expenditure	1	35 441
471	Cash and cash equivalents	2	
92 859	Receivables	3	102 745
196	Prepayments and advances	4	12 966
128 967	Total assets		151 152
	LIABILITIES		
128 967	Current liabilities		151 152
152	Revenue to be surrendered		28
112 658	Voted funds to be surrendered		120 440
	- Paymaster General Account (PMG)	2	23 219
16 157	Payables	5	7 465
128 967	Total liabilities		151 152

NOTES TO THE BALANCE SHEET AT 31 MARCH 2001

(all figures in R'000)

ASSETS

1	Unauthorised, irregular and fruitless and wasteful expenditure		
1.1	Unauthorised expenditure in respect of previous financial years not yet approved		
	Year disallowed	Incident	Amount
	1996/97	Educational programmes for TV and radio	8 626
	1997/98	Educational programmes for TV and radio	25 965
	1998/99	License fees for education technology	850
	Total		35 441
2	Cash and cash equivalents		
	466 Paymaster General Account (PMG)		- 23 224
	5 Cash on hand		5
	471 Total		- 23 219
2.1	Paymaster General Account		
	67 825 Balance as per National Accounting Office		106 762
	459 Add: Outstanding deposits		354
	68 284 Sub total		107 116
	67 818 Deduct:		130 340
	0 Claims payable: National Treasury		0
	28 717 Orders payable		568
	- 149 PMG adjustment account		0
	0 Electronic funds payable		0
	39 250 ACB control account		129 772
	466 Balance above		- 23 224
3	Receivables - current		Amount
	Staff debts		59
	Other loans and debts		102 686
	Total		102 745
3.1	Age analysis		Amount
	Less than one year		7 141
	One to two years		117
	More than two years		95 487
	Total		102 745

3.2	Included above are the following amounts due by provincial education departments:		Amount
	Eastern Cape		1 815
	Free State		484
	Gauteng		92 882
	KwaZulu-Natal		638
	Mpumalanga		261
	North West		579
	Northern Cape		368
	Northern Province		2 132
	Western Cape		779
	Total		99 938

3.3	Included above are the following amounts due by national departments:		Amount
	Health		23
	Public Works		40
	Public Service and Administration		30
	National Treasury		28
	South African Revenue Services		1 555
	Total		1 676

4	Prepayments and advances		
	Nature of prepayments/advances	Amount	
	Advances for subsistence and transport for staff members		103
	Standing advances for parliamentary services		72
	Advances paid to Eastern Cape Education		
	Department in respect of EU donation		12 791
	Total		12 966

LIABILITIES

5	Payables - current		
	Description	Amount	
	Donations		
	DANCED		19
	European Union		4 544
	Netherlands		1 843
	USAID		133
	Income Tax deducted from salaries		190
	Pension deducted from salaries		19
	Persal control accounts		73
	UNESCO National Commission		644
	Total		7 465

5.1 Included in payables above are the following amounts due to departments:

Name of department	Amount
Eastern Cape Department of Education	1 481
National Treasury: Pension deduction	19
South African Revenue Services: Tax deduction	190
Total	1 690

6 Contingent liabilities

Liable to	Nature of contingent liability	Amount
Financial institutions	Financial guarantees for capital projects at higher education institutions	1 027 272
	Guarantees: housing loans for officials	1 682
	Guarantees: motor finance scheme for senior officials	570
Total		1 029 524

STATEMENT OF FOREIGN AID ASSISTANCE RECEIVED FOR THE YEAR ENDED 31 MARCH 2001

(All figures are in R'000)

DONATION RECEIVED IN CASH

Source of funds	Intended use	Amount received	Amount spent	Balance unspent/(over spent)
DANCED	National Environmental Education Programme	208	65	143
European Union	South African Qualifications Authority (SAQA)	14 923	14 923	
European Union	National Student Financial Aid Scheme (NSFAS)	26 550	26 470	80
European Union	Implementation of SA Schools Act	7 367	1 503	5 864
European Union	Eastern Cape Schools Reconstruction	29 293	14 706	14 587
European Union	Library books: higher education institutions	4 812	1 749	3 063
Netherlands Government	Teacher Resource Materials	14 660	14 660	
Netherlands Government	Sectoral Budget Support Programme	27 986	13 462	14 524
Netherlands Government	School Reconstruction Project in Northern Province	10 503		10 503
USAID	School Improvement	71	46	25

USAID	HIV/AIDS Emergency Guidelines for Educators	1 636	1 527	109
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Total		138 009	89 111	48 898
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VALUE RECEIVED IN KIND

Source of foreign aid	Intended use	Value	*
CANADA	South African Teacher Development Project in FS, GT & MP	113	(l)
CIDA	CSAEMP in GT, MP & FS	149	(m)
CIDA (CSAEMP)	Education management development & mainstreaming of gender in education in GP, MP & FS	1 578	(n)
CIDA	Survey of needs in MP	750	(o)
DENMARK	ELSEN in KZN, NW & WC	13 000	(p)
DFID	1) Survey of needs in EC, 2) Quality assurance, 3) Private higher education institutions	2 301	(q)
European Union	Consists of three main areas of support i.e. Adult Basic Education and Training, Early Childhood Development and Development Support	16 778	(r)
Finland	Enhancement of the quality of educators in higher education, technology enhanced learning and Learners with Special Education Needs in MP & NC.	4 206	(s)
Netherlands	Sectoral Budget Support Programme	3 619	(t)
Norwegian Government	South African - Norway Tertiary Education Development Project (SANTED)	5 686	(u)
SIDA	Gender equity programme	565	(v)
SIDA	EMGD capacity building	2 832	(w)
SIDA	Adult Basic Education and Training	6 478	(x)
SIDA	School Register of Needs	2 240	(y)
SIDA	Education Management Information System	2 632	(z)
SIDA	ELSEN	1 172	(aa)
UNICEF	Gender policy development	220	(ab)
USAID	Governance project	2 494	(ac)
USAID	Training of Grade 4 maths and science lead teachers in provinces	1 500	(ad)
USAID	Survey of needs in FS	1 400	(ae)
USAID	Equity in the classroom project	60	(af)
USAID	Development of business plans for conditional grants	250	(ag)
USAID College Fund	Policy support for higher education institutions	1 826	(ah)

Total		71 849		
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PENDING APPLICATIONS FOR ASSISTANCE

Source of assistance	Intended use	Amount	**
European Union	EU Library Programme: HDI's	90 132	
European Union	1) Assistance with knowledge transfer of developed systems; 2) Research on certain aspects of Norms and Standards for School Funding.	4 160	
Netherlands Government	Sectoral Budget Support Programme	80 000	
Norwegian Government	South African - Norway Tertiary Education Development Project (SANTED)	53 962	
USAID Colleges Fund	Policy support for higher education institutions	763	

Total		229 017		
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* Amounts are estimated amounts for the 2000/01 financial year.

** Current exchange rate used to convert to R'000 value.

Note: In cash refer to money directly transferred to Government.

PERFORMANCE INFORMATION ON USE OF ASSISTANCE

- (a) An audit on environmental education conducted in provincial education departments.
- (b) Setting up of structures for the National Qualifications Framework for the generation of standards and the implementation of quality assurance processes.
- (c) The only conditions attached to this grant were that the funds must go to academically able but financially needy students and that over 50% of the funds should go to female students. Both of these conditions have been met.
- (d) Technical assistance to provinces was provided via the development of manuals regarding the implementation of the National Norms and Standards for School Funding. Furthermore, members of the consortium that was appointed (by tender) to assist provinces with the implementation of the National Norms and Standards for School Funding, visited the Northern Province, Eastern Cape Province, Northern Cape Province, Free State and North West Province to assist them with the development of their resource targeting list.
- (e) The European Union's Schools project in the Eastern Cape commenced at the end of 1998 with the construction of 50 schools in the Northern and South-Eastern regions. All 50 schools have been completed and are occupied. The final delivery has also been taken of all but 6 schools.
- (f) Training of 600 people involved in libraries at higher education institutions. The current workplan expires on 30 June 2001.
- (g) This grant was received in October 1998, and utilised in 2000/01. It was based on a proposal for the provision of basic educational resource materials to Foundation Phase teachers in the three neediest provinces in South Africa (Eastern Cape, KwaZulu/Natal and Northern Province) to enhance the implementation of Curriculum 2005 in Grades 1 to 3. The packages had the following items: Teacher abacus, abacus for learners, balance scale, clock, dice, flip charts, height charts, magnifying glass, measuring jugs, resource book, shapes, skipping ropes, tangrams, cubes and a guideline book. A total of 48 120 of these packages were delivered to the three provinces mentioned. The remaining 180 boxes are to be delivered into one of the nodal points of the North West Province currently forming part of the national interest.

(h) 1) A total of 11 computer centres were established in disadvantaged primary schools in the provinces. These consist of 1 centre fitted with 51 workstations per province, except in the Northern Cape and Western Cape where there are two centres equipped with 24 workstations. Each workstation consists of a technodesk, computer, earphones and microphones and inter-ed software. In addition to these there are a teacher's technodesk, printer, server, and a high class system to be used by teachers for control purposes. Four people per province were trained to implement the project. These included the principal, a teacher and a Foundation Phase and Language co-ordinator at provincial and district level. 2) A total of 600 000 books were printed on the three learning areas i.e. Mathematics Literacy, Mathematics and Mathematical science (200 000), Natural science (200 000) and Economic and Management Services (200 000) as well as a set of 3 videos, one on each learning area, which were distributed to 1 000 schools with Grade 8. 3) Research was conducted on values in education and the draft report on it has been completed. A conference was held during February 2001 on values in education. An awareness campaign was also conducted and a report on values in education compiled.

(i) The Department is in the process of advertising a tender for the appointment of a programme manager.

(j) A workshop was held.

(k) 1 330 525 English HIV/AIDS guidelines for educators were produced and printed. 1 266 525 of these guides were distributed to schools (45 per school) for educators and school governing body members.

(l) Technical assistance, training, procurement and management/administration costs were provided to the national Department of Education, the provincial education departments of the Free State, Gauteng, Mpumalanga and their designated districts. Activities were 1) the mobilisation of a project field manager; 2) the establishment of a project field office, staffed and equipped, with management/administrative procedures in place; 3) participatory workshop involving the participation of the four education departments, which resulted in a shared understanding of project goals and objectives; project outputs and outcomes were confirmed; performance indicators refined; performance measurement framework revised; the annual workplan refined and expanded; the matic areas confirmed and implementation strategies and approaches developed; 4) comprehensive planning and organisation of a study tour to Canada involving senior education officials from the national and provincial education departments; and 5) planning a needs assessment activity to be carried out by the national and provincial education departments and designated district offices and, the recruitment of local service providers.

(m) 1) Provincial education human resources, study visit in October 2000; 2) Free State: Programmes on the establishment of district training teams and Whole Schools Development initiative and a principal's manual; 3) Gauteng: Programmes on peer mediation, team management in schools and orientation and induction of newly appointed principals; and 4) Mpumalanga: Programmes on Multi-grade teaching, the development of a school improvement project and district leadership capacity building.

(n) 1) Education human resources management and development capacity building training programmes for the ten education departments in multi-project management, executive coaching team development and effective business writing. 2) Education Management and Governance Development website was transferred from the Centre for Professional Development in Education at Witwatersrand University to the national Department of Education in January 2000. 3) A module on school violence and the mainstreaming handbook were developed.

(o) A survey of needs for performance improvement for the Mpumalanga Education Department during the 2000/01 financial year. A final report on the Mpumalanga Education Department survey of needs with recommendations was submitted to the Department of Education in October 2000.

(p) The overall objective of this project proposal was to support the implementation of government policy on development of an inclusive education system that will benefit all learners experiencing barriers to learning. The research project: Implementation of inclusive education in South Africa, was conducted. The first phase (1997 - 2000) contains assessing the knowledge, beliefs, values and empathy of pre-service teachers on inclusive practises. Seventeen (17) South African and 3 Australian institutions were involved in Phase I. Research results led to the reorganisation of specific modules on inclusion in courses and dissemination of research results included 4 articles in refereed journals, several papers presented at national and international conferences as well as the publication of the book: Inclusive education in action in South Africa. During the second phase (1999 - 2001) the role of in-service teachers in the implementation of inclusive education in South Africa will be addressed. The focus is placed on the investigation of the attitudes of in-service teachers in Gauteng and the Western Cape towards learners with disabilities in regular classrooms.

(q) 1) A survey of needs was conducted and a final report and recommendations were presented to the Department of Education on the Implementation of a New District Dispensation for the Eastern Cape Education Department. 2) Systemic evaluation, contextual analysis and learner achievement indicators were developed. 3) A report on the size and shape of private higher education institutions was completed.

(r) 1) ABET policy framework for Levels 3 and 4, management, administration and delivery systems to enable ABET Levels 3 and 4 programmes to be piloted and a system of assessment and accreditation for

ABET learners, practitioners and delivery agencies were developed and ABET learner support materials were provided. 2) A report on the Nationwide Audit of Early Childhood Development provisioning was submitted, ECD pilot project training programmes for practitioners were conducted and appropriate curricula, materials and a quality assurance system for Grade R learners, practitioners and training providers within the National Qualifications Framework, were developed. 3) The technical support component of this project was intended to develop capacity within the Department of Education to access and manage donor grants.

More than 70 two-part training programmes were presented to approximately 1100 national and provincial officials from all the provinces in: programme evaluation theories, techniques and practicalities, project management, information technology and financial management. Some of the officials from the national Department of Education and from the provinces received training in advanced project management.

(s) A baseline study commissioned by the Department of Education in collaboration with the Finnish Government was conducted to determine the type of support required by various role-players to facilitate the effective and efficient implementation of inclusive education in pilot schools. A report, based on the information furnished by principals, educators, parents and education officials through self-completed questionnaires, as well as focus group interviews with educators from select schools, was presented in February 2001 to the Department of Education. The baseline study will play a critical role in the successful implementation of inclusive education, in that its results will form the basis for the adaptation of development plans for pilot schools.

Capacity building and training workshops, including a study tour to Finland was undertaken by the Teacher Education component. Capacity building and training workshops were also conducted on information and communication technology. Equipment was purchased and installed in pilot schools in the beginning of 2001.

(t) 1) Micro-Science equipment was provided to 100 schools in each of the four disadvantaged provinces, i.e. KwaZulu/Natal, North West, Eastern Cape and Northern Province. One pre-school teacher and five district officials were trained to use the equipment. 2) A thousand (1000) videos indicating best classroom practices for literacy, life skills and numeracy learning programmes in the Foundation Phase and assessment practices, were developed.

(u) An agreement was signed on 28 November 2000 and implementation of the University of Durban-Westville's Upward Bound University-Wide project and the University of the Western Cape's Equitable Access through Enrolment Management project started immediately thereafter.

(v) The first draft of the National Gender Policy was produced in October 2000.

(w) Successful Minister's mobilisation campaign and second round of school governing body elections were held.

(x) Ancillary Health Care and Tourism Unit Standards have been passed. The tracking of learner support materials procured through SIDA funding has been completed. The evaluated learner support materials and database are on the Department of Education website.

(y) The School Register of Needs' report was presented to HEDCOM. Further verification and cleaning of data is being done by provincial education departments.

(z) The first part of the Further Education and Training Management Information System was developed by the HSRC/Praxis consortium. Revision of VALPAC, the validation software in Visual Basic, has been completed to enable faster, more efficient operation of the software.

Technical information systems support: NESIS and ADEA working groups on Education Statistics' meeting was funded by SIDA.

(aa) A booklet on Learners with Special Needs in Education (ELSEN) has been finalised by the Western Cape Education Policy Unit. This booklet is a popularised version of the Draft White Paper on Inclusive Education.

(ab) The gender policy statement and the platform for action is in progress.

(ac) Funds were provided in November 1999 to enhance governance capacity at higher education institutions. One research report and one workbook for councilors have been completed. In addition, 4 facilitators have been trained to provide on-going support to institutions. Seven institutions have benefited from workshops, generic materials and specific advice. Two facilitators have been appointed to assist higher education institutions.

(ad) Workshops were conducted.

(ae) The Free State Education Department's Needs Assessment Survey was undertaken by an inter-national team of South African and United States consultants during the period of June - August 2000 for the purpose of proposing a plan for the systematic and sustained improvement of management performance. The investigation was designed to answer questions on overall management, organisational structure, organisational matters, resource management, and corporate services relevant to directorates and sub-directorates in the Office of the Head of Department, Human Resources, Finance and Auxiliary Services. The investigation was structured to assess the most pressing needs that currently inhibit the Free State Department of Education from operating optimally and to identify gaps and challenges impacting on the successful amalgamation of twelve districts into five. Data were collected through interviews, school visits

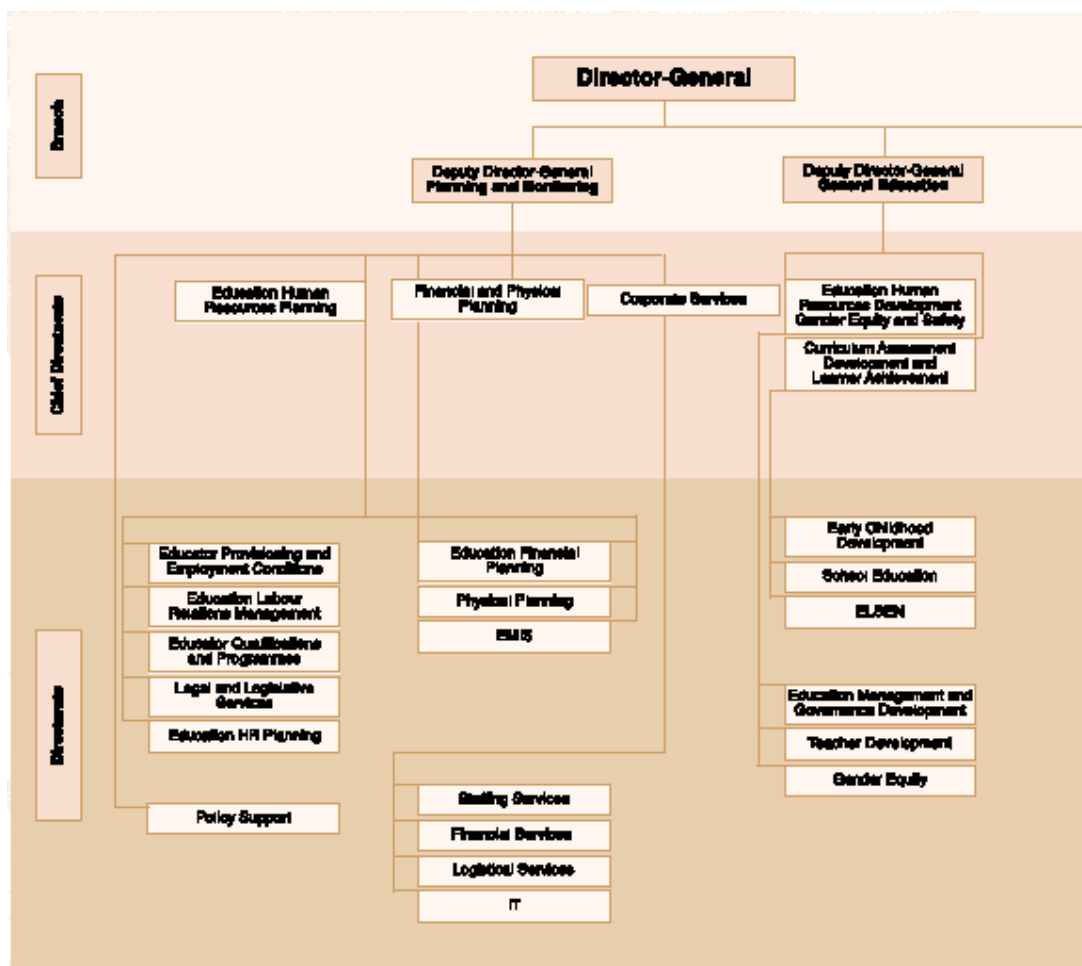
and stakeholder workshops. A final report including action plans on the Needs Assessment Survey was submitted to the Free State Department of Education and to the Department of Education.

(af) A national training workshop which was attended by delegates from provincial education departments was conducted in October 2000.

(ag) The education departments were assisted with the development of business plans for the conditional grant for financial management and quality enhancement in education and the Department of Education was assisted with the evaluation of these business plans.

(ah) The following projects were successfully completed during the 2000/01 financial year: 1) Investigation into the incorporation of nursing colleges into higher education; 2) Investigation into the incorporation of agricultural colleges into higher education; 3) Technical support to facilitate the incorporation of colleges of education into higher education, including the development of a draft national teacher education plan; 4) Investigation into the role, nature and implications of partnerships between public higher education institutions and private providers; 5) Technical support for the development of a new funding framework for higher education; and 6) Technical support for the development of the national and institutional planning processes, including the development of the National Plan for Higher Education.

Part 6 – Annexures
Annexure One: Organisational Structure



Annexure Two: Budget Tables

TABLE 1: DIVISION OF THE GUIDELINE AMOUNT (IN THOUSANDS OF RAND) OF THE NATIONAL DEPARTMENT OF EDUCATION FOR 2000/01	
GUIDELINE AMOUNT	7 482 413
Department of Education	468 416 1)
Universities	4 747 195
Technikons	1 793 302
Redress	30 000
National Student Financial Aid Scheme	443 500

1) Includes R272 million for the Policy Fund, R8,775 million for the Youth Colleges and R176,977 million for the functioning of the Department of Education.

TABLE 3: AD HOC ALLOCATIONS TO HIGHER EDUCATION INSTITUTIONS FOR 2000/01 (AMOUNTS IN THOUSANDS OF RAND)						
HIGHER EDUCATION INSTITUTION	TOTAL AD HOC BUDGET FOR 1999/2000 1) (R'000)	BUDGET FOR AD HOC's FOR 2000/01				
		Interest and Redemption (R'000)	Municipal assessment of loans (R'000)	Leave gratuity rates (R'000)	Other ad hoc (R'000)	TOTAL 2) (R'000)
UNIVERSITIES	263 875	139 002	72 894	600	36 300	248 796
CAPE TOWN	25 200	9 340	15 800		2 400	27 540
DURBAN WESTVILLE	2 384	0	2 100			2 100
FORT HARE	6 870	2 200	2 700			4 900
MEDUNSA	3 800	3 100	0			3 100
NATAL	18 205	11 070	4 800		2 400	18 270
NORTH	8 300	8 200	11			8 211
NORTH WEST	1 545	740	730			1 470
ORANGE FREE STATE	7 855	4 851	2 800			7 651
PORT ELIZABETH	6 625	4 900	1 635			6 535
POTCHEFSTROOM	7 050	5 290	1 646			6 936
PRETORIA	61 645	13 765	6 690		29 100 3)	49 555
RAU	8 420	6 584	2 607			9 191
RHODES	3 580	1 759	1 850			3 609
STELLENBOSCH	17 088	9 640	6 524		2 400	18 564
TRANSKEI	9 800	7 800	2 200			10 000
UNISA	8 705	4 750	3 500			8 250
VENDA	7 573	4 400	1 400			5 800
VISTA	21 350	19 400	1 240			20 640
WESTERN CAPE	8 550	3 863	3 150	600		7 613
WITWATERSRAND	23 730	11 950	11 440			23 390
ZULULAND	5 600	5 400	71			5 471
TECHNIKONS	92 613	66 442	20 901	0	0	87 343
BORDER	6 685	3 600	113			3 713
CAPE	13 310	10 130	2 330			12 460
EASTERN CAPE	5 418	4 530	59			4 589
FREE STATE	4 177	3 477	880			4 357
M L SULTAN	1 035	0	1 167			1 167
MANGOSUTHU	941	841	0			841
NATAL	9 180	6 894	3 000			9 894
NORTH WEST	3 273	1 865	202			2 067
NORTHERN GAUTENG	382	0	381			381
PENINSULA	3 850	2 000	1 700			3 700
PORT ELIZABETH	3 900	2 735	1 245			3 980
PRETORIA	15 900	12 267	2 400			14 667
SA	4 940	4 571	495			5 086
VAAL TRIANGLE	4 122	3 580	429			4 009
WITWATERSRAND	15 500	9 952	6 500			16 452
ALL INSTITUTIONS	356 488	205 444	93 795	600	36 300	336 139

- 1) Excludes R390 million for the National Student Financial Aid Scheme and R60 million for redress.
- 2) Excludes R443,5 million for the National Student Financial Aid Scheme and R30 million for redress.
- 3) R16,5 million to facilitate the amalgamation of the Veterinary Science Faculties of MEDUNSA and the University of Pretoria. It also includes R12,6 million for the development of a new Pretoria Academic Hospital as a result of a decision made in the 1980's.

TABLE 2: SUBSIDY FORMULA ALLOCATIONS TO UNIVERSITIES AND TECHNIKONS FROM 1995/96 TO 2000/01 (AMOUNTS IN THOUSANDS OF RAND)												
INSTITUTION	SUBSIDY FORMULA ALLOCATIONS (AMOUNTS IN THOUSANDS OF RAND)											
	1995/96 Allocation (R'000)	funding level (a-value)	1996/97 Allocation (R'000)	funding level (a-value)	1997/98 Allocation (R'000)	funding level (a-value)	1998/99 Allocation (R'000)	funding level (a-value)	1999/2000 Allocation (R'000)	2000/01 Allocation (R'000)	funding level (a-value)	
UNIVERSITIES	2 710 040	0.656	3 274 902	0.681	3 591 069	0.659	3 654 455	0.652	4 155 323	0.650	4 498 399	0.636
CAPE TOWN	186 976	0.628	221 900	0.692	249 391	0.693	263 820	0.693	280 267	0.691	308 665	0.628
DURBAN WESTVILLE	102 118	0.628	130 634	0.674	141 472	0.683	132 359	0.683	143 802	0.681	161 945	0.628
FORT HARE	62 419	0.759	69 939	0.743	81 963	0.706	90 587	0.706	96 769	0.686	86 794	0.670
MEDUNSA	67 732	0.628	81 581	0.692	98 422	0.693	104 111	0.735	158 054	0.860	154 966	0.687
NATAL	193 949	0.628	229 572	0.662	248 286	0.643	275 505	0.643	301 978	0.641	338 600	0.628
NORTH	126 602	0.628	160 649	0.692	203 665	0.693	209 013	0.693	177 826	0.691	186 390	0.628
NORTH WEST	91 332	1.800	85 676	1.418	101 927	1.178	91 646	0.800	88 191	0.641	100 014	0.628
ORANGE FREE STATE	118 810	0.628	144 268	0.692	156 577	0.693	179 515	0.643	185 818	0.641	190 063	0.628
PORT ELIZABETH	62 019	0.628	75 942	0.692	79 315	0.643	80 045	0.643	105 993	0.641	138 837	0.628
POTCHEFSTROOM	98 457	0.628	124 761	0.692	136 323	0.643	149 001	0.643	168 791	0.641	212 697	0.628
PRETORIA	269 885	0.628	362 225	0.692	369 518	0.643	448 720	0.643	477 027	0.641	594 746	0.628
RAU	116 209	0.628	154 913	0.692	180 333	0.643	189 951	0.643	212 215	0.641	241 523	0.628
RHODES	54 218	0.628	60 834	0.692	75 590	0.643	78 396	0.643	85 659	0.641	98 235	0.628
STELLENBOSCH	179 590	0.628	213 097	0.692	228 393	0.643	258 130	0.643	282 236	0.641	314 017	0.628
TRANSKEI	105 177	1.100	98 037	0.999	112 432	0.869	109 367	0.749	99 743	0.739	98 837	0.690
UNISA	277 263	0.628	349 637	0.692	330 863	0.643	402 877	0.643	417 884	0.641	459 674	0.628
VENDA	46 599	0.700	66 679	0.696	70 406	0.661	85 052	0.643	90 471	0.641	83 594	0.628
VISTA	118 744	0.628	154 569	0.692	185 307	0.643	179 661	0.643	221 238	0.641	231 669	0.628
WESTERN CAPE	104 142	0.628	155 579	0.692	144 478	0.643	143 051	0.643	159 804	0.641	145 469	0.628
WITWATERSRAND	245 522	0.628	267 332	0.692	278 843	0.643	292 154	0.643	309 229	0.641	315 496	0.628
ZULULAND	53 145	0.628	66 028	0.692	88 864	0.643	86 835	0.643	95 238	0.641	99 948	0.628
TECHNIKONS	658 014	0.621	1 120 156	0.696	1 295 725	0.646	1 454 960	0.643	1 640 414	0.641	1 705 959	0.620
BORDER	24 556	0.850	24 837	0.814	32 161	0.733	38 923	0.643	54 944	0.641	63 085	0.628
CAPE	76 664	0.611	89 529	0.692	94 848	0.643	102 392	0.643	104 408	0.641	115 766	0.628
EASTERN CAPE	20 849	0.760	23 923	0.745	38 163	0.671	53 872	0.643	55 631	0.641	54 204	0.628
FREE STATE	38 760	0.611	55 068	0.692	57 548	0.643	64 971	0.643	66 135	0.641	64 932	0.628
M.L.SULTAN	49 615	0.611	68 339	0.692	77 267	0.643	96 718	0.643	126 204	0.641	111 595	0.628
MANGOSUTHU	36 932	0.611	43 546	0.692	69 548	0.643	88 936	0.643	74 923	0.641	73 593	0.628
NATAL	61 079	0.611	74 586	0.692	87 034	0.643	102 233	0.643	113 056	0.641	110 464	0.628
NORTH WEST	22 775	0.700	25 450	0.697	33 201	0.652	41 802	0.643	39 034	0.641	54 173	0.628
NORTHERN GAUTENG	49 035	0.611	79 210	0.692	89 117	0.643	96 213	0.643	95 320	0.641	110 595	0.628
PENINSULA	60 608	0.611	65 538	0.692	87 835	0.643	94 726	0.643	103 863	0.641	113 374	0.628
PORT ELIZABETH	53 392	0.611	74 735	0.692	82 913	0.643	87 070	0.643	90 393	0.641	93 186	0.628
PRETORIA	98 896	0.611	135 329	0.692	153 023	0.643	161 599	0.643	208 049	0.641	238 352	0.628
SA	136 138	0.611	180 547	0.692	188 121	0.643	212 427	0.643	261 232	0.641	223 610	0.628
VAAL TRIANGLE	47 832	0.611	77 964	0.692	97 143	0.643	94 161	0.643	133 676	0.641	136 776	0.628
WITWATERSRAND	73 733	0.611	96 155	0.692	107 723	0.643	138 929	0.643	131 346	0.641	142 199	0.628
ALL INSTITUTIONS	3 566 054	0.648	4 395 138	0.692	4 886 814	0.656	5 399 435	0.650	5 803 737	0.647	6 204 358	0.634

Annexure Three: Statutory Bodies

Council of Education Ministers (CEM)

Private Bag X895
Pretoria
0001
Chairperson: Professor K Asmal, MP
Secretariat: Director: Policy Support

Heads of Education Departments Committee (HEDCOM)

Private Bag X895
Pretoria
0001
Chairperson: Mr T Mseleku
Secretariat: Director: Policy Support

South African Qualifications Authority (SAQA)

248 Postnet Suite
Private Bag X06
Waterkloof
0145
Tel. (012) 482 0800
Fax (012) 346 5809
Gkriel@saqa.co.za
www.saqa.org.za
Chairperson: Dr M Nkomo
Executive Officer: Mr S Isaacs

Council on Higher Education (CHE)

Private Bag X895
Pretoria
0001
Tel. (012) 312 5167
Fax (012) 321 2004
ceo.che@doe.gov.za
Chairperson: Professor W Nkuhlu
Executive Officer: Dr S Badat

National Student Financial Aid Scheme (NSFAS)

Private Bag X1
Plumstead
7801
Tel. (021) 797 8121
Fax (021) 797 8131
info@nsfas.co.za
www.nsfas.co.za
Chairperson: Ms V Tanga
Executive Officer: Mr R Jackson

National Board for Further Education and Training

Training (NBFET)
Private Bag X895
Pretoria
0001
Tel. (012) 312 5014
Fax (012) 328 6028
pole.k@doe.gov.za
Chairperson: Ms C Pearce
Secretariat: Mr K Pole

South African Certification Council (SAFCERT)

PO Box 74299
Lynnwood Ridge
0040
Tel. (012) 349 1510
Fax (012) 349 1511
Info@safcert.pwv.gov.za
www.safcert.org.za
Chairperson: Dr M Nkomo
Executive Officer: Dr P Lolwana

South African Council for Educators (SACE)

Private Bag X127
Centurion
0046
Tel. (012) 663 9517
Fax (012) 663 9238
sace@icon.co.za
Chairpersons: Mr W Madisha
Dr W Boshoff
Executive Officer: Mr R Brijraj

Education Labour Relations Council (ELRC)

Private Bag X126
Centurion
0046
Tel. (012) 663 7446
Fax (012) 663 9604
fundin@mweb.co.za
Chairperson: Mr R Venter

Executive Officer: Mr D Govender