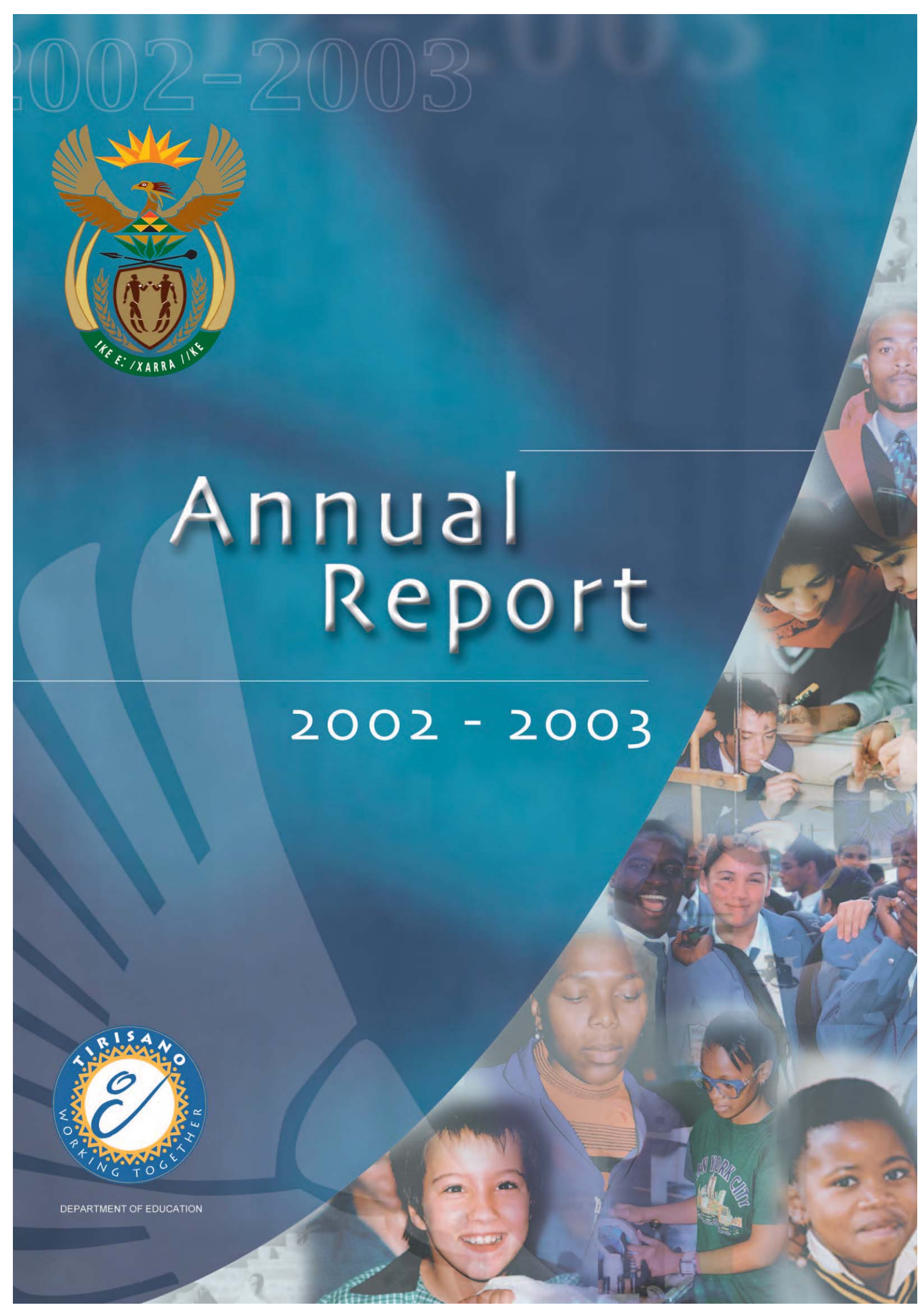
2002-2003

Annual Report

2002 - 2003



TIRISANO
WORKING TOGETHER

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 ended on 31 March 2003.

Thami Mseleku
Director-General
Department of Education

DEPARTMENT OF EDUCATION ANNUAL REPORT

2002 - 2003

DEPARTMENT OF EDUCATION

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FOREWORD BY THE MINISTER OF EDUCATION

We have come to the end of another financial year, and have entered the tenth financial year since we won our freedom. Reflecting on the 2002/2003 financial year will show that we have made great progress towards our goal of transforming our education system into a non-racial, non-sexist, democratic and equitable system.

Everything we do in the Ministry of Education is based on two key principles. Firstly, we are guided by the fundamental belief system laid down in the Constitution, and in particular the principles of freedom, justice and democracy. Secondly, everything we do with regard to schools is done in the best interests of the child. Only in this way can we move towards an education and training system which represents the "public good" and which empowers all our students to reach the ideal promised in the preamble to our Constitution to "free the potential of all our people".

This period has seen the most comprehensive and rigorous review of the financing, resourcing and cost of education in public schools. The review stemmed from concerns from the Government and from civil society about the increasing cost of school fees, textbooks, transport, uniforms and other items. Like anywhere else in the world, increasing costs hit the poor harder than any other section of society.

In his State of the Nation address, our President called upon us to "push back the frontiers of poverty" and to extend the frontiers of opportunity. We were determined to answer the President's call by investigating the increasing costs of education on the poor, and making recommendations on policies that would improve the accessibility of education to the poor of our country.

The past year saw the completion of the first steps in the restructuring of higher education and further education and training institutions. We have reduced the former 152 further education and training colleges to fifty mega-institutions. We are also on track with the reduction of 35 higher education institutions to 24.

Our efforts to transform the curriculum have continued with great success. The Revised National Curriculum Statement Grades R-9 was approved by the Cabinet and the Council of Education Ministers, and we began an equally successful process to develop the National Curriculum Statement Grades 10-12. We began a comprehensive review of qualifications and programmes offered in further education and training colleges. The transformation of the curriculum demonstrates our desire to provide our students with relevant learning opportunities and to meet the challenges presented by the post-apartheid society in the twenty-first century.

We have been fully aware that changing the curriculum has to be accompanied by the empowerment of the teaching cadre that will bring the new curriculum to life in our classrooms. It is for this reason that I appointed a Ministerial Committee consisting of three prominent academics to develop a framework for teacher education and development and to advise me on other matters related to teacher education. I have also made it clear to all concerned that the implementation of the new curriculum will depend on the sufficient preparation of teachers, among other factors.

FOREWORD BY THE MINISTER OF EDUCATION

The Deputy Minister, Mr Mosibudi Mangena, has continued to ensure that we make great strides in our quest to improve the quality of the teaching and learning of mathematics, science and technology in our schools. The 102 Dinaledi schools are beginning to make good progress towards achieving the goals that were set for them.

Under the leadership of Deputy Minister Mangena, our efforts to improve literacy rates, especially amongst the poor have also begun to bear fruit. The rates of participation and success in literacy programmes have increased considerably during the year under review.

Finally, we have to again commit ourselves to working hard and in partnership with others towards achieving the mission of establishing a caring and responsive education system for the twenty-first century. Our motto of Tirisano is not an empty slogan. We have witnessed increasing partnerships between the Department of Education and other role players in both the public and the private sector. The spirit of Tirisano is alive. The fruits of Tirisano are ripening. The future with Tirisano is bright.

It indeed gives me great pleasure to commend this report, which gives a detailed account of our achievements in the past year, to our Parliament and to all our people.

Professor Kader Asmal, MP
Minister of Education

INTRODUCTION

This Annual Report, apart from providing an account of the programmes that constitute the broad mandate of the Department of Education as well as of the implementation of the Tirisano Corporate Plan for the year under review, includes a section on programme performance. We have done so in order to give the reader a clearer understanding of the activities of the Department in the context of the Department's Strategic Plan. It also provides a benchmark against which the performance of the Department can be judged in terms of programme objectives and outcomes.

Part one of the report focuses on the highlights, achievements and challenges of the Ministry and the Department of Education for the period under review. Part two is a progress report of performance against targets in Tirisano programmes and the four Branches of the Department. Summarised versions of the annual reports of statutory bodies are in part three. The Human Resources component and the Financial Statements are outlined in parts four and five respectively.

The Department of Education is responsible for formulating policy, setting norms and standards and monitoring and evaluation of all levels of an education system comprised of 32 910 public institutions ranging from Early Childhood Development Centres to Higher Education institutions. These institutions had a combined enrolment of more than 13.4 million learners and students and 415 376 educators and lecturers.

In carrying out its mandate, the Department was guided by the priorities set for government in the President's State of the Nation address, the government programmes of Integrated Sustainable Rural Development and Urban Renewal and the guarantees of education contained in the Bill of Rights.

All programmes and activities of the Department were also informed by the Vision Statement of the Department of Education, which states:

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

The Department's role in achieving this is reflected in our Mission Statement that says,

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

Much of the Department's focus for the year under review was on improving the capacity, quality and efficiency of the education system, making education more accessible to all, and restructuring the Further Education and Training (FET) and Higher Education (HE) sectors.

A process of restructuring the Department to improve efficiency, effectiveness and to reflect new priorities was also started during the year. This process resulted in the establishment of new Chief Directorates for National Examinations and Assessment, HIV/AIDS and Special Programmes in Education.

INTRODUCTION

As will be reflected in this Report, there was continued improvement in many critical areas of school education such as in the delivery of learner support materials, the Senior Certificate examination results and the performance of schools, including their ability to function effectively from the first day of school.

These improvements were the result of an integrated strategy that took a holistic and multi-faceted approach to the problems of the school education sector. This strategy is ongoing and will continue to be strengthened to ensure that improvements are sustained. A number of mechanisms to benchmark the system have also been developed to ensure that the quality of our educational outputs and the performance of the system can be measured.

In conclusion, whilst there remain many challenges in education, including a lack of capacity, resources and infrastructure, there are countless stories of unsung heroes and heroines - of teachers, principals, academics and education officials – who have gone the extra mile to improve the quality of education in classrooms, in schools, in colleges and universities.

The Department therefore records its sincere thanks and appreciation to all those who have worked together with us this past year to improve the quality and capacity of our education system.

Thami Mseleku
Director-General
Department of Education

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HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

SECTION A: MINISTRY

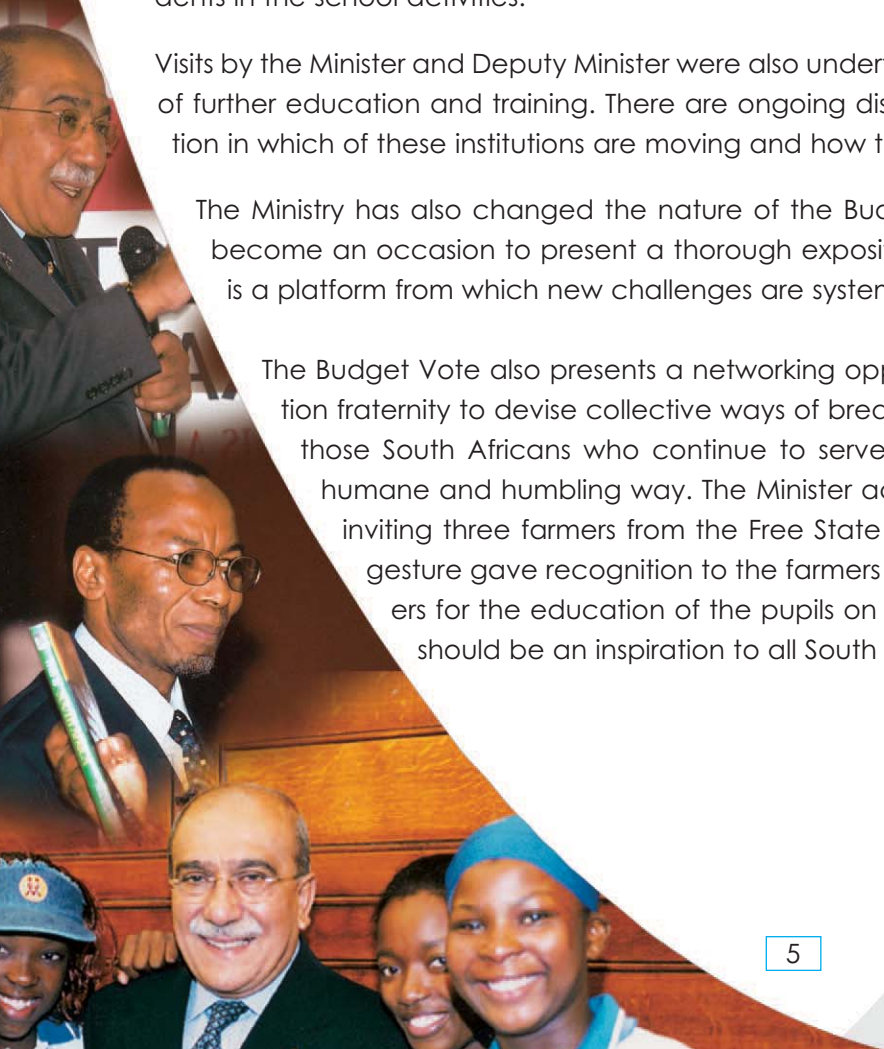
The Ministry has gone a long way in achieving its objectives of providing strategic advice and rendering executive and organisational support to the Minister and Deputy Minister. Coordination of the workflow between the Offices of the Minister, Deputy Minister and Director-General is improving remarkably. Communication with all the strategic partners and people with vested interests in education has been underscored by open and robust debates. Also, and most importantly, the Ministry is unflinching in its commitment and conviction that the South African public deserves nothing less than the best. The general rule is that letters, telephone calls and all enquiries from the public are responded to within a set time. This is done with a sense of urgency and care that exhibits the spirit of Batho Pele. The relationship of the Ministry vis a vis the public can, at this stage, be described as cordial.

In the past financial year the Minister and Deputy Minister embarked on a campaign of visiting schools in the provinces. The campaign was immensely successful, as the National Ministry received and was exposed to first-hand information on the difficulties experienced by schools. These included lack of learning support materials, lack of sanitation, water and electricity, overcrowded classrooms and non-functioning schools. There were also success stories to write home about. These are stories of the unsung heroes and heroines, the teachers and learners who have taken ownership of their schools by instilling discipline, introducing music and computer lessons in the schools, and showing progressive improvements in their academic results. One such school is Banareng Primary School in Atteridgeville outside Pretoria, with beautiful gardens and a strong community involvement, who are building an alumni association by involving all the former students in the school activities.

Visits by the Minister and Deputy Minister were also undertaken to institutions of higher learning and of further education and training. There are ongoing discussions with the principals on the direction in which of these institutions are moving and how they are being transformed.

The Ministry has also changed the nature of the Budget Vote on education, which has now become an occasion to present a thorough exposition of the achievements in education. It is a platform from which new challenges are systematically planned for and identified.

The Budget Vote also presents a networking opportunity for all role players in the education fraternity to devise collective ways of breaking the legacy of apartheid - especially those South Africans who continue to serve the poorest of the poor in a quiet but humane and humbling way. The Minister acknowledged the role of such people by inviting three farmers from the Free State to his Budget Vote on 20 May 2003. This gesture gave recognition to the farmers for building schools and recruiting teachers for the education of the pupils on their farms. The story of the three farmers should be an inspiration to all South Africans of goodwill.



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The Minister has already started work on a new challenge to all South Africans: that of ensuring that all South Africans have Identity Documents (IDs). The Campaign will be mounted in the schools and in institutions of higher learning and further education, to ensure that all eligible young people have IDs and can vote in local government and national general elections when the opportunity presents itself.

The Minister's programme is influenced by international developments and invitations to address events of global and domestic significance. In the past financial year the Minister participated in several conferences that had a direct bearing on our core function in education. There are also a number of visits in the pipeline. These visits are important because the Minister encourages foreign investors to invest in South Africa. The Minister, because of his standing internationally, is a brilliant ambassador for South Africa in particular and Africa in general.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

SECTION B: DEPARTMENT

EDUCATION CONVENTION

A National Education Convention aimed at developing a set of common goals to accelerate the transformation of education, was held in November 2002. The Convention was attended by over 400 delegates from the Department of Education, teacher unions, the South African Council for Educators (SACE) and the Education and Training Development Practices (ETDP) Sector Education and Training Authorities (SETA). The Convention conducted a review of the progress made in the transformation of the education system since 1994, identified future priorities and committed all parties to work together in pursuing the transformation agenda, with special emphasis on certain areas requiring intervention.

The theme of the Convention was "Delivering Quality Public Education for All", with an emphasis on the following:

- the crucial role played by public education in the reconstruction and development of South African society;
- the imperative to ensure equal access to education and the need to redress past inequalities;
- the need for a concerted effort to constantly improve the quality of education delivery.

In the Convention Declaration, all parties committed themselves to work together on the following:

- Human Resources
- Quality Management
- Resourcing Education
- Labour Relations
- HIV/AIDS
- Curriculum, Human Rights and Inclusivity

The collaboration between the South African Council for Educators, Educator Unions and the Department is strengthening, and is an indication of the successes of the democratic processes that government has put in place with the establishment of the Education Labour Relations Council (ELRC). Mass demonstrations that reduced contact time between learners and educators have become so rare that they are almost non-existent. The focus, to which all stakeholders are committed, has now shifted towards improving the quality of education.

SENIOR CERTIFICATE

The multi-faceted approach to dealing with learner performance at Grade 12 level has borne fruit. A variety of interventions, including, amongst others, the appointment of more teaching and learning facilitators (subject advisors), the filling of vacant managerial posts in schools and the active participation of school communities in school governance, have collectively led to an improvement in learner performance. The 60% pass rate mark was exceeded in 2001, with the national pass rate at 61.7%. The 2002 learner cohort maintained the momentum by achieving a 68.8% pass rate. The national strategy for learner

performance improvement targeted a 70% overall pass rate by 2004, which meant an annual increase of 3% and as we get closer to the target, we are confident that through our collective efforts the goal will be attained.

It was pleasing to note, at the end of 2002, not only that the proportion of learners who wrote and passed was increasing, but also that the quality of the passes was getting better. Learner performance in Accounting and Biology has improved, with the number of learners passing those subjects at higher grade also growing. However, we recognise that there is still room for improvement in the quality of learner performance in Mathematics and Science. The largest proportion of learners passing Maths and Science, as a percentage of those who wrote the subjects, is still those taking the subjects at standard grade, which puts a strain on the student intake in related fields of study in higher education institutions. The Department has already devised strategies for addressing this challenge, and these are discussed in the relevant sections of the report.

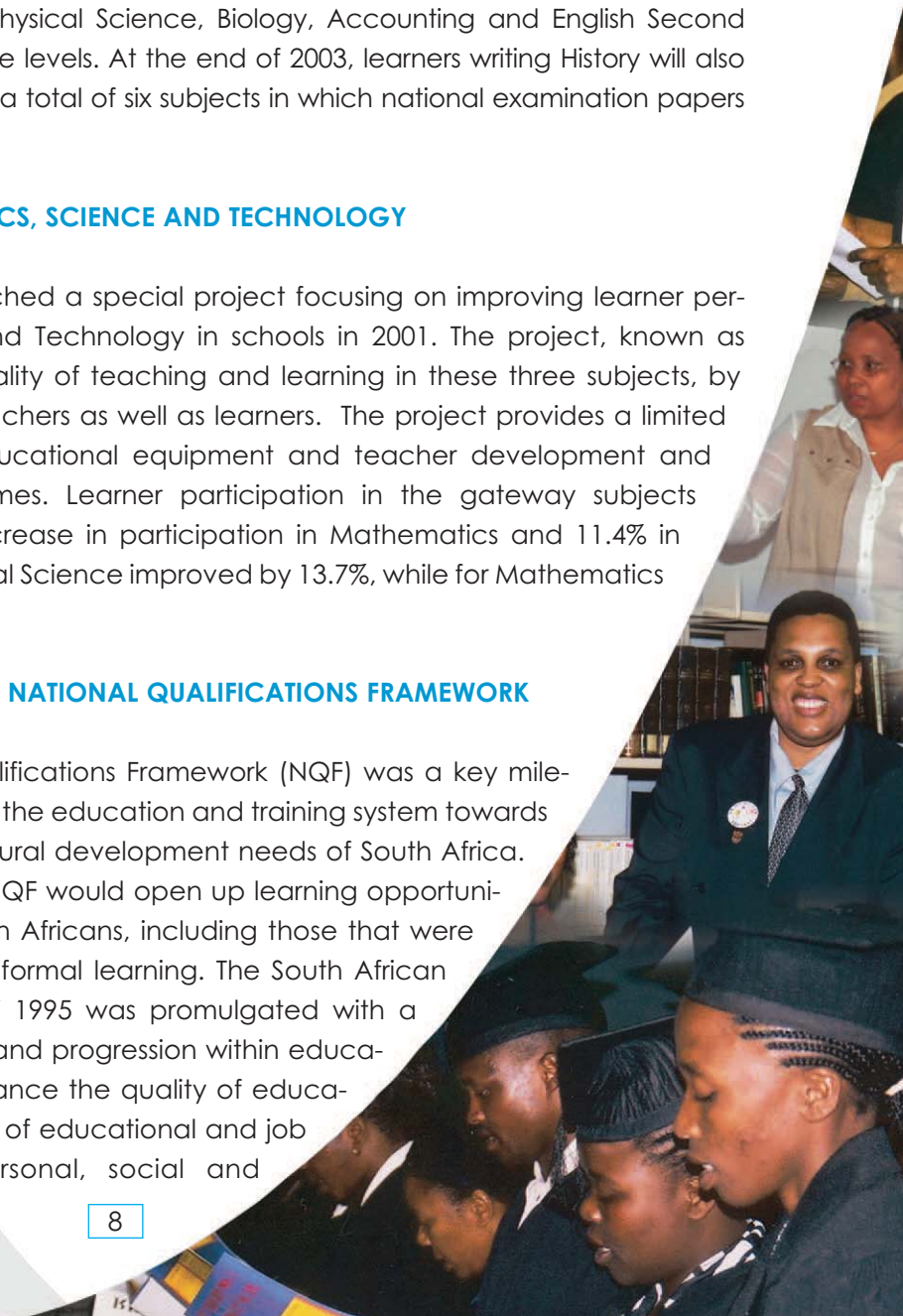
An important measure of standardising the quality of examinations across the country is the writing of common papers in all provinces. This will assist in benchmarking standards in various provincial education departments. The year 2002 marked the second year in which common national examination papers were written in Mathematics, Physical Science, Biology, Accounting and English Second Language at higher and standard grade levels. At the end of 2003, learners writing History will also write a common paper, so there will be a total of six subjects in which national examination papers are written.

A NATIONAL STRATEGY FOR MATHEMATICS, SCIENCE AND TECHNOLOGY

The Deputy Minister of Education launched a special project focusing on improving learner performance in Mathematics, Science and Technology in schools in 2001. The project, known as Dinaledi, focuses on improving the quality of teaching and learning in these three subjects, by promoting programmes that target teachers as well as learners. The project provides a limited number of schools with high tech educational equipment and teacher development and management improvement programmes. Learner participation in the gateway subjects improved substantially, with a 4.8% increase in participation in Mathematics and 11.4% in Science. The overall pass rate for Physical Science improved by 13.7%, while for Mathematics improved by 10.7%.

REVIEW OF THE IMPLEMENTATION OF THE NATIONAL QUALIFICATIONS FRAMEWORK

The establishment of the National Qualifications Framework (NQF) was a key milestone in the initial stages of transforming the education and training system towards meeting the economic, social and cultural development needs of South Africa. The underlying rationale was that the NQF would open up learning opportunities and career progression for all South Africans, including those that were denied the opportunity to go through formal learning. The South African Qualifications Authority Act (SAQA) of 1995 was promulgated with a mandate to facilitate access, mobility and progression within education, training and employment; to enhance the quality of education and training; to accelerate redress of educational and job opportunities, and to advance personal, social and economic development.



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Owing to the magnitude of the inherited problems of a disjointed education and training system, the implementation of the NQF proved to be too slow in reaching the desired outcomes. The Minister of Education decided to appoint a Study Team that would review all processes and systems involved in the implementation of the NQF and make recommendations on how to accelerate these, so that the NQF could work for the people as was intended.

The Study Team submitted their report to the Ministers of Education and Labour early in 2002, making several recommendations that included, amongst others, the need for the Departments of Education and Labour to play a more strategic and proactive role in leading the implementation of the NQF. The two Ministers embarked on an interdepartmental task of reviewing the recommendations, with the intention of coming up with a single government response to the Study Team's report. The Interdepartmental NQF Task Team will report to the Ministers by the end of June 2003, and it is hoped that a process of drafting a new NQF Bill will begin soon thereafter. The Bill will, amongst other attempt to integrate education offered in the educational institutions with the training that occurs in the workplace. The Bill will also integrate the various pieces of legislation that pertain to education. At the end of the drafting process, the NQF will be accessible to all people, the principle of recognition of prior learning will be upheld, and experiences gained through work and life in general will be recognised alongside formal qualifications.

COST OF EDUCATION

The first phase of the comprehensive study on the cost of education was recently completed. The Review of the Financing, Resourcing and Costs of Education in Public Schools focused on the analysis of the system that resources public schools and evaluates the use of those resources. The report analysed key aspects of the schooling system, and outlined recommendations for a better system. The report raised crucial issues pertaining to the financial burden on parents in poor communities. At the time of writing this Annual Report, the report had been released for public comments. These comments will be reviewed and incorporated into an Action Plan, outlining the processes of implementing the recommendations made.

The report that was published pointed to a number of issues that the Department needs to address to ensure that the resources allocated to education are used efficiently to achieve the broad objectives of quality, redress and equity. While the national division of revenue and budgeting are pro-poor, there are major differences in the budgeting priorities of the provinces that lead to large differences in the per capita funding of learners in the various provinces. The report also posed a challenge to both the Department and educator unions to examine all options that can enhance the professional role of educators.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

HIGHER EDUCATION

The implementation of the National Plan for Higher Education gained momentum with the approval by the Cabinet, in December 2002, of proposals for the restructuring of the institutional landscape of higher education. This brought to a close the lengthy processes of investigations and consultations which began in 1995 with the appointment of the National Commission of Higher Education.

The restructuring of the institutional landscape of higher education is an important point of departure for addressing the structural inefficiencies and systemic problems inherent in the higher education system and for laying the foundations of a higher education system that is affordable, sustainable and responsive to the human resource and knowledge needs of South Africa, and that is consistent with the vision and values of a non-racial, non-sexist and democratic society as enshrined in the Constitution.

The restructuring proposals approved by the Cabinet would result in the consolidation in the number of higher education institutions, through mergers and incorporations, from 35 to 24, including two national Institutes for Higher Education in Mpumalanga and the Northern Cape.

A Merger Unit has been established to provide technical support to the affected institutions. The Ministry has also developed guidelines to assist merging institutions in key areas such as finance, human resource management and governance.

INTER-GOVERNMENTAL COORDINATION

The emphasis that government has put on strengthening integrated service delivery has seen an improvement in the collaboration between the Department and other government departments. The Human Resource Development (HRD) Strategy for South Africa, in which the Ministers of Education and Labour have joint responsibility, has seen the two departments undertake a number of significant activities together. During this reporting period, this was extended to provinces, following an agreement at the President's Coordinating Committee that provinces should work with the interdepartmental HRD Coordinating Committee to align provincial HRD Strategies and Development Plans to the national one. The Coordinating Committee has already identified projects that will be pursued in the next financial year, including an audit of scarce skills across all economic sectors. It is envisaged that the findings of the audit will form the basis of allocation of public resources in education, training and development, and will also inform the Immigration Advisory Board regarding allocation of work permits to foreigners.

The Department is also collaborating with the Department of Labour in the area of skills development, including learnerships and the review of the National Qualifications Framework – as already discussed. In terms of learnerships, the focus is on encouraging Further Education and Training (FET) Colleges to offer learnerships, in partnership with SETAs. Learnerships will help learners to secure contracts with employers, giving them the opportunity to obtain work experience while learning. This partnership will hopefully reduce the number of FET College graduates unable to secure employment because of lack of relevant work experience.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The Department is also working with the Department of Health (DoH) in preparation fortaking over the National School Nutrition Programme, previously administered by the Department of Health. The Department of Education is expected to take over the programme with effect from 1 April 2004. Plans are already in place for conducting a countrywide audit that will establish the level of readiness amongst provinces to administer the programme. Education departments in provinces are working with the Department of Health officials in determining the processes that the DoH has been using to administer the scheme, and to identify areas where education departments will require assistance.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 4: FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION

Further and Higher Education progress reports are dealt with in the main section of Branch reports.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 5: ORGANISATIONAL EFFECTIVENESS OF THE NATIONAL AND PROVINCIAL DEPARTMENTS

Introduction

The strategic objective of Programme 5 for the 2002/2003 financial year was to improve service delivery in certain targeted areas. The main tasks were to identify bottlenecks in the procurement and delivery of Learner Support Materials (LSMs), and to improve various administrative processes and procedures in provincial education departments.

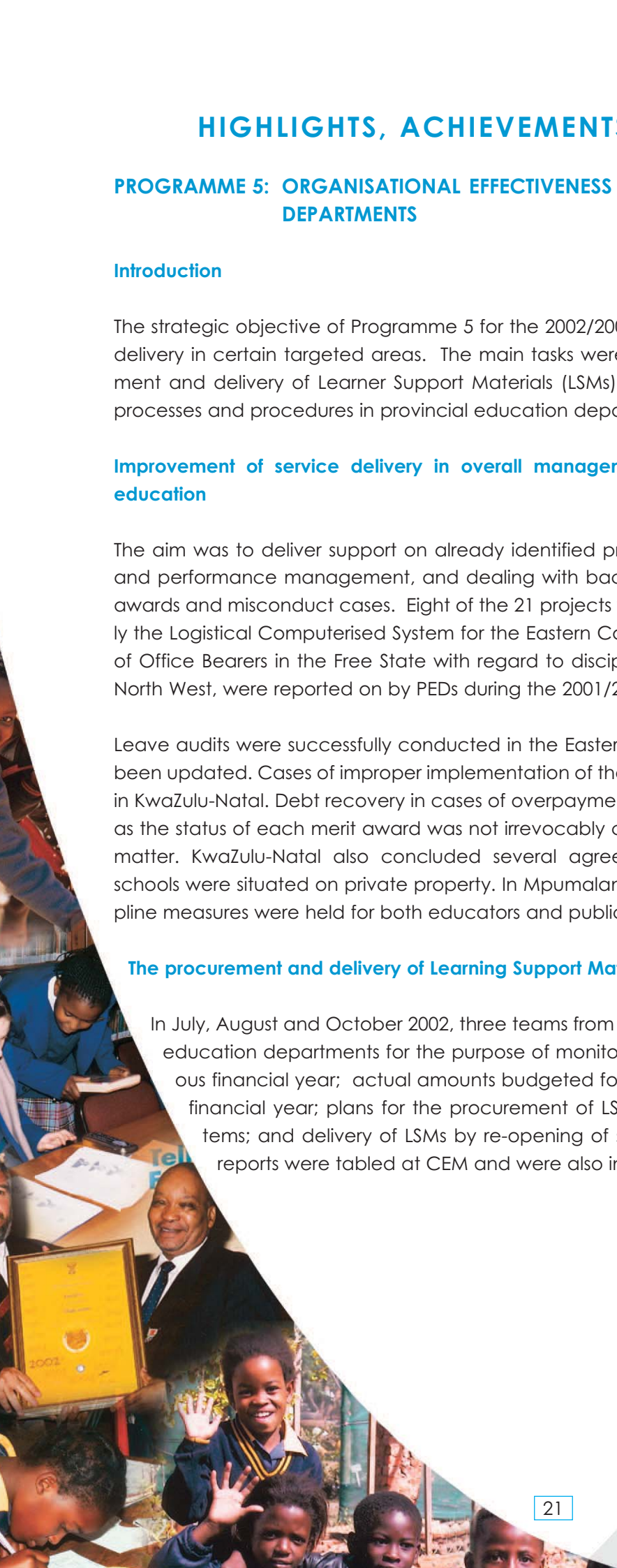
Improvement of service delivery in overall management of the provincial departments of education

The aim was to deliver support on already identified projects covering financial administration and performance management, and dealing with backlogs in respect of leave records, merit awards and misconduct cases. Eight of the 21 projects were completed. Three of them, namely the Logistical Computerised System for the Eastern Cape Education Department, the Training of Office Bearers in the Free State with regard to disciplining matters, and a Skills Audit for the North West, were reported on by PEDs during the 2001/2002 financial year.

Leave audits were successfully conducted in the Eastern Cape. The 75 000 leave records have been updated. Cases of improper implementation of the merit awards system were investigated in KwaZulu-Natal. Debt recovery in cases of overpayment in this regard have not been finalised, as the status of each merit award was not irrevocably confirmed. KwaZulu-Natal will finalise the matter. KwaZulu-Natal also concluded several agreements with landowners where public schools were situated on private property. In Mpumalanga and North West, workshops on discipline measures were held for both educators and public officials.

The procurement and delivery of Learning Support Materials (LSMs) for January 2003

In July, August and October 2002, three teams from the Department visited all the provincial education departments for the purpose of monitoring - expenditure on LSMs for the previous financial year; actual amounts budgeted for textbooks and stationery in the current financial year; plans for the procurement of LSMs for January 2003; book retrieval systems; and delivery of LSMs by re-opening of schools in January 2003. The monitoring reports were tabled at CEM and were also included in the Report to the President



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Budget allocations reported during the previous four financial years

The table below shows a comparison of the budget allocations for 2002/2003 with the allocations of the previous four financial years.

PROVINCE	Year 1998/1999	Year 1999/2000	Year 2000/2001	Year 2001/2002	Year 2002/2003
	R'millions	R'millions	R'millions	R'millions	R'millions
Eastern Cape	42.1	120.0	155.5	180.0	272.3
Free State	26.9	72.1	75.7	77.8	84.1
Gauteng	52.3	95.4	153.4	176.0	240.0
KwaZulu-Natal	72.6	156.0	103.3	193.9	199.3
Mpumalanga	51.0	63.9	49.5	68.5	212.0
Northern Cape	6.6	27.6	10.7	28.9	28.9
Limpopo	51.5	148.3	244.2	269.4	330.0
North West	45.9	65.2	53.0	53.6	50.0
Western Cape	54.9	57.0	70.0	96.8	149.0
TOTAL	**392.6**	**74.6**	**920.2**	**1.162.9**	**1.565.6**

The table indicates that provincial departments of education have consistently increased their budget allocations for LSMs over the past five financial years.

In procuring LSMs, provinces prioritised grades for which the new curriculum was phased in during a particular year, and purchase LSMs in full for learners in those grades. Owing to financial constraints, learners in other grades may not necessarily have received all the necessary textbooks. This implies that even though the budget allocations were increased, it was still not enough to provide all the needs.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Expenditure on LSMs for the 2002/2003 financial year

The table below shows the LSM budget and the actual expenditure for the opening of schools in 2001/2002 and 2002/2003.

PROVINCE	Financial Year 2001/2002			Financial Year 2002/2003		
	Budget R' millions	Expenditure R' millions	Difference R' millions	Budget R' millions	Expenditure R' millions	Difference R' millions
Eastern Cape	180.0	173.0	-7.0	272.3	234.6	-37.7
Free State	77.8	90.2	12.4	84.1	65.6	-18.5
Gauteng	181.0	171.0	-10.0	240.0	234.6	-5.4
KwaZulu-Natal	193.9	167.5	-26.4	199.3	138.2	-61.1
Mpumalanga	68.5	92.1	23.6	212.0	205.8	-6.2
Northern Cape	28.9	31.5	2.6	28.9	28.9	0.0
Limpopo	269.4	285.1	15.7	330.0	287.9	-42.1
North West	53.6	57.4	3.8	50.0	50.0	0.0
Western Cape	96.8	106.2	9.4	149.0	113.	35.1
TOTAL	**1,149.9**	**994.6**	**24.1**	**1,565.6**	**1359.5**	**-206.1**

Four provinces did not spend all of their budget for LSMs. The under-expenditure amounts were committed but not paid, owing to the fact that the invoices that had been submitted, still had to be verified. Overall, provinces contributed R24.1 million more than they had originally allocated. This is to be commended.

Delivery of textbooks before schools re-opened

Although the provincial education departments had plans in place to ensure that delivery of LSMs was completed according to the projected times, i.e. before schools re-opened in January 2003, some provinces could not manage to deliver as scheduled, owing to the fact that the publishers were unable to supply orders in time.

Delivery of stationery before schools re-opened

Five provinces were able to deliver on time. The delay with the other four provinces was due to lengthy price negotiations with manufactures to ensure consistency and uniformity in pricing.

Book retrieval systems

Most of the provinces do not have good book retrieval systems. As a result, the data on textbook retrieval is incomplete. The process has been left in the hands of the districts and schools. The provincial

departments' responses to questionnaires and interviews indicated that a book retrieval questionnaire is sent to schools and calculations are made by using the data from districts and schools that return the questionnaire. Learners tend to keep textbooks in case they need to write supplementary examinations. If learners do not write supplementary examinations, the books are not returned.

Conclusion

15 current projects will be concluded in the next financial year. Some of the projects could not be implemented within the scheduled time frames, owing, in some of the provinces, to instability in management and, in other provinces, to restructuring taking place.

Overall, the procurement and delivery of LSMs in most of the provincial departments is managed according to plan. Internal systems of management and retrieval of LSMs have improved significantly during the past two years. However, there is concern about the fact that some provincial departments seem reluctant to indicate the true nature of problems relating to procurement and delivery. Negative information is not always divulged.

Provinces need to introduce a system of planning 18 months ahead, ensuring regular accountability of Section 21 schools on LSM delivery, getting information on procurement patterns and quantities ordered and delivered, and ensuring retrieval reports at least by November, if the top-up policy is to be efficient.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PROGRAMME 6: VALUES IN EDUCATION

Introduction

The aim of the Values in Education programme is to advocate the values captured in the Constitution and Manifesto and to instill these values into the policies and practices of the Department of Education. The intention is to instill in the learners a positive frame of mind, the appreciation of dialogue and debate and a sense of pride in being a South African and an African, as well as a culture of ethics and respect for human rights.

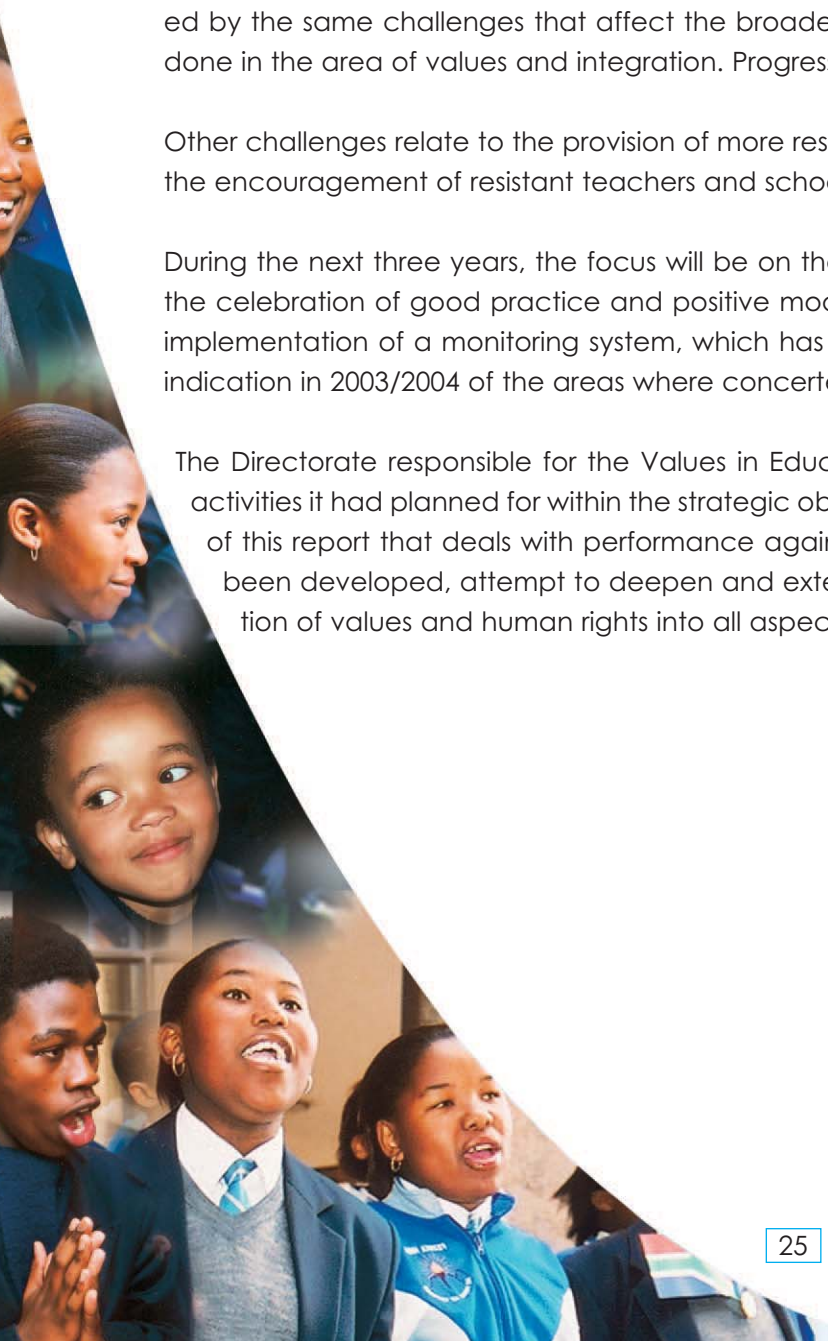
Progress

While there appears to be a very positive response from schools to the materials and suggestions sent to them by the Department, there are schools that are still plagued by racial incidents, both overt and covert. The reason is that while there seems to be more social contact among South Africans across racial divides, insecurities, mistrust and suspicions still exist. Schools are also affected by the same challenges that affect the broader society. There is therefore much work to be done in the area of values and integration. Progress is slow, as attitudinal change occurs slowly.

Other challenges relate to the provision of more resources to this programme in all provinces, and the encouragement of resistant teachers and schools to participate in the programme.

During the next three years, the focus will be on the provision of quality support and advice and the celebration of good practice and positive models in the area of racial integration. The final implementation of a monitoring system, which has been prepared for in 2002, will give a clearer indication in 2003/2004 of the areas where concerted efforts will have to be made.

The Directorate responsible for the Values in Education programme achieved almost all of the activities it had planned for within the strategic objectives, and details are outlined in the section of this report that deals with performance against set targets. The three-year plans that have been developed, attempt to deepen and extend the programme for the successful integration of values and human rights into all aspects of the Department's policies.



SECTION D: BRANCH REPORTS

GENERAL EDUCATION AND TRAINING BRANCH

The General Education and Training Branch is responsible for providing strategic direction in the development and implementation of policies for Early Childhood Development, Adult Basic Education and Training, School Education as well as Learners with Special Education Needs. The Branch is also responsible for teacher development, INSET and PRESET, as well as the development of the capacity of School Governing Bodies.

CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT
DIRECTORATE: SCHOOL EDUCATION

The School Education Directorate is responsible for policy relating to curriculum, assessment and learner achievement for the compulsory General Education phase of schooling (Grades R to 9). For the year 2002/03, the following strategic objectives were identified:

- Preparing the system for the implementation of the Revised National Curriculum Statement in schools.
- Establishing the conditions necessary for the General Education and Training Certificate (GETC).
- Implementing the Language-in-Education Policy.
- Improving the quality, supply and retrieval of Learning and Teaching Support Materials (LTSMs).
- Defining the appropriate place for Religion in Education.
- Integrating Life Skills and HIV/Aids into the curriculum.
- Making Environmental Education integral in the curriculum.

The Revised National Curriculum Statement for Grades R-9 in Schools

The National Curriculum Statement (NCS) was gazetted as policy on 31 May 2002 (Gazette No. 23406, Volume 443). The NCS documents comprise an overview in all official languages, Learning Area Statements for each language at three levels (home language, language of teaching, and additional language), and outcome statements for the seven other Learning Areas. These have been distributed to provinces, districts and every school. A total of 100 000 promotional and 400 000 working copies were printed and distributed.

A Teacher's Guide for the Development of Learning Programmes has been developed to support and facilitate the implementation of the curriculum. The Foundation Phase document provides guidelines for each of the three Foundation Phase Learning Programmes, whilst the Intermediate and Senior Phase Guides provide guidelines for each of the eight learning areas.

An Implementation Strategy comprising six deliverables was developed and approved by the Council of Education Ministers, and further advocacy will be undertaken late in 2003.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Creating the necessary conditions for the General Education and Training Certificate

The GETC is designed to be issued at the end of the General Education band: ABET Level 4 in the case of adults, and Grade 9 in the case of school students. However, much of the assessment is institution based, which requires a significant degree of stabilisation and norming before these assessments are sufficiently reliable to award a qualification.

For this purpose, in 2002 a set of national "Common Tasks for Assessment" (CTAs) was developed and administered for the first time in Grade 9 across all provinces. Training manuals for teachers were provided, and refined CTAs have been developed for 2003. These have been quality assured by the Council for Quality Assurance in General and Further Education and Training, Umalusi.

An electronic registration system for capturing the records of Grade 9 learners has been developed, and details of all Grade 9 learners of 2002 have been entered into the system.

Language in Education

An Interdepartmental Committee has been established to manage the implementation of the policy, and a research project on improving teachers' language skills in Maths and Science is being conducted in KwaZulu-Natal.

Learning and Teaching Support Materials (LTSMs)

A draft policy on the development, evaluation and selection of LTSMs has been developed, and discussions have been held with the Publishers Association of South Africa (PASA) and the South African Booksellers Association (SABA).

Religion in Education

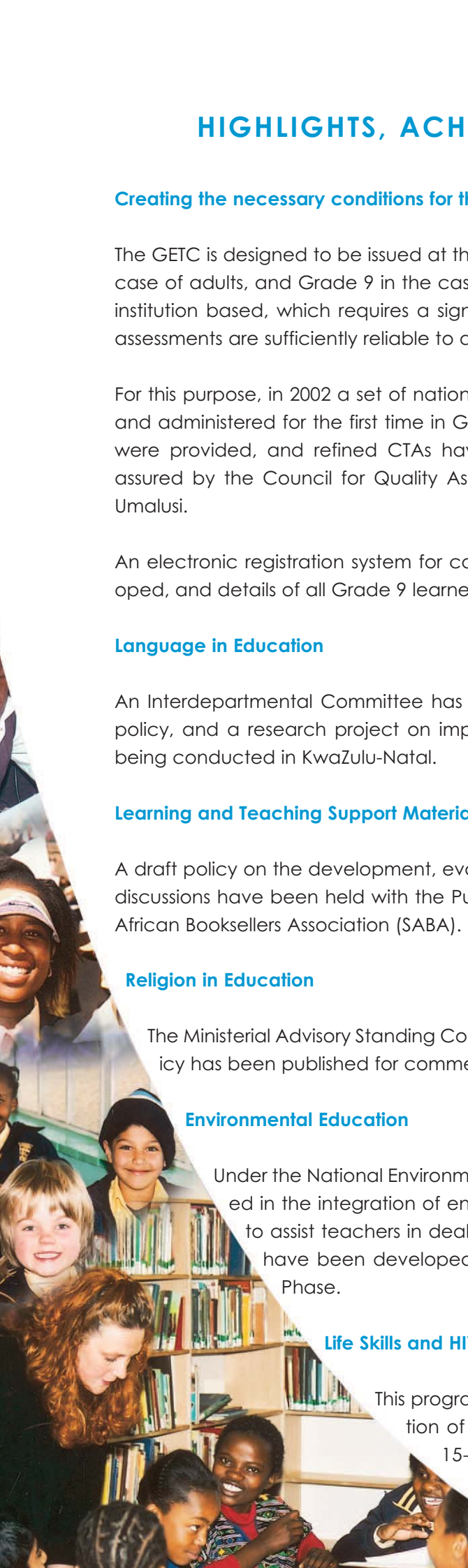
The Ministerial Advisory Standing Committee on Religion has been established, and a draft policy has been published for comment.

Environmental Education

Under the National Environmental Education Project (NEEP), teachers have been assisted in the integration of environmental issues into the curriculum. Resource materials to assist teachers in dealing with the "Healthy Environment" basis of the curriculum have been developed for each of the Learning Areas and for the Foundation Phase.

Life Skills and HIV/Aids in the curriculum

This programme has been one of the major successes in the prevention of HIV/Aids, with demonstrated behaviour changes among 15- to 19- year-olds. In addition, this programme has



demonstrated its value in reaching beyond the school, with the messages of safe sex being carried home to parents and others.

DIRECTORATE: ADULT EDUCATION

The main activities in the Adult Basic Education and Training directorate included the implementation of the ABET Act, the development of curriculum and assessment systems, and sector coordination.

Implementation of the ABET Act

The ABET Act is being implemented, especially in regard to the funding of ABET. The development of norms and standards for funding of public adult learning centres was begun, which will lead to a new funding regime for the sector by March 2004. This is aimed at targeting resources to the poorest, and will enable access to quality opportunities for ABET.

The establishment of the National Board for ABET (NABABET) has been delayed, pending the finalisation of the NQF Review, which will have implications for the functioning of the Board. The Department will, however, continue to engage with stakeholders in a systematic manner.

An audit of ABET centres showed that one of the critical issues that needed regulation was the use of school facilities by ABET centres. Regulations have been prepared relating to the minimum requirements of an agreement between the Department and a school for the use of school facilities. These have been gazetted for comment, and should be declared as policy in 2003.

Curriculum and Assessment

A training manual for Continuous Assessment in Adult Education was distributed, and this contributed to the improvement of assessment systems. Better placement tools and guidelines on how to develop and assess Learner Portfolios enabled us to realise the goal of 50% continuous and 50% summative assessment.

Sector Coordination

National Adult Learners Week was held in Kimberley this year, and was addressed by the Deputy Minister, Mosibudi Mangena. All provinces held celebrations with their learners during this week.

DIRECTORATE: INCLUSIVE EDUCATION

The Directorate Inclusive Education has been involved with preparatory work and setting up systems to implement the first steps of Education White Paper 6: Building an Inclusive Education and Training System.

The following has been achieved during 2002/3:

- An audit of specialised education has been completed, and information from this has been circulated to provincial departments for comment. Once this feedback is obtained, a draft report will be completed.
- A district audit of full-service schools and district support teams in eight provinces has been completed.
- An operational framework has been completed and has been used as the first phase of the advocacy campaign regarding Education White Paper 6. This first phase was well received in the provinces, and a summarised version of the framework will be translated into all official languages.

The Directorate has also completed detailed plans for human, physical and material resource development in the 30 nodal areas, in preparation for the conversion of special schools to resource centres, the conversion of 30 primary schools into full-service schools, and the development of 30 district support teams. These conversions will only take place once adequate funding has been secured.

An assessment policy regarding concessions and adaptations for children with special needs has been prepared for comment, and the Department is currently finalising the task teams that will be responsible for overseeing this curriculum and assessment adaptation.

NATIONAL LITERACY INITIATIVE

A full report of the South African National Literacy Initiative is discussed under the Tirisano Programmes progress report.

SOUTH AFRICAN HISTORY PROJECT

The objective of the South African History Project (SAHP) is to ensure quality history teaching across the education system, and to revive interest in and commitment to history amongst learners and teachers.

The key achievements for 2002/3 were:

- the Heritage Day Celebrations;
- the promotion of Oral History and Indigenous Knowledge Systems (IKS) projects in three provinces;
- history broadcasts on Umhlobo Wenene Radio;
- the Women's Day insert in the Educators' Voice;
- the national television series on History and Archaeology;
- the History, Memory and Human Progress Conference in October 2002;
- Regional History Workshops for teachers;
- the completion of the FET and GET National Curriculum Statements incorporating IKS, Oral History, Apartheid and African History.

The Heritage Day Celebration and competition was held in

collaboration with the Race and Values Directorate, and was attended by the deputy President and former President Nelson Mandela. The training programme in Oral History and IKS projects proved to be a success, as teachers responded favourably and used the skills acquired to initiate school-based Oral History Projects. The radio slots were popular, and we received over 400 calls from the public enquiring about the SAHP and its programmes.

The October conference was welcomed for developing and strengthening links with historians, archaeologists, universities and museums, and the December workshops with teachers created a new consciousness around place, identity and memory, and informed them about the wealth of resources available to them. The SAHP training programme has reached close to 1 000 teachers, and its impact will be monitored. The SAHP also played a leading role in the FET Curriculum revision process, and has been mainstreamed in the curriculum implementation programme.

The SAHP has had a year of high achievements in 2002/3. It is hoped that this momentum will be continued, given the challenges and expectations experienced in schools. The SAHP is currently developing its most challenging programme for 2003/4, which coincides with ten years of freedom.

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES DEVELOPMENT

DIRECTORATE: EDUCATION MANAGEMENT AND GOVERNANCE DEVELOPMENT (EMGD)

The directorate's priorities for 2002/3 focused on establishing school safety as a line function, and moving towards a more structured and sustainable approach to the development of school management and governance. This involved developing national structures, and providing support and guidelines for these functions, backed by a number of projects.

The strategic objectives of the directorate were:

- to ensure properly qualified, competent and visionary leadership at all levels of the system in support of quality learning and teaching;
- to establish a safe and disciplined learning environment that values human dignity;
- to improve the service provided to schools by education districts.

The key achievements were:

- the piloting of models of management of school safety at school and district level;
- the training of a core of 96 female education managers, 500 school management teams and 710 school governance and learner representatives in nodal areas;
- Standards Generating Body for Education Management is established interms of regulations under SAQA Act;
- the gazetting of the Drug Policy for Schools and the development of a user's guide;
- completing the Signposts for Safe Schools workbook;
- the training of 2 500 learner and educator trainers in self-defence techniques and the further training of over

300 000 learners in their 984 schools;
- taking steps towards the establishment of a national safe schools call centre;
- the initiation of the process of defining districts and identifying critical national norms for districts, and support to develop the second brochure on the rights and responsibilities of parents.

DIRECTORATE: TEACHER DEVELOPMENT

The core function of the Teacher Development Directorate is to coordinate and promote professional development programmes for teachers, and to support teachers in their classroom practice.

The strategic objectives identified in the 2002/3 plan were:

- To provide upgrading and re-skilling opportunities for teachers.
- To provide a new access route into the qualifications framework through the implementation of the National Professional Diploma in Education (NPDE), and the Mathematics, Science and Technology Upgrading Project.
- To enhance the capacity of teachers to deliver the national curriculum and the revised national curriculum statements, in order to improve learner performance.
- To help teachers to deal with the effects of HIV/Aids in their environment.
- To recognise excellence in the profession and encourage best practices in the schools through the National Teaching Awards.
- To promote ongoing formative teacher appraisal through the Developmental Appraisal System (DAS).
- To put in place a policy framework for the training and development of teachers.

The following outcomes were achieved:

- The National Professional Diploma in Education commenced in April 2002, and is offered by public higher education institutions.
- An implementation framework for the Assessment and Recognition of Prior Learning is being put in place by the Department of Education, in partnership with the ETDP SETA.
- 150 educators are selected annually from the Senior and Intermediate phases to attend a qualification - bearing course in maths, science and technology.
- The third National Teaching Awards Ceremony took place in October 2002, with the objective of recognising excellence and motivating teachers. Outstanding teachers were honoured and received awards from the President in seven categories, and some of the winners travelled to Japan as part of the prize.
- Through the Canada-South Africa Teacher Development Project, the Directorate has developed tools to monitor the implementation of teacher development projects to ensure the delivery of quality programmes.
- A new Protocol was agreed to for the DAS for teachers, which will ensure that teachers receive the necessary guidance for their ongoing professional development.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

Apart from voted funds, additional funding for Teacher Development is received from Conditional Grants (the Mathematics, Science and Technology project and the National Teaching Awards), and donors (including the Netherlands, Canada, and the Education Labour Relations Council Transformation Fund).

SUB-DIRECTORATE: EDUCATOR QUALIFICATIONS AND PROGRAMMES (EQP)

The primary objective of this subdirectorate is the facilitation and monitoring of the implementation of the two national policy documents: Norms and Standards for Educators in Schooling, February 2000, and Criteria for the Evaluation and Recognition of Qualifications for Employment in Education, September 2000.

EQP is responsible for the evaluation, recognition and approval of new and revised teacher education qualifications and programmes for employment in public schooling.

With the release of the revised Norms and Standards for Educators in February 2000, universities and technikons were requested to revise their existing teacher education qualifications and programmes, and to redesign them in the light of the revised policy.

In order to ensure that the qualifications of individual teachers are evaluated in accordance with national policy and that Relative Education Qualification Values (REQVs) are awarded correctly by the provincial departments of education, provinces are assisted on an ongoing basis in the interpretation and application of the policy. Annual training sessions on the evaluation of qualifications are also conducted in each of the provinces. All foreign and complex local qualifications are referred to the national department for evaluation.

All public higher education institutions that offer teacher education responded positively to this request and at the end of March 2003, a total number of 380 new or revised teacher education programmes had been received, evaluated and approved by the Interim Joint Committee.

In addition to this, a total number of 1 114 sets of individual teacher education qualifications have been received and evaluated.

CHIEF DIRECTORATE: SPECIAL PROGRAMMES

This Chief Directorate covers three Directorates, namely Gender Equity, School Enrichment, and Race and Values. The aim of the Chief Directorate is to develop programmes and policies to promote gender equity, values in education and school enrichment programmes, including sports, arts and culture. Detailed reports of the different directorates follow below.

DIRECTORATE: GENDER EQUITY

Gender equity is concerned with the promotion of personal, social, cultural, political, and economic equality for all. Continuing traditions of stereotypical conceptions and discriminatory

practices have resulted in the systemic devaluation of attitudes, activities and abilitie attributed to and associated with girls and women.

The negative consequences of stereotypical conceptions and discriminatory practices adversely affect men as well as women. However, in the short term, the gender equity initiatives will place greater emphasis on improving conditions and attitudes as they affect girls and women. In the long term, these initiatives will also improve the situation for boys and men.

DIRECTORATE: SCHOOL ENRICHMENT

The aim of the Directorate is to ensure access of learners to, and promote their active participation, in sport, arts and culture in schools. The Directorate only came into existence in October 2002, and has just started drafting its national plan. The report will therefore reflect an analysis of the challenges more than progress against set objectives.

The lack of access to sport, arts and culture for all learners remains the single biggest challenge facing the Directorate. This is compounded by the fact that there is no policy framework for school sport, resulting in a lack of coordination of activities between the Department and provincial offices. In the provinces, school sport is currently located either in the Department of Education or in the Department of Sports. This is the same for arts and culture. So the finalisation of a policy framework will go a long way towards facilitating coordination and ensuring maximum impact of programmes.

The second biggest challenge facing the Directorate is that of resources, both physical and financial. The aim of facilitating access can only be achieved if adequate resources are set aside for that. All of these challenges will be addressed in the next planning cycle.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

FURTHER EDUCATION AND TRAINING BRANCH

Introduction

The mandate of the Branch is to establish a single coordinated FET system, that is vibrant and flexible and that contributes to the achievement of the objectives of the Human Resource Development Strategy.

The strategy for the year under review was organised around three strategic objectives, namely:

- Re-organising the public institutional landscape.
- Developing system capacity to deliver outcomes-based qualifications and programmes.
- Establishing assessment, quality assurance and monitoring systems for the delivery of quality teaching and learning in public and private institutions.

In addition, strategic quality enhancement interventions were implemented in the fields of mathematics, science and technology, reading and information communication technology.

The FET landscape consists of two institutional types, namely; FET Schools: senior secondary schools, (public and independent general and vocational) and FET Colleges: public and private. Each sector has a developmental trajectory relevant to supporting the progressive expansion of access to quality FET teaching and learning opportunities.

FET SCHOOLS

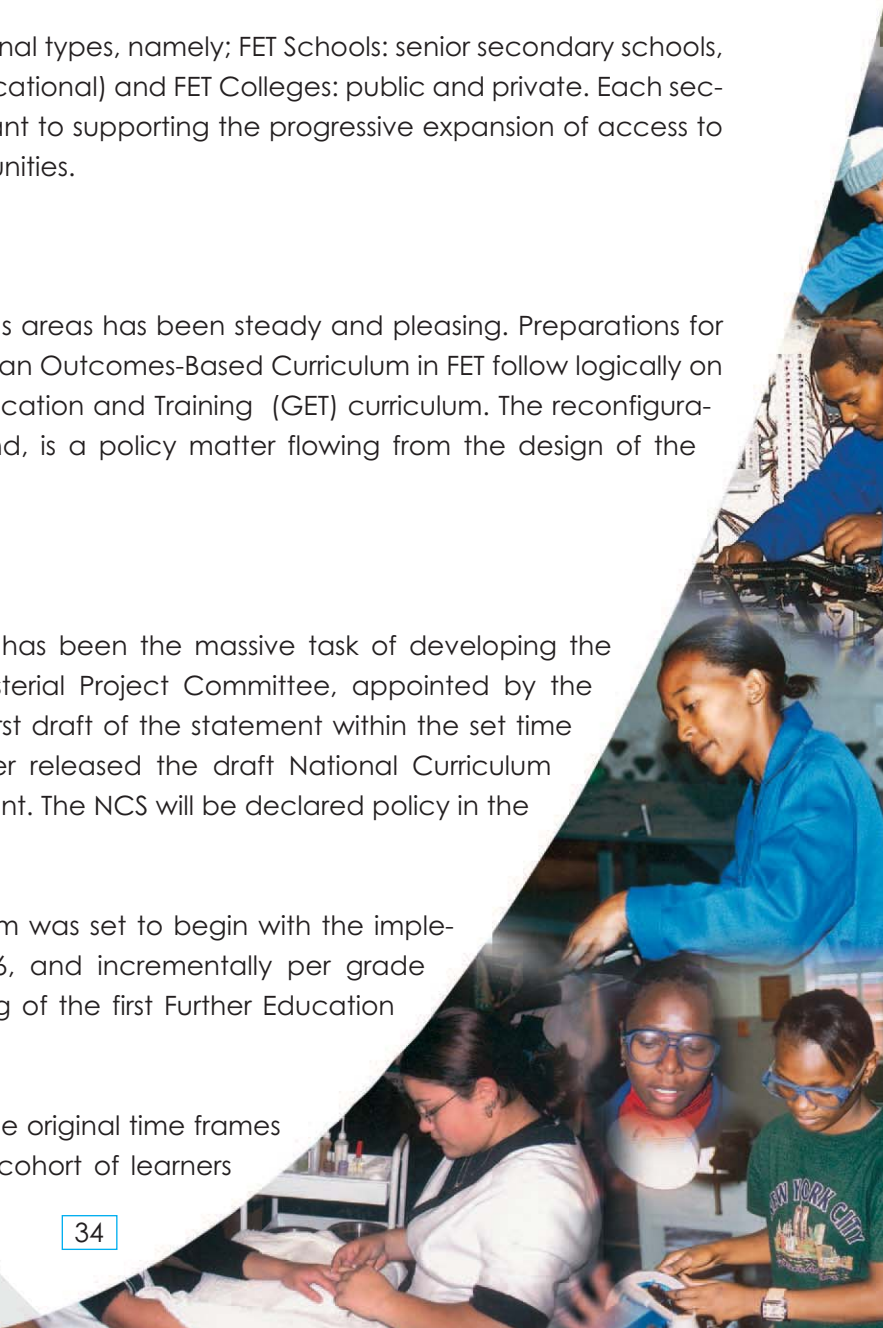
Progress made in the three strategic focus areas has been steady and pleasing. Preparations for the development and implementation of an Outcomes-Based Curriculum in FET follow logically on the successful revision of the General Education and Training (GET) curriculum. The reconfiguration of the landscape, on the other hand, is a policy matter flowing from the design of the National Qualifications Framework.

Curriculum development and delivery

The major focus of this reporting period has been the massive task of developing the national curriculum statement. The Ministerial Project Committee, appointed by the Minister in February 2002, delivered the first draft of the statement within the set time frames. On 28 October 2002 the Minister released the draft National Curriculum Statement Grade 10-12 for public comment. The NCS will be declared policy in the second half of the next financial year.

The implementation of the new curriculum was set to begin with the implementation of Grade 10 in January 2006, and incrementally per grade thereafter, culminating with the awarding of the first Further Education and Training Certificate (FETC) in 2008.

The decision had direct implications for the original time frames and the Grade 10 learners of 2003. This cohort of learners



would now revert to the interim curriculum and be offered the Senior Certificate.

To address this challenge, a teacher orientation and training programme was developed and implemented. A strengthened teacher preparation model was designed and followed. The model involves the development of a dedicated nationally trained corps of trainers. Provinces deploy these trainers to prepare teachers in appropriate grades. Teacher training and preparation will continue and gradually dovetail with preparations for the roll-out in 2006.

During this time, attention was also given to the development of Learning and Teaching Support Materials (LTSMs). Criteria for the screening, procurement and distribution of materials were developed and a working partnership with stakeholders in the field of materials development was established and strengthened.

Institutional development

White Paper 4 recognises issues for further investigation and resolution with regard to the landscape of schools in this band. The issues identified include, inter alia, the delineation of the landscape, the definition of the nature and role of institutions in this sub-category and the determination of governance and funding arrangements.

A Ministerial Project Committee was established to investigate the matters pertaining to the integration of senior secondary schools into Further Education and Training, with special reference to funding and governance. The final report, due in the first quarter of the next financial year, will inform the Department of the implications for the consolidation and conversion of schools in the FET band.

Assessment, quality assurance and monitoring systems

Preparations for the introduction of History as the sixth national senior certificate examination paper were successfully conducted. Owing to the positive impact of several quality improvement initiatives, including the National Learner Performance Project (NLPP), the system recorded a 7,2 % overall increase in the matriculation pass rate. This initiative continues to reduce the number of schools with a pass rate of less than 30% from the original 1 030 in 1999 to 242 in 2002.

Assessment for ABET Level 4 was conducted successfully and major improvements were recorded in learner performance and turn out rates. Equally, arrangements for the GET exit level assessment regime were finalized.

Quality Enhancement Interventions

Quality enhancement involves identifying strategic focus areas and concentrating effort and resources to improve delivery. Often the strategy entails a strategic choice of a limited number of sites and a concentration of the intervention to achieve the set objectives. The sites are used as pilots to generate lessons

and best practice for replication to the rest of the system.

National Mathematics, Science and Technology Strategy Dinaledi

The National Mathematics, Science and Technology (NMST) Project has demonstrated the significance and possibilities of this approach. A limited number of schools were provided with high-tech educational equipment and teacher development and management improvement programmes.

The benefits have been encouraging. Learner participation in the gateway subjects improved substantially. Mathematics saw an increase in enrolment of 4.8%, while enrolment for science increased by 11.4%. Interestingly, more girls enrolled for mathematics than boys (with 55.8% for girls and 45.2% for boys).

Improvement was noted in learner performance as well. The overall pass percentage for Physical Science improved by 13.7%, while that of Mathematics improved by 10.7%.

Information Communications Technology (ICT) in Education

The ICT programme has also yielded notable results. In addition to support for private interventions in the field of connectivity for educational purposes, the project coordinated a number of initiatives. A ministerial task team developed and presented a ministerial implementation strategy. The strategy document will be used to develop a white paper on ICT. The unit was a critical role player in the coordination of the successful Commonwealth Open Distance Education of Learning Conference.

Promoting Reading in Education

The Masifunde Sonke project, aimed at promoting and improving reading levels, registered major shifts in its area of operation. In addition to organising and participating in major national reading campaigns, the project registered a number of new reading clubs and distributed critical reading material to schools and other centres.

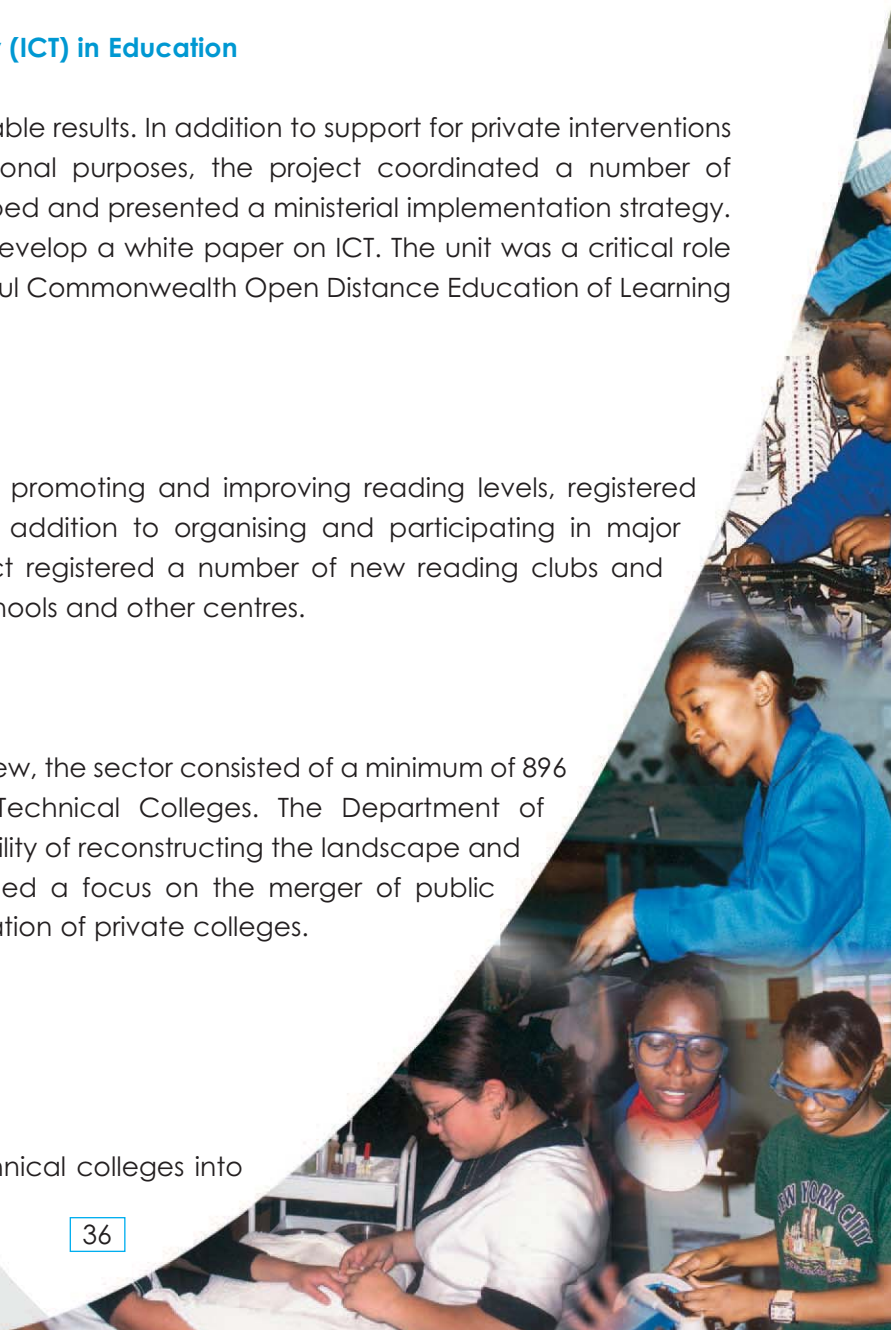
FET COLLEGES

At the beginning of the period under review, the sector consisted of a minimum of 896 private FET colleges and 152 public Technical Colleges. The Department of Education has had to carry the responsibility of reconstructing the landscape and regulating provision. The strategy included a focus on the merger of public colleges and preparations for the registration of private colleges.

Institutional development

Public FET Colleges

The process of restructuring the 152 technical colleges into



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

50 large multi-sited FET colleges was completed during the course of 2002. This was achieved without the closure of any learning site. The new institutions have together registered a 17% increase in student intake over the two-year period ending in 2002.

The appointment of new FET College principals was given special attention in the period under review. Satisfactory progress was made as all but three provinces made all appointments in the course of the reporting period.

Further more institutional support took the form of development programmes for middle managers, senior managers and governing councils. A series of scheduled interventions aimed at preparing managers for the challenges following the mergers were conducted through the support of the business community. The completion of the Financial and Institutional Review for FET Colleges was a major achievement. The study found that the sector is financially and institutionally viable after restructuring. This is an encouraging finding, and one that will go a long way to stimulating further development and growth.

The second FET Convention was held successfully. A sense of achievement and readiness to face the challenges characterised the first conference of the new institutions. The Ministerial FET College Awards was launched.

Private FET Colleges

The Regulation of Private FET Institutions has been furthered by the completion of the Audit of Private FET Provision and the release of a publication in this regard.

Following the findings of the pre-registration survey, a set of regulations for the registration of private institutions was developed and subsiquently released for public comment in the last quarter of 2002. A revised plan for the commencement of the registration process was approved. The plan sets the initiation of the registration process for January 2004.

Curriculum development and delivery

The transition to new curricula and programmes has to be conceptualised strategically and managed systematically to ensure that the process takes place smoothly. In view of this, a strategy for the gradual phasing out of report 190/191 was developed. A draft Framework for Qualifications and Programmes for Levels 2 to 4 was developed.

The Department conducts FET College examinations on behalf of provinces. Annually, the Department conducts five college examinations on an agency basis as part of this arrangement. The examinations were conducted effectively and efficiently, as evidenced by the low record of irregularities and the quality of the administrative and management systems set in place.

Alongside of this has been the phasing in of learnerships at 29 colleges, and the piloting of Institution-based RPL at six FET Colleges. This experience will be used to finalise policy on

these matters for expansion to all colleges during 2003.

Conclusion

As mentioned earlier, the FET is nestled between the GET and the HE bands. This location creates incredible possibilities for the sector to respond to the country's skills needs. Equally, however, this places many pressures and challenges on the sector as it attempts to live up to varied expectations.

Having enjoyed Cinderella status in the past, the sector has no more than potential to talk about. It is encouraging to observe the growth in the profile of the sector and an increased recognition of its capacity and latent potential. The declaration of 2003 as the Year of Further Education and Training will indeed go a long way in profiling the sector. The next financial year will build on the gains experienced during this reporting period and consolidate the preparation base for the roll-out of the new curriculum in FET.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

HIGHER EDUCATION BRANCH

In the period under review, the focus in higher education was on the implementation of the National Plan for Higher Education, which was approved by Cabinet in February 2001. The National Plan provides the framework and identifies the strategic levers necessary to enable the achievement of the policy goals and objectives for the transformation of the higher education system. The two key priorities identified in the National Plan, which underpin the transformation agenda and have been the main focus of activity of the Higher Education Branch in the past year, are as follows:

- The restructuring of the institutional landscape of higher education as the point of departure for addressing the structural inefficiencies and systemic problems inherent in the higher education system, and the laying of the foundations for a higher education system that is affordable, sustainable and responsive to the human resource and knowledge needs of South Africa, and which is consistent with the vision and values of a non-racial, non-sexist and democratic society as enshrined in the Constitution.
- The development and promotion of institutional diversity through mission and programme differentiation linked to national and regional needs.

Institutional Restructuring

Cabinet approved the proposals for the restructuring of the institutional landscape of higher education in December 2002 after the necessary consultations were completed, as required by the Higher Education Act 1997 (Act No. 101 of 1997). This brought to a conclusion the lengthy process of investigations and studies relating to the restructuring of the higher education system, which began in 1995 with the appointment of the National Commission of Higher Education by President Mandela.

The restructuring proposals approved by the Cabinet would result in the consolidation of the number of higher education institutions from 35 to 24, including two National Institutes for Higher Education. The Higher Education system would consist of the following:

- 11 universities;
- Five technikons;
- Six comprehensive Institutions, four of which would be developed through the merger of a technikon and a university, and two through the redevelopment and refo cusing of existing universities;
- Two National Institutes for Higher Education

The following are the newly restructured institutions:

Universities

- University of Cape Town
- University of Durban-Westville and the University of Natal
- University of Fort Hare and the East London Campus of Rhodes University

- University of the Free State, Vista University Bloemfontein campus and the Qwa Qwa campus of the University of the North
- University of North-West, Potchefstroom University of Christian Higher Education and the Vista University Sebokeng campus
- University of the North and the Medical University of Southern Africa
- University of Pretoria and the Vista University Mamelodi campus
- Rhodes University
- University of Stellenbosch, excluding the Dental Faculty
- University of the Western Cape, including the Dental Faculty of the University of Stellenbosch
- University of Witwatersrand

Technikons

- Cape Technikon and the Peninsula Technikon
- Durban Institute of Technology and the Mangosuthu Technikon
- Free State Technikon and the Vista University Welkom campus
- Technikon Northern Gauteng, Technikon North-West and Pretoria Technikon
- Vaal Triangle Technikon

Comprehensive Institutions

- Border Technikon, Eastern Cape Technikon and the University of Transkei
- Rand Afrikaans University, Technikon Witwatersrand and the Vista University East Rand and Soweto campuses
- University of Port Elizabeth, Port Elizabeth Technikon and the Vista University Port Elizabeth campus
- University of Zululand
- University of South Africa, Technikon South Africa and the Vista University Distance Education Campus
- University of Venda

National Institutes of Higher Education

- National Institute of Higher Education in Mpumalanga
- National Institute of Higher Education in the Northern Cape

In order to facilitate the restructuring process, in particular to provide technical support to the affected institutions, the Ministry established a Merger Unit. In addition, it also developed guidelines, which identify the different steps, including options, that institutions would have to develop to implement the mergers.

Enhancing Institutional Diversity

As part of the process for ensuring institutional diversity through programme and mission differentiation, in July 2002 the Minister, after receiving advice from the Council on Higher Education, released the approved institutional programme and qualification profiles for each institution for 2003 to 2006. The approved pro-

files were the outcome of the process begun in 2001, when institutions were required to submit their proposed programme and qualification profiles, which were assessed by the Department and discussed with institutions. The approved profiles were finalised in November 2002 after rectifying inaccuracies and considering institutional appeals. The approved profiles are applicable for at least five years and are based on the demonstrated capacity and potential of the institutions to deliver the programmes.

The National Plan also recognises that the provision of private higher education contributes to the diversity of the higher education system. However, such provision should be appropriately regulated to ensure quality and consumer protection. In this regard, the Minister gazetted Regulations for the Registration of Private Higher Education Institutions in November 2002. Institutions registered prior to the promulgation of the Regulations must meet the requirements of the Regulations by 31 December 2004.

National Higher Education Information and Applications Service (NHEIAS)

The National Plan proposed the establishment of a National Higher Education Information and Applications Service as a mechanism of enhancing equity and diversity of the participation in higher education. Some of the envisaged benefits could include:

- Providing prospective students and schools with information about opportunities at higher education institutions from a single source, thus minimising costs for students and parents.
- Providing institutions with information on the available pool of potential students with the relevant qualifications for entry.
- Enabling the Ministry and institutions to monitor progress in achieving equity in race and gender access.
- Providing Government with information to assess the efficacy of its human resource development strategy.

The Working Group established by the Minister to develop an implementation plan for the NHEIAS submitted its report in June 2002. The report was released for public comment, which was due at the end of March 2003. It is anticipated that the Minister will indicate his response to the Working Group report in the latter half of 2003.

New Funding Framework

In November 2002 the Department released a revised version of the draft funding framework, released in March 2001, for consultative purposes. The revised framework took into account the concerns that were raised in the response to the first draft and that were discussed with representatives of higher education institutions in the course of 2002.

The finalisation of the new funding framework is critical because, as indicated in the National Plan, funding in combination with planning and an appropriate regulatory framework

would be the main levers for steering the higher education system to meet the policy goals for transformation. The current funding framework is not suitable as a steering mechanism to meet the goals of transformation.

Reporting by Higher Education Institutions

As part of the Ministry's commitment to promoting the public accountability of higher education institutions in line with the Higher Education Act, the Minister invited public comments on the draft regulations for the annual reporting by public higher education institutions. The proposed financial reporting framework is in line with Generally Accepted Accounting Practice (GAAP) in South Africa. It is anticipated that the Regulations will be published in the latter half of 2003.

Effective Governance at Higher Education Institutions

The Department initiated the Effective Governance Project for higher education institutions in 1999, with funding support from the United States Agency for International Development.

The project focuses on supporting Councils, Institutional Forums and student leadership in implementing the model of cooperative governance. The key areas of support include the following:

- The development of generic materials and workshops that can be used by all institutions to promote co-operative governance.
- The provision of targeted support to institutions on a need basis, identifying in particular those that might require intensive and sustained support.

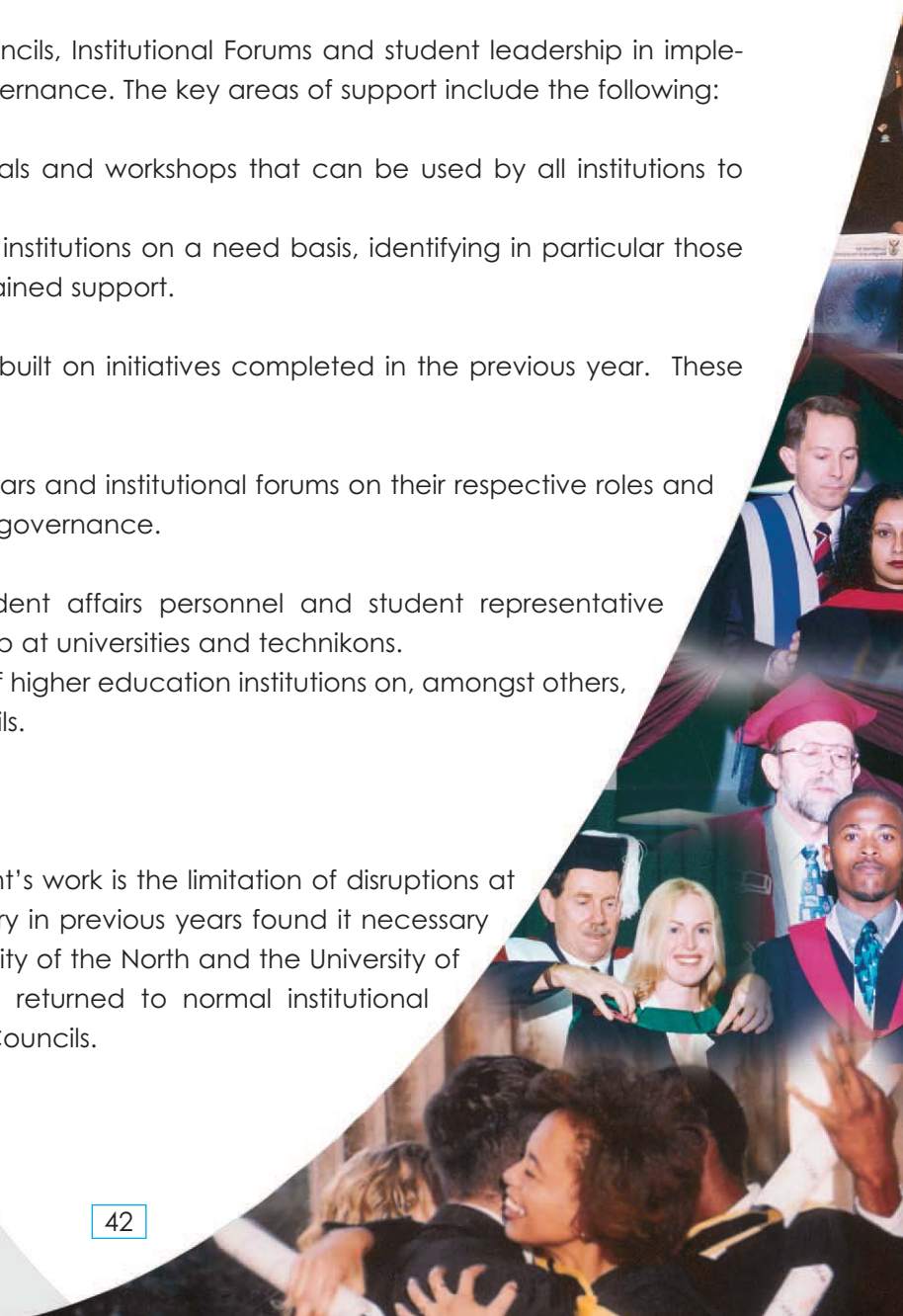
Interventions in the year under review built on initiatives completed in the previous year. These included the following:

- Hosting national workshops for registrars and institutional forums on their respective roles and responsibilities regarding institutional governance.

- Hosting regional workshops for student affairs personnel and student representative councils to support student leadership at universities and technikons.
- Conducting workshops for councils of higher education institutions on, amongst others, the fiduciary responsibilities of councils.

Conflict Resolution

An important aspect of the Department's work is the limitation of disruptions at higher education institutions. The Ministry in previous years found it necessary to appoint Administrators at the University of the North and the University of Transkei. During 2002, both institutions returned to normal institutional governance with the appointment of Councils.



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

International Opportunities in Higher Education

The Higher Education Branch within the Department continues to coordinate and manage projects with the support of international partners:

South Africa-Norway Tertiary Education Development Programme (SANTED)

This is a five-year project, launched in December 2000, and is funded by the Norwegian Agency for Development Cooperation (NORAD). The purpose of the project is to provide assistance to the Department in addressing the policy goals and targets identified in the National Plan, namely, enhancing access and retention in higher education, capacity development of historically disadvantaged institutions and cooperation between institutions in the SADC region.

The two major access and retention projects, that is the University of Durban-Westville's Upward Bound Enrichment Programme and the University of the Western Cape's Equitable Access through Enrolment Management Project, have been fully implemented during the year under review. The SANTED formative research project uses these two projects as case studies, and links the two institutions with the University of Bergen in an international study. In the SANTED SADC Institutional Cooperation project, four projects were launched in 2002 and two new business plans have been provisionally approved. The business plans of two projects in the SANTED Institutional Capacity Building Project have been approved in the earlier part of 2003 and implementation is expected in the latter half of 2003.

Higher Education Libraries Programme (HELP)

The project was initiated in 1997 to build the capacity of libraries at the historically black institutions. The programme, financed by the European Union, was completed in the first half of 2003 and has the following outputs:

- Books, textbooks, multimedia and audio–visual items to the value of R47 million. All materials are shelf ready.
- R18 million spent on training, on aspects such as management development, personal development, IT skills development and professional skills development. Over 600 library staff received training.
- R15 million spent on IT.

Implementation of the SADC Protocol on Education and Training

Within the higher education component of the SADC Protocol on Education and Training, South Africa has actively participated in the programmes of the Human Resource Development Sector of SADC, and currently chairs the Technical Committee on Scholarships and the Technical Committee on Higher Education, Research and Development. The latter Technical Committee is chaired by Professor Errol Tyobeka, Deputy Vice-Chancellor of the Technikon Witswatersrand.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The Tertiary Education Linkages Project

The Ministry of Education, in partnership with the United States Agency for International Development, established the Tertiary Education Linkages Programme in 1994. The project supports the Department of Education and the historically disadvantaged institutions (HDIs). The project was designed to have an impact in three critical areas:

- Policy analysis and planning aimed at examining critical issues in higher education and presenting options and programmes designed to ensure a more equitable and effective system
- Capacity-building for individual HDIs to enable them to be effective in the manner in which they operate and provide learning opportunities.
- Institutional linkages to enable mutually cooperative activities between institutions to address problems, share resources and engage in joint activities related to policy analysis and capacity-building.

During the year under review, the project achieved, amongst others, the following major outputs:

- Nine HDIs have implemented curriculum revisions within their faculties of science to conform to current NQF guidelines.
- HDIs received management, administrative and leadership support to draft institutional three-year rolling plans.
- HDIs were assisted in reviewing their access polices for first-year students and, where necessary, in developing appropriate academic support programmes in the areas of Maths, English, and Science.

Higher Education against HIV/Aids

The Ministry of Education is a key partner in the Higher Education against HIV/Aids programme. The programme is managed by the South African University Vice-Chancellors' Association and the Committee of Technikon Principals, and funded primarily by the Department for International Development (DfID) of the United Kingdom, Ireland Aid and the United States Centre for Disease Control (CDC).

The programme is designed to improve the capacity of higher education institutions to prevent, manage and mitigate the impact of the HIV/Aids epidemic at higher education institutions.

All institutions are actively participating in the programme, which focuses on the following priority service areas:

- Peer education as a sustainable intervention and strategy
- Curriculum Development
- Voluntary Counseling and Testing
- Workplace Programmes and Policies

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

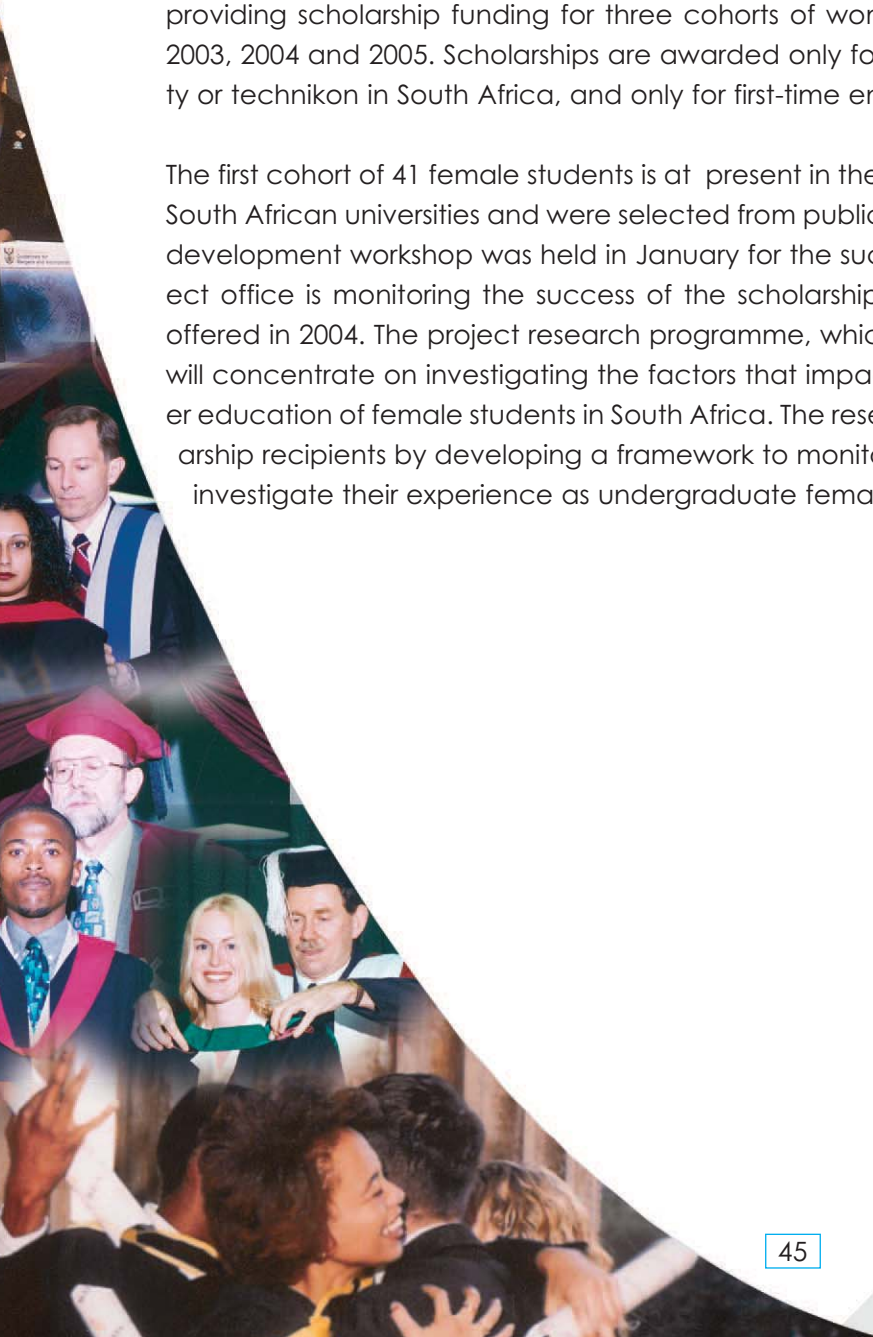
Legislation

The Higher Education Amendment Act, 2002 (Act No. 63 of 2002), was passed on 19 December 2002, "to provide for consequential matters arising out of declarations and mergers of public higher education institutions in relation to labour and student matters; to provide for changes in the size of councils and institutional forums; to provide for the appointment of an administrator to take over the functions of a council which is deemed to have resigned; to make new provisions for the Minister's authority to make regulations; to make certain textual alterations; and to provide for matters connected therewith".

Carnegie Scholarship Programme

The Carnegie-South Africa Undergraduate Scholarship Programme was set up in September 2002, with a generous eight-year grant of more that US$ 3 million from the Carnegie Corporation of New York. The programme aims to increase the numbers of women entering and graduating in the science and technology, engineering, health sciences, economics and education fields of study by providing scholarship funding for three cohorts of women students entering higher education in 2003, 2004 and 2005. Scholarships are awarded only for undergraduate study at a public university or technikon in South Africa, and only for first-time entrants.

The first cohort of 41 female students is at present in their first year of undergraduate study at eight South African universities and were selected from public schools across all nine provinces. A career development workshop was held in January for the successful scholarship students and the project office is monitoring the success of the scholarship recipients. Up to 60 scholarships may be offered in 2004. The project research programme, which is currently in the developmental stages, will concentrate on investigating the factors that impact on the quality of the experience in higher education of female students in South Africa. The research will draw on the experiences of scholarship recipients by developing a framework to monitor and evaluate their progress, and directly investigate their experience as undergraduate female students.



HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

PLANNING AND MONITORING BRANCH

The Planning and Monitoring Branch is mainly responsible for designing systems and procedures for financial and physical planning in the education system. The Branch also develops policy and norms and standards for effective Education Management Information System and for monitoring the success of the system in meetings its objectives of equity, redress and access.

CHIEF DIRECTORATE: PHYSICAL AND FINANCIAL PLANNING

DIRECTORATE: FINANCIAL PLANNING

Introduction

The purpose of the Directorate: Financial Planning is to develop and maintain financial policy concerning the education sector. The functions of the Directorate: Financial Planning are to provide advice to the Minister, Government, Financial and Fiscal Commission and the provincial authorities on the financing of education and training; to monitor provincial education expenditure; to develop norms and standards for the provision of education finance; to provide education financial information to clients and to conduct financial planning of external development assistance.

Progress

A new budget programme structure and generic strategic planning framework for Provincial Education Departments was implemented with the National Treasury. The new budget programme structure and Generic Strategic Planning Framework would enable the Department of Education and the National Treasury to make cross-provincial comparisons and to determine whether budgeted amounts for specific programmes are adequate.

Assistance to provincial education departments with the implementation of the National Norms & Standards for School Funding seeks to entrench redress, through the equitable funding of schools. Training and skills on knowledge transfer took place over a period of three years, and a computer system to assist schools in budgeting, auditing and expenditure was developed. Training manuals were produced on the following: Self-Managing Schools Section 21 Functions; a School Fees Exemptions Procedures; Financial Management for Schools: Train the Trainers Manual; Development Planning & Budgeting; Basic School Financial Records; School Financial Records – Double Entry; and Financial Management for Schools.

Funding policies for ABET, ECD, FET Colleges and Inclusive Education were drafted to form the basis for the development of national funding norms and standards for these education sub-sectors.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

DIRECTORATE: EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

Introduction

The EMIS directorate's main objective is to promote the development and operation of education and training information systems. The principal functions are to build an appropriate infrastructure for collection and dissemination of management information, education and training data, and to provide technical assistance to provinces for the development of management information systems.

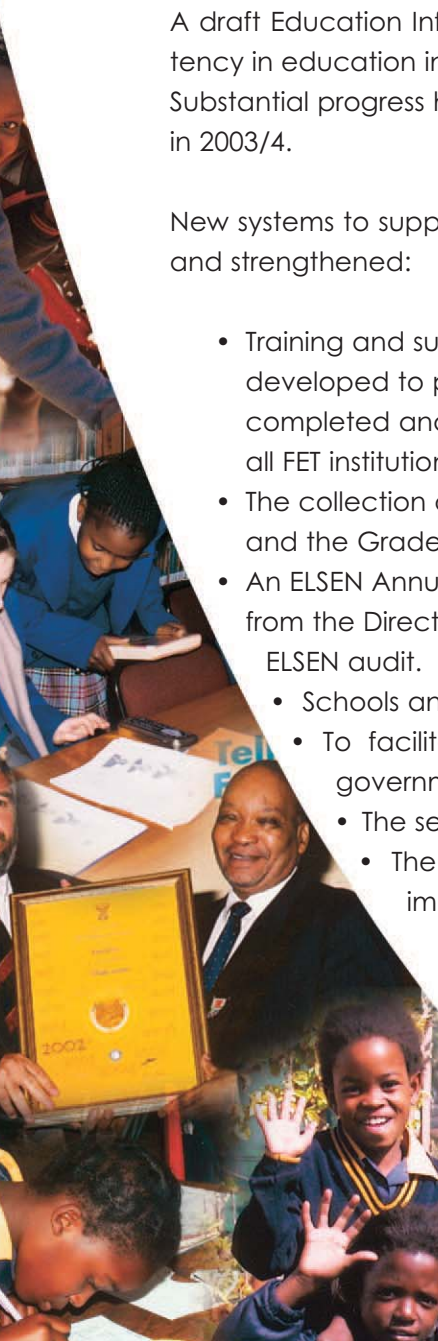
Progress

A provincially customised electronic data capturing system was developed and implemented in all nine provincial education departments by December 2002, to facilitate the capturing of survey data and of other forms and information at provincial level.

A draft Education Information Policy has been developed to enable standardisation and consistency in education information, and therefore in reporting of monitoring and evaluation activities. Substantial progress has been made and consultations on the proposed policy will be completed in 2003/4.

New systems to support the monitoring and evaluation of the education system were developed and strengthened:

- Training and support was provided to all provincial FETMIS coordinators on the system developed to provide MIS for the FET sector. Software (FETPAC 2) for this function has been completed and meets the functional and technical specifications, and was implemented in all FET institutions.
- The collection of data in ECD centres was finalised and the data has been implemented, and the Grade R provisioning survey was conducted at the registered ECD sites.
- An ELSEN Annual survey form for 2003 was developed, and an audit carried out, with support from the Directorate on database development, analysis and production of report on the ELSEN audit.
- Schools and ABET annual surveys were facilitated and coordinated.
- To facilitate the development of data integration, officials were trained on the government's Vulindlela system for access to PERSAL datasets.
- The services of SITA were secured to assist in developing a Master Systems Plan.
- The DDSP EMIS improvement project was completed and the system was implemented in the Northern Cape. The system was implemented in all schools in the Kimberley district. District and school managers in the four-DDSP provinces were trained on the use of manual and computerised school management information systems.



Data dissemination and publications were developed and improved:

- Annual School Survey data sets were normalised and data on all learner enrolment figures from 1997 to 2001were available, and a final draft of the statistical publication was completed and published by the end of the financial year in 2003.
- Queries from the public, other government departments and Parliament on statistical information in the system have been dealt with. There are high-level users of data, such as the National Treasury, and the pressure on the directorate to provide data has been high. The capacity of the directorate to manage the queries has to be improved, and the Education Foundation through the Dutch Grant will help to develop internal capacity in terms of training support and systems.
- Profiles of schools in the 18 nodal areas were developed, and a web page that publishes statistical data is constantly updated.

Intergovernmental relations in decision support have improved, with ongoing discussion taking place at the EMIS steering committee level to define roles and responsibilities between national and provincial spheres in the area of information for decision support in education. These interventions have begun to yield fruit, with much improved data and information provision.

DIRECTORATE: PHYSICAL PLANNING

Introduction

The Directorate: Physical Planning is responsible for developing policy and support structures for adequate physical resources of schools and learning centres. The functions of the directorate are to:

- Analyse infrastructure backlogs and their financial implications.
- Formulate a development plan to target interventions for the rehabilitation of schools.
- Formulate a plan for mobilising resources.
- Develop models for infrastructure development.
- Develop and maintain a management information system to support planning, implementation, monitoring and evaluation of capital investment in education.

Progress

One of the highlights of this reporting period was the establishment of a School Infrastructure Subcommittee of HEDCOM, to assist in developing of policy, monitoring of capital expenditure, and delivery by provincial departments of education. The Subcommittee will ensure that norms and standards are developed and will assist in monitoring the capital expenditure.

The Department also focused on devising strategies to address the problem of learners learning "under trees". The Minister of Education requested all provinces to submit business plans for school infrastructure for the MTEF cycle starting 2003/4.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The business plans that were submitted varied in formats, which would make the task of monitoring performance difficult. A standard format of Business Plans with proposed tables was developed centrally and will be completed for implementation in January 2004.

A joint strategy was developed between the Department of Education and the Department of Water Affairs and Forestry (DWAF), aimed at reducing the backlogs in the provision of basic services such as water and sanitation in schools.

DIRECTORATE: POLICY SUPPORT

Introduction

The Policy Support Directorate was established to assist in analysing, developing, planning and advocating policy for the education sector. The Directorate provides a support service to the systems planning branch of the Department of Education by doing the following:

- Research and analysis of the conditions and resources in the education system. This will include developing education service delivery indicators.
- Indicative planning for the development of the education sector for medium- to long-term planning.
- Advocacy of the priorities and appropriate investment levels for education as a key determinant of economic and social welfare.

Priorities and strategic objectives for the year 2002/3 included the following:

- Manage Education For All coordination activities.
- Ad hoc research, analysis and advocacy support.
- Develop monitoring and evaluation framework for education service delivery.
- Policy and Planning Support to HIV/Aids unit.

Progress

As a result of activities related to the production of two major reports in the 2002/3 financial year on developments in the education system (namely the Education for All Status Report, incorporating country plans for 2002 to 2015, and the Report to the Minister on the Review of the Financing, Rresourcing and Costs of Education in Public Schools in South Africa), it was necessary to reprioritise activities in the 2002/3 year. Some activities were therefore projected to be completed in the 2003/4 year.

Significant events and major projects completed by the Directorate include the following:

- Facilitation of the attendance of four national education participants in the SADC Education Policy Support Initiative training programme.
- A national consultative meeting on Education for All

held in November 2002.

All key education stakeholders considered the Draft Status Report on Education for All in South Africa, incorporating country plans for 2002 to 2015. The draft status report detailed trends in education provision and service delivery, including many of the indicators of education provision relevant to the goals of the Education for All initiative.

- Research and analysis input to support the development of the Review of the Financing, Resourcing, and Costs of Education in Public Schools was completed in January 2003. This review report was released by the Minister of Education in March 2003.
- Input provided on education system service delivery indicators.
- Investigations, analyses and development of papers on education service delivery, public private partnerships in education, poverty alleviation in education, the relationship between changes in secondary enrolment and changes in the pass rate in the Senior Certificate Examination, and the contribution of education to social development.
- Finalisation, consultation and approval for specifications of three planning tools and resource guides for use at school, district and provincial level by officials and educators dealing with the impact of HIV/Aids. Support to the HIV/Aids unit will be discontinued from 2003/4, as the Department's HIV/Aids unit will be fully staffed and resourced. Work has already started on the production and development of these tools in the Department.

CHIEF DIRECTORATE: QUALITY ASSURANCE AND SYSTEMIC EVALUATION

DIRECTORATE: WHOLE-SCHOOL EVALUATION

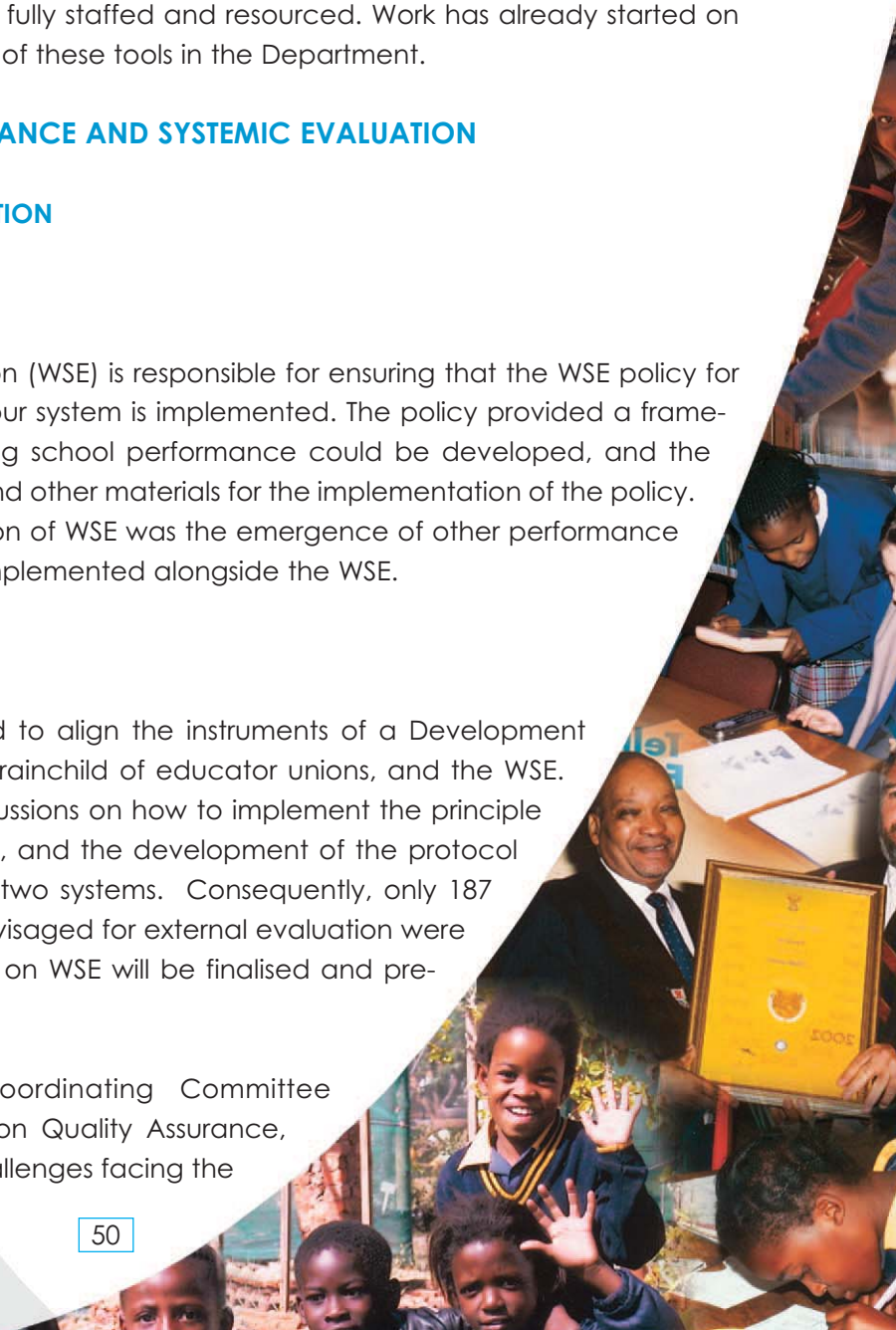
Introduction

The Directorate: Whole-School Evaluation (WSE) is responsible for ensuring that the WSE policy for evaluating the quality of education in our system is implemented. The policy provided a framework against which a system of tracking school performance could be developed, and the directorate has developed guidelines and other materials for the implementation of the policy. A major challenge to the implementation of WSE was the emergence of other performance management systems that had to be implemented alongside the WSE.

Progress

A Ministerial Task Team was established to align the instruments of a Development Appraisal System (DAS), which was a brainchild of educator unions, and the WSE. There were extensive debates and discussions on how to implement the principle of observation of educators in practice, and the development of the protocol thereof proposed encapsulated in the two systems. Consequently, only 187 schools out of the 5% that had been envisaged for external evaluation were evaluated, and the first national report on WSE will be finalised and presented to the Minister soon.

The National Quality Assurance Coordinating Committee (NQACC), a HEDCOM subcommittee on Quality Assurance, continues to review implementation challenges facing the



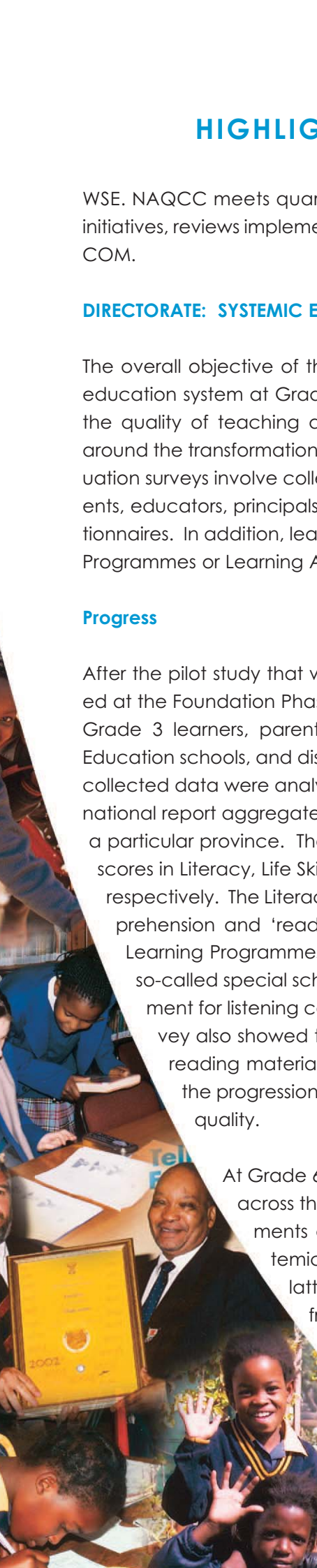
WSE. NAQCC meets quarterly to receive reports on the implementation of Quality Assurance initiatives, reviews implementation challenges and, where necessary, make recommendations to HEDCOM.

DIRECTORATE: SYSTEMIC EVALUATION

The overall objective of the Directorate: Systemic Evaluation is to evaluate the performance of the education system at Grades 3, 6 and 9 in order to inform interventions for continual improvement of the quality of teaching and learning. The indicators against which evaluations are done centre around the transformational goals of access, equity, quality and learner achievement. Systemic evaluation surveys involve collection of data on contextual systemic factors from samples of learners, parents, educators, principals and district officials through the administration of specially designed questionnaires. In addition, learners take special tests to assess levels of achievement in identified Learning Programmes or Learning Areas.

Progress

After the pilot study that was conducted in 2000, the main systemic evaluation survey was conducted at the Foundation Phase (Grade 3) in 2001/2002. A random sample of more than 54 000 persons – Grade 3 learners, parents, educators and principals from over 1 400 mainstream and Inclusive Education schools, and district officials concerned with those schools – participated in the survey. The collected data were analysed and a national report and nine provincial reports were produced. The national report aggregates the findings nationally, whilst each provincial report reflects the findings in a particular province. The key findings of the survey showed that, nationally, learners' achievement scores in Literacy, Life Skills and Numeracy stood at the arithmetic mean levels of 54%, 54% and 30% respectively. The Literacy mean score is an aggregation of two components, namely listening comprehension and 'reading and writing'. The general pattern of achievement across the three Learning Programmes was the same for both mainstream learners and their counterparts in the so-called special schools, although the latter group tended to do better. The average achievement for listening comprehension was 68%, while that for reading and writing was 39%. The survey also showed that only about 30% of the learners in the sample had access to adequate reading materials at home. These benchmarks will provide critical information for tracking the progression of the system in achieving the transformational goals of access, equity and quality.



At Grade 6 level, a pilot study was conducted in 65 schools at the Intermediate Phase across the country. The purpose of the pilot study was to refine the evaluation instruments and improve the data collection process in preparation for the main systemic survey at the Intermediate Phase, which will be conducted towards the latter part of 2003. The findings from the pilot study as well as the lessons learnt from the Foundation Phase (Grade 3) study will be used to benefit the Grade 6 main survey.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

CHIEF DIRECTORATE: HIV/Aids AND DEVELOPMENT SUPPORT AND HUMAN RESOURCE DEVELOPMENT PLANNING

DIRECTORATE: HUMAN RESOURCE DEVELOPMENT PLANNING

Introduction

The aim of the Directorate is to assist the interdepartmental Human Resource Development Coordinating Committee (HRDCC) with the implementation and monitoring of the Human Resource Development Strategy for South Africa, in collaboration with the Department of Labour.

Progress

The five strategic objectives of the HRD Strategy for South Africa are:

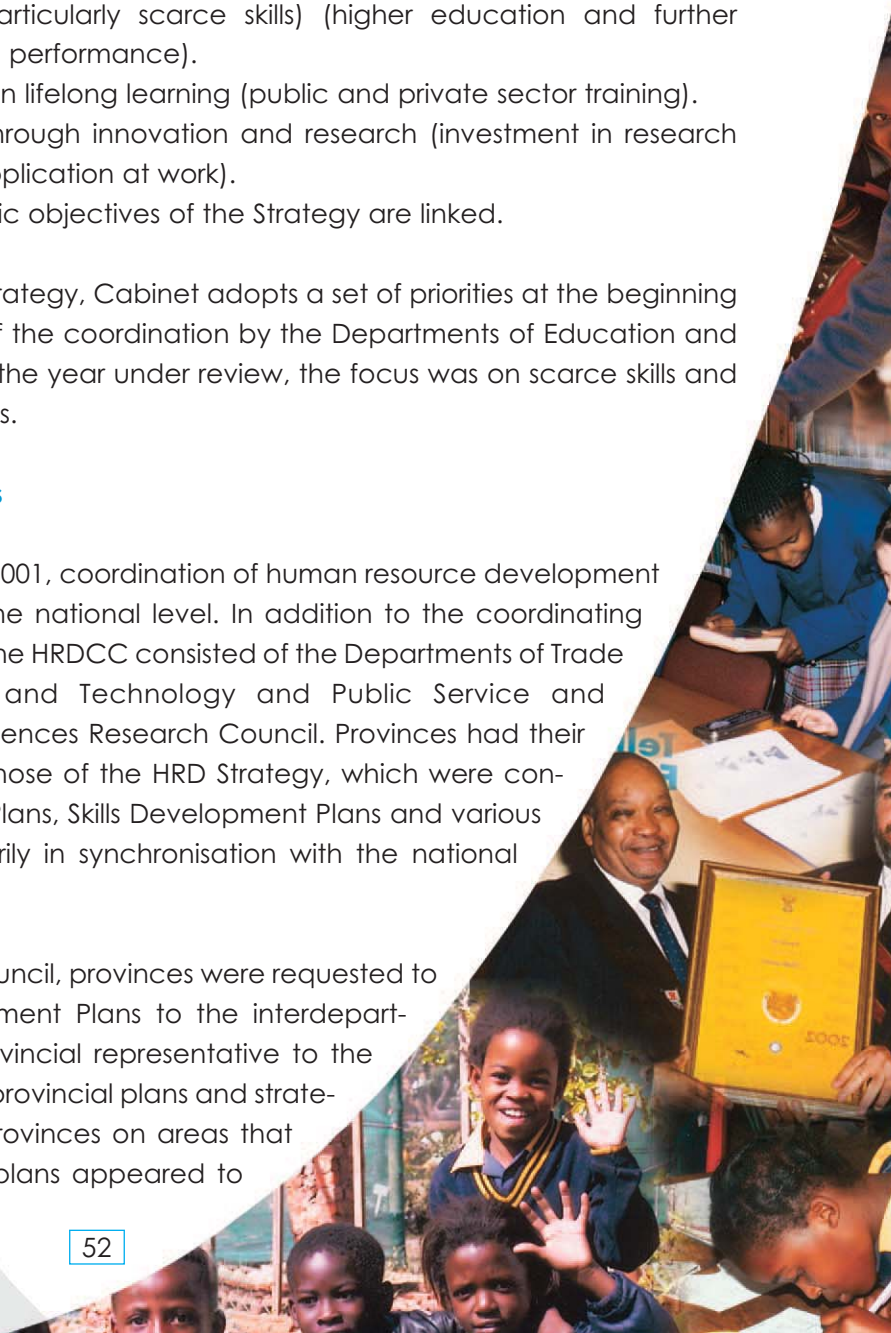
- Improving the foundations for human development (schooling, early childhood development and adult basic education).
- Improving the supply of skills (particularly scarce skills) (higher education and further education and training institutional performance).
- Increasing employer participation in lifelong learning (public and private sector training).
- Supporting employment growth through innovation and research (investment in research and development, as well as its application at work).
- Ensuring that the other four strategic objectives of the Strategy are linked.

Owing to the broad scope of the HRD Strategy, Cabinet adopts a set of priorities at the beginning of each year that would be the focus of the coordination by the Departments of Education and Labour during that given period. During the year under review, the focus was on scarce skills and expanding the HRD Strategy to provinces.

Expanding the HRD Strategy to provinces

Since the launch of the Strategy in April 2001, coordination of human resource development initiatives has been focused solely on the national level. In addition to the coordinating Departments of Education and Labour, the HRDCC consisted of the Departments of Trade and Industry, Arts, Culture Science and Technology and Public Service and Administration, as well as the Human Sciences Research Council. Provinces had their own programmes with similar goals to those of the HRD Strategy, which were contained in their Economic Development Plans, Skills Development Plans and various other strategies that were not necessarily in synchronisation with the national strategies.

Through the President's Coordinating Council, provinces were requested to submit their Human Resource Development Plans to the interdepartmental HRDCC and to nominate a provincial representative to the committee. The joint HRDCC evaluated provincial plans and strategies and made recommendations to provinces on areas that needed improvement. Most provincial plans appeared to



be interpreting human resource development as merely skills development, some of the plans that did not include elements of human development, improving the foundations for development, economic development and research and innovation. The process of developing comprehensive provincial plans, based on the assessment results of the HRDCC, will start in the latter part of 2003.

Scarce skills

Sector Education Training Authorities (SETAs) were established to develop Sector Skills Plans that will, amongst other things, provide information on the status of supply and demand of skills in their respective sectors. The Sector Skills Plans would be used to inform skills suppliers, such as Further Education and Training Colleges, of skills demand trends in the labour market.
The persisting skills shortage indicated that there was a disjuncture between demand and supply. Cabinet decide to prioritise the issue of scarce skills, and the Departments of Education and Labour launched a full skills audit. This will assist in compiling a list of skills that are of national importance and are critical in social and economic development of the country. The list of skills will be used to inform government funding through the National Skills Fund, National Student Financial Aid Scheme and other programmes. It will also be used to inform the processing of work permit applications which the Immigration Advisory Board performs in its role of advisor to the Minister of Home Affairs.

DIRECTORATE: DEVELOPMENT SUPPORT

Introduction

The main objective of this directorate is to facilitate and support the development and coordination of education projects at the General and Further Education and Training levels at both the provincial and the national level. The objective includes supporting project managers at national and provincial levels in the development of business plans for accessing conditional and donor funding and also monitoring and evaluating the use of the funds.

Achievements of Development Support realized through conditional grants

To facilitate the process of business plan development, the directorate ensured that the broad framework of priorities for the development of business plans was approved by HEDCOM and CEM and this was used to support provinces in developing business plans for the MTEF cycle. The provinces submitted business plans approved by the provincial heads in December 2001 and approval to use the conditional grants funding was granted to provinces by the Director General in February 2002. Two provinces i.e. North West and Eastern Cape only received approval in April 2002 and June 2002 respectively.

The directorate planned two monitoring visits per province per year. Seven provinces were visited in the year 2002 but to date North West and Eastern Cape have not been visited for the second phase. The monitoring visits revealed that although there

were deviations here and there the impact of conditional grants on provinces was significant and the following was reported:

School effectiveness

The training of governing bodies in a variety of issues including governance financial management, conflict resolution and fund raising has assisted in institutionalising the structure and also helped to stabilise the schools. This project also assisted in turning the section 20 schools into section 21.

The project on School Safety has assisted in creating community awareness on a number of issues such drug abuse, child molestation, vandalism of schools and how these impact on the school. In addition, the project dealing with engendering community pride has assisted in making the schools centers of community pride and also contributed to creating employment for communities around the schools by encouraging them to create food gardens in the schools.

Projects dealing with Systemic Evaluation and curriculum 2005 helped to stabilize the schools and gave the educators and office based educators confidence to manage the curriculum and schools.

Further Education and Training

The provinces reported that this grant played a pivotal role in restructuring this band. In particular funds drawn from this grant have assisted in building awareness in the nodal areas of the importance of learning areas such as Mathematics, Science and Technology and how these would contribute to the economic well - being of the country.

Organisational Effectiveness of the National and Provincial Departments

Projects funded from this grant assisted in building systems at provincial level dealing with Education Management Systems, Financial Management System and the System dealing with the procurement, retention and retrieval of Learner Support Material. The grant also contributed to leave audits being conducted in most provinces.

Values in Education

The projects initiated with this grant assist in building the moral fibre and values in the system. The grant is used in building awareness for the History project, launch the heritage month, run the Tirisano Choral Eisteddfod and highlight awareness on National Symbols.

Achievements of Development Support achieved through donor funded projects

- The Netherlands Sectoral budget Support assisted the Department in the implementation of the revised curriculum statements and also assisted in laying the

foundation for the FET transformation. The grant also plays a pivotal role in decreasing the number of under – qualified educators.

- The Finnish government through the SCOPE project has assisted in laying the foundation for inclusive education, ICT for enhanced learning and the establishment of higher education institutes in Northern Cape and Mpumalanga.
- The French government through the SYSTEM project helped the Department to launch the Maths, Science and Technology project that in the long run will contribute to the economic well – being of the country in the sense that it contributes to the skilled work- force of the country.

The highlights of the Directorate Development Support

The directorate has succeeded in establishing procedures and systems governing conditional grants and this has led to 12% under-expenditure for the financial year 2002/2003. This is a mean fit compared to levels of under- expenditure in the previous years.

DIRECTORATE: HIV/AIDS

Report on progress regarding the HIV/Aids programme is as outlined under the Tirisano Programme 1 Report.

CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND NATIONAL AND PROVINCIAL COOPERATIVE GOVERNANCE

DIRECTORATE: INTERNATIONAL RELATIONS

The Directorate is responsible for facilitating the establishment and maintenance of international relations with foreign countries and development agencies in order to align their assistance with the priorities of the Department in order to reach the Tirisano goals.

The following strategic objectives were identified:

- Engagement with countries in the area of Bilateral Cooperation through Binational and Joint Commissions.
- Engagement in Multilateral Cooperation with agencies such as UNESCO, SADC, AU and ADEA.
- Engagement with donor countries and/or with their donor agencies such as EU USAID, DFID, SIDA, Finland, Japan, France, Norway and the Netherlands, in the area of Development Cooperation.

Overseas Development Assistance

Ongoing participation in, and review of, donor support takes place during annual consultations. On behalf

of the Department, the Directorate solicited funding from various funding agencies, and donor countries such as EU, SIDA, USAID, and DfID, for its priority programmes.

New Agreements were signed with the following:

- France – to support the Gauteng Department of Education Action Zones.
- DFID – to support the Department of Education's policy and capacity building initiatives in Higher Education, Curriculum Development and Further Education and Training.
- Japan - for the construction of 20 schools in Mpumalanga.

The monitoring of existing agreements with the Netherlands, SIDA, Finland, USAID, EU, Ireland and CIDA is ongoing. A new round of negotiations on future development support with the Netherlands, Finland, EU, Japan, SDC and SIDA is taking place. The Directorate ensures that all Overseas Development Assistance programmes are aligned to the government priorities.

Incoming International Delegations

The Department of Education hosted a number of international delegations from the Ivory Coast, Algeria, Benin, Swaziland, Zambia, Ethiopia, Cuba, Kenya, Guinea, Mauritius, Rwanda and China. Ministers of Education or senior officials to supporting bilateral cooperation, monitoring ongoing programmes of cooperation, and identifying possible new areas of cooperation headed visits. The visits allowed for sharing of educational experiences and system-to-system collaboration. The visits also gave national, provincial and institutional structures exposure in respect of the furtherance of strengthening and promoting educational cooperation. A greater number of visits were received from the African Continent. This is due to the greater focus on the role of the African Union and the Department's commitment to NEPAD. Preparatory meetings for the incoming visits of Angola, Uganda, Mexico, Saudi Arabia, and Malaysia are being held.

Draft Agreements and Letters of Intent were prepared for signature with Angola, Russia, Guinea, Sudan and Ethiopia.

Binational and Joint Commissions

The Joint Commission meeting with Lesotho was held in Lesotho, where parties agreed to further their cooperation in the field of a National Qualifications Framework and the development of a common indigenous language.

The first Joint Commission meeting on cooperation with Flanders was held. Flanders will provide financial support to KwaZulu-Natal, the Free State and Limpopo in General Education and Training.

The Binational Commission meeting with the United States of America has been reconstituted and is being recreated as the SA - US Bilateral Cooperative Forum.

HIGHLIGHTS, ACHIEVEMENTS AND CHALLENGES

The areas of cooperation with the Binational and Joint Commissions include the following: institutional linkages, recognition of qualifications, scholarships, student and academic staff exchanges, joint research, sharing of publications, and participation in seminars or conferences, as well as short-term sabbaticals and capacity-building. These partnerships are shaped for mutual benefit.

During the meeting with the Chinese Minister of Education, China offered five fully-funded scholarships. A Letter of Intent was signed, paving the way for the actual agreement to be entered into during the latter half of 2003. The areas covered in the Letter of Intent included student and staff exchanges, scholarships and the establishment of a Chinese centre in the Western Cape.

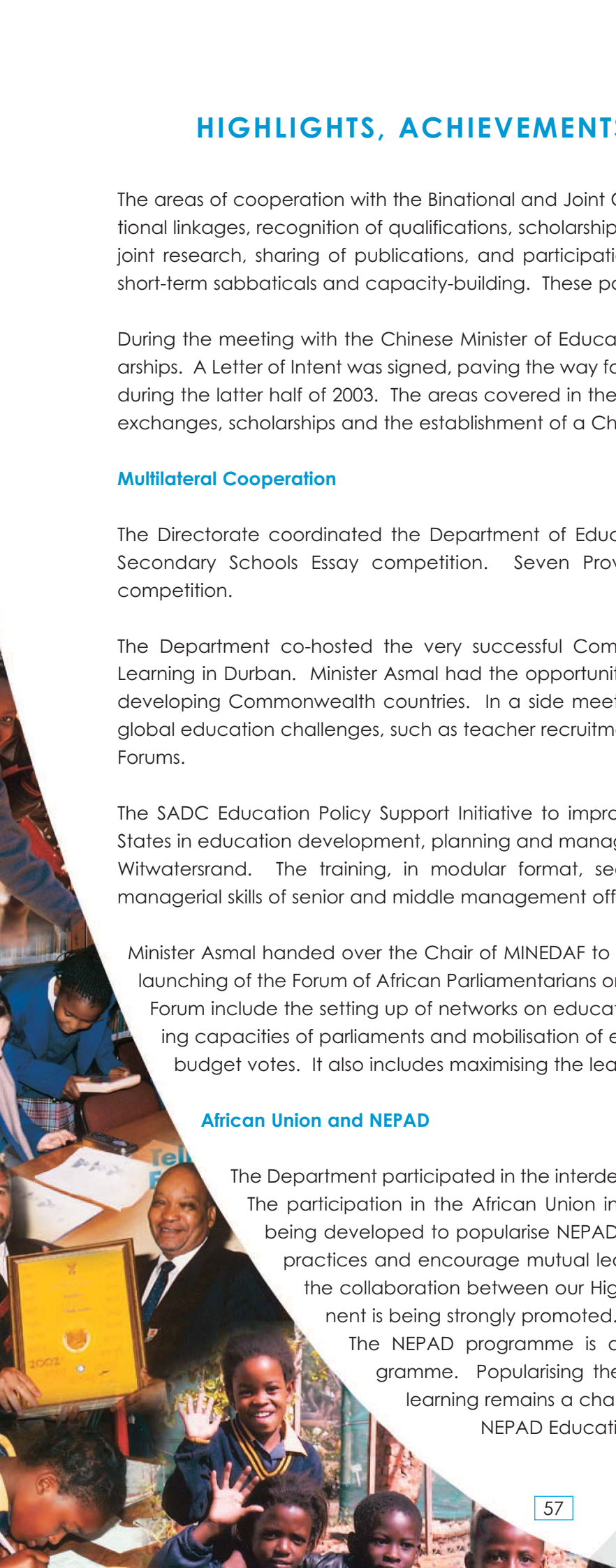
Multilateral Cooperation

The Directorate coordinated the Department of Education's participation in the Annual SADC Secondary Schools Essay competition. Seven Provincial Departments participated in the competition.

The Department co-hosted the very successful Commonwealth of Learning Forum on Open Learning in Durban. Minister Asmal had the opportunity of interacting with his counterparts from developing Commonwealth countries. In a side meeting it was agreed that they would tackle global education challenges, such as teacher recruitment by developed countries, at Multilateral Forums.

The SADC Education Policy Support Initiative to improve regional capacity among its Member States in education development, planning and management is still active at the University of the Witwatersrand. The training, in modular format, seeks to build capacity by improving the managerial skills of senior and middle management officials in the Region.

Minister Asmal handed over the Chair of MINEDAF to Tanzania. The meeting also witnessed the launching of the Forum of African Parliamentarians on Education (FAPED). The objectives of this Forum include the setting up of networks on educational issues within parliaments, strengthening capacities of parliaments and mobilisation of evidence in favour of education during the budget votes. It also includes maximising the learning of best practices across the country.



African Union and NEPAD

The Department participated in the interdepartmental meetings for the African Union. The participation in the African Union initiative, NEPAD, is ongoing and plans are being developed to popularise NEPAD. The NEPAD forum helps us to share best practices and encourage mutual learning across the continent. In this regard the collaboration between our Higher Education Institutions across the continent is being strongly promoted.

The NEPAD programme is an integral part of our educational programme. Popularising the African Union and NEPAD at all sites of learning remains a challenge.

NEPAD Educational Goals include the following:

- To work for the improvement of curriculum development, quality and access to information and communication technologies.
- To expand access to secondary education and improve its relevance to Africa's development.
- To promote networks of specialised research in higher education institutions.

SADC Protocol on Education and Training

The SADC structure underwent a significant restructuring process, which impacted on the delivery of programmes. The first significant change was the dissolution of the SADC Ministers of Education structure at the annual meeting held in Mauritius in 2002. At the meeting, SADC Ministers accepted the strategic plans and progress reports of the various technical committees, and approved their addition to the SADC Regional Indicative Strategic Development Plan (RISDP). The meeting also had thematic discussions, which included a topic on HIV/Aids in Education. The discussions have led to further negotiations for regional support concerning the pandemic.

The Department participated in the interdepartmental meetings chaired by the Department of Foreign Affairs for the development of the RISDP.

DIRECTORATE: PROVINCIAL LIAISON AND INFORMATION SHARING

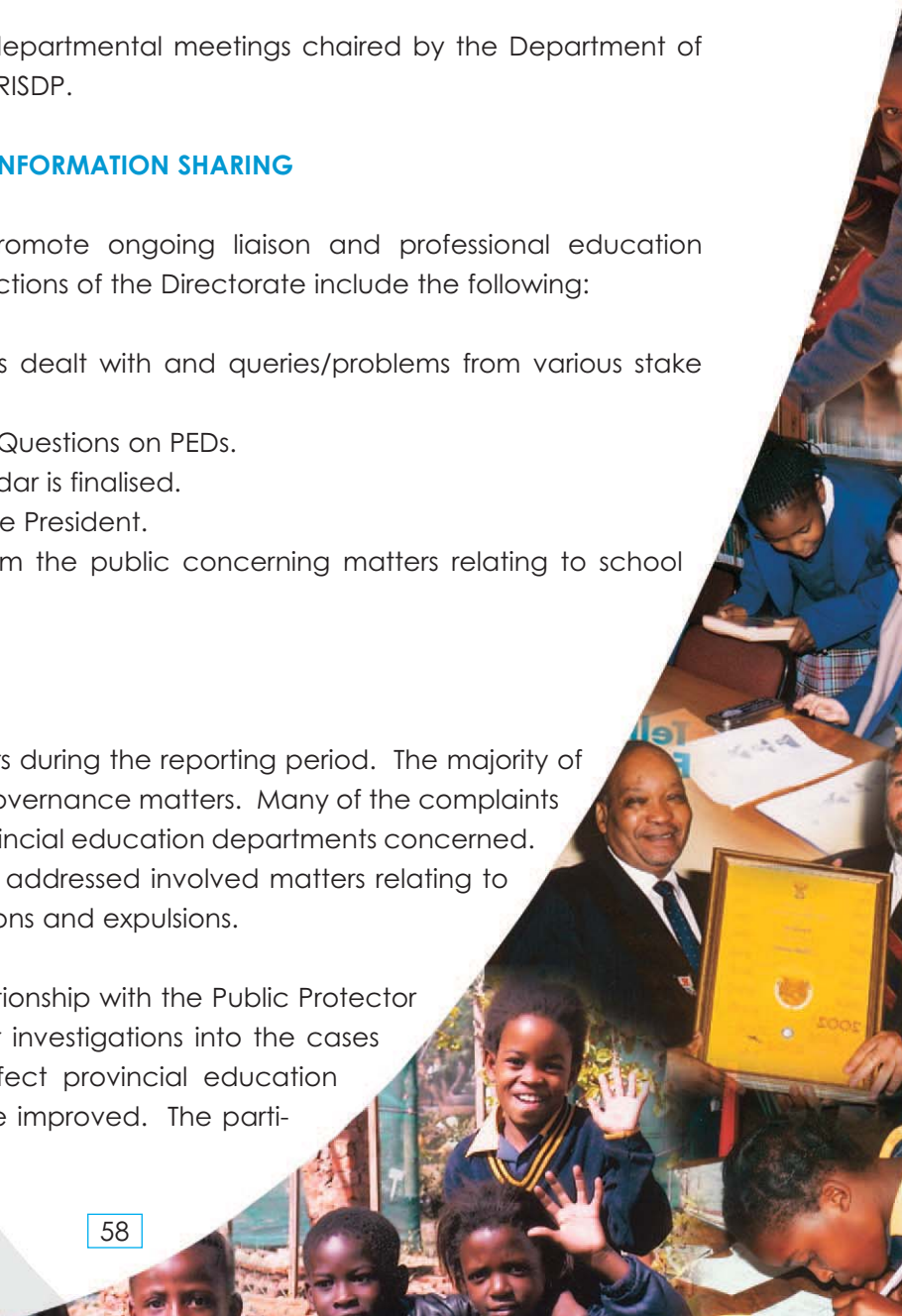
The purpose of the Directorate is to promote ongoing liaison and professional education information sharing with provinces. The functions of the Directorate include the following:

- To ensure that all correspondence is dealt with and queries/problems from various stake holders are resolved.
- To provide answers to Parliamentary Questions on PEDs.
- To ensure that the 2004 school calendar is finalised.
- To compile the Minister's Report to the President.
- To investigate serious allegations from the public concerning matters relating to school governace.

Highlights

The Directorate received at least 421 letters during the reporting period. The majority of these were complaints relating to school governance matters. Many of the complaints were resolved, in consultation with the provincial education departments concerned. Other complaints that were received and addressed involved matters relating to remuneration, labour relation, and admissions and expulsions.

The Directorate established a working relationship with the Public Protector (PP). The former assists the latter with their investigations into the cases reported to them by the public that affect provincial education departments. The success rate can still be improved. The particular problem is that it is often



difficult to solicit information from PEDs. Normally the PP requests the DoE to assist after having failed themselves to obtain the required information.

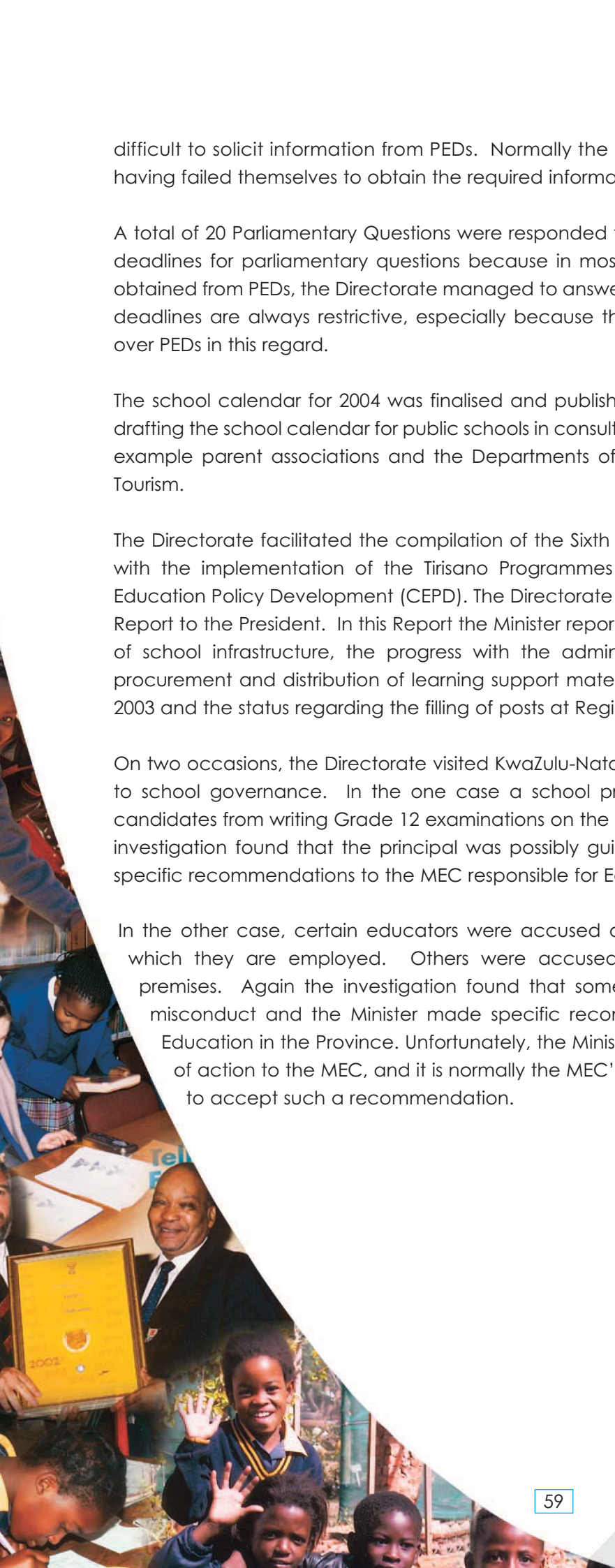
A total of 20 Parliamentary Questions were responded to. Although it is not always easy to meet deadlines for parliamentary questions because in most cases the information required must be obtained from PEDs, the Directorate managed to answer about 90% of the Questions on time. The deadlines are always restrictive, especially because the DoE does not necessarily have control over PEDs in this regard.

The school calendar for 2004 was finalised and published. The Directorate leads the process of drafting the school calendar for public schools in consultation with PEDs and other stakeholders, for example parent associations and the Departments of Transport and Environmental Affairs and Tourism.

The Directorate facilitated the compilation of the Sixth Report to the President. The Report dealt with the implementation of the Tirisano Programmes and was contracted to the Centre for Education Policy Development (CEPD). The Directorate also prepared and submitted the Seventh Report to the President. In this Report the Minister reported on the progress with the development of school infrastructure, the progress with the administration of Grade 12 examinations, the procurement and distribution of learning support materials for the opening of schools in January 2003 and the status regarding the filling of posts at Regional/District and school level.

On two occasions, the Directorate visited KwaZulu-Natal to investigate serious allegations relating to school governance. In the one case a school principal was accused of excluding some candidates from writing Grade 12 examinations on the basis that they would in any case fail. The investigation found that the principal was possibly guilty of misconduct and the Minister made specific recommendations to the MEC responsible for Education in the Province.

In the other case, certain educators were accused of impregnating learners at the school at which they are employed. Others were accused of assaulting a learner on the school premises. Again the investigation found that some of the teachers were possibly guilty of misconduct and the Minister made specific recommendations to the MEC responsible for Education in the Province. Unfortunately, the Minister can only recommend a certain course of action to the MEC, and it is normally the MEC's prerogative to decide on whether or not to accept such a recommendation.



PART TWO

PROGRAMME PERFORMANCE

PROGRAMME PERFORMANCE

TIRISANO **PROGRAMME 1**

HIV AND AIDS

Objective(s)	Achievements / Outcomes	Comments
To ensure the inte gration of Life Skills & HIV and Aids education into the curriculum across all NQF bands.	A curriculum component on HIV and Aids has been developed for ECD as well as for the children's TV series, Takalani Sesame. An HIV positive Muppet has been developed and introduced in Takalani Sesame to support the implementation of the new HIV/Aids curriculum . A Higher Education against HIV/Aids programme has been developed and launched in all 35 Higher Education institutions. A further 50 000 teachers have been trained to facilitate the teaching and integration of HIV and Aids and life skills within the curriculum. HIV and Aids Learner-support Material for Grades 1-9 has been developed and distributed to schools. General awareness on HIV/Aids in schools has improved, as evidenced by the findings of the HSRC/Nelson Mandela study showing that 84% of those aged below 25 reported to have learnt about HIV/Aids from schools. This has been further evidenced by increased participation of schools in the commemoration of important dates such as School Aids Week and World Aids Day.	This financial year was phase 2 of the implementation of the Life skills and HIV/Aids programme. Success has differed from province to province, as refleced in the 6th report on provinces to the president. Progress has however been good.
To ensure community support and understanding for the HIV /Aids school programmes.	The Department hosted a conference on HIV/Aids and the education sector. Participants included children, traditional and religious leaders, parents, educators and young people. The Presidency and the Ministries of Social Development and Health participated fully in the discussions and the ensuing plan of action. The conference was followed by further mobilisation of traditional and religious communities to participate in the broader education response. A traditional leaders' imbizo was held as part of this campaign.	The involvement of parents and communities and other education stakeholders has been identified as key to the success of the HIV/Aids programme. This aspect of the programme is gaining momentum with the training of SGBs on the development of context-specific school-based programmes. This will ensure that parents and SGBs provide support and an enabling environment to schools' HIV /Aids programmes.

HIV/Aids

Objective(s)	Achievements / Outcomes	Comments
To ensure the integration of Life Skills & HIV/Aids education into the curriculum across all NQF bands.	An HIV/Aids steering committee consisting of the Department of Education and the three teacher unions has been established. The steering committee has developed an HIV/Aids workplace programme.	Implementation did not begin because of capacity and budget constraints. The department will pay special attention to strengthening the work of the steering committee in improving access to education information.
To facilitate the inclusion of HIV/Aids and Life Skills curricula into PRESET and INSET.	Consultations with all Deans of Education have been held through the Higher Education against HIV/Aids (HEAIDS) programme. Some universities such as the Universities of Pretoria, the Western Cape and Durban -Westville, have already developed HIV/Aids modules as part of teacher training. Support to strengthen these programmes and other universities is being provided through the HEAIDS programme.	Work on this takes into account the fact that it takes an aver age of 18 months to bring about curriculum change in most universities. This work is therefore a significant part of the HEAIDS programme and is continuing. Satisfactory, but needs strengthening.
To ensure an effective HIV/Aids workplace programme in all Departments of Education.	Workplace programmes are in place in all provinces as well as at the national office. The programmes have involved condom distribution, ongoing awareness and education, as well as counseling support in the workplace. Provinces are at different levels of working towards complying with all regulations of the Public service Act of 2001.	
To ensure comprehensive and integrated planning related to HIV/Aids across all levels of the system.	A strategic plan that cuts across the system of education and the different units of the Department of Education has been developed. The strategic plan has taken two main issues into account: • the impact of HIV/Aids on the education sector, and • the comparative advantage and role of education in the national response to HIV/Aids. Assistance has been given to provinces to de- velop systems-based HIV/Aids responses.	Significant progress has been recorded in this area. More work is needed in providing support to provinces to develop system-wide responses to HIV/Aids and to mirror the national HIV/Aids strategy.
To establish a system to identify vulnerable learners and coordinate support and care programmes for these children.	The national and provincial committees were set up to facilitate the process. A questionnaire to help in the collection of data was also developed. Some provinces completed the first round of data collection and now have databases on the total number of orphans in the education system. Measures have also been put in place to update the databases on a monthly basis.	Implementation was impaired by capacity constraints. However, all provinces are expected to have developed databases by the end of the next financial year.

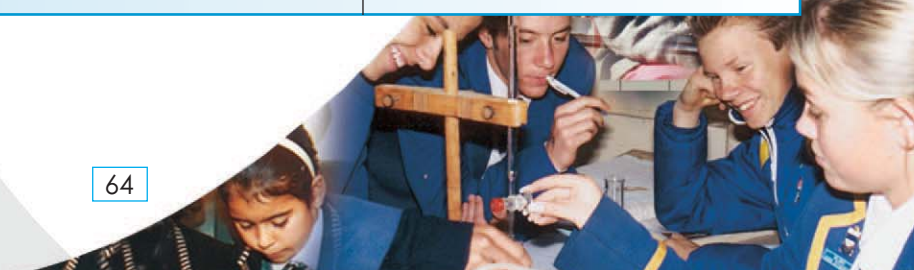
HIV/Aids

Objective(s)	Achievements / Outcomes	Comments
To ensure properly qualified, competent and visionary leadership at all levels of the system in support of quality learning and teaching.	Training programme on management and governance development has been implemented. Nodal schools have been assisted in developing strategies for dealing with cooperative discipline. A proper and implementable strategy for targeting women for development and promotion is in place.	School Governance and the role of School Governing Bodies is under the Ministerial Review.
To establish a safe and disciplined learning environment that celebrates innocence and values human dignity.	Policy guidelines in areas that will contribute to safety have been developed. All schools in the nodes have safety policies in place. Appropriate materials are available and being utilised by schools. Provincial and district officials have been trained to assist schools in implementing safety policies. School Safety Committees have been set up in most schools in the nodes. Anti-drug campaigns have been held in the Eastern Cape.	The female learners in the nodal schools are receiving self-confidence and self-defence training. The Department is working with the South African Council of Educators in upholding discipline, and educators violating the code of ethics are struck off the roll.
To enhance the quality of teaching and learning in the nodal districts.	The Ministerial Review Task Team was appointed to develop a National Framework for Teacher Training and Development. New Curriculum Statements have been finalised and the training of provincial and district officials on these statements is ongoing.	
To eliminate instances where learners are forced to receive education in unsafe and non-conducive environments. To accelerate the delivery of water and sanitation provision to schools lacking these services, and upgrade and repair inadequate andor broken systems.	Draft National Sanitation Strategy has been produced. The construction of 11 schools in Limpopo has been completed. The construction of nine schools is in progress.	Additional to government funding, the EU has funded 83 schools and the Japanese Government has provided funds for 65 schools. The Eastern Cape, Limpopo, KwaZulu-Natal, and Mpumalanga still have the highest backlog of classroom availability.
To develop and maintain successful implementation of educational monitoring. To evaluate system performance in nodal areas.	Four provinces, with 207 schools, have completed the Grade 3 evaluation. All the provinces have completed processing the collated data to produce school profiles.	

School Effectiveness

Objective(s)	Achievements / Outcomes	Comments
To establish a nationally accredited Reception Year programme for six-year-olds.	The curriculum is being developed for the training of ECD practitioners.	The delays in the awarding of the tender for the training of practitioners will result in the extension of the implementation of the programme in the next financial year.
	RPL framework for ECD practitioners has been developed.	RPL framework is in place for use in the training of practitioners.
	Basic teaching kits were procured for ECD for 4,500 sites. The service provider to deliver kits to E.Cape, W.Cape and N.Cape has yet to be appointed. EU tender. The tender specifications were approved	Training on the use of the 932 kits conducted in Mpumalanga, North West and Limpopo (EDO 218).
	The directorate supported Season 2 of Takalani Sesame, which broadcast 104 television and 100 radio programmes, and 80 additional sites for the Outreach Programme.	Shows are currently being broadcast on SABC TV and four radio stations. Eighty sites have been identified. Newspaper inserts with sug gestions for parents on how to use the programme and develop Literacy and Numeracy skills.
Human Resource Development.	180 learners, 20 from each province, were selected to participate in the SETA level 4 learnership for ECD practitioners.	Funding is from the SETA (ETDP). The training aims to design a support system targeting district officials in their role of supporting practitioners, School Management Teams and parents in the implementation of the conditional grant (White Paper 5).
Training of Management for Management Structures.	A service provider has been appointed for the period 1/02/03-30/03/04 to develop instruments for monitoring selected ECD sites. A needs analysis has been conducted and a detailed plan finalised for the training of officials.	
Coordination	Advisory structures have been managed to support implementation (Coordinating Committee for ECD).	Bi-monthly meetings held and regular reports submitted to Senior Management.

Early Childhood Development



Objective(s)	Achievements / Outcomes	Comments
Advocacy and Information	• A production company has been appointed for the period 01/02/03-30/03/05 to conduct an advocacy and information campaign.	Detailed plan agreed upon and implemented.
To expand provision of ECD to children from birth to five years, in line with the National Programme of Action (NPA) for children.		Structures are being put in place at the NPA. Internal problems in the NPA led to the delay in the delivery of the programme.

SOUTH AFRICAN NATIONAL LITERACY INITIATIVE

Objective(s)	Achievements / Outcomes	Comments
To mobilise com munities in support of voluntary services.	Partnerships created with DFID and UNISA. These partnerships resulted in SANLI/ UNISA targeting 75 000 learners for the 2002/2003 financial year. 100 000 learners were reached by December 2002. By May 2003 the project had reached 163 000 learners. The Eastern Cape, which alone has realised 93 000 learners, is going to absorb a portion of the project into the Departments Literacy Programme.	SANLI project needs to become more visible to enhance the creation of partnerships. Participation by private sector organizations and other government departments needs to be encour aged. Partnerships with provincial depart-ments of education need to be strengthened.
To create partner-ships with donor agencies and the private sector, both nationally and internationally, to secure resources both in kind and in direct funding.	MTN partnership for 2002/2003 resulted in a dona-tion of R200 000. Funds were used to conduct evaluation studies of SANLI pilot projects. DANIDA funds that were secured in 2001 were used for Project implementation in KwaZulu-Natal that began in 2002. Two DANIDA- funded projects launched in May 2003.	Partnership project implementions have occurred separately, deviating from the original plan of mass implementation, through mass utilisation of partnership inputs, to target different aspects of the project roll- out.
	Funds secured through the EU partnership have been received to the value of R26 million. The Project work plan has been extended to March 2003.	Civil and community organisations need capacity-building interven-tions to encourage greater partici-pation.
	Community structures have been engaged which resulted in the formation of stakeholder forums in provinces. Baseline survey conducted by HSRC indicated that community structures are favourably disposed towards assisting with implementation of SANLI projects.	There are some provinces where community structures have not been functional and such provinces have been encouraged to resuscitate them.

Early Childhood Development
National Literacy Initiative

Objective(s)	Achievements / Outcomes	Comments
To implement the development of a communication and marketing strategy.	Marketing and communication has occurred through radio broadcasts and through partnerships with Soul City, which has publicised the Department's Literacy Drive. The Soul City/SANLI/ABET help line has been installed as a further marketing tool.	Implementation of EU projects will enhance communication and marketing and target at least 33 000 more learners. The provision of additional reading materials has been captured as the subject of a tender through the EU- funded process.
To create partnerships with organisations involved in the reading chain, with a view to making reading and other resource materials available to communities.	There has been no progress on this objective yet.	More engagement with Masifunde Sonke needs to be encouraged
To fund and support accredited organisations/institutions involved in adult literacy.	A tendering system has been adopted for engagement of service providers. DFID funded programme is engaged in partnership with UNISA ABET institute to target trained and qualified ABET practitioners.	UNISA/SANLI project has exceeded expectations, reaching 200% more than the original target.
To build capacity for NGOs and CBOs involved in literacy training, to facilitate access to funding and improve service delivery.	No training programmes have been conducted.	
To monitor and evaluate SANLI.	Pilot project has been evaluated in the two provinces that implemented it. Reports available at SANLI national office. A database has been developed in conjunction with UNISA for SANLI/UNISA partnership and will be used for monitoring SANLI projects. A survey is currently being conducted by SANLI to measure ABET and Literacy education across all sectors from 2000 to date. Reports have been produced and presented to DANIDA.	To enhance participation by smaller NGOs and CBOs, capacity building interventions need to be implemented. Funding needs to be accessed for this purpose. An internal database, which can be easily populated, needs to be developed.

National Literacy Initiative

FURTHER EDUCATION AND HIGHER EDUCATION

FURTHER EDUCATION AND TRAINING

Objective(s)	Achievements / Outcomes	Comments
To enhance the quality of assess ment in GET and FET.	General Studies and Natural Sciences conducted examinations during February, April, June, August and November 2002. All target dates were met and results and certificates were issued to candi dates who qualified. Question papers for Febuary, April and June were successfully printed and distributed. All examiners and moderators for N1 to N6 were appointed for 2003/2004.	The quality of college question papers demonstrated a shift as a result of the infusion of critical outcomes in Reports 190 and 191.
	Two IPEC workshops and two IPEC meetings have been held where examination and assessment systems at exit level were discussed and debated. A workshop was held o further develop CASS capacity leading to the implementation of the FETC and to prepare teachers and other practitioners for the implementation of the FETC. The National question papers have been set in accordance with the national guidlines docu ment and were moderated by the external moderator apponted by Umalusi.	The release on the ABET results with the Senior Certificate result has raised the profile and public interest in the GET curriculum development processes. A common standard has been established in the five subjects. The sixth subject will be history in 2003.
	CASS guidelines have been developed for the five nationally examined papers including History. Assessment guidelines have been developed for FET (General).	Generic CASS guidelines for the other FET subjects that are not nationally examined are in the process of being developed.
	The assessment guidelines for FET (General) will be supported by a policy document on Conducting the FETC. The policy development process has already comenced. Once declared as policy, the Conducting of the FETC will be translated into regulations.	
	GETC assessment: A valid, reliable assessment system in place for Grade 9 learners at the exit point for GET. A common timetable for Section B CTA has been supported by IPEC & CMC and a copy has been sent to HEDCOM for approval.	All other activities are taken care of by the GET Directorate.

Further Education and Training

Objective(s)	Achievements / Outcomes	Comments
To enhance learner achievement, both qualitatively and quantitatively.	A dramatic decline of under-performing schools has been seen from 1 030 in 1999, when the NFLP was introduced, to 242 in 2002. The national pass rate has improved: 1999: 48.9%; 2000: 57.9%; 2001: 61.7%; 2002: 68.9%.	A harmonious and coherent working relationship between the provincial coordinators and the national team to achieve objectives. Modern trends in examinations and assessment suggested that examinations must be focused on processes and not only on the final product, hence our initiative towards enhanced quality of learner performances in Grades 10-12.
	The Most Improved School Awards have been successfully implemented. The return on investment in the Most Improved school Awards has been significant. We have witnessed a steady and constant rise in the matriculation pass percentage, from 48.9% in 1999 to 68.9% in 2002. In addition, we have improved the quality of the pass, obtaining a total of 75 048 endorsements. This reflects a 17.8% increase from the 1999 total of 63 725. More importantly, we have reduced the number of schools achieving less than 20% pass from 1 030 in 1999 to 242 in 2002.	There have been great improvements in the management and effectiveness of this project over the last three years. In 2003 provincial representatives played a crucial role in contributing towards the suc-cess of this initiative. Communication with the schools proved to be more efficient and effective. Sponsorship is currently being sought to finance the 2003 Awards, to be held in March 2004. The ceremony was a great success and the Department received many compliments.
To ensure sound, well-designed and well articulated NationalCurriculum Statements for FET.	Draft NCS and LPGs were developed. Draft Qualifications and the Assessment Policy Framework were developed.	The final draft will be presented to CEM on the 4 August 2003 for approval.
To develop institutional capacity to support implementation and manage new landscape.	An external Quality Assurance process, estab-lished for public and private FET institutions, is being finalised between Department and UMALUSI.	An External Quality Assurance document will be presented to HEDCOM in September 2003.
	The Draft Curriculum Framework for Vocational Training and Education Qualifications and Programmes has been developed and is in the process of being ratified by Senior Management. Mergers and declaration processes were finalised. Governance and management structures in colleges were stablished and supported. Institutional awards and incentives were estab-lished. FET Convention was held.	Curriculum Framework to be published for public comment, revised and submitted to the Minister in 2003. Awards and convention scheduled for October 2003

Further Education and Training

Objective(s)	Achievements / Outcomes	Comments
	Senior Management support progarmmes were developed and implemented. Middle management development programmes were implemented, and international exchange progarmmes (IEP) developed with the UK and the Netherlands. Support was provided to 50 Colleges to develop Stategic plans. Strategic plans will be cmpleted by June 2003. A Financial and Institutional audit of colleges was completed, and results are being used to provide further differentiated financial and institutional support to colleges. Planning and initiating Year of FET: 2003 Draft proposal for a new funding regime is in the process of being approved by the HEDCOM, which includes student support strategies. FETMIS data an information systems on colleges is in an advanced stage of development.	Differentiated institutional and Financial Programmes to be implemented in 2003/4.
To introduce the use of RPL systems in FET.	Framework has been approved by Minister. RPL Work Groups are in place.	Policy to be completed for September 2003 HEDCOM.
To ensure that the FET sector is ready and able to deliver learnerships.	Cooperative agreements between Colleges and SETAs are ready for approval by HEDCOM. Institutional delivery of niche programmes has been provided and funding secured from Netherlands Sectoral Funding. Meetings were held with the Youth Commission to develop programmes to target the youth and new entrants into the job market.	Recommendations contained in the Curriculum Framework Document. The department is working with the Department of Labour to devise a strategy for increasing the intake of learnerships in FET Colleges.
To facilitate strategic intervention in key strategic areas to ensure increased quality delivery.	A directory of 102 schools was established. There has been an increase in the number of learners registering for HG in Mathematics and Science. Common exams were written for Grade 11 and 12 learners. Winter schools were organised and run at school, district and provincial level. First Autumn Clinic was held at Midrand during April 2002. Its focus group was teachers and principals. Teachers were engaged in content and methodology whilst principals were engaged in leadership, administration and management issues.	Mathematics and Physical Science results improved. The target of 10% was surpassed. The overall pass percentage for Physical Science improved by 13.4% and for Mathematics, by 10.7%. However, female performance in these subjects still falls behind that of males, especially at HG level. Common exams were written by Grade 11 learners and provincial common exams were written by Grade 12 learners.

Further Education and Training

Objective(s)	Achievements / Outcomes	Comments
	Appropriate Learning and Teaching Support Materials (LTSM) were developed. A Task Team for the development of LTSM was established. Draft documents for development, procurement and distribution were developed. Draft criteria for screening LTSMs were developed.	The Department has been providing drafts of the NCS to the publishers' Association of South Africa (PASA) in order to enable publishers to proceed with the process of developing LTSMs for all subjects. The Department has held several workshops and meetings with PASA and provincial Departments of Education officials in its process of ensuring continuous consultation with stakeholders. The Department is in the process of establishing a HEDCOM sub-committee on LTSM whose term of reference includes ensuring that all LTSM aspects in terms of curriculum transformation and implementation are covered.
To ensure a systemic and quality-assured, vibrant private FET sector.	A Regulatory Framework is in the process of being approved by the Minister. A registration system is being implemented and a date recommended for registration.	Date for registration is rescheduled to January 2004 because of the scale of changes needed on the draft regulations.

Further Education and Training

HIGHER EDUCATION

Objective(s)	Achievements / Outcomes	Comments
To provide a frame-work and leadership for restructuring of the higher education system.	Implementation of the National Plan for Higher Education, including the plan for the restructuring of HE, through: Finalisation and implementation of the restructuring proposal. Facilitation of access and equity through the reviewing of NSFAS, and the establishment of a central information application system. Development of management and governance capacity in HE systems. Development and implementation of a new funding formula. Development of policy on community service and related matters.	The Cabinet approved the restructuring proposals in December 2002. The implementation of the proposals will begin in 2003, with the first set of merged institutions established in January 2004. The review of the NSFAS is currently under way and will be completed in the latter half of 2003. The framework for the establishment of the NHEAIS will be finalised in the latter half of 2003. The Minister agreed to a request by SAUVCA and CTP for an extension to submit their comments on the report of the Working Group, which was due at the end of March 2003, to the end of June 2003. The finalisation of the frame-work was delayed owing to the need to address a range of technical concerns raised by the higher education sector. A revised version of the frame-work was released in November 2002, with a request for comment by the end of March 2003.
To improve management and service delivery in relation to the registration of private institutions.	Strengthen information management systems. Gazette and implement the Regulations for the Registration of Private Higher Education Institutions.	An electronic client management relationship was installed and implemented. This has improved the management and efficiency of the registration process. The regulations were gazetted in December 2002 and implemented from 1 April 2003.

Higher Education

Objective(s)	Achievements / Outcomes	Comments
To enhance advocacy and communication with the public.	Develop an appropriate communication strategy.	This is an ongoing activity of the branch.
To improve the mechanisms for evaluation and accreditation of research outputs, to improve and support the development of research capacity.	Develop and finalise new policy on the development of research. Develop incentives and support mechanisms for emerging researchers, especially blacks.	It is anticipated that the new policy will be implemented in 2005.

Higher Education

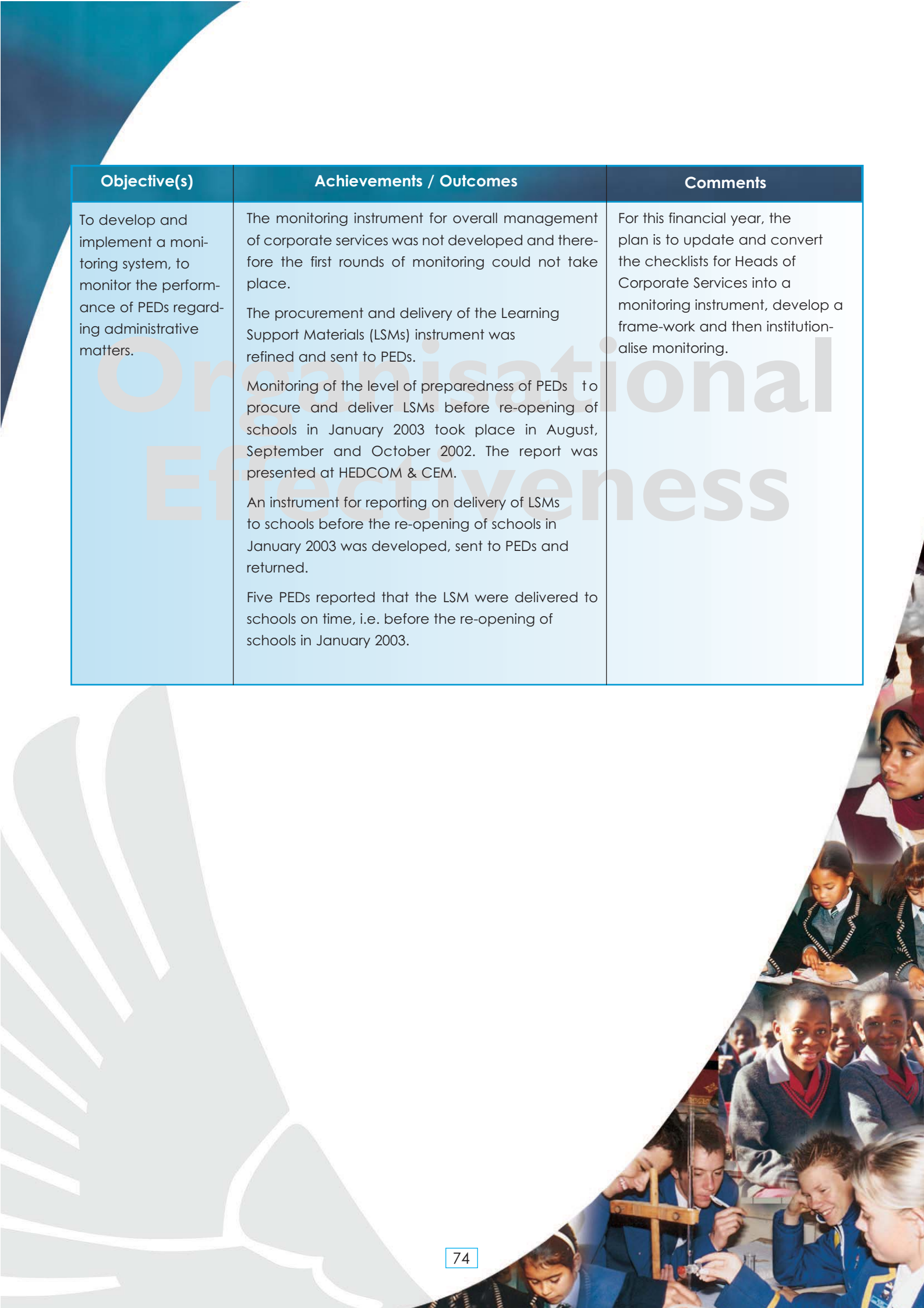
ORGANISATIONAL EFFECTIVENESS OF THE NATIONAL AND PROVINCIAL DEPARTMENTS

Objective(s)	Achievements / Outcomes	Comments
To deliver support on already identified projects to enhance administration in provinces.	Effective and efficient contract management and contract administration lead to eight projects being completed. The impact of the above projects included: • Capacity building for 35 officials in logistics administration functions. • 75 000 backlog leave forms processed and credits reconciled. • 215 officials were trained in discipline matters for Office Bearers. • 366 merit award cases were investigated. • 596 Agreements for Public Schools on Private Land were handed to the provincial education department. • A skills audit on 1 498 non-office based employees were conducted. • 83 officials were trained in conducting discipline on management level.	Some of the projects could not be implemented in the scheduled time frames, and capacity building started later than expected owing to the provinces and the restructuring taking place in some Provincial Education Departments (PEDs.)
To conduct project impact assessment on all past PASD projects, regarding support to PEDs in their overall management and corporate services.	The basic impact assessment instrument was not developed and the impact studies, therefore, could not be conducted.	The plan for this financial year 2003/2004 is to consolidate reports completed on projects, develop framework for impact assessment and test the instrument for validity in a province. The impact assessment for the rest of the PEDs would be shared between directorate project managers.

Organisational Effectiveness

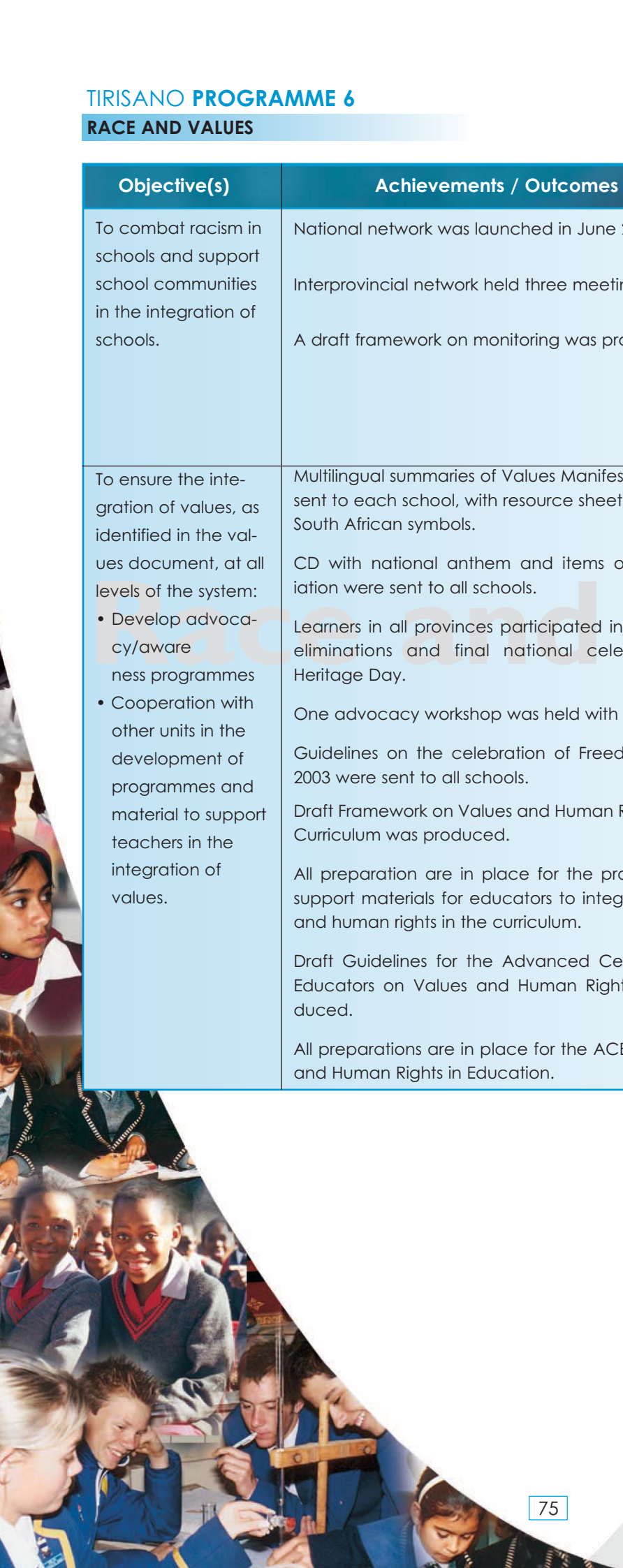
Objective(s)	Achievements / Outcomes	Comments
To develop and implement a monitoring system, to monitor the performance of PEDs regarding administrative matters.	The monitoring instrument for overall management of corporate services was not developed and therefore the first rounds of monitoring could not take place. The procurement and delivery of the Learning Support Materials (LSMs) instrument was refined and sent to PEDs. Monitoring of the level of preparedness of PEDs to procure and deliver LSMs before re-opening of schools in January 2003 took place in August, September and October 2002. The report was presented at HEDCOM & CEM. An instrument for reporting on delivery of LSMs to schools before the re-opening of schools in January 2003 was developed, sent to PEDs and returned. Five PEDs reported that the LSM were delivered to schools on time, i.e. before the re-opening of schools in January 2003.	For this financial year, the plan is to update and convert the checklists for Heads of Corporate Services into a monitoring instrument, develop a frame-work and then institutionalise monitoring.

Organisational Effectiveness



Objective(s)	Achievements / Outcomes	Comments
To combat racism in schools and support school communities in the integration of schools.	National network was launched in June 2002. Interprovincial network held three meetings. A draft framework on monitoring was produced.	The network has been set up in most provinces, but the task remains for the 2003 business plan to ensure that the network carries out its support and monitoring functions in all provinces. The full budget of R100 000 was utilised to achieve this strategic objective.
To ensure the integration of values, as identified in the values document, at all levels of the system: • Develop advocacy/awareness programmes • Cooperation with other units in the development of programmes and material to support teachers in the integration of values.	Multilingual summaries of Values Manifesto were sent to each school, with resource sheets on South African symbols. CD with national anthem and items on reconciliation were sent to all schools. Learners in all provinces participated in provin-cial eliminations and final national celebration of Heritage Day. One advocacy workshop was held with SGBs. Guidelines on the celebration of Freedom Day in 2003 were sent to all schools. Draft Framework on Values and Human Rights in the Curriculum was produced. All preparation are in place for the production of support materials for educators to integrate values and human rights in the curriculum. Draft Guidelines for the Advanced Certificate for Educators on Values and Human Rights was produced. All preparations are in place for the ACE on Values and Human Rights in Education.	The full funding allocation of R2 500 000 which was allocated to these activities was utilised. Advocacy reached most schools in the country. The total of 9 550 educators would not be met through this programme. Only 1 000 key educators and managers can be trained by an indepth programme. The larger number will only be met as part of an integration of values and human rights into the training for the revised curriculum statements, which will happen in 2003/2004.

Race and Values



PROGRAMME 2: PLANNING AND MONITORING
DEVELOPMENT SUPPORT

Objective(s)	Achievements / Outcomes	Comments
To facilitate and support the development, co-ordination, monitoring and evaluation of conditional grants projects at national, provincial and district levels, and to ensure that the finance and administration of the projects are managed, well.	Council of Education Ministers (CEM) has approved the broad framework of priorities for the development of the business plans. The system of providing provinces with support in developing business plans ensured that there was no delay in the first transfer of funds to provinces and also ensured smooth implementation.	
	Funds were transferred from National Treasury to Provincial Treasuries in a co-ordinated manner. Monitoring of the implementation of projects was coordinated through scheduled forum and inter-provincial meetings, progress and financial reports and on site monitoring visits.	The progress meeting held with provincial coordinators enabled the department to deal with the issue of conflicting financial figures sent to the department and to National Treasury by provinces. The monitoring visits also alerted the department to the fact that some provinces were not reporting on issues of deviation, as they should.
	The first comprehensive report on conditional grants since the inception of the grant in 1998 was developed: "Report on the Utilisation and Impact of Conditional Grants in the Department of Education: 2001/2002."	The report covered only one conditional grant, but for 2003/2004 all conditional grants will be covered.
To effectively mobilise the Netherlands Sectoral Budget Support (NSBS) and to ensure that the finances and administration of the projects are running well.	Business plans were compiled and approved by the DoE and the Netherlands Embassy/Government. The implementation of the projects was monitored through regular meetings and financial and progress reports. A sound relationship was maintained between the Department and the Netherlands Embassy/Government.	The flexibility of the Dutch donors in terms of allowing the Department to change the programmes should be lauded, as this enabled the department to address the pressures of the moment. Towards the end of the year a decision was taken by the Department, after consultation with the Dutch donors, to use the funding for curriculum statements in the GET branch and FET branch. The smaller projects that were initially supported by these funds were halted for a while.

Development Support

Objective(s)	Achievements / Outcomes	Comments
To facilitate and support the coordination, planning, implementation, monitoring and evaluation of the following projects: South African Finnish Cooperation Programme in Education Sector (SCOPE), Co-operation in Education between the Netherlands and South Africa (CENESA), Students and Youth into Science, Technology, Engineering and Mathematics (SYSTEM), European Union project (EU).	Business plans were compiled and approved by the DoE and the donors. The transfer of funds was ensured to facilitate the implementation of the projects. Monitoring of the implementation of the projects was co-ordinated through on-site visits and regular meetings and through progress and financial reports. Quarterly and Annual reports were compiled and approved. A sound relationship between the Department and the funders was maintained. The monitoring of service providers for the evaluation of the past SYSTEM project's activities was ensured. The closing down of the SYSTEM project and the smooth transfer of the remaining funds of the project to FET Branch was co-ordinated. Transfer of 80% of the donor funds into the RDP account (EU) was co-ordinated. Submissions and documents for the advertisement of posts of the EU Coordination Unit staff in the Directorate and SANLI Co-ordinators were approved by the Departments of Education and Public Service and Administration and the European Union Commission.	The issue of approvals was so protracted that the Department had to request intervention from NATIONAL TREASURY.
To coordinate the Inter-Departmental collaboration between the Departments of Health and Education on the Primary School Nutrition Programme (PNSP).	The Inter-Provincial Coordinating Committee on PSNP was formed. The PSNP database, was developed and is now available for use. Consultative meetings were coordinated between the PSNP Steering Committee and PSNP Coordinators (representatives from the Departments of Health and Education). The process of transferring the PSNP from the Department of Health to the Department of Education was facilitated.	

Development Support

LABOUR RELATIONS MANAGEMENT

Objective(s)	Achievements / Outcomes	Comments
To ensure sound labour relations.	A National Education Convention/Summit, comprising 400 delegates representing the national and provincial departments of education, teacher unions, SACE and the EDTP SETA, was held in Port Elizabeth from 24-27 November 2002. This was to review progress in the transformation of the education system, to map out future priorities and to commit to work together to achieve the agreed-upon goals. The Convention/Summit theme was "Delivering Quality Public Education for All", with an emphasis on the following; - The crucial role played by public education in the reconstruction and development of South African society; - The imperative to ensure equal access to educational provision and the need to redress past inequalities; - The need for a concerted effort to constantly improve the quality of educational delivery. In the Convention Declaration, all parties committed themselves to work together on the following: - Human Resources - Quality Management - Resourcing Education - Labour Relations - HIV/Aids - Curriculum, Human Rights and Inclusivity	The costs of the Convention were funded by the ELRC (R5 million). The parties are meeting to assess the overall value of the Convention/Summit and to finalise follow-up action plans emanating from the Declaration.
	Organise and manage the preparations for the Labour Rights in Education Conference.	Owing to the holding of the National Education Convention, this activity was not held.
	Negotiations on performance standards and incapacity- related issues were concluded on 25 July 2002. Mandate to sign agreement obtained in October 2002.	Agreement signed on 11 April 2003 for institution-based educators.
	ELRC Agreement No. 3 of 2002 "Performance Management and Development Scheme for office-based educators" was signed on 11th December 2002.	Delay owing to Unions (SADTU, in particular) obtaining a mandate and the dispute with regard to the implementation of DAS and WSE. At the meeting of the Minister and trade unions on 1 August 2002, SADTU was given until the end of September 2002 to obtain a mandate.

Labour Relations Management

Objective(s)	Achievements / Outcomes	Comments
		At the meeting of DG and trade unions on 31 March 2003, all trade unions indicated that they had a mandate to sign the agreement. No agreement had been signed at the time of reporting.
To conclude and enforce collective agreements in the ELRC.	Agreement No 4 of 2002 (Permanent Appointment of Unqualified Educators) was signed on 11 December 2002. Agreement No. 5 of 2002 (Recognition of Improvement in REQV) was signed on 11 December 2002. Agreement No. 6 of 2002 (Variation agreement on BCEA) was signed on 11 December 2002. Agreement No. 7 of 2002 (Full-time shop stewards in Education) was signed on 11 December 2002. Agreement No. 8 of 2002 (Acting Allowance in a higher post where the permanent incumbent is absent) was signed on 11 December 2002. Consultations on the revision of the post-provisioning model were finalised in September 2002.	Agreement No. 8 of 2002 was for implementation from 1 April 2003. The Employer Fund would be terminated from 31 March 2003. Participation in the Employer negotiating team of the PSCBC. The resolutions listed are those that have a significant effect on educators.
To maintain and promote labour peace in education.	MTEF Budget Consultations with teacher unions. Two meetings were held, in March 2002 and September 2002. Mandate was obtained in October 2002 to close the Employer Fund.	
To promote collective bargaining in relation to all matters of a transverse nature in the PSCBC.	Resolution No. 4 of 2002 (Procedure in dealing with Senior Management Personnel affected by a declaration of merging institutions by an MEC (Education) in terms of the Further Education and Training Act, 1998) was signed on 16 May 2002. Resolution No. 6 of 2002 (Annual Wage Increase and Pay Progression for the 2002/2003 Financial Year) was signed on 6 June 2002. Resolution No. 7 of 2002 (Framework Agreement: Transformation and Restructuring of the Public Service Utilisation of Human Resources) was signed on 13 June 2002. Resolution No. 8 of 2002 (Interpretation of Framework Agreement: Transformation and Restructuring of the Public Service-Utilisation of Human Resources: Resolution No 7 of 2002) was signed on 13 June 2002.	

Labour Relations Management

Objective(s)	Achievements / Outcomes	Comments
	Resolution No. 12 of 2002 (Pension Restructuring) was signed on 29 November 2002. Resolution No. 1 of 2003 (Amendment to Resolution No. 2 of 1999: Disciplinary Code and Procedures for the Public Service) was signed on 28 March 2003.	

Labour Relations Management

FINANCIAL PLANNING

Objective(s)	Achievements / Outcomes	Comments
To develop a new budget programme structure and Generic Strategic Planning Framework for provincial education departments.	The new budget programme structure and Generic Strategic Planning Framework for Provincial Education Departments was approved by HEDCOM, CEM and the National Treasury. The provincial education departments must use the budget programme structure and Generic Strategic Planning Framework from the 2003/04 financial year.	The new budget programme structure and Generic Strategic Planning Framework would enable the Department of Education and the National Treasury to make cross-provincial comparisons and to determine whether budgeted amounts for specific programmes are adequate.
To assist Provincial Education Departments with the implementation of the National Norms and Standards for School Funding: (European Union-funded project).	Seven Manuals have been developed, namely: Self-Managing Schools' Section 21 Functions. School Fees Exemption. Financial Management for Schools: Train the Trainers Manual. Training manual 1: Development, Planning and Budgeting. Training manual 2: Basic School Financial Records. Training manual 3: School Financial Records - Double Entry. Training manual 4: Financial Management for Schools. Computer systems on budgeting, auditing, and expenditure tracking have been developed.	The project closed on 31 December 2002. This was a very valuable project and provinces have benefited a lot from it.
To monitor the expenditure of provincial education departments.	A report on the 2000/2001 expenditure of provincial education departments has been completed. Relevant data on Financial Education Expenditure for the 2000/2001 financial year has been sent to UNESCO.	A report on the 2000/2001 expenditure of provincial education departments has been finalized. The financial part of the UNESCO questionnaire was presented at a Regional Workshop in Johannesburg.
To develop draft funding policy documents for ABET, ECD, FET and Inclusive Education.	Draft funding policy documents were developed.	The draft funding policy will form the basis for the development of a national funding norms and standards.

Financial Planning

Objective(s)	Achievements / Outcomes	Comments
To amend the national norms and standards in respect of independent schools.	HEDCOM, CEM and the Minister approved amendments. The amendments were gazetted in Government Gazette no. 24245 of 10 January 2003.	The amendments have assisted in clarifying funding issues that were problematic.

PHYSICAL PLANNING

Objective(s)	Achievements / Outcomes	Comments
To develop policy for education capital investment.	Draft norms and standards for school buildings have been developed to serve as a guideline. Funds have been secured for the development of a policy during the 2003/04 financial year.	
To monitor the capital expenditure and delivery of provincial education departments and develop strategies to improve on expenditure and service delivery.	Good progress has been made in developing a standard business plan to be used by provincial departments of education. Proposed standard business plan and infrastructure reports are to be implemented as from April 2004, if approved. Additional infrastructure reports have been developed for approval.	Standard Business Plan with infrastructure report has to be approved by HEDCOM and CEM for implementation as from April 2004. Meetings were held with National Treasury to standardise infrastructure reports that can be used by other government departments, DPLG and DWAF.
To implement nationally-funded school-building programmes and develop models for school infrastructure development.	Only nine pilot projects will be completed. Financial and construction problems limited the programme to the nine pilot projects funded by the poverty relief fund, and these projects will be completed by the end of March 2004.	Capital projects should be financed over a period of three years, or according to the lifespan of the project, and not according to a financial year. The building of all 27 schools, and not only the nine pilot projects, should be implemented during the first financial year. If the tender for the additional 11 schools has not been approved yet, and if alternative building methods could be used and the tender approved, the allocated R64 million could be spent during the 2003/04 financial year.
To facilitate the implementation of donor-funded school building programmes and mobilise these.	The reconstruction of 11 flood-damage schools in Limpopo was completed by end of March 2003. Japanese Grant Aid Projects were completed in Eastern Cape and KwaZulu-Natal. The design studies for the projects in Limpopo and Mpumalanga have been completed and the construction will start during 2003. European Union (EU) approved the request for R40 million for capital projects in the Eastern Cape, Limpopo and KwaZulu-Natal, to be implemented during April 2004.	The directorate made urgent intervention and the project was on track and will be completed (payments) by the end of September 2003. Implementation of the Japanese Grant Aid is going according to planning. The EU approved that the Eastern Cape could be included and increased their contribution to R60 million.

Physical Planning

Objective(s)	Achievements / Outcomes	Comments
		Final approval will be given during the end of November 2003. Planning of the implementation of this phase is on track. The total contribution will be about R600 million according to the present exchange rate.
To develop, maintain and manage information system to support planning, implementation and monitoring of capital investment.	The third survey of this kind was done in during 2003 with the annual survey. The information system developed by Praxis has been implemented and provincial departments have been trained.	Provincial departments of education are using different information systems. A standard Asset Management System has to be developed for provincial and national departments of education.
To accelerate the delivery of water and sanitation provisioning to schools lacking these services.	Strategy document has been compiled for consideration by HEDCOM and CEM. Provincial departments of education are making progress.	The actual and accurate identification of backlogs in school infrastructure can only be made if a 'norms and standards for school-buildings' is used. If this norms and standards for school-buildings is approved, the Department of Education will be able to determine the actual backlogs in education.

Physical Planning

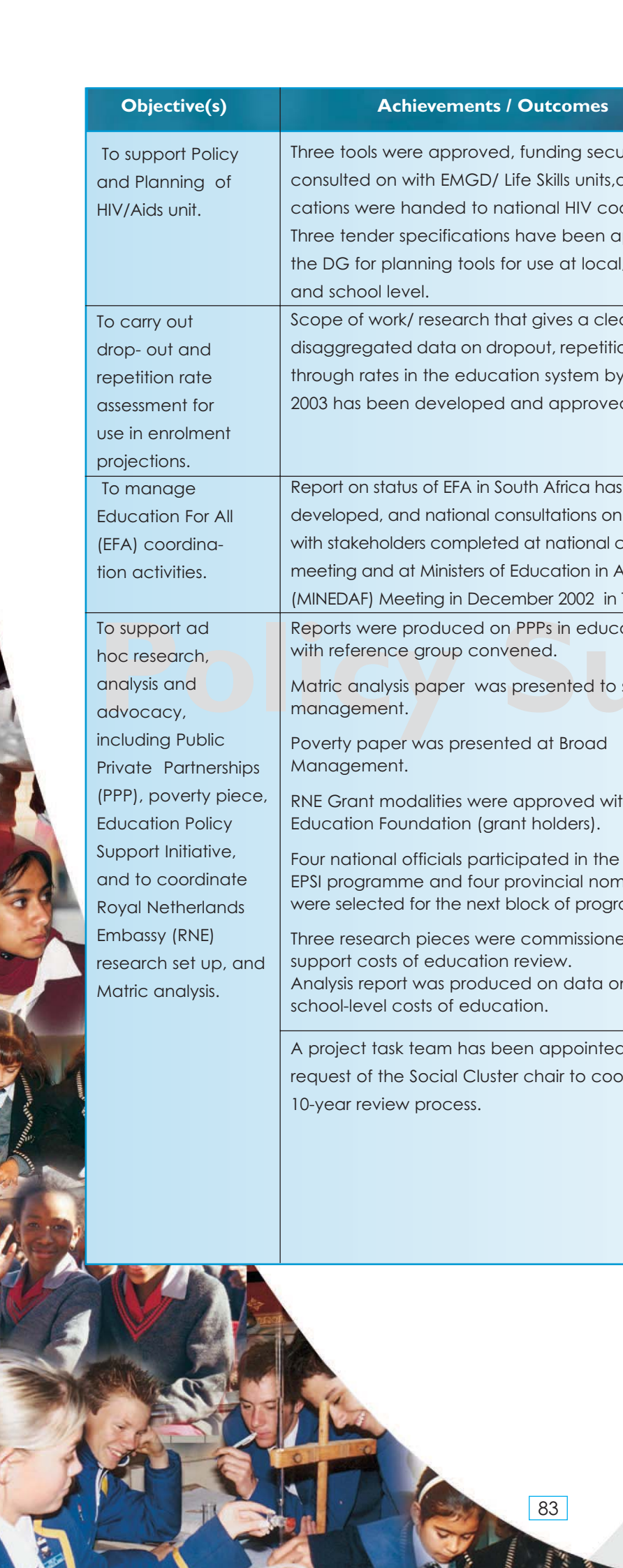
POLICY SUPPORT

Objective(s)	Achievements / Outcomes	Comments
To develop monitoring and evaluation framework for education service delivery, including a pro posal for a draft of 12 education service delivery indicators.	Approval and inputs on a draft Monitoring and Evaluation Framework for education service delivery have been developed and secured. 12 to 15 education service delivery indicators covering access, equity, quality, efficiency and democracy of provision have been proposed.	Resource diversion to costs of education study resulted in a delay in this objective. To be completed in the next financial year.
To develop enrolment projections for medium-to long range planning.	Population projections have been generated for use in indicative planning models. Four two-week inputs of the demographer have been completed and report on projections produced in conjunction with StatsSA. Expert reference group workshop report was produced by 2 September. Resources have been identified and Specifications for enrolment projection development production finalised.	Owing to the cost of education study, the project was reassessed and delivery dates for enrolment projections have been extended.

Policy Support

Objective(s)	Achievements / Outcomes	Comments
To support Policy and Planning of HIV/Aids unit.	Three tools were approved, funding secured, and consulted on with EMGD/ Life Skills units,and specifications were handed to national HIV coordinator. Three tender specifications have been approved by the DG for planning tools for use at local, district and school level.	The specifications and tender for the tools were approved and handed to the national HIV/Aids coordinator to manage.
To carry out drop- out and repetition rate assessment for use in enrolment projections.	Scope of work/ research that gives a clear picture of disaggregated data on dropout, repetition and flow-through rates in the education system by December 2003 has been developed and approved.	Activities were postponed until after the costs of education review and report were produced.
To manage Education For All (EFA) coordination activities.	Report on status of EFA in South Africa has been developed, and national consultations on draft report with stakeholders completed at national consultative meeting and at Ministers of Education in Africa (MINEDAF) Meeting in December 2002 in Tanzania.	Report has been completed and approved and is being processed for printing.
To support ad hoc research, analysis and advocacy, including Public Private Partnerships (PPP), poverty piece, Education Policy Support Initiative, and to coordinate Royal Netherlands Embassy (RNE) research set up, and Matric analysis.	Reports were produced on PPPs in education with reference group convened. Matric analysis paper was presented to senior management. Poverty paper was presented at Broad Management. RNE Grant modalities were approved with Education Foundation (grant holders). Four national officials participated in the SADC EPSI programme and four provincial nominees were selected for the next block of programmes. Three research pieces were commissioned to support costs of education review. Analysis report was produced on data on school-level costs of education.	Full development, production and dissemination of reports finalised.
	A project task team has been appointed at the request of the Social Cluster chair to coordinate the 10-year review process.	Required the redirection of resources, particularly personnel, towards ensuring that meeting inputs were coordinated and prepared.

Policy Support



EDUCATIONAL MANAGEMENT INFORMATION SYSYTEM (EMIS)

Objective(s)	Achievements / Outcomes	Comments
To develop and implement an electronic data capturing system in all nine provincial education departments.	A service provider was appointed who will deliver according to the requirements of the department.	The delay in awarding the tender resulted in the directorate losing the funds that were allocated to the project as roll-overs could not be approved and the directorate was unable to purchase scanners.
	A provincially customised system was developed and implemented in all nine provinces by December 2002. An audit of existing hardware and equipment in the provinces was conducted. All provinces were visited and seven provinces were ready for system implementation, as they met the minimum hardware requirements. Internet-based software and scanners were purchased. ASS, ECD, SNAP and web-based capture tool modules were integrated with the data capturing software according to tender specifications. Data capturing modules for the ABET forms, Annual School Survey, ECD and Snap were developed and provinces were trained on how to use system. The ABET Annual Survey form was developed to pilot test the scanning methodology. ABET forms from the Northern Cape were used to test the system and the ABET capture modules met the functional requirements.	System could not be completed in December 2002 as scheduled. Delays were encountered also as a result of unavailability of provincial personnel. The Departmental Tender Committee approved the request for contract extension up to March 31. A delay in acquiring scanners had a negative impact on the completion of the project. Not all provinces were trained during the training sessions, as some provinces do not have system administrators The appointment of a Technical Assistant through the Education Foundation Grant has assisted in ensuring that the system is thoroughly and objectively tested.
To develop and implement an Education Information Policy.	Draft policy was presented to HEDCOM in April 2002. Inputs from the legal unit were received and the process to be followed, clarified. A final draft was produced, approved by HEDCOM in March 2003. A draft data dictionary document was presented to the EMIS HEDCOM Standing Committee in May 2002. A draft reporting format was developed for discussion within the EMIS standing committee. The draft policy was approved by HEDCOM and has been submitted to CEM for approval.	HEDCOM recommended that the framework that covers intent and vision - e.g. rights of parents and learners and obligations - be clarified and that, standards be defined, where possible, a careful look to be taken at institutional and capacity requirements to fulfill functions. Activities had to be shifted to the first quarter of the new year and workshop will be held after CEM approval.

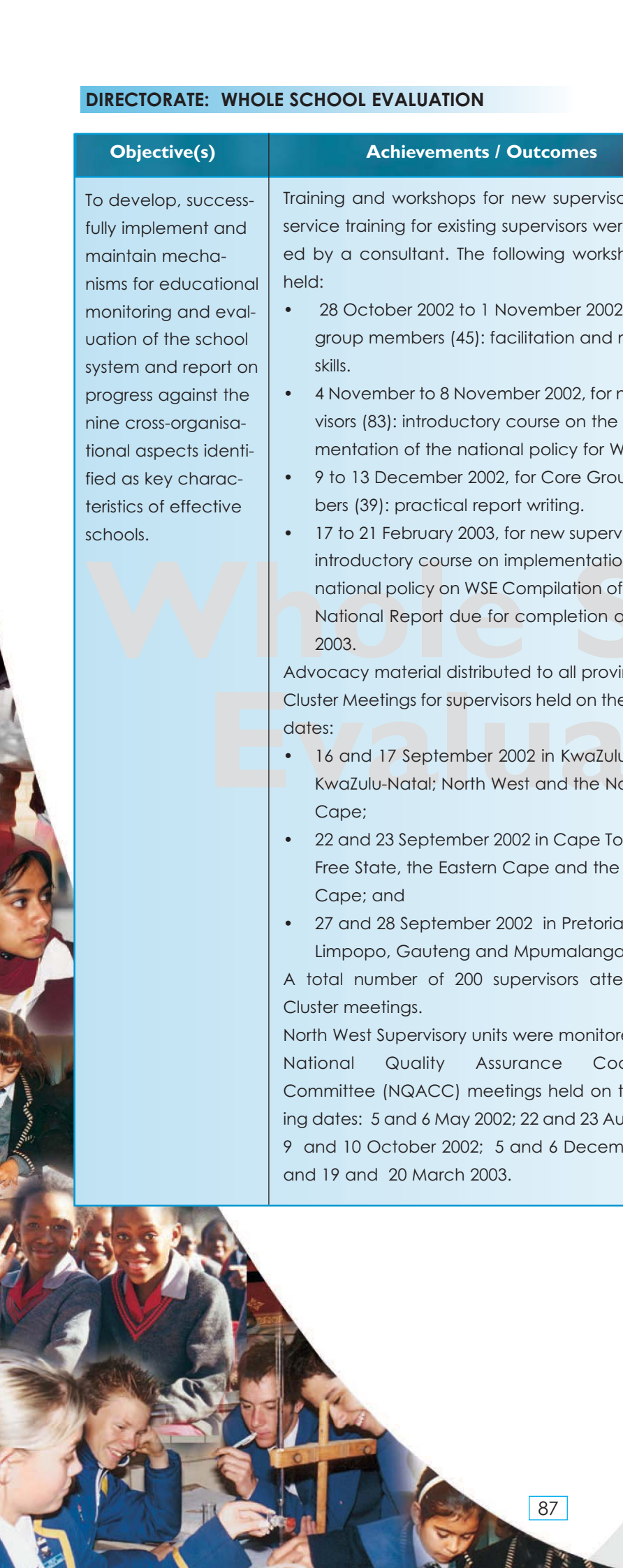
Objective(s)	Achievements / Outcomes	Comments
		The Education Information (EI) policy advocacy and awareness strategy could not be developed, as the technical assistant started only in January 2003.
To develop new systems to support the monitoring and evaluation of the education system.	Training and support were provided to all provincial EMIS and FET coordinators. A workshop on data analysis and cleaning was conducted. FETPAC 2 has now been fully developed and meets the functional and technical specifications. A draft survey form for ECD centres was finalised after discussion in the EMIS Steering Committee. A service provider was appointed to conduct ECD survey in November 2002. An ECD database was developed and forms converted into OCR format. A survey of Grade R provisioning in the registered ECD sites was conducted. An ELSEN Annual Survey Form for 2003 was developed, and was presented to the EMIS subcommittee. The database development, analysis and production of the report on the ELSEN audit was supported. To facilitate the development of data integration, officials were trained in the Vulindlela system for access to Persal datasets. Approval was obtained from Treasury to use Vulindlela for the integrated EMIS and to develop a process for the downloading of Persal and FMS.	Lack of information on the actual number and location of centres that are registered to offer grade R caused serious delays. Some provinces do not seem to know where the sites are. The decision to develop an interface with Vulindlela will save money and time. This will also ensure wider access to the DoE information. The Vulindlela environment is a secured and stable one and the level of risks is minimised.
	As part of the development of a Master Systems Plan, the services of SITA were secured to assist with this Project. SITA will conduct a full inventory audit before any acquisition of hardware.	Long-term education policy and systematic information requirements have been identified through a consultative process. Conditional grant funding has been secured. The audit of exiting inventory will ensure that any new acquisition of hardware is in line with the long- to medium term plans of the department.
	The DDSP EMIS Improvement Project was completed and the system implemented in the Northern Cape. The system has been implemented in all schools in the Kimberly district. District and school managers in four provinces were trained on the use of school management information systems and the computerised system.	This is a nationally driven project that lays the foundation for school and district level EMIS.

Objective(s)	Achievements / Outcomes	Comments
To disseminate data and publications.	Annual School Survey data sets were normalised and data from 1997-2001 on all learner enrolment figures was available. Tables on general and basic education were available on time. A final draft of the statistical publication was completed in December 2002. Profiles of schools in the 18 nodal areas were developed. A web page that publishes statistical data has been developed and maintained. Ongoing discussion is held at EMIS subcommittee level to define roles and responsibilities between directorates in the Department and provincial departments. Implications for data in the strategic plans have been highlighted. Recommendations for the improvement of EMIS have been made for tabling at HEDCOM.	There are high-level users of data such as the National Treasury, and the pressure on the directorate to provide data has been too high. Capacity of the directorate to manage queries has to be improved, and the Education Foundation, through the Netherlands Grant, will assist to develop internal capacity in terms of training support and systems. A departmental committee has been established to look at website maintenance and updating. Need a dedicated discussion at senior management and HEDCOM level on the role of EMIS. The development of a master systems plan will assist in facilitating the discussions at a much higher level. A report on the state of EMIS was submitted for HEDCOM discussion.
To improve the quality of data used for planning, decision-making, monitoring, evaluation and EMIS capacity by providing support and training to provincial EMIS units.	Recruitment for a Technical Assistant was done and interviews held but, owing to funds, only one included.	
To coordinate all EMIS activities.	Had five meetings of the EMIS steering committee in 2002/03. Provincial participation and quality discussions led to improvement of systems. Key decisions were taken, including Annual Survey for 2003, ECD survey, OCR system, ABET survey.	

DIRECTORATE: WHOLE SCHOOL EVALUATION

Objective(s)	Achievements / Outcomes	Comments
To develop, successfully implement and maintain mechanisms for educational monitoring and evaluation of the school system and report on progress against the nine cross-organisational aspects identified as key characteristics of effective schools.	Training and workshops for new supervisors and in-service training for existing supervisors were facilitated by a consultant. The following workshops were held: • 28 October 2002 to 1 November 2002, for Core-group members (45): facilitation and monitoring skills. • 4 November to 8 November 2002, for new supervisors (83): introductory course on the implementation of the national policy for WSE. • 9 to 13 December 2002, for Core Group members (39): practical report writing. • 17 to 21 February 2003, for new supervisors (155): introductory course on implementation of the national policy on WSE Compilation of Draft WSE National Report due for completion on 30 June 2003. Advocacy material distributed to all provinces Cluster Meetings for supervisors held on the following dates: • 16 and 17 September 2002 in KwaZulu-Natal for KwaZulu-Natal; North West and the Northern Cape; • 22 and 23 September 2002 in Cape Town for the Free State, the Eastern Cape and the Western Cape; and • 27 and 28 September 2002 in Pretoria for Limpopo, Gauteng and Mpumalanga. A total number of 200 supervisors attended the Cluster meetings. North West Supervisory units were monitored. National Quality Assurance Coordinating Committee (NQACC) meetings held on the following dates: 5 and 6 May 2002; 22 and 23 August 2002; 9 and 10 October 2002; 5 and 6 December 2002; and 19 and 20 March 2003.	WSE implementation in the provinces could not be monitored, owing to the involvement of WSE (DoE) staff in the task teams with social partners to align the instruments on classroom observation.

Whole School Evaluation



DIRECTORATE: SYSTEMIC EVALUATION

Objective(s)	Achievements / Outcomes	Comments
To evaluate the performance of the education system at Grades 3, 6 and 9 in order to inform interventions for continual improvement in teaching and learning	A systemic evaluation pilot study with Grade 6 was conducted in a total of 65 schools across the provinces. A technical report on the Grade 6 pilot study was produced and will be used to refine the instruments for the 2003/4 main survey	The launch of the Foundation Phase (Grade 3) systemic evaluation of 2001/2 was postponed to the following financial year because the report was not properly finalised, which impacted on other surveys, since practical lessons from the Grade 3 study needed to inform further surveys.

Systemic Evaluation

INTERNATIONAL RELATIONS

Objective(s)	Achievements / Outcomes	Comments
To develop Overseas Development Assistance.	The Directorate solicited funding on behalf of the Department from various funding agencies and donor countries, such as EU, SIDA, USAID and DFID, for its priority programmes. New Agreements were entered into with the following: France - for the Gauteng Department of Education; DFID - policy support for the Department of Education; JICA - for the construction of 20 schools in Mpumalanga. Monitoring of existing Agreements with the Netherlands, SIDA, Finland, USAID, EU, Ireland and CIDA continues. Participation and review of donor support during annual consultations is ongoing.	Development support is aligned to the priorities of government.
To host incoming International Delegations.	The Department of Education hosted a number of international delegations from the Ivory Coast, Algeria, Benin, Swaziland, Zambia, Ethiopia, Cuba, Kenya, Guinea, Mauritius, Rwanda and China. Visits were headed by Ministers of Education or Senior Officials to support bilateral cooperation, monitor ongoing programmes of cooperation, and identify possible new areas of cooperation.	The Chilean visit was postponed to 2004. These Agreements are ready for signing in 2003.

International Relations

Objective(s)	Achievements / Outcomes	Comments
	The visits allowed for sharing of educational experiences and system-to-system collaboration. The visits also gave exposure to National, Provincial and Institutional structures in the furtherance of strengthening and promoting educational cooperation. A greater number of visits were received from the African Continent and this is due to our focus on NEPAD. Draft Agreements or Letters of Intent were prepared for signature with Angola, Guinea, the Sudan and Ethiopia.	
To hold Binational or Joint Commission Meetings	Cooperation on a bilateral level includes the following areas: institutional linkages, recognition of qualifications, scholarships, student and academic exchanges, joint research, sharing of publications and participation in seminars/conferences as well as short-term sabbaticals and capacity building. These are partnerships shaped for mutual benefit. The following bilateral meetings were held: Egypt, Algeria, Rwanda, Cuba, Flanders, Tunisia, Mid-Term Review for Algeria/SA, Uganda, Angola. A cooperation Agreement was signed with Russia.	Nigeria was postponed to August 2003 owing to the elections. Uganda and Angola did not send Education Delegates. The Department has since invited both countries to send a delegation of Education officials to meet with their South African counterparts to explore areas of mutual cooperation.
To seek Multilateral Cooperation	The Commonwealth of Learning Forum on Open Learning was held in Durban. The Department of Education co-hosted the very successful forum, which dealt with global education challenges. Minister Asmal, Chair of MINEDAF VII handed over the chair to Tanzania for MINEDAF VIII. The launch of the Forum of African Parliamentarians on Education (FAPED) took place at the MINEDAF VIII meeting. The subscription fees, via transfer payments, to UNESCO and the Commonwealth of Learning were effected.	
To participate in African Union and NEPAD.	The Department has participated in inter-departmental coordinating meetings with NEPAD and the AU, chaired by the Department of Foreign Affairs.	The identification of approved programmes in which the DoE would participate at a continental level is yet to be finalised.
SADC Protocol on Education and Training.	SADC HRD Ministers of Education Meeting was held in Mauritius. Participation in the Annual SADC Secondary Schools Essay Competition.	This was the last meeting of the SADC HRD Ministers of Education before restructuring of SADC.

International Relations

PROGRAMME 3: GENERAL EDUCATION AND TRAINING

EDUCATOR QUALIFICATIONS AND PROGRAMMES

Objective(s)	Achievements / Outcomes	Comments
Policy Implementation and monitoring to set Norms and Standards for Educators.	Applications from institutions for approval of new programmes have been received, evaluated and tabled at the IJC for accreditation and approval. Teacher education qualifications and programmes have been redesigned and aligned with the Norms and Standards for Educators. Institutions were assisted in the interpretation and implementation of the Norms and Standards for Educators.	There are no backlogs. All applications for approval of new programmes are either in the process of evaluation or have already been approved by the IJC.
To set criteria for the recognition and evaluation of qualifications for employment in education.	Qualifications have been evaluated correctly and the applicants have been informed within six weeks. Provincial evaluators are familiar with the Criteria and can apply the policy. Sets of individual qualifications received have been evaluated and the teachers province have been informed of the outcome. Provincial support and capacity building in the evaluation of qualifications for employment in education.	

TEACHER DEVELOPMENT

Objective(s)	Achievements / Outcomes	Comments
To ensure that teachers are well prepared for the effective implementation of the Revised National Curriculum Statements.	National Core team is in place. Orientation and training of provincial officials, HEIs and other stakeholders on the implementation of RNCS in the Foundation Phase is taking place.	Implementation in Foundation Phase will start in 2004.
To ensure an effective teacher training and ongoing professional development through a national policy framework.	Ministerial committee has been appointed to develop a coherent teacher development framework.	
To create a critical mass of competent and qualified teachers for gateway subjects (Maths, Science and Technology) across the system.	150 teachers in nine provinces in the intermediate and senior phases were registered in 2002 for an Advanced Certificate in Education (ACE).	This is ongoing for three years.

Educator Qualifications and Programmes
Teacher Development

Objective(s)	Achievements / Outcomes	Comments
To enhance the professional status and improve the morale of teachers.	At the third National Teaching Awards Ceremonies of 2002, 21 national finalists awarded prizes.	This is ongoing for three years.
To ensure that teachers in the system meet the minimum required levels of qualifications, REQV 13.	12 000 Educators of REQV 11 or 12 have enrolled for the National Professional Diploma in Education (NPDE) at public Higher Education Institutions. A national RPL strategy in place to accredit educators with an REQV 11 towards acquiring an NPDE.	The NPDE is a two-year programme. The first cohort started in April 2002 and will be completed in April 2004.
To coordinate the Development of HIV/Aids Life Skills Resource Guide Manual on stress management and lay counseling for Educators	The Resource Guide Manual has been developed by a service provider.	Additional funding is needed for the training of all teachers in South Africa on lay counseling and stress management.

EDUCATION MANAGEMENT AND GOVERNANCE DEVELOPMENT

Objective(s)	Achievements / Outcomes	Comments
To ensure properly qualified, competent and visionary leadership at all levels of the system in support of quality learning and teaching.	A range of training courses was implemented for school management teams and school governing body members in nine nodal areas (one per province). Backed by quality training materials with contexualised focus, these concentrated mainly on financial management.	Training materials developed with service providers were left with the provincial EMGD coordinators for local modification. This has improved the local ownership of the process. The CENESA project has extended this work in three provinces. The intensity of support of the provinces has not been as great as planned, because of lack of funds.
	A standards generating body within the ETDP-SETA process was established to develop a ladder of competency based qualifications for school managers.	This process has the potential, combined with the process of national guidelines, of revolutionising the approach we are taking to school management, with a much greater focus on the core task of school management - curriculum leadership.

Teacher Development
Educational Managment and Governance Development

Objective(s)	Achievements / Outcomes	Comments
	A process of defining national guidelines/policy was initiated for school managers. This has been linked to investigations into the establishment of a national management and leadership centre.	The guidelines will be completed during 2003 and will then be operationalised. The delay has somewhat reduced the impact that the directorate has been able to have on provincial EMD. The process of developing the guidelines has needed considerable advocacy and discussion to ensure that key role players are up to speed with the thinking in the guidelines. HEIs have been particularly resistant.
	The manual on standardised management records and norms that are EMIS compliant was modified.	It was decided to make a further modification and make the manual compliant with the specific requirements of the Revised National Curriculum Statement, therefore the process is somewhat behind schedule. Final stages of modification being undertaken in mid 2003.
	Strategies for building capacity are to be developed at all levels in the system to understand and implement alternative methods of cooperative discipline.	The tender has been awarded and training will start in September 2003. The process will include modification of the booklet developed by the directorate, entitled 'Alternatives to Corporal Punishment'. Core trainers will be prepared in each province for roll-out. Delay resulted in pressure from provincial departments for this process to start.
	A group of 90 women and 12 men was trained in management skills specific to training actual and potential female managers, as a core from which training can be rolled out by province. Three provinces are already taking training for women managers forward, using the three manuals the directorate developed, which cover a full range of management activities and concerns from a female perspective.	The delay of about three months gave more time for provincial-level advocacy on the project and time to ensure that the participants in the first training/orientation were strong enough to take the process forward in their provinces. The original plan was for a group of 60 to be trained. However, through provincial support the directorate expanded the core group to 90. Recommendations from the participants included full accreditation for the course. This is being investigated.

Educational Management and Governance Development

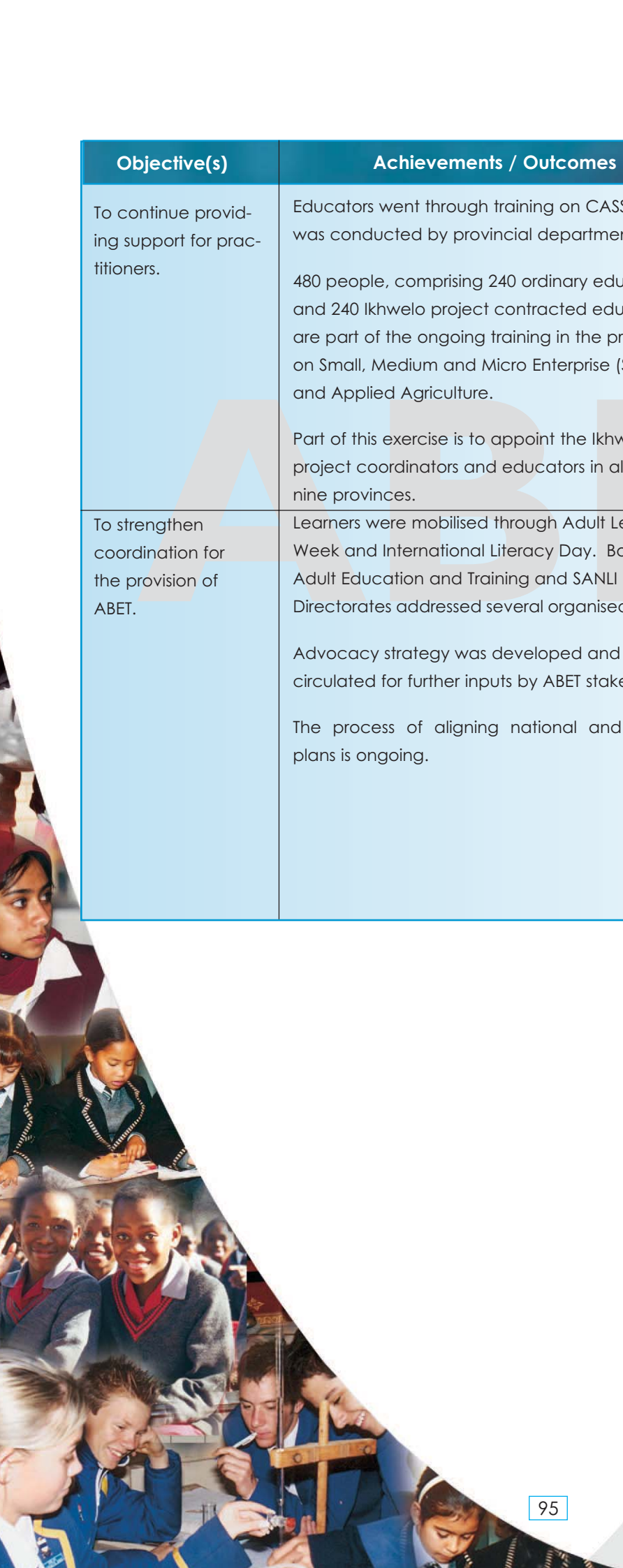
Objective(s)	Achievements / Outcomes	Comments
	School Governing Body elections have been orchestrated and coordinated effectively from national level. The report on the 2000 elections has been used to identify potential problems and as the basis for identifying good practice.	The inability of the directorate to play a fully proactive role leaves the provincial departments taking more responsibility for this important function, which will be systemically beneficial.
To establish a safe and disciplined learning environment that celebrates innocence and values human dignity.	First draft of national school safety guidelines has been developed. Signposts for 'Safe Schools' workbook has been completed and published, and its distribution to every educator in the new policy file arranged.	The process has been very inclusive and so somewhat slower than planned, with the directorate securing the services of internal and external specialists to assist. The accessing of ELRC funding by the directorate has allowed for much broader distribution than had been envisaged during planning. The Signposts workbook will need to be supported by training.
	The national drug abuse policy framework for public schools and FET institutions has been completed and gazetted. Draft guidelines for schools have been developed for implementation of the drug abuse policy. The drug abuse policy has been published in the new policy file for every educator and a further five copies per school published in an attractive format.	The distribution of the policy will need to be supported by extensive training for school and district personnel. The directorate has secured UNODC funds for this process. A referral system is being developed - this is essential for the successful implementation of the policy. The directorate secured an agreement with SANCA that they will allow school children access to their drug treatment clinics for free or at reduced rates.
	The Ikusasa Lethu self-defence programme has been implemented in all provinces. 1 000 schools' educators and learners were trained as trainers (a total of 2 500 trainers). They in turn trained a further 70,000 learners in the nodal areas.	The impact of the course is to be evaluated in mid-2003. The results of this evaluation will determine how the campaign is rolled out further.
	The brief for the development of a national Safe Schools Call Centre was developed.	The problem of locating a suitable site for the call centre in the Department delayed the process.
	A policy was developed with a service provider to assist schools to manage school safety, and so establish a national model for school-and district-level management of school safety.	Contract took 3 months to be signed by Department, so slowing down final launch. Contract secured with the social partner. Project manager appointed. Work plan developed jointly.
To improve the delivery from education districts to schools.	Initial documentation was started, with a focus on defining the district and identifying the key elements which could be normed and those that could be standardised.	The directorate took some time finding a suitable person to drive the project and also getting clarity on the task.

Educational Management and Governance Development

ADULT EDUCATION AND TRAINING

Objective(s)	Achievements / Outcomes	Comments
To implement the ABET Act.	Norms and standards for the funding of ABET have been developed and will be tabled by the Minister for approval by Cabinet in the next financial year. The ABET Act has been translated into 11 Official languages. Minimum requirements have been set for an agreement for the use of school facilities by an ABET Centre located within the school. Conditions of Service for ABET educators have been developed. An audit of governance structures in ABET centres is ongoing.	The establishment of the National Board Adult Basic Education has been put on hold pending the outcomes of the Review of the National Qualifications Framework.
To ensure that appropriate assessment systems are in place.	The training manual and strategy for Continuous Assessment (CASS) has been developed and educators were taken through the process. Assessment guidelines for all eight learning areas, including Ancillary Health Care and Tourism have been finalised and are currently being used by educators. The draft GETC Policy Framework has been developed and tabled at the Curriculum Management Committee (CMC) for further comment. Guidelines on how to develop learner portfolios were developed and sent to provinces. Placement tools / tests have been finalised and sent out to provinces to be used by educators when placing learners. Refinement of unit standards by provincial structures for level 2 and 3 is nearing completion. An ABET Inter-Provincial Curriculum Committee, which is one of the Curriculum Management Committee sub-structures, has been established.	The CASS mark is now part of the summative assessment mark. Learner performance has continued to improve.

Objective(s)	Achievements / Outcomes	Comments
To continue providing support for practitioners.	Educators went through training on CASS, which was conducted by provincial departments. 480 people, comprising 240 ordinary educators and 240 Ikhwelo project contracted educators, are part of the ongoing training in the provinces on Small, Medium and Micro Enterprise (SMME) and Applied Agriculture. Part of this exercise is to appoint the Ikhwelo project coordinators and educators in all the nine provinces.	
To strengthen coordination for the provision of ABET.	Learners were mobilised through Adult Learning Week and International Literacy Day. Both the Adult Education and Training and SANLI Directorates addressed several organised meetings. Advocacy strategy was developed and circulated for further inputs by ABET stakeholders. The process of aligning national and provincial plans is ongoing.	Learner Support Material (LSMs) were procured for centres in the nodal areas only. A request to gather this information has been forwarded. The Department is networking with relevant SETAs to ensure adult literacy as a necessary aspect of sector skills plans; developing and implementing a system to enable relevant SETAS and NSA to accredit adult literacy NGOs and CBOs.



Objective(s)	Achievements / Outcomes	Comments
To implement Revised National Curriculum Statements in schools.	RNCS was approved on 15 April 2002 and gazetted as policy on 31 May 2002 (Gazette No. 23406, Volume 443). RNCS documents (comprising overview in 11 Official languages, Languages at three levels and seven other Learning Areas) have been printed and distributed to provinces, districts and other education institutions. The total printed Documents: • 100 000 (shrink-wrapped copies) • 400 000 (black-and-white working copies). The Languages RNCS has been versioned into 11 Official Languages. The translation of the seven other LA statements has been done and field-tested. The Teacher's Guide for the Development of Learning Programmes has been developed: one for the Foundation Phase and one for the Intermediate and Senior Phase. An Implementation Strategy comprising of six deliverables was developed and approved by CEM. The State Tender Board has published an advertisement for the Advocacy Campaign. A service provider will be appointed at the beginning of the next financial year.	The project experienced funding shortages but has been delivered as planned. The project was funded mainly from donor funds.
To finalise the Implementation Framework for the General Education and Training Certificate (GETC).	Assessment guideline documents (English version) were printed and distributed to PDEs. Common Tasks for Assessment (CTA) for the end of 2002 were developed and sent to PEDs. The electronic registration system to capture data on Grade 9 learners has been developed. The CTA was administered for the first time in Grade 9 in all schools in 2002. Training manuals were developed and CDs sent to Provincial Departments of Educations to enable them to conduct teacher training on the administration of CTAs in 2002. The 2003 CTA has been finalized, edited, moderated by Umalusi, and translated. The State Tender Board has published an advertisement for the Advocacy campaign.	The project has been implemented as planned and managed to produce the required instruments on time. However, operational problems were experienced such as the continuity of PDE officials in the process.

School Education

Objective(s)	Achievements / Outcomes	Comments
To support the implementation of the Language-in-Education Policy.	The Language Policy Implementation Plan has been finalised and approved. An Inter-Departmental Committee, which is a sub-committee of CMC to oversee the implementation plan, has been established. A research project focusing on improving teacher's language skills in the teaching of Maths and Science is being conducted in two regions in KwaZulu-Natal. The State Tender Board has published an advertisement for the Advocacy campaign.	The project was not implemented as planned, as no officials had been appointed. Therefore activities relating to this strategic objective have been moved into the coming year. The project in KZN is running very well according to plan.
To improve the quality, supply and retrieval of Learning and teaching Support Materials LTSMs.	A draft document for the criteria for developing, evaluating and selecting LTSMs has been developed. PDEs and other stakeholders commented on the document. Discussion with PASA and BASA has been underway. Several meetings have been held with the publishers association.	The project is progressing well.
To define the appropriate place for Religion in Education.	The Ministerial Advisory Standing Committee on Religion has been established. A draft policy and implementation framework has been finalised and published for public comment.	The appointment of the Advisory Standing Committee was delayed and, as a result, the other activities planned could not be undertaken. However, once appointed, the committee worked extremely hard to produce the draft document within the shortest time possible.

INCLUSIVE EDUCATION

Objective(s)	Achievements / Outcomes	Comments
To implement Education White Paper 6: Building an Inclusive Education and Training System.	Information has been sent to all provincial directors, teacher unions, SAFCD and the disability desk of the Presidency for comment.	Awaiting input from various stakeholders in the National Coordinating Committee on Inclusive Education. Report will be written once feedback is obtained. Provinces are extremely slow in their responses.
To prepare detailed plans for the development of infrastructure and resources in nodal areas. To adapt Curriculum and Assessment consistent with White Paper 6.	Plans for conversion of 30 primary schools, and for the conversion of 30 Special Schools into District Resource Centres, have been prepared. Nominations were requested for task teams to adapt Curriculum and Assessment.	Task teams to begin work in August 2003, for implementation in 2004.

School Education
Inclusive Education

SCHOOL ENRICHMENT

Objective(s)	Achievements / Outcomes	Comments
Institutionalise national action plan on music, the arts and sport and the role they play in fostering social cohesion.	The Directorate has been established and fully staffed.	The Directorate has just been set up and finalised the plan only towards the end of the financial year. The challenge will be to draft a national plan that will be accepted and implemented by all provinces.
	The process of drafting a framework for the organisation of school sport has just begun; the two Ministers (DoE and SRSA) held a meeting to discuss initiating the framework process. The two DGs (DoE and SRSA) set up a Task Team to draft a framework document for discussion by the two Ministers.	The first challenge for the Directorate will be to draft a framework document on the placement of school sport that will be acceptable to both Ministers, and to finalise it in 2003. The second challenge is to secure expertise and resources to draft the Guidelines for School Sport.
	The discussion on a policy and guidelines for school sport has been initiated.	There is a growing need for a national policy on school sport in the provinces. This Directorate will prioritise the drafting of such a policy in 2003/04. The Directorate needs to secure resources to speed up this process.

School Enrichment

GENDER EQUITY

Objective(s)	Achievements / Outcomes	Comments
To develop the Gender Platform for Action.	The final draft, based on inputs from provincial GFPs and stakeholders was drafted.	In the light of comments received from Senior Management, it was decided that, to ensure that gender is mainstreamed in the Department, a framework should be produced that contains guidelines on how to mainstream gender in the Department, rather than formulating a policy on Mainstreaming Gender, seeing that a number of policies dealing with gender already exist.
To address gender issues as they relate to HIV/Aids.	A "Train the Trainer" training course on Gender, Masculinity and HIV/Aids was presented to Student Organisations and Teacher Organisations.	This training was supposed to be cascaded to identified student and teacher organisations in the provinces, as had been agreed at the workshop. However, a lack of finances became a barrier in the way of this project.

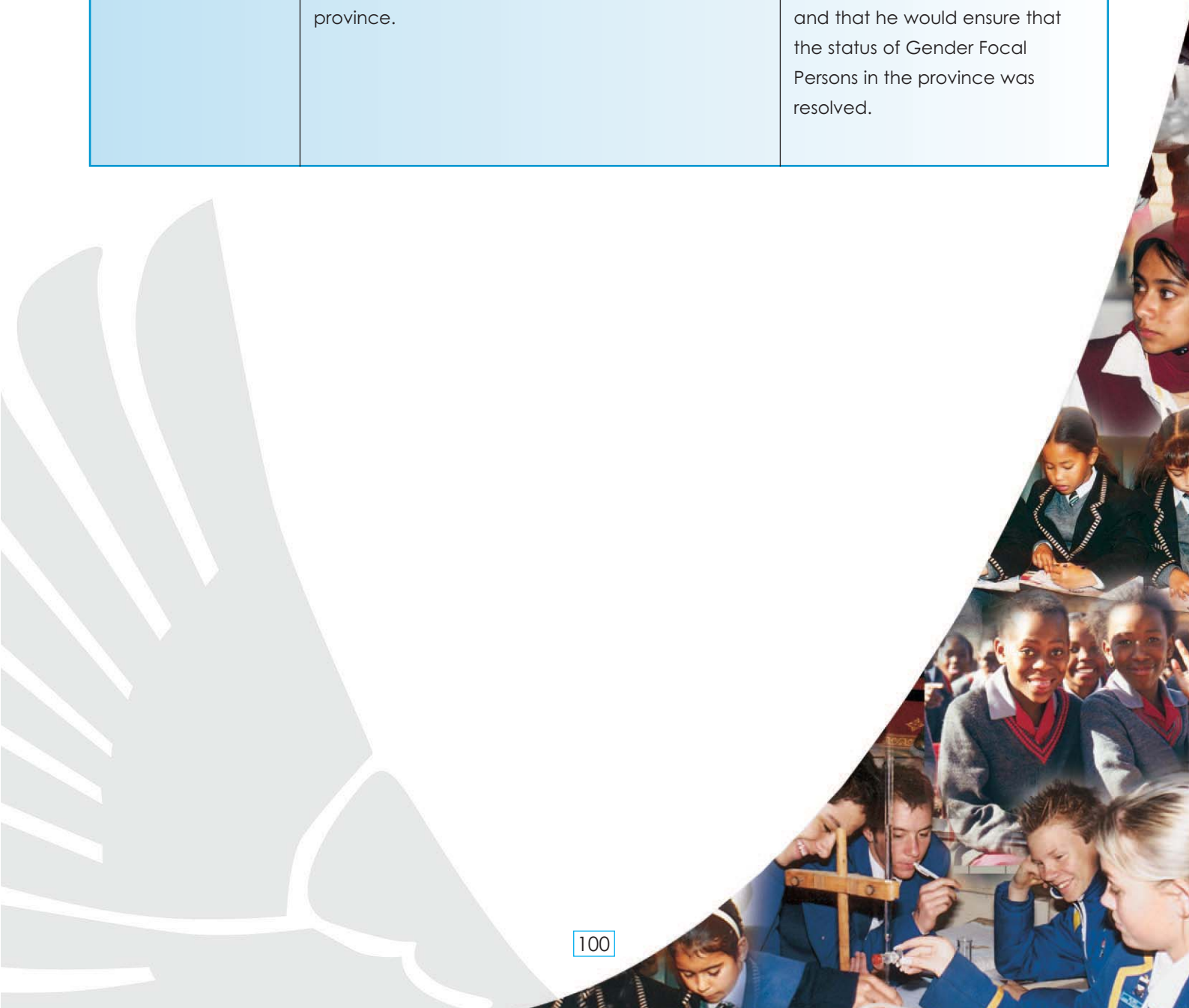
Gender Equity

Objective(s)	Achievements / Outcomes	Comments
	In celebration of World Aids Day, an Imbizo was held with traditional and religious leaders to discuss cultural practices that promote gender violence and HIV/Aids.	The Imbizo recommended that there should be Provincial Imbizos to ensure maximum participation from the community so that violence in schools would be eradicated. Owing to financial constraints, these have not materialised.
	A workshop on Gender Violence and HIV/Aids was held with learners, educators, SGB members, parents and traditional leaders in KwaZulu-Natal.	This was a very intense workshop, with community members challenging some of the Western practices that they blame for gender violence. The workshop could not develop a plan of action as expected, because of time constraints.
	A Life Skills and Life Orientation workshop was held with Life Skills Coordinators to discuss the different provincial programmes and how gender is mainstreamed in these programmes. Gender now forms part of the Life Skills Committee.	The inclusion of gender as a part of the Life Skills Committee will ensure that the relationship between gender and HIV/Aids is addressed.
To combat gender-based violence at learning sites.	The Gender-Based Violence in Learning Sites campaign was launched nationally by the Minister on 27 May 2002. This was followed by the provincial launches of the campaign, each with a different theme.	The campaign was very successful, as it gave learners an opportunity to tell their own stories and share their experiences with educators and parents. However, the campaign could not take place in all provinces, owing to financial constraints.
	The first draft of the Sexual Harassment Guidelines for Schools was submitted to HEDCOM.	The relevant stakeholders were consulted about the draft, comments were received and the necessary amendments are being effected.
	A Lekgotla on Sexual Harassment against Female Educators was held in the Free State.	The female educators shared their experiences in school and told of how they are abused without any support from the system.
	The Girls' Education Movement Campaign was launched by the Minister in Cape Town on 7 March 2003 in the form of a Girls' Parliament.	Various governments and stakeholders showed an interest in this campaign. Girls from all the provinces acted as ministers for the day and addressed issues that affect them personally.
	NGOs operating in the Orange Farm Municipality were trained on gender issues and on how to implement these issues in their programmes.	The Municipality promised to ensure that the training is cascaded to the community to ensure that gender violence is eradicated.

Gender Equity

Objective(s)	Achievements / Outcomes	Comments
To mainstream gender in all plans and policies of the Department.	A Snap Survey of the Status of Gender in Education was conducted and a report compiled and sent to Senior Management.	This survey shows disparity in terms of gender representation in management positions and it is used as a tool to ensure that gender disparity is addressed.
	National Gender Coordinating Committee meetings were held as part of mainstreaming gender activities nationally and provincially.	These meetings stopped being held in different provinces because of lack of proper representation from provinces.
	The booklet "Issues of Gender in School" was launched in the provinces.	There is a huge demand for this booklet; however, owing to a lack of funding, not enough books were produced to be given to each school.
	A meeting was held with Senior Management in KwaZulu-Natal to brief the new HOD about gender and also to discuss the status of gender in the province.	The meeting was very fruitful and the HOD indicated that gender mainstreaming was his priority and that he would ensure that the status of Gender Focal Persons in the province was resolved.

Gender Equity



SOUTH AFRICAN HISTORY PROJECT

Objective(s)	Achievements / Outcomes	Comments
To ensure quality history teaching across the education system and revive interest in and commitment to history amongst learners and teachers.	Guidelines for Heritage Celebrations 2002 and Freedom Day Celebrations 2003 were completed and distributed.	The learners competition and celebration were a tremendous success as a pilot phase of the Race and Values in Education Directorate. They have demonstrated that learners are able to participate in dialogue and creative events on the themes of Heritage; I am an African, and Reconciliation. The SAHP operated as a support project as part of programme 6 of Tirisano.
	Oral History and IKS projects were undertaken in three provinces - the Eastern Cape, the Western Cape - and Limpopo - between end of August and September 2002.	Great success, as educators responded favorably to training programmes and used the skills acquired to initiate school-based Oral History Projects. This is a joint SADET/SAHP programme and should be sustained at all costs.
To introduce FET and HE educators to innovative teaching methods.	SAHP had broadcasts on Umhlobo Wenene Radio twice a month between May and November 2002. A Women's Day insert in the Educators' Voice and a national series on History and Archaeology (September 2002 to March 2003) were broadcast with Kagiso Television.	Great success. The radio slots proved popular and we received telephone calls from the public enquiring about the project, citing radio as their source. 400 calls to Kagiso Television to discuss the SAHP and its programme.
	History, Memory and Human Progress Conference, Rondebosch, Cape Town, held from 2 - 5 October 2002.	The conference was an encouraging event and was welcomed as an intensifying process to keep teachers in touch with one another, to promote continual training and learning, and to develop and strengthen links with historians, archaeologists, universities and museums. 300 participants (nationally representative).
To introduce GET educators to the new curriculum and innovative teaching methods in history.	December Regional Workshops in Pietermaritzburg, Upington and Gauteng, held from 3 - 8 December 2002. FET and GET Curriculum was completed, incorporating IKS, Oral History, Apartheid and African History.	The workshops were considered an eye opener and the survey conducted proved that the objectives had been achieved. Over 700 participants (nationally representative group). SAHP played a leadership role in both, and has now been streamlined as a curriculum model for implementation of the GET curriculum roll-out plan.

SAHP

PROGRAMME 4: FURTHER EDUCATION AND TRAINING

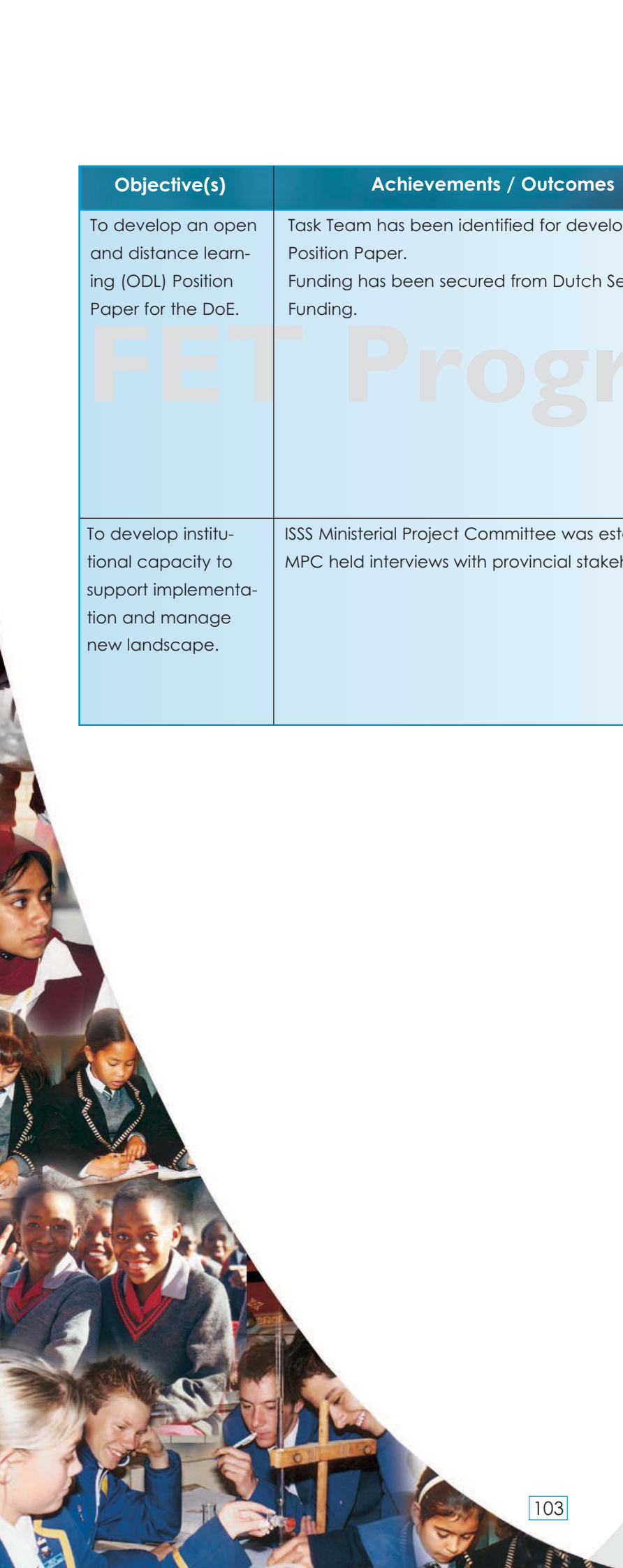
NATIONAL EXAMINATIONS

Objective(s)	Achievements / Outcomes	Comments
Historical Records: To establish a national database of all historical records of the former examining bodies, in order to have these records accessible to all provincial education bodies and related institutions and provide an efficient service to the public at large.	Project has been approved. Sita is currently scanning the schedules for ex-TED, ex-DET and ex-DEC.	Phase One of the Historical Records project will be completed by 30 September 2003.
ABET level 4 exams: To put in place an ABET level 4 assessment which will enable learners to obtain an NQF level 1 qualification after they have completed the minimum prescribed learning areas in the correct combinations.	Both the June and October 2002 assessments were successful. Learners' performance in the October 2002 exam showed significant improvement.	The turnout rate of candidates needs to be addressed.
To develop strategies and programmes for teacher development.	Educator Guide for Grade 10 teachers was developed to cope with Managing Transition (infusing Critical and Developmental outcomes in the interim syllabi). National Orientation and preparation workshop for teachers -1 300 educators trained. Resource Pack developed for teachers.	
To establish a Working Group to review Report 190/191 Qualifications.	Review mechanisms have been established and approved by HEDCOM. A Review Committee/ Working Group has been initiated.	Qualifications requiring revision are being forwarded to relevant Working Groups. Pilot Programmes are being evaluated to determine suitability as formal qualifications. Working Groups to consider processes for phasing out Report 191 qualifications.
To develop institutional capacity to support implementation and manage new lanscape.	ISSS Ministerial Project Committee was established. MPC held interviews with provincial stakeholders.	Preliminary findings presented to the Department and the final draft document underway.

FET Programmes

Objective(s)	Achievements / Outcomes	Comments
To develop an open and distance learning (ODL) Position Paper for the DoE.	Task Team has been identified for developing Position Paper. Funding has been secured from Dutch Sectoral Funding.	A case is being made for ODL approaches to be used to overcome barriers to learning and increase access to learning opportunities in the FET sector. The Position paper will clarify the concept of ODL, look at worldwide trends and practices in developed and developing countries and introduce ODL into public education institutions.
To develop institutional capacity to support implementation and manage new landscape.	ISSS Ministerial Project Committee was established. MPC held interviews with provincial stakeholders.	Preliminary findings presented to the Department and the final draft document underway.

FET Programmes



PROGRAMME 5 - HIGHER EDUCATION

(See Tirisano Programme 5)

PART THREE
STATUTORY BODIES

STATUTORY BODIES

This section presents a summarized version of the highlights of statutory bodies listed in this report. Comprehensive versions are available from these organizations on request.

THE NATIONAL BOARD FOR FURTHER EDUCATION AND TRAINING

□ HIGHLIGHTS

The National Board for Further Education and Training (NBFET) was established to advise the Minister of Education on matters pertaining to Further Education and Training, and to participate in the policy-making processes. NBFET also functions as an important link between provinces and national policymaking, thus strengthening co-operative governance.

One of the highlights of NBFET activities is the declaration by the Minister of Education of 2003 as the Year for FET, which resulted in NBFET taking the lead in the advocacy campaign for FET. The NBFET developed a comprehensive advocacy strategy, starting with the concept of a national year of FET but designed to coincide with the inaugural awarding of certificates to FET colleges. The strategy was incorporated into plans of the FET Branch in the Department of Education.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

□ HIGHLIGHTS

The South African Council for Educators (SACE) is a statutory body with a mandate for the registration of all educators (as defined in the Employment of Educators Act) as per Council criteria; the promotion of professional development of educators; and the safeguarding of ethical and professional standards.

Highlights for the year under review include the following:

□ REGISTRATION:

Approximately 30 000 educators were registered in this period, bringing the total number of registered educators to approximately 430 000. Council declared 31-03-2003 as the official closing date for registration for all educators who were in the profession. Council is busy with new registrations, updates, and backlog registration.

□ PROFESSIONAL DEVELOPMENT

SACE was directly involved in more than fifteen (15) professional development activities, which benefited over 20 000 educators. Council is driving a Professional Development Portfolio Project (PDPP) as a way of empowering educators to monitor their own professional growth as exemplars of life-long learning.

□ ETHICS

As a custodian of standards, Council received 241 complaints regarding alleged breaches of the SACE Code. A total of 160 cases were finalized, 36 investigations and 30 hearings.

A total of sixteen educators were struck off the roll after being found to have contravened the code

of ethics of educators. Advocacy programmes and workshops regarding Code issues (e.g. gender violence) were held during the period.

FINANCE

SACE executed its functions within its approved budget of R13 328 723 with a minimal deviation of 1%. The main revenue source is a monthly levy of R2 per educator.

GENERAL

SACE, although constrained by revenue considerations, administered its core responsibilities satisfactorily. This is due to the guidance of Council, the support of the Ministry and Departments of Education, the teacher unions and other stakeholder constituencies, and the dedication of the SACE staff. The next period will address the exciting challenges of:

- Sectoral/ specialism registration;
- Updates and validations of data;
- Quality Assurance interventions;
- Outreach and special partnership programmes.

Council salutes educators for their efforts as professional role models and agents for progressive educational transformation.

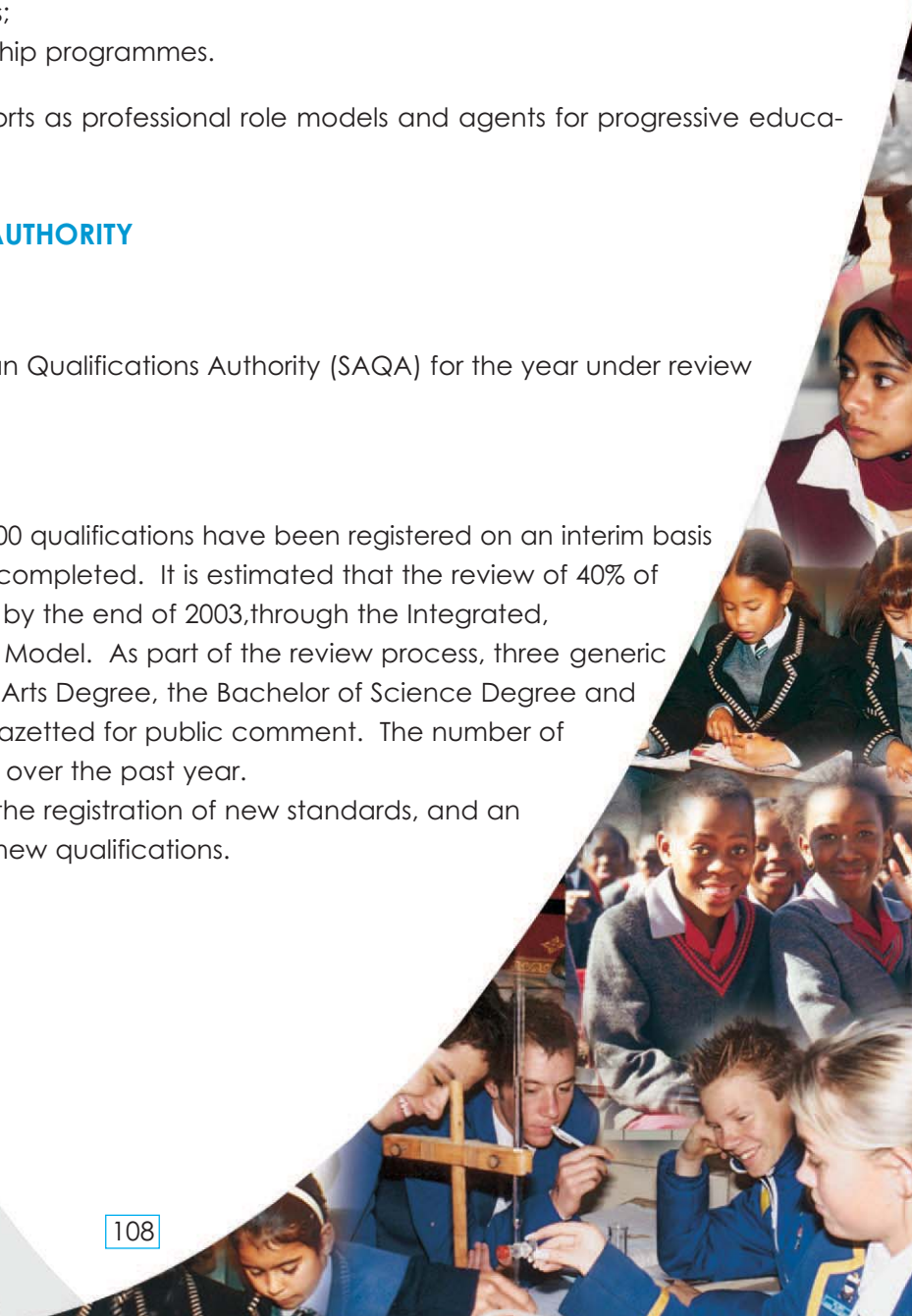
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

HIGHLIGHTS

Highlights reported by the South African Qualifications Authority (SAQA) for the year under review include the following:

STANDARDS SETTING

The first registration phase, in which 7 200 qualifications have been registered on an interim basis on the NQF until June 2003, has been completed. It is estimated that the review of 40% of these qualifications will be completed by the end of 2003,through the Integrated, Interdisciplinary Standards Generating Model. As part of the review process, three generic qualifications, namely the Bachelor of Arts Degree, the Bachelor of Science Degree and the BA Law Degree have now been gazetted for public comment. The number of registered SGBs has increased by 21% over the past year.
There has been an increase of 83% in the registration of new standards, and an increase of 124% in the registration of new qualifications.



STATUTORY BODIES

☐ QUALITY ASSURANCE

Eleven ETQAs had their accreditation extended, and one new ETQA received accreditation.

The Procedures for Monitoring and Auditing of Education and Training Quality Assurance Bodies was implemented. The process of monitoring has been completed with the 14 ETQAs.

Both the Council on Higher Education (CHE) and UMALUSI have drafted proposals to suggest ways in which the two band ETQAs will work with other ETQAs.

The Recognition of Prior Learning (RPL) Policy document entitled, The Recognition of Prior Learning in the context of the National Qualifications Framework (SAQA, 2002) was published. SAQA, in partnership with the Department of Labour, conducted a series of RPL awareness and capacity building workshops nationally.

The SAQA discussion document Criteria and Guidelines for Short Courses and Skills Programmes (SAQA, 2002) was made available for public comment on the 8 November 2002.

A guideline document: Equitable Accreditation for SMME Providers of Education and Training was made available for public comment.

☐ CENTRE FOR EVALUATION OF EDUCATIONAL QUALIFICATIONS

There has been an increase of 23% in the number of Certificates of Evaluation compared to the previous financial year.

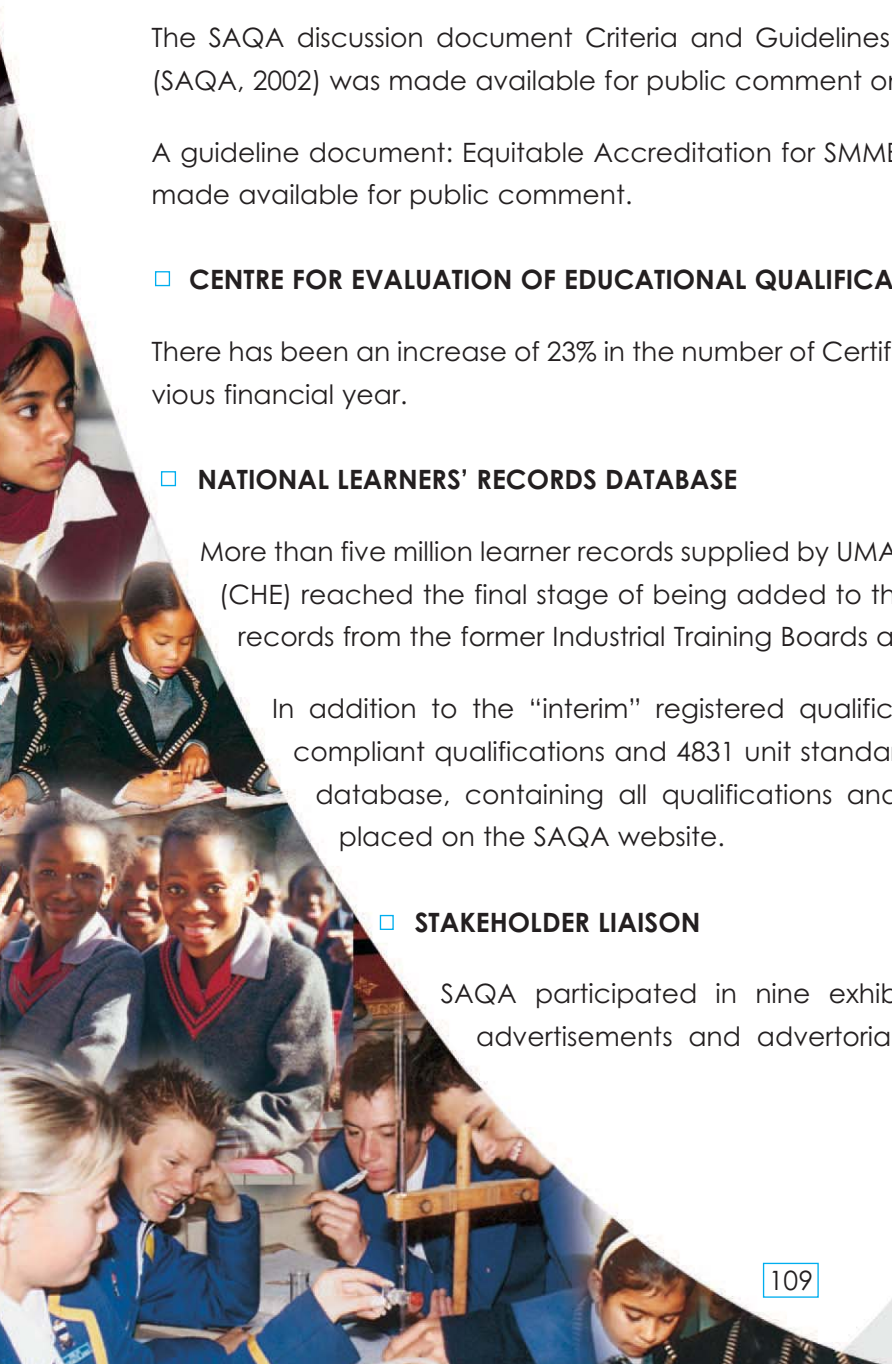
☐ NATIONAL LEARNERS' RECORDS DATABASE

More than five million learner records supplied by UMALUSI and the Council on Higher Education (CHE) reached the final stage of being added to the NLRD. Progress was also made with the records from the former Industrial Training Boards and the Independent Examinations Board.

In addition to the "interim" registered qualifications, there are 592 regular, fully NQF-compliant qualifications and 4831 unit standards recorded on the NLRD. A searchable database, containing all qualifications and standards registered on the NQF, was placed on the SAQA website.

☐ STAKEHOLDER LIAISON

SAQA participated in nine exhibitions, two radio programmes, and 15 advertisements and advertorial in both newspapers and publications.



STATUTORY BODIES

INTERNATIONAL LIAISON

SAQA has continued its committed work with its SADC partners, and is supported by DANIDA. Two successfulseminars for the SADC members were hosted by SAQA.

SAQA initiated special strategies and activities to support the development of Further Education and Training (FET). It has achieved this mainly through two donor-supported initiatives - the Canadian International Development Agency (CIDA) and the Danish International Development Agency (DANIDA). SAQA commissioned a research study into FET with the support of the European Union.

HUMAN RESOURCE DEVELOPMENT

SAQA was one of 40 "Investors in People" pilot sites that were selected by the Department of Labour. Formative and summative assessment was done, and the recommendations have been forwarded to the UK "Investors in People" office for confirmation.

COUNCIL ON HIGHER EDUCATION

The Council on Higher Education (CHE) is the independent statutory body that advises the Minister of Education on all higher education issues, and is also responsible for quality assurance through the Higher Education Quality Committee. The functions of the CHE include:

- Advising the Minister at his/her request or proactively on all matters related to higher education.
- Executive responsibility for quality assurance within higher education and training - including programme accreditation, institutional audits, programme evaluation and quality promotion and capacity building.
- Monitoring and evaluating whether, how, to what extent and with what consequences the vision, policy goals and objectives for higher education are being realized.
- Contributing to developing higher education - giving leadership around key national and sytemic issues, producing publications and holding conferences and research to sensitise government and stakeholders to immediate and long-term challenges of higher education.
- Reporting on the state of South African higher education.
- Consulting with stakeholders around higher education.

HIGHLIGHTS

During the past year a new Council was appointed by the Minister under the chairpersonship of Mr. Saki Macozoma. The key CHE activities included:

Advising the Minister on:

- The criteria used by the Ministry to assess the mission and programme profiles submitted by higher education institutions in July 2001.

- The Ministry's proposals for the restructuring of the institutional landscape of the higher ducation system.
- The appropriateness of equalising of the Rand value of the C1 cost unit for universities and technikons in the existing funding formula for higher education from 2003/2004.
- The nomenclature of comprehensive institutions.
- The NQF Study Team Report.

Conducting investigations to advise the Minister on:

- Higher Education Governance.
- Distance education.
- Institutional redress.
- Conditions and criteria for the use of the designation 'university', 'technikon', etc. and for offering/awarding degrees and postgraduate degrees.
- General Agreement on Trade in Services and its implications for HE.
- Building the responsiveness of higher education to private and public sector needs. Quality assurance in higher education
- Developing and releasing for public comment a Draft Framework Document for Audits of higher education institutions.

ACTIVITIES RELATED TO THE MONITORING OF THE ACHIEVEMENT OF POLICY OBJECTIVES AND REPORTING ON HIGHER EDUCATION

- Development of a monitoring and evaluation framework for the higher education system.
- Establishment of a reference group for the production of a Triennial Review on Higher Education.
- Commissioning of a Research report on issues and challenges of governance at merger institutions.

ACTIVITIES RELATED TO CONTRIBUTING TO DEVELOPING HIGHER EDUCATION

- A colloquium in June 2002 on the responsiveness of higher education institutions to labour market needs.
- A summit in March 2003 between the higher education institutions of Johannesburg and the Johannesburg City Council.
- A CHE Forum on Latin American higher education.
- Publications.
  - Research Report: Governance in South African Higher Education (May 2002)
  - Policy Report: Promoting Good Governance in South African Higher Education (May 2002)
  - Quality Assurance in Higher Education: The Higher Education Quality Committee (July 2002)
  - Redevelopment of the CHE website.

STATUTORY BODIES

□ ACTIVITIES RELATED TO CONSULTING WITH HIGHER EDUCATION STAKE HOLDERS

- Held the 4th Consultative Conference of national higher education stakeholders.
- Held bilateral meetings with numerous stakeholders.

COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING (UMALUSI)

The year 2002 -2003 was UMALUSI's launch year. The Council for Quality Assurance in General and Further Education and Training took over from the South African Certification Council in the first week of June 2002. The Minister of Education, Professor Kader Asmal, publicly launched it in April 2003 as the latest education and training quality assurance body.

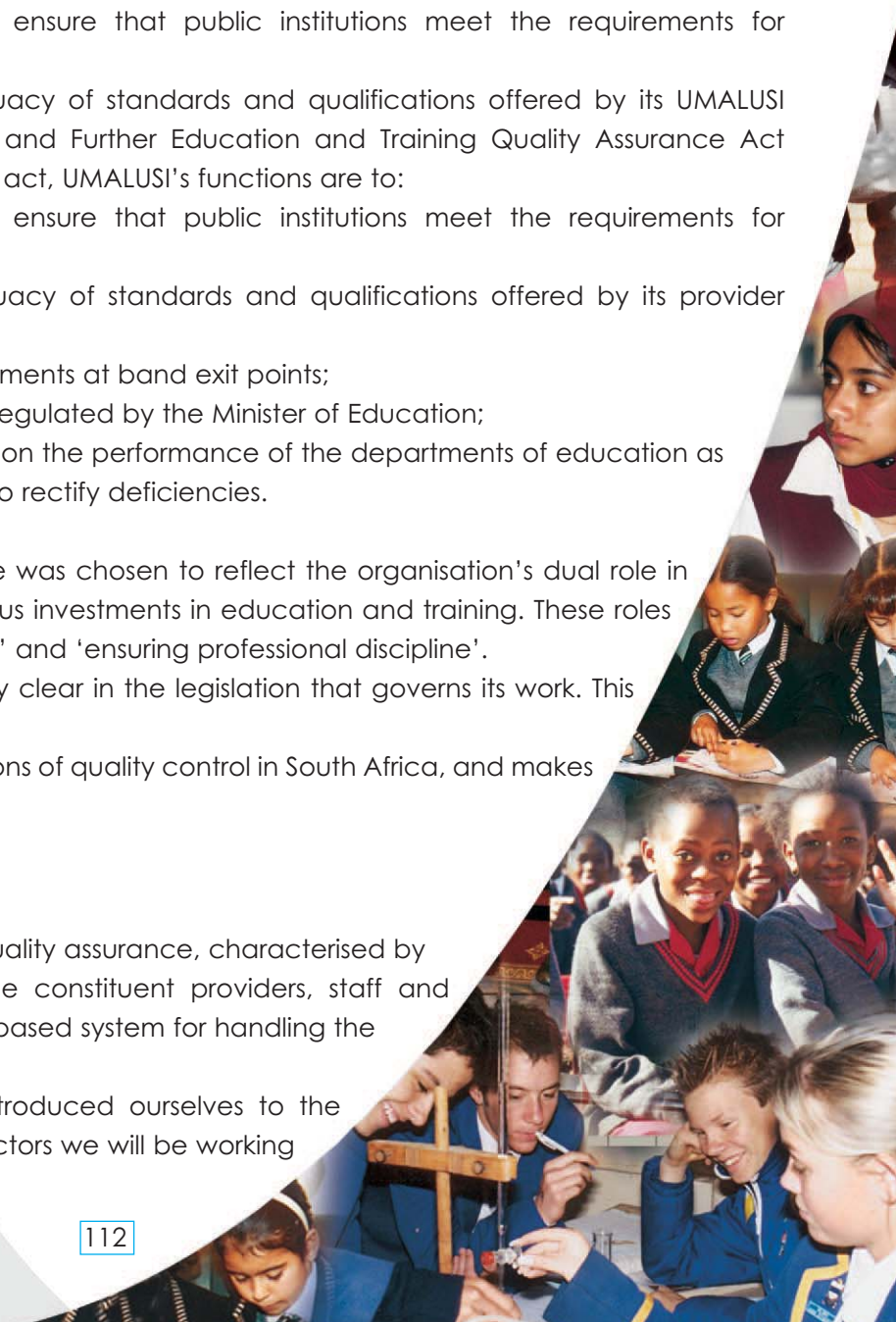
UMALUSI was established by the General and Further Education and Training Quality Assurance Act (No.58 of 2001). According to this act, UMALUSI's functions are to:

- accredit private institutions and ensure that public institutions meet the requirements for accreditation;
- monitor the suitability and adequacy of standards and qualifications offered by its UMALUSI was established by the General and Further Education and Training Quality Assurance Act (No.58 of 2001). According to this act, UMALUSI's functions are to:
- accredit private institutions and ensure that public institutions meet the requirements for accreditation;
- monitor the suitability and adequacy of standards and qualifications offered by its provider institutions;
- assure the quality of learner assessments at band exit points;
- issue certificates of qualifications regulated by the Minister of Education;
- monitor and report to the Minister on the performance of the departments of education as providers and recommend steps to rectify deficiencies.

UMALUSI means, "Shepherd". The name was chosen to reflect the organisation's dual role in helping to protect South Africa's precious investments in education and training. These roles can be described as 'nurture or support' and 'ensuring professional discipline'.
UMALUSI must nurture quality. This is very clear in the legislation that governs its work. This nurturing
role distinguishes it from previous institutions of quality control in South Africa, and makes it into a quality assurer.

In the first 10 months, UMALUSI

- developed an infrastructure for quality assurance, characterised by documents aimed at guiding the constituent providers, staff and partners, as well as a technology-based system for handling the beginnings of accreditation;
- visited all nine provinces and introduced ourselves to the various education and training sectors we will be working with;

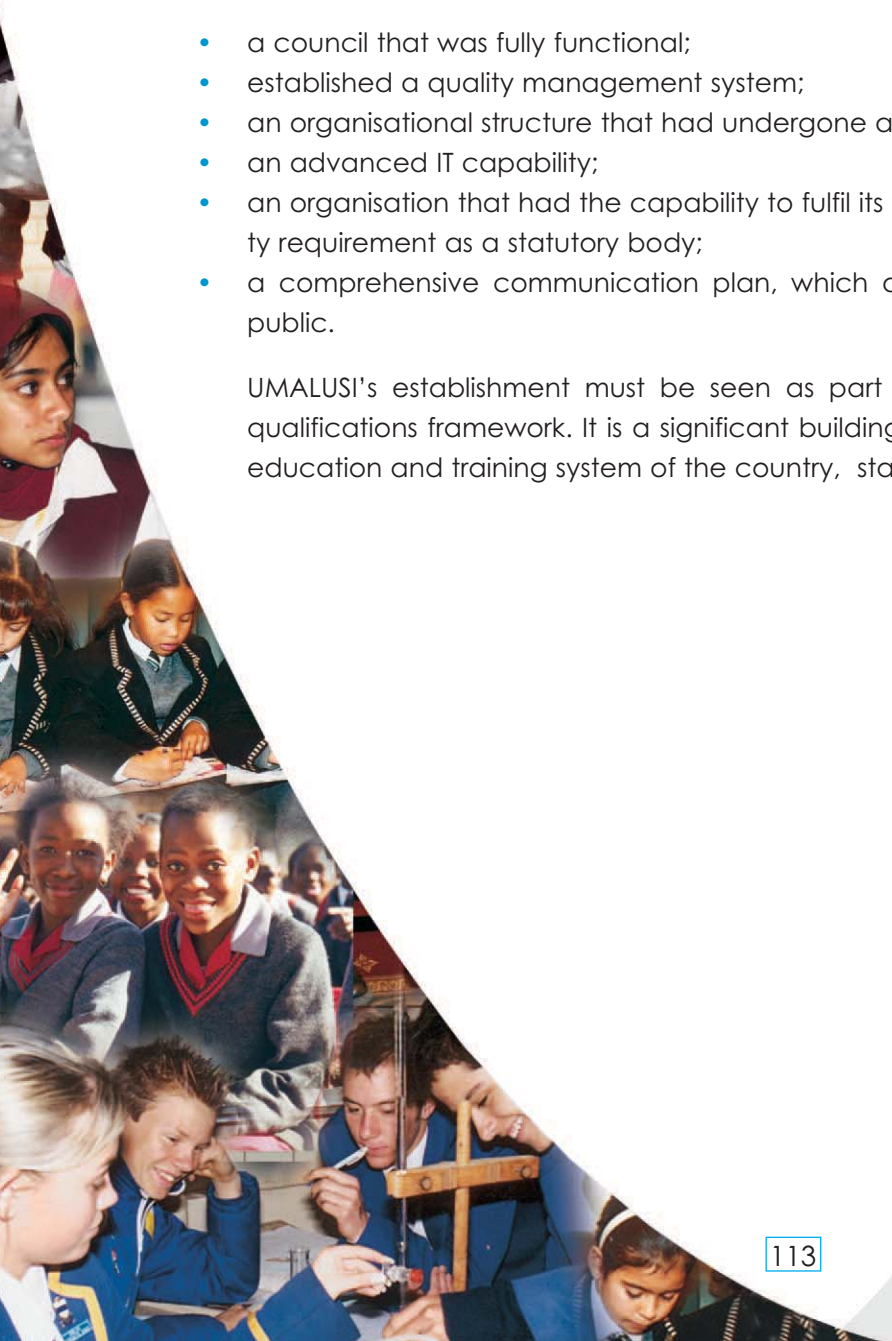


- commissioned research on the FET qualification, quality assurance of school education assessments, ABET assessments and vocational education assessments;
- continued to maintain and improve on the SAFCERT roles of quality assuring assessments at points of 'with drawal' for provision in the education and training institution (this it did for the Senior Certificate in school education, for the National Certificates offered by FET colleges and Adult Basic Education and Training largely offered in the Public Adult Learning Centres);
- ensured that institutions of higher education, employers and other parties could rely on the quality of certificates issued through a very large and sophisticated inherited certification infrastructure (the Council also provides a verification service to employers, human resource companies and other institutions by verifying the authenticity of certificates presented to them);
- prepared for the Association of Educational Assessment in Africa (AEAA) conference UMALUSI will host in Cape Town on August 25th - 29th.

REGARDING THE COUNCIL'S ORGANISATIONAL COMPETENCES, IT HAD BY THE TIME OF ITS LAUNCH:

- a council that was fully functional;
- established a quality management system;
- an organisational structure that had undergone an intense review;
- an advanced IT capability;
- an organisation that had the capability to fulfil its financial and administration accountability requirement as a statutory body;
- a comprehensive communication plan, which aimed to enhance relationships with the public.

UMALUSI's establishment must be seen as part of the process of growing the national qualifications framework. It is a significant building block in the process of transforming the education and training system of the country, started in 1994.



STATUTORY BODIES CONTACTS

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PART FOUR

HUMAN RESOURCE MANAGEMENT

OVERSIGHT REPORT

The statistics and information published in this part of the annual report are required in terms of Chapter 1 Part III J.3 of the Public Service Regulations, 2001 and have been prescribed by the Minister for the Public Service and Administration
for all departments within the Public Service.
The statistical tables provide high-level information on key human resource issues.
The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the department:-

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

OVERSIGHT REPORT

1. EXPENDITURE

*** Kindly take note that there is an average of 3500 employees appointed annually as examinators and are not on the fixed establishment of the Department. During 2002/2003 a total amount of R29,318 million was spent on this service but is excluded from the personnel expenditure tables, as these officials are remunerated on a claim per task basis. The inclusion of this in the following tables would give a false reflection on the personnel numbers and cost in the tables.

TABLE 1.1 - PERSONNEL COSTS BY PROGRAMME, 2002/ 03

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a percentage of total expenditure	Average personnel cost per employee (R'000)
1	60 863	34 784	92	9 256	57,15	160
2	33 961	10 852	9	20 360	31,95	126
3	284 490	20 980	15	20 291	7,37	250
4	99 896	23 200	3	14 225	23,22	136
5	8 043 477	7 466	19	1 194	0,09	196
6	270 404	8 837	0	14 707	3,27	295
Total	**8 793 091**	**106 119**	**138**	**80 033**	**1,21**	**170**

TABLE 1.2 - PERSONNEL COSTS BY SALARY BANDS, 2002/ 03

Salary bands	Personnel Expenditure (R'000)	% of total personnel cost	Employee Programme	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	3 726	3,51	56	67
Skilled (Levels 3-5)	8 757	8,25	128	68
Highly skilled production (Levels 6-8)	21 875	20,61	181	121
Highly skilled supervision (Levels 9-12)	43 480	40,97	204	213
Senior management (Levels 13-16)	28 281	26,66	57	496
Total	**106 119**	**100,00**	**626**	**170**

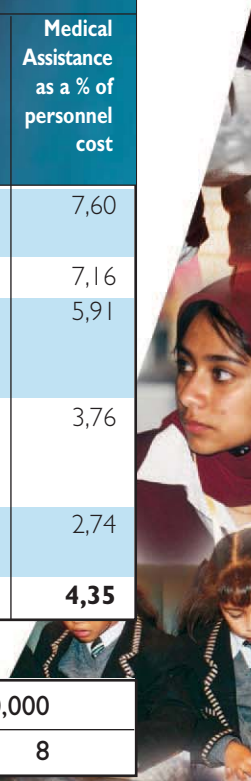
TABLE 1.3 - SALARIES, OVERTIME, HOME OWNERS ALLOWANCE AND MEDICAL ASSISTANCE BY PROGRAMME, 2002/ 03

Programme	Total	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1	34 784	21 387	61,49	805	2,31	573	1,65	1 625	4,67
2	10 852	7 397	68,16	27	0,25	178	1,64	473	4,36
3	20 980	12 680	60,44	36	0,17	236	1,12	459	2,19
4	23 200	19 611	84,53	98	0,42	620	2,67	1 425	6,14
5	7 466	4 935	66,10	0	0,00	103	1,38	256	3,43
6	8 837	6 076	68,76	6	0,07	95	1,08	375	4,24
Total	**106 119**	**72 086**	**67,93**	**972**	**0,92**	**1 805**	**1,70**	**4 613**	**4,35**

TABLE 1.4 - SALARIES, OVERTIME, HOME OWNERS ALLOWANCE AND MEDICAL ASSISTANCE BY SALARY BANDS, 2002/ 03

Salary Bands	Total	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Lower skilled (Levels 1-2)	3 726	2 428	65.16	185	4,97	97	2,60	283	7,60
Skilled (Levels 3-5)	8 757	5 799	66,22	390	4,45	241	2,75	627	7,16
Highly skilled production (Levels 6-8)	21 875	15 485	70,79	268	1,23	478	2,19	1 292	5,91
Highly skilled supervision (Levels 9-12)	43 480	31 820	73,18	129	0,30	878	2,02	1 637	3,76
Senior management (Levels 13-16)	28 281	16 554	58,53	0	0,00	111	0,39	774	2,74
Total	**106 119**	**72 086**	**67,93**	**972**	**0,92**	**1 805**	**1,70**	**4 613**	**4,35**

	Costs R0,00	Employees	Average R0,000
Examinators/committees	29 318	3 576	8



2 - EMPLOYMENT AND VACANCIES

TABLE 2.1 - EMPLOYMENT AND VACANCIES BY PROGRAMME, 31 MARCH 2003

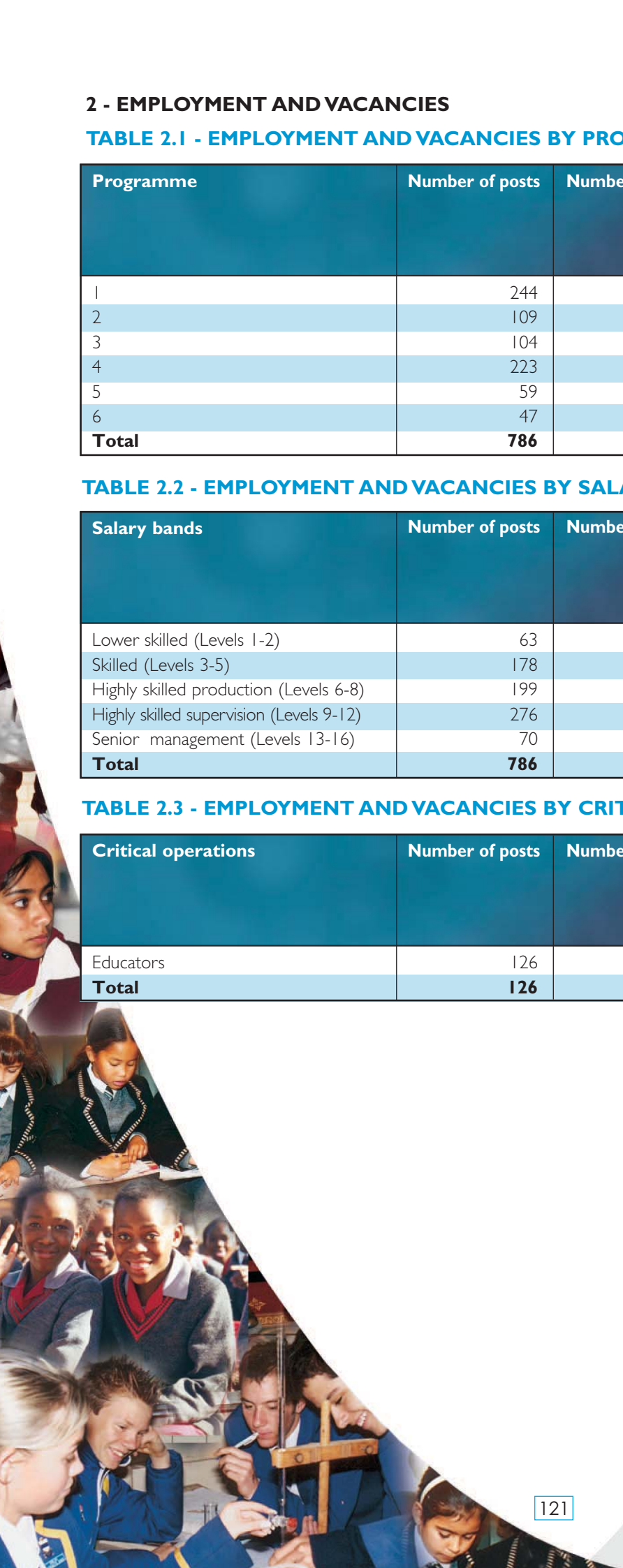
Programme	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
1	244	218	10,66	0
2	109	86	21,10	0
3	104	84	19,23	0
4	223	170	23,77	0
5	59	38	35,60	0
6	47	30	36,17	0
Total	**786**	**626**	**20,36**	**0**

TABLE 2.2 - EMPLOYMENT AND VACANCIES BY SALARY BANDS, 31 MARCH 2003

Salary bands	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	63	56	11,11	
Skilled (Levels 3-5)	178	128	28,09	
Highly skilled production (Levels 6-8)	199	181	9,05	
Highly skilled supervision (Levels 9-12)	276	204	26,09	
Senior management (Levels 13-16)	70	57	18,57	
Total	**786**	**626**	**20,36**	

TABLE 2.3 - EMPLOYMENT AND VACANCIES BY CRITICAL OCCUPATION, 31 MARCH 2003

Critical operations	Number of posts	Number of posts filled	Vacancy Rate	Number of posts filled additional to the establishment
Educators	126	96	23,81	
Total	**126**	**96**	**23,81**	



3 - JOB EVALUATION

TABLE 3.1 - JOB EVALUATION, 1 APRIL 2002 TO 31 MARCH 2003

Salary Band	Number of posts	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	63	0	0	0	0	0	0
Skilled (Levels 3-5)	178	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	199	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	276	1	0,36	0	0	0	0
Senior Management Service Band A	48	48	100	0	0	0	0
Senior Management Service Band B	16	16	100	0	0	0	0
Senior Management Service Band C	5	5	100	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
Total	**786**	**69**	**8,77**	**0**	**0**	**0**	**0**

TABLE 3.2 - PROFILE OF EMPLOYEES WHOSE SALARY POSITIONS WERE UPGRADED DUE TO THEIR POSTS BEING UPGRADED, 1 APRIL 2002 TO 31 MARCH 2003

Beneficiaries	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with disability					**None**

TABLE 3.3 - EMPLOYEES WHOSE SALARY LEVEL EXCEED THE GRADE DETERMINED BY JOB EVALUATION, 1 APRIL 2002 TO 31 MARCH 2003 (IN TERMS OF PSR I.V.C.3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Director	1	13	14	Personal salary due to scarce skills
Total Number of Employees whose salaries exceeded the level determined by job evaluation in 2002/ 03				1
Percentage of total employment				0,16

TABLE 3.4 - PROFILE OF EMPLOYEES WHOSE SALARY LEVEL EXCEED THE GRADE DETERMINED BY JOB EVALUATION, 1 APRIL 2002 TO 31 MARCH 2003 (IN TERMS OF PSR 1.V.C.3)

Beneficiaries	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	1	1
Total	0	0	0	1	1
Employees with disability					None

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2002/ 03	1

4 - EMPLOYMENT CHANGES

TABLE 4.1 - ANNUAL TURNOVER RATES BY SALARY BAND FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Salary Band	Number of employees per band as on 1 April 2002	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	59	2	7	11,86
Skilled (Levels 3-5)	131	43	43	32,82
Highly skilled production(Levels 6-8)	187	29	29	15,51
Highly skilled supervision(Levels 9-12)	197	48	35	17,77
Senior Management Service Band A	37	4	2	5,41
Senior Management Service Band B	10	1	1	10,00
Senior Management Service Band C	5	0	0	0
Senior Management Service Band D	1	0	0	0
Total	**627**	**127**	**117**	**18,66**

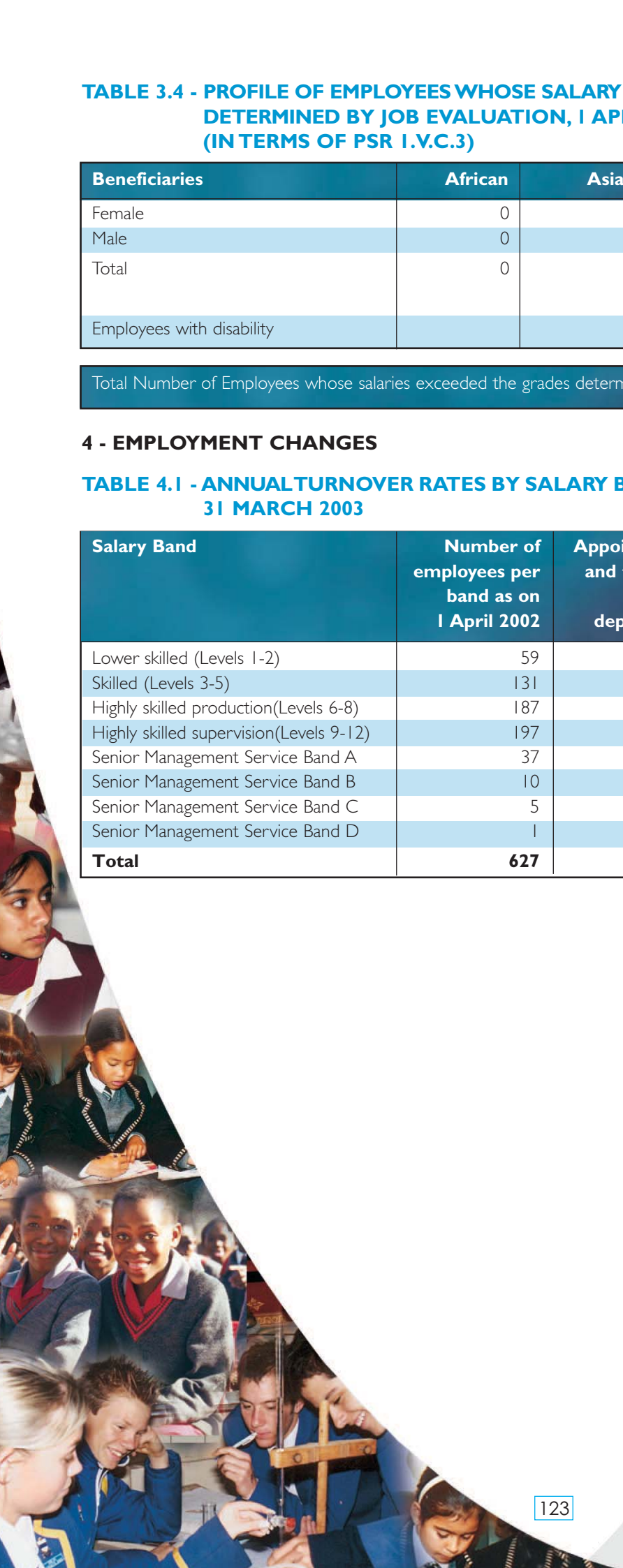


TABLE 4.2 - ANNUAL TURNOVER RATES BY OCCUPATION FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Occupations	Number of employees per occupation as on 1 April 2002	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Cleaners and general workers	39	1	4	10,25
Switchboard operating clerks	5	0	0	0
Computer Programmers	1	0	0	0
Educators	96	31	20	20,83
Financial and related professionals	15	2	1	6,67
Financial clerks	10	3	4	40,00
Food service aids	14	0	1	7,14
General legal administration and related professionals	5	0	0	0
Head of department	1	0	0	0
Human resources clerks	6	0	0	0
Human resources related professionals	12	0	0	0
Information technology related	11	2	0	0
Internal auditors	5	4	1	20,00
Librarians	2	0	1	50,00
Light vehicle drivers	1	0	0	0
Logistical support personnel	16	0	0	0
Transport clerks	1	0	0	0
Messengers	10	0	1	10,00
Other admin and related clerks	106	30	35	33,02
Other admin policy and related officer	68	19	10	14,70
Other occupations	56	19	15	26,79
Reproduction machine operators	2	0	0	0
Registry clerks	13	0	0	0
Secretaries & other keyboard operating clerks	64	10	20	31,25
Security Guards and officers	16	1	1	6,25
Senior Managers	52	5	3	5,77
Total	**627**	**127**	**117**	**18,66**

TABLE 4.3 - REASONS WHY STAFF ARE LEAVING THE DEPARTMENT

Termination Type	Number	% of total terminations	% of Total Employment	Total Employment
Death	4	3,42	0,64	626
Resignation	23	19,66	3,67	626
Expiry of contract	73	62,39	11,66	626
Discharged due to ill health	4	3,42	0,64	626
Dismissal - misconduct	1	0,85	0,16	626
Retirement	3	2,57	0,48	626
Transfers	9	7,69	1,44	626
Total	**117**	**100**	**18,69**	**626**

TABLE 4.4 - PROMOTIONS BY CRITICAL OCCUPATION

Occupations	Employees at beginning of period	Promotions to another salary level	Salary level promotions as a % of Employment	Progressions to another notch within a salary level	Notch progressions as a % of Employment
Educators	126	3	2,3	0	0
Total	**126**	**3**	**2,3**	**0**	**0**

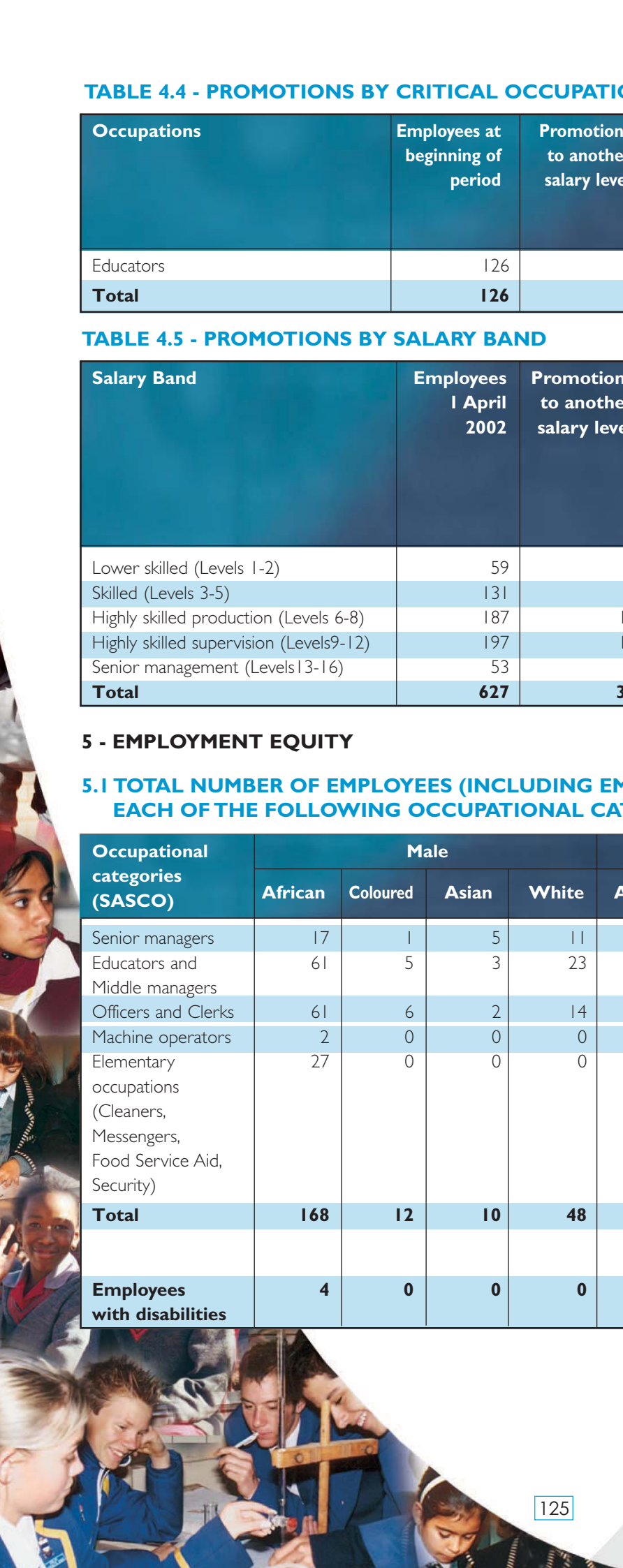
TABLE 4.5 - PROMOTIONS BY SALARY BAND

Salary Band	Employees 1 April 2002	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	59	0	0	22	37,29
Skilled (Levels 3-5)	131	4	3,05	32	24,43
Highly skilled production (Levels 6-8)	187	15	8,02	44	23,53
Highly skilled supervision (Levels9-12)	197	11	5,58	12	6,09
Senior management (Levels13-16)	53	3	5,66	1	1,89
Total	**627**	**33**	**5,26**	**111**	**17,70**

5 - EMPLOYMENT EQUITY

5.1 TOTAL NUMBER OF EMPLOYEES (INCLUDING EMPLOYEES WITH DISABILITIES) IN EACH OF THE FOLLOWING OCCUPATIONAL CATEGORIES AS ON 31 MARCH 2003

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Senior managers	17	1	5	11	14	2	1	6	57
Educators and Middle managers	61	5	3	23	56	2	7	24	181
Officers and Clerks	61	6	2	14	103	4	2	105	297
Machine operators	2	0	0	0	0	0	0	0	2
Elementary occupations (Cleaners, Messengers, Food Service Aid, Security)	27	0	0	0	55	0	0	0	82
Total	**168**	**12**	**10**	**48**	**228**	**8**	**10**	**135**	**619**
Employees with disabilities	**4**	**0**	**0**	**0**	**2**	**0**	**0**	**1**	**7**



5.2 TOTAL NUMBER OF EMPLOYEES (INCLUDING EMPLOYEES WITH DISABILITIES) IN EACH OF THE FOLLOWING OCCUPATIONAL BANDS AS ON 31 MARCH 2003

Occupational Bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	2	0	1	2	0	0	1	0	6
Senior Management	15	1	4	9	14	2	0	6	51
Educators and Middle managers	63	5	3	23	57	2	7	24	184
Skilled and academically qualified workers	16	0	0	4	40	2	2	31	95
Semi-skilled and discretionary decision making	49	6	2	10	64	2	0	75	208
Unskilled and defined decision making	27	0	0	0	55	0	0	0	82
Total	**172**	**12**	**10**	**48**	**230**	**8**	**10**	**136**	**626**

5.3 RECRUITMENT FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

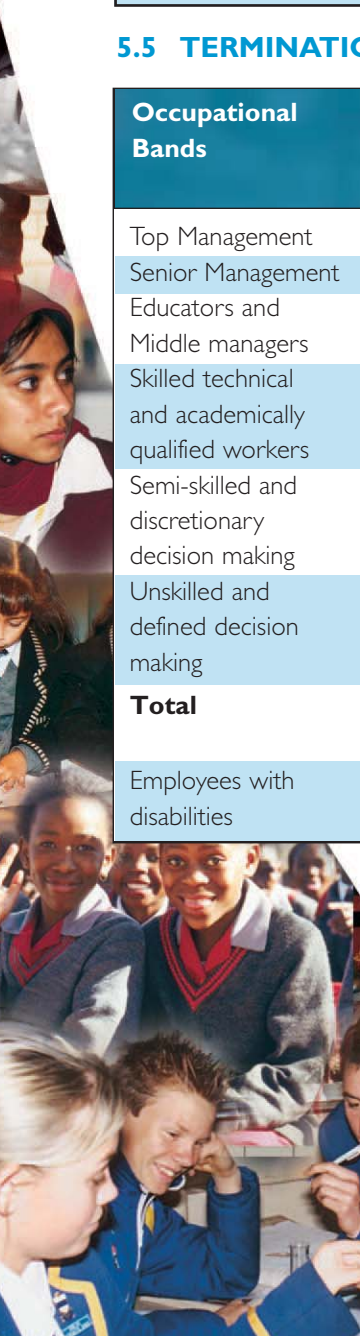
Occupational Bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	2	0	1	0	1	0	0	1	5
Educators and Middle managers	15	1	2	2	19	0	3	6	48
Skilled and academically qualified workers	6	0	0	0	14	1	0	8	29
Semi-skilled and discretionary decision making	15	1	0	0	26	0	0	1	43
Unskilled and defined decision making	2	0	0	0	0	0	0	0	2
Total	**40**	**2**	**3**	**2**	**60**	**1**	**3**	**16**	**127**
Employees with disabilities	0	0	0	0	0	0	0	0	0

5.4 PROMOTIONS FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Occupational Bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	2	0	0	1	1	0	0	0	4
Educators and Middle managers	2	0	0	0	4	0	2	2	10
Skilled and academically qualified workers	1	0	0	0	3	0	2	2	8
Semi-skilled and discretionary decision making	1	0	0	2	5	0	0	11	19
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	**6**	**0**	**0**	**3**	**13**	**0**	**4**	**15**	**41**
Employees with disabilities	0	0	0	0	0	0	0	1	1

5.5 TERMINATIONS FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Occupational Bands	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	1	0	0	0	0	1
Educators and Middle managers	12	1	0	3	10	0	2	4	32
Skilled technical and academically qualified workers	5	0	0	0	8	0	0	15	28
Semi-skilled and discretionary decision making	17	1	0	0	19	0	0	4	41
Unskilled and defined decision making	2	0	0	0	4	0	0	0	6
Total	**36**	**2**	**0**	**4**	**41**	**0**	**2**	**23**	**108**
Employees with disabilities	0	0	0	0	0	0	0	0	0



5.6 DISCIPLINARY ACTION FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Occupational Disabilities	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Disciplinary action	3	0	0	0	1	2	0	1	7

5.7 SKILLS DEVELOPMENT FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

Occupational categories	Male				Female				Total
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Senior managers	2	0	0	4	3	0	0	2	11
Educators	4	0	0	0	9	0	1	4	18
Middle managers	5	0	0	0	4	0	0	1	10
Officers and Clerks	7	0	0	1	26	2	2	7	45
Total	**18**	**0**	**0**	**5**	**42**	**2**	**3**	**14**	**84**
Employees with disabilities	0	0	0	0	0	0	0	0	0

6 - PERFORMANCE REWARDS

TABLE 6.1 - PERFORMANCE REWARDS BY RACE AND GENDER 1 APRIL 2002 TO 31 MARCH 2003

	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R,000)
African					
Male	26	172	15	252	10
Female	51	230	22	461	9
Asian					
Male	1	10	10	29	29
Female	4	10	40	66	17
Coloured					
Male	1	12	8	5	5
Female	1	8	13	8	8
White					
Male	16	48	33	312	20
Female	44	136	32	527	12
Total	**144**	**626**	**23**	**1 660**	**12**

TABLE 6.2 - PERFORMANCE REWARDS BY SALARY BANDS FOR PERSONNEL BELOW SENIOR MANAGEMENT SERVICES, 1 APRIL 2002 TO 31 MARCH 2003

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	19	56	34	66	3	1,77
Skilled (Levels 3-5)	36	128	28	187	5	2,14
Highly skilled production (Levels 6-8)	59	181	32	623	11	2,85
Highly skilled supervision (Levels 9-12)	30	204	15	675	23	1,55
Total	**144**	**569**	**25**	**1551**	**11**	**1,46**

TABLE 6.3 - PERFORMANCE REWARDS BY CRITICAL OCCUPATIONS, 1 APRIL 2002 TO 31 MARCH 2003

Critical Occupations	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee (R,000)
Educators	11	96	11,46	217	20
Total	**11**	**96**	**11,46**	**217**	**20**

TABLE 6.4 - PERFORMANCE RELATED REWARDS (CASH BONUS), BY SALARY BAND, FOR SENIOR MANAGEMENT SERVICES

Salary Band	Beneficiary Profile			Total Cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within band			
Band A	22	39	56	360	16	1,91
Band B	7	12	58	153	22	2,66
Band C	5	5	100	164	33	5,78
Band D	1	1	100	74	74	8,31
Total	**35**	**57**	**61**	**751**	**21**	**2,66**

The payment for the merit awards for the Band A and B employees was only done in April 2003, the evaluation was however for the 2002/2003 period.

7 - FOREIGN WORKERS

TABLE 7.1 - FOREIGN WORKERS, 1 APRIL 2002 TO 31 MARCH 2003, BY SALARY BAND

Salary Band	1 April 2002		31 March 2003		Change				
	Number	% of total	Number	% of total	Number	% change	Total employment at Beginning of period	Total employment at end of period	Total Change in employment
Highly skilled production (Levels 6-8)	0	0	0	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	3	0	3	0	0	0	3	3	0
Other	0	0	0	0	0	0	0	0	0
Total	**3**	**0**	**3**	**0**	**0**	**0**	**3**	**3**	**0**

TABLE 7.2 - FOREIGN WORKER, 1 APRIL 2002 TO 31 MARCH 2003, BY MAJOR OCCUPATION

Major Occupation	1 April 2002		31 March 2003		Change				
	Number	% of total	Number	% of total	Number	% change	Total employment at Beginning of period	Total employment at end of period	Total Change in employment
Administrative office workers	0	0	0	0	0	0	0	0	0
Professionals and Managers	3	0	3	0	0	0	3	3	0
Rank: examination revisers	0	0	0	0	0	0	0	0	0
Total	**3**	**0**	**3**	**0**	**0**	**0**	**3**	**3**	0

8- LEAVE UTILISATION FOR THE PERIOD 1 JANUARY 2002 TO 31 DECEMBER 2002

TABLE 8.1 - SICK LEAVE, 1 JANUARY 2002 TO 31 DECEMBER 2002

Salary Band	Total days	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)	Total number of employees using sick leave	Total number of days with medical certificate
Lower skilled (Levels 1-2)	472	27,3	54	96,42	9	56	54	129
Skilled (Levels 3-5)	721	22,7	97	75,78	7	115	97	164
Highly skilled production (Levels 6-8)	1053	21,5	153	84,53	7	295	153	226
Highly skilled supervision (Levels 9-12)	964	16,6	126	61,76	8	595	126	160
Senior management (Levels 13-16)	183	13,1	27	47,37	7	265	27	24
Total	**3393**	**20,7**	**457**	**73,00**	**7**	**1,326**	**457**	**703**

TABLE 8.2 - DISABILITY LEAVE (TEMPORARY AND PERMANENT), 1 JANUARY 2002 TO 31 DECEMBER 2002

Salary Band	Total days taken	% days with medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)	Total number of days with medical certificate
Lower skilled (Levels 1-2)	120	19,2	9	17,3	13	14	23
Skilled (Levels 3-5)	130	22,3	13	25,0	10	22	29
Highly skilled production (Levels 6-8)	324	17	19	36,5	17	82	55
Highly skilled supervision (Levels 9-12)	86	19,8	8	15,4	11	54	17
Senior management (Levels 13-16)	32	9,4	3	5,8	11	46	3
Total	**692**	**18,4**	**52**	**100**	**13**	**218**	**127**

TABLE 8.3 - ANNUAL LEAVE.1 JANUARY 2002 10 31 DECEMBER 2002

Salary Bands	Total days taken	Average per employee	Employment
Lower skilled (levels 1-2)	1884	34	56
Skilled Levels 3-5)	2809	22	128
Highly skilled production (Levels 6-8)	4223	23	181
Highly skilled supervision (Levels 9-12)	4319	21	204
Senior management (Levels 13-16)	1275	22	57
Total	**14510**	**23**	**626**

TABLE 8.4 - CAPPED LEAVE, 1 JANUARY 2002 TO 31 DECEMBER 2002

Salary Bands	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 December 2002	Number of employees	Total number of capped leave available at 31 December 2002	Number of Employees as at 31 December 2002
Lower skilled (Levels 1-2)	178	5	50	35	3427	56
Skilled (Levels 3-5)	270	5	28	50	2265	128
Highly skilled production (Levels 6-8)	396	8	41	47	6030	181
Highly skilled supervision (Levels 9-12)	270	6	63	44	9638	204
Senior management (Levels 13-16)	83	10	63	8	2394	57
Total	**1197**	**7**	**49**	**184**	**23754**	**626**

TABLE 8.5 - LEAVE PAYOUTS FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

REASON	Total Amount (R'000)	Number of Employees	Average payment per employee(R,000)
Leave payout for 2002/03 due to non-utilisation of leave for the previous cycle	61	15	4
Current leave payout on termination of service for 2002/03	3	4	1
Total	**64**	**19**	**3**

9. HIV/AIDS & HEALTH PROMOTION PROGRAMMES

TABLE 9.1 - STEPS TAKEN TO REDUCE THE RISK OF OCCUPATIONAL EXPOSURE

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
Cleaners	Education awareness and prevention programmes
Maintenance staff	Distribution of universal precautions
Officials working in production units	First Aid Kits installed in all the floors of the building and 26 officials were trained on their usage.

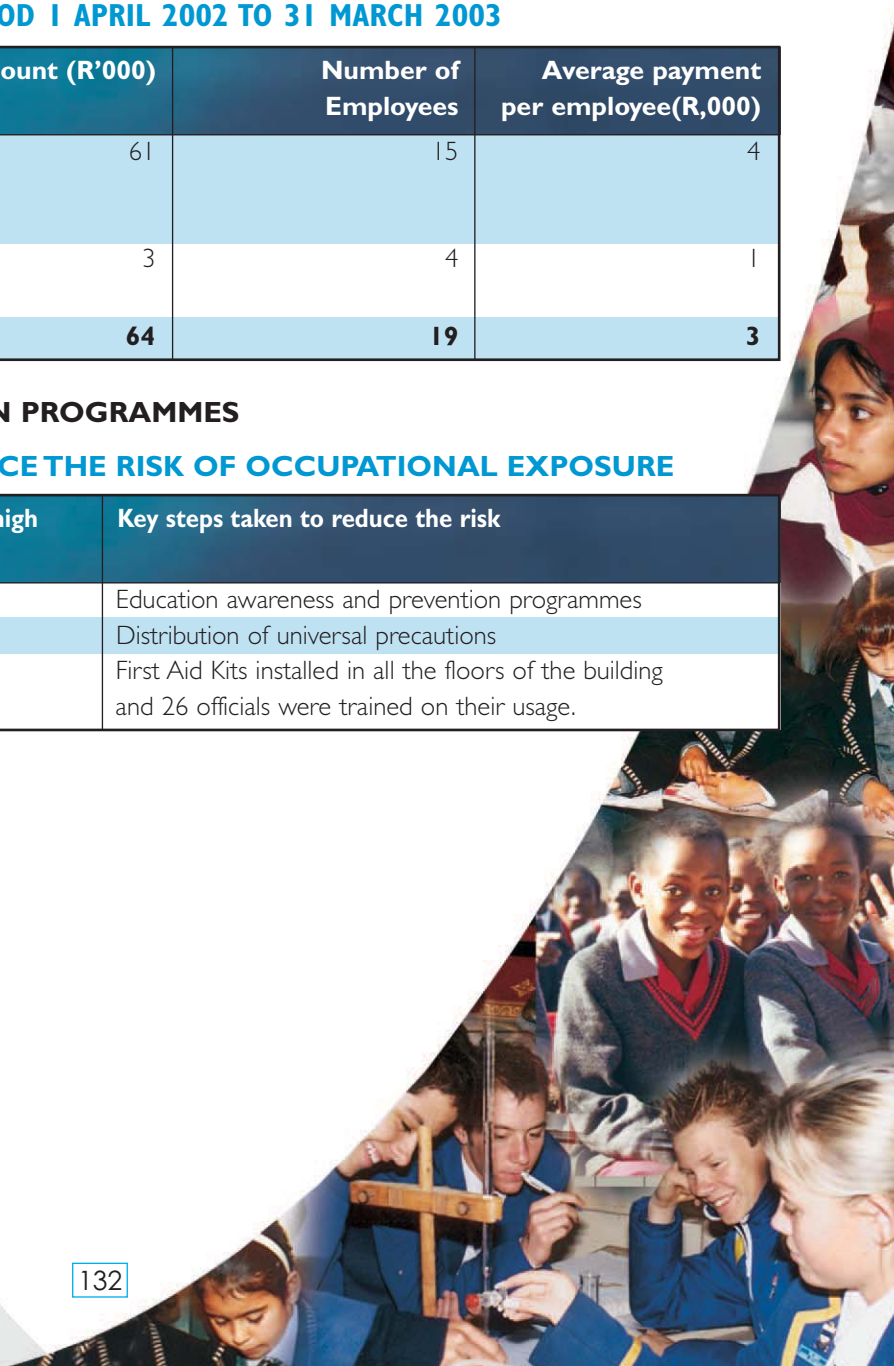
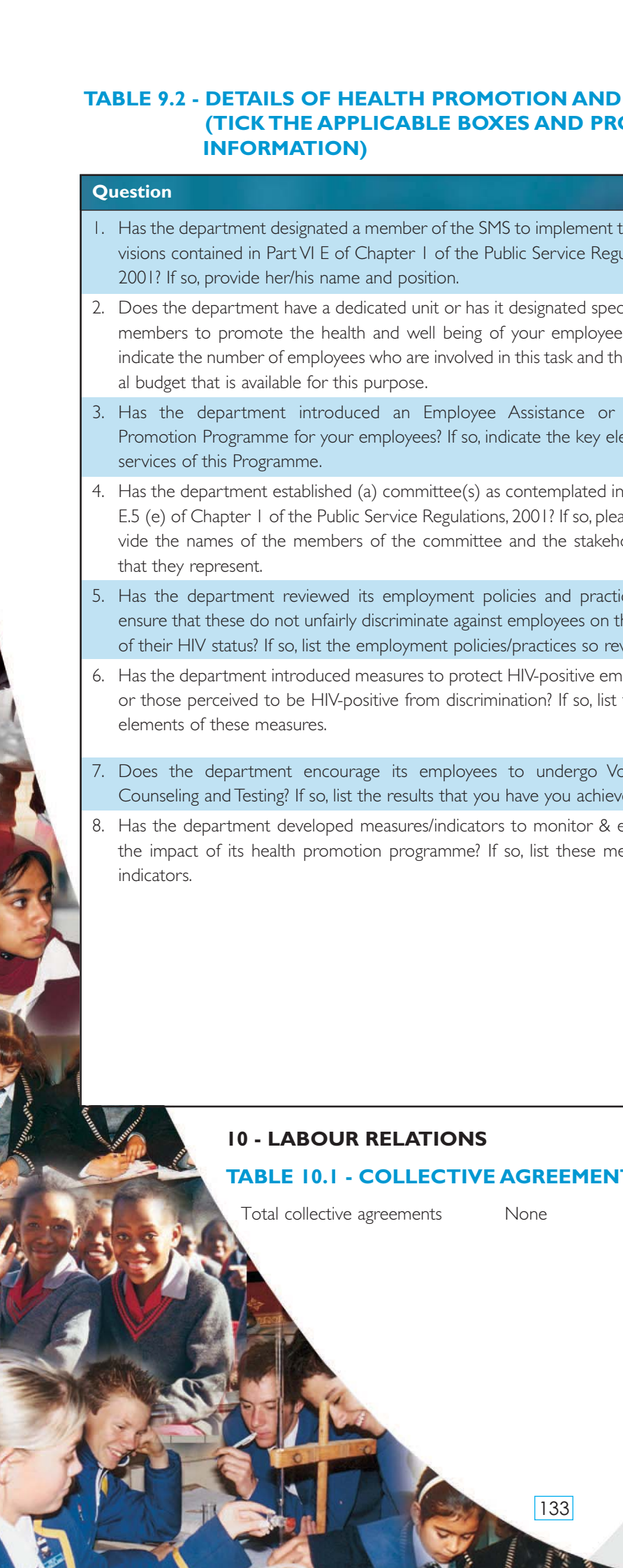


TABLE 9.2 - DETAILS OF HEALTH PROMOTION AND HIV/AIDS PROGRAMMES (TICK THE APPLICABLE BOXES AND PROVIDE THE REQUIRED INFORMATION)

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	yes		
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	yes		
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/ services of this Programme.	yes		
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	yes		
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	yes		Leave policy
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	yes		HIV/Aids policy HIV/Aids Workplace programme
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have you achieved.	yes		First Aid Condom distribution
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/ indicators.	yes		1. Training of First Aid 2. Distribution of condoms 3. Protective gloves 4. Awareness Campaign 5. Information session 6. Pamphlets



10 - LABOUR RELATIONS

TABLE 10.1 - COLLECTIVE AGREEMENTS, 1 APRIL 2002 TO 31 MARCH 2003

Total collective agreements None

TABLE 10.2 - MISCONDUCT AND DISCIPLINARY HEARINGS FINALISED, 1 APRIL 2002 TO 31 MARCH 2003

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	11
Verbal warning	5	56
Written warning	1	11
Final written warning	0	0
Suspended without pay	0	0
Fine	0	0
Demotion	0	0
Dismissal	1	11
Not guilty	1	11
Case withdrawn	0	0
Total	**9**	**100**

If there were no disciplinary hearings, then use the following table
Disciplinary hearings - 2002/ 03 None

TABLE 10.3 - TYPES OF MISCONDUCT ADDRESSED AT DICIPLINARY HEARINGS

Type of misconduct	Number	% of total
Mismanagement of funds	1	50
Negligently cause loss of state property	1	50
Total	**2**	**100**

TABLE 10.4 - GRIEVANCES LODGED FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

	Number	% of total
Number of grievances resolved	2	33
Number of grievances not resolved	4	67
Total number of grievances lodged	**6**	**100**

TABLE 10.5 - DISPUTES LODGED WITH COUNCILS FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

	Number	% of total
Number of disputes upheld	0	0
Number of disputes dismissed	0	0
Total number of disputes lodged	**0**	**0**

TABLE 10.6 -STRIKE ACTIONS FOR THE PERIOD 1 APRIL 2002 TO 31MARCH 2003

	Number	% of total
Total number of person working days lost		54
Total cost (R'000) of working days lost		5
Amount (R'000) recovered as a result of no work no pay		5

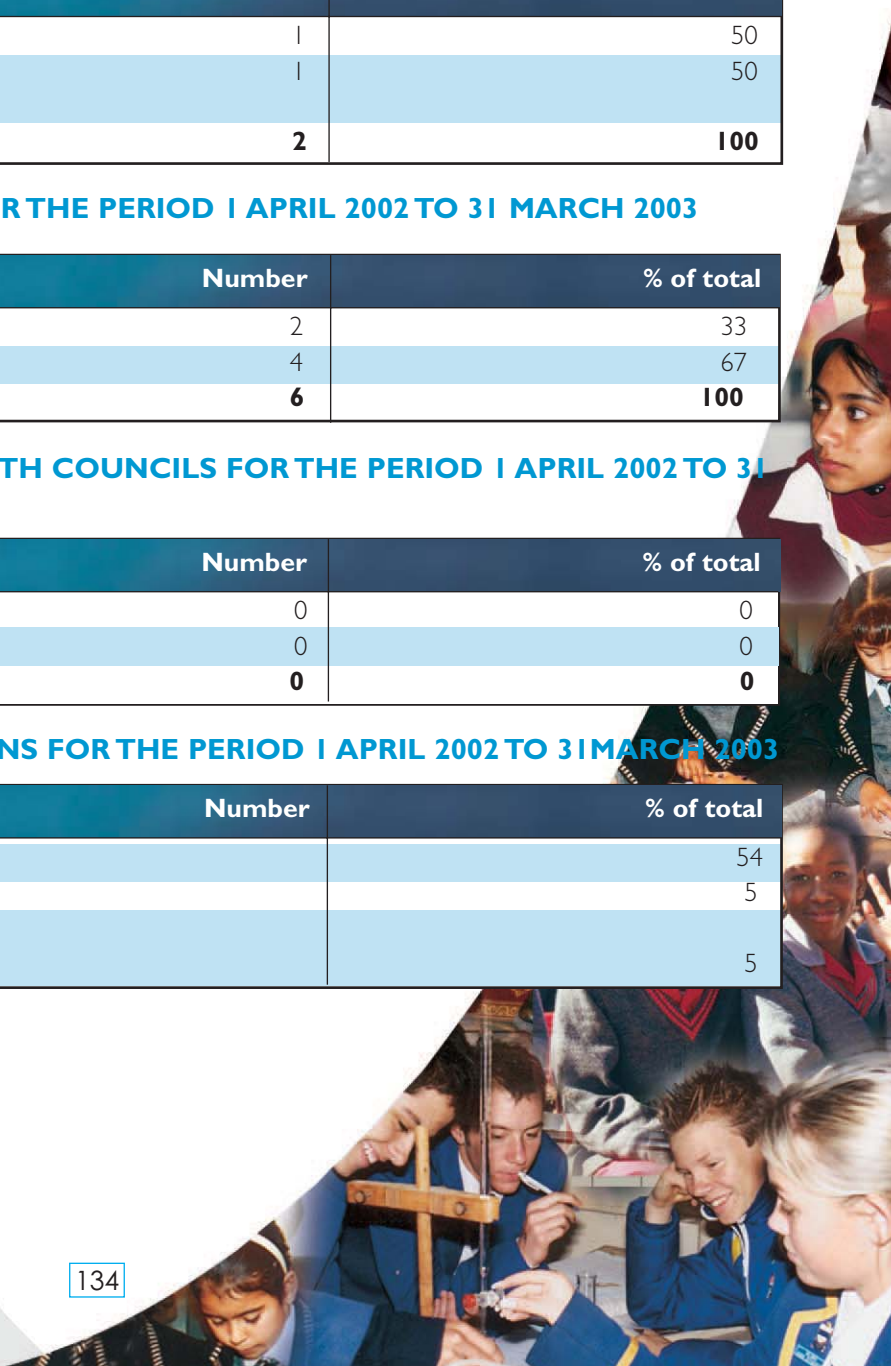


TABLE 10.7 - PRECAUTIONARY SUSPENSIONS FOR THE PERIOD 1 APRIL 2002 TO 31 MARCH 2003

	Number	% of total
Number of people suspended		None
Number of people whose suspension exceeded 30 days		None
Average number of days suspended		None
Cost (R'000) of suspensions		None

11 - SKILLS DEVELOPMENT

11.1 - TRAINING NEEDS IDENTIFIED 1 APRIL 2002 TO 31 MARCH 2003

Occupational Categories	Gender	Number of employees as at 1 April 2003	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of Training	Total
Senior managers	Female	23	0	8	0	8
	Male	34	0	9	0	9
Educators and	Female	90	0	79	0	79
Middle managers	Male	94	0	77	0	77
Officers and Clerks	Female	216	0	30	0	30
	Male	85	0	17	0	17
Machine operators	Female	0	0	1	0	1
	Male	2	0	0	0	0
Elementary occupations	Female	55	0	5	0	5
(Cleaners, Messengers, Food Service Aid, Security)	Male	27	0	7	0	7
Sub Total	Female	384	0	123	0	123
	Male	242	0	110	0	110
Total		**626**		**233**		**233**

11.2 - TRAINING PROVIDED 1 APRIL 2002 TO 31 MARCH 2003

Occupational Categories	Gender	Number of employees as at 1 April 2003	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of Training	Total
Senior managers	Female	23	0	5	1	6
	Male	34	0	6	3	9
Educators and Middle	Female	90	1	15	75	91
managers	Male	94	1	8	52	61
Officers and Clerks	Female	216	0	15	91	106
	Male	85	0	3	30	33
Machine operators	Female	0	0	0	0	0
	Male	2	0	0	0	0
Elementary occupations	Female	55	0	0	50	50
(Cleaners, Messengers, Food Service Aid, Security)	Male	27	0	0	10	10
Sub Total	Female	384	1	35	217	253
	Male	242	1	17	95	113
Total		**626**	**2**	**52**	**312**	**366**

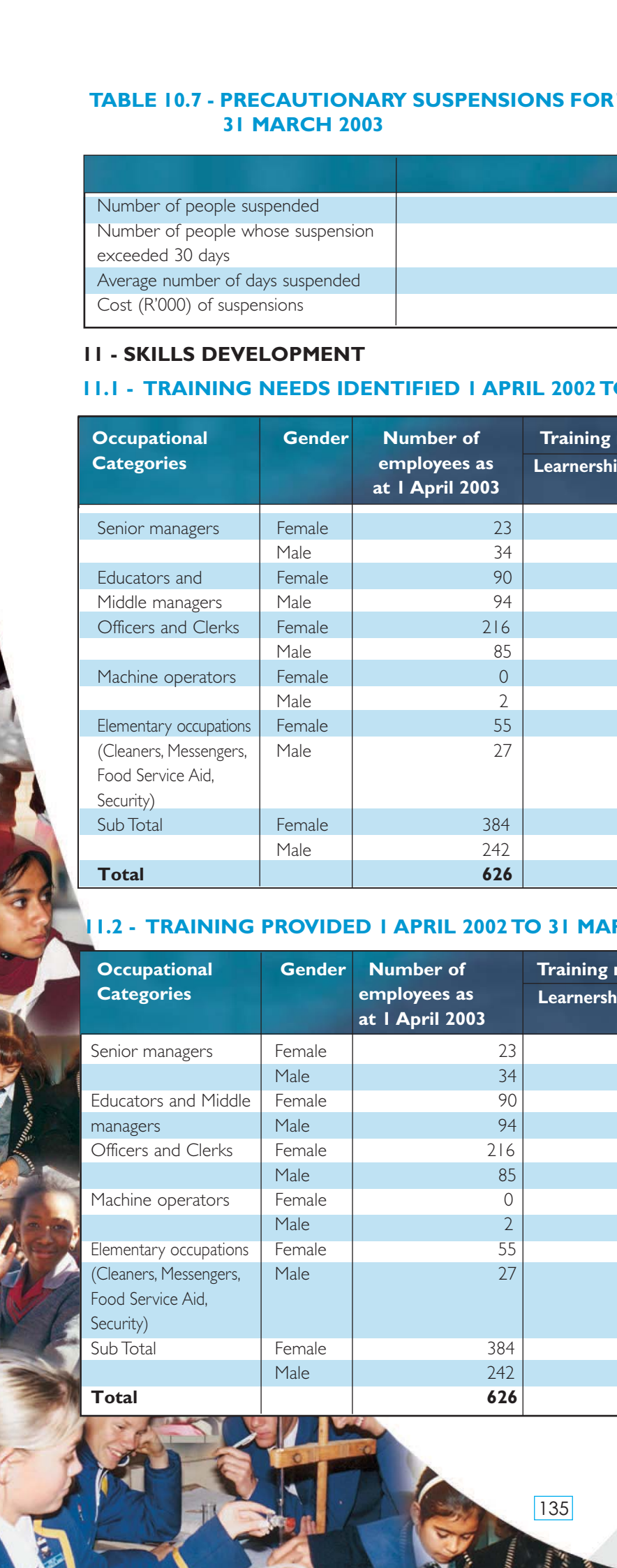


TABLE 12.1 - INJURY ON DUTY, 1 APRIL 2002 TO 31 MARCH 2003

NATURE OF UNJURY ON DUTY	Number	% of total
Required basic medical attention only	6	0,95
Temporary Total Disablement	0	0
Permanent Disablement	0	0
Fatal	0	0
Total	**6**	**0,95**

13. UTILISATION OF CONSULTANTS

TABLE 13.1 - REPORT ON CONSULTANT APPOINTMENTS USING APPROPRIATED FUNDS

Project Title	Total number of cosut-tants that worked on the project	Duration: Work days	Contract value in Rand (R0,00)
External evaluation process of Micro-Science for Primary schools	4	132	429
Total number of projects	**Total individual consultants**	**Total duration: Work days**	**Total contract value in Rand (R,000)**
1	**4**	**132**	**429**

TABLE 13.2 - ANALYSIS OF CONSULTANT APPOINTMENTS USING APPROPRIATED FUNDS, IN TERMS OF HISTORICALLY DISADVANTAGED INDIVIDUALS (HDIs)

REASON	Total Amount (R'000)	Number of Employees	Average payment per employee(R,000)
External evaluation process of Micro-Science for Primary schools	Trust	Trust	Trust
Total	**64**	**19**	**3**

TABLE 13.3 - REPORT ON CONSULTANT APPOINTMENTS USING DONOR FUNDS

Project Title	Total Numbers of consultants that worked on the object	Duration: Work days	Donor and Contract value in Rand (R,000)
Development of strategic planning support tool for district and school level HIV/AIDS	15	66	772
Training of Management structure	3	365	2 167
Provider of ABET in the Department	6	400	234
Conduct multimedia advocacy and information campaign for ECD	7	1144	4 957
Develop training manuals on stress management HIV/AIDS	7	76	1 141
Maths & science project: nodal areas: North West	5	365	681
Maths & science project: nodal areas: Mpumalanga	5	365	700
Maths & science project: nodal areas: Western Cape	5	365	706
Maths & science project: nodal areas: Northern Cape	5	365	668
Maths & science project: nodal areas: Northern Province	5	365	599
Maths & science project: nodal areas: Free State	5	365	615
Maths & science project: nodal areas: Eastern Cape	5	365	878
Maths & science project: nodal areas: Kwazulu Natal	5	365	672
Maths & science project: nodal areas: Gauteng	5	365	555
Total number of projects	**Total individual consultants**	**Total duration: Work days**	**Total contract value in Rand (R,000)**
	83	**5336**	**15 345**

TABLE 13.4 - ANALYSIS OF CONSULTANT APPOINTMENTS USING DONOR FUNDS, IN TERMS OF HISTORICALLY DISADVANTAGED INDIVIDUALS (HDIs)

PROJECT TITLE	Percentage owner-ship by HDI groups	Percentage manage-ment by HDI group	Number of Consultatnts from HDI groups that work on the project
Development of strategic planning support tool for district and school level HIV/AIDS	50 %	50 %	8
Provider of ABET in the Department Conduct multimedia advocacy and information campaign for ECD	Trust 50 %	Trust 50 %	6 5
Develop training manuals on stress management HIV/AIDS	100 %	100 %	7

PART FIVE

FINANCE

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REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2003.

1. AUDIT COMMITTEE MEMBERS AND ATTENDANCE:

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

NAME OF MEMBER	NUMBER OF MEETINGS ATTENDED
Mr S Sithole (Chairperson)	4
Mr C S Khuzwayo	4
Mr P Benadè	4
Ms P Makhathini - Miles	NIL
Ms C T Khoza	1

2. AUDIT COMMITTEE RESPONSIBILITY

The Audit Committee reports that it has complied with its responsibilities arising from section 38(1)(a) of the PFMA and Treasury Regulation 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its audit committee charter, has regulated its affairs in compliance with this charter and has discharged its responsibilities as contained therein.

3. THE EFFECTIVENESS OF INTERNAL CONTROL

The system of internal control is effective, as the various reports of the Internal Auditors have not reported any significant or material non-compliance with prescribed policies and procedures.

The Internal Audit Directorate is now adequately staffed and functioning at the required level. A three-year rolling plan based on the risk assessment with internal audit efforts directed at high and moderate risk areas were approved by the Audit Committee during the financial year. Internal audits were performed during the year with more focus on high-risk areas and those audit activities required to be audited annually in terms of regulations.

4. THE QUALITY OF THE IN-YEAR MANAGEMENT AND MONTHLY / QUARTERLY REPORTS SUBMITTED IN TERMS OF THE PUBLIC FINANCE MANAGEMENT ACT AND THE DIVISION OF REVENUE ACT

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

5. EVALUATION OF FINANCIAL STATEMENTS

The Audit Committee has

- Reviewed and discussed with the Auditor-General and the Accounting Officer the audited annual financial statements to be included in the annual report;
- Reviewed the Auditor-General's management letter and management response;

REPORT OF THE AUDIT COMMITTEE

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

Chairperson of the Audit Committee

VOTE 15
MANAGEMENT REPORT
FOR THE YEAR ENDED 31 MARCH 2003

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

1. GENERAL REVIEW OF THE STATE OF FINANCIAL AFFAIRS

A budget of R8 803,639 million was originally voted for the Department for the 2002/03 financial year. With the Adjustments Estimate for 2002/03 an inflation-related adjustment of R80,921 million, a rollover amount of R17,486 million and local donor funds for the National Teachers Awards amounting to R1,4 million were allocated to the Department. The Department realised that the poverty relief project, Ikhwelo, and the Early Childhood Development programme were not progressing as planned and declared a possible under-expenditure of R26,948 million in respect of these two projects. The aforementioned changes increased the Department's budget with a net amount of R72,859 million, to R8 876,498 million in the Adjustments Estimate.

Of this amount, sums of R7 522,598 million and R500,132 million (90% of the Department's total budget) were allocated to subsidise higher education institutions and the National Student Financial Aid Scheme (NSFAS), respectively. The division of the allocation for 2002/03, in R'000, was:

	Original Budget	Adjustments Estimate	After Virement
Departmental operational costs	233 579	258 468	256 968
Departmental earmarked funds	163 000	149 897	149 897
Subsidies to higher education institutions	7 469 432	7 522 598	7 520 598
National Student Financial Aid Scheme	500 000	500 132	500 132
Subsidies to public entities in education	19 308	19 478	22 978
Conditional grants to provinces for -			
• Financial management and quality enhancement	224 320	228 320	228 320
• HIV/AIDS project	142 000	144 605	144 605
• Early Childhood Development	52 000	53 000	53 000
Total allocation	**8 803 639**	**8 876 498**	**8 876 498**

The total expenditure for the 2002/03 financial year amounted to R8 793,091 million and represents a spending rate of 99,06%. The surplus on the Vote for the 2002/03 financial year amounts to R83,407 million and is made up as follows, in R'000:

Departmental personnel expenditure	2 082
Departmental operational costs	6 965
Subsidies to higher education institutions	322
Conditional grants to provinces	
• HIV/AIDS	11 147
Earmarked funds:	
• Financial management and quality enhancement	8 029
• HIV/AIDS	1 238
• Early Childhood Development	8 528
• Thuba Makote Infrastructure project	34 264
• Ikhwelo Poverty Relief project	10 832
Total surplus	**83 407**

Major programme achievements and activities during 2002/03 and over the medium term

Research and analysis to support the development of the *Review of the Financing, Resourcing, and Costs of Education in Public Schools* was completed in January 2003. This review report was released in March 2003 for public comment. The implementation of the findings of the report will be crucial in ensuring quality education provision in future.

An Electronic Data Capturing System was developed to ensure good data quality and relevant and up to date information on schools and learners. Annual survey forms will be captured through optical character scanning and a web-based capture system. The development of the system was completed in March 2003 and implementation will take place from May 2003.

An Education Information Draft Policy and national minimum information draft standards have been completed and are being consulted at present. The need for this policy emanated from the National Education Policy Act of 1996. Lack of minimum standards and guidelines resulted in the development of many disparate systems that are difficult to integrate in databases.

The development of funding norms and standards for ECD, ABET, Inclusive Education and FET Colleges started in 2002/03 and will continue in the 2003/04 financial year. These funding norms and standards will assist in formalising funding issues for these policies.

The Department has instituted a process of monitoring school facility infrastructure through the analysis of provincial education business plans. This will allow for more precise information on how provincial education departments are meeting their school infrastructure needs.

During May 2002 an education sector conference on HIV/AIDS was held. The need for educators to be assisted in dealing with the stresses engendered by regular engagement with learners and colleagues infected and affected by HIV/AIDS was recognised, and a service provider has been appointed to run such a programme. Issues and challenges relating to learner support, the supply of and demand for educators, and management of the system in the correct context of HIV/AIDS have also been identified.

Greater emphasis was placed on the ongoing development of educators, with new norms and standards being developed, the introduction of the National Professional Diploma in Education to support qualifications upgrading, and the National Teachers Awards Scheme. Bursaries have been offered to 13 305 educators to study for the National Professional Diploma in Education through any one of 12 higher education institutions which have developed programmes in line with the requirements. A number of higher education institutions have also been involved in a re-skilling and upgrading programme for mathematics, science and technology educators in the intermediate and senior phases. Approximately 2 370 educators are currently being trained; 1 084 of these graduated at the end of the 2002 academic year with either an Advanced Certificate in Education or a National Professional Diploma in Education. A committee of Deans of Education has been established to ensure ongoing engagement of higher education institutions with teacher development. Teacher education qualifications and programmes have been redesigned and aligned with the norms and standards. Applications from higher education institutions for the approval of 145 new programmes have been received, evaluated and tabled for accreditation and have been approved by the Council on Higher Education.

The revised National Curriculum Statement for Grades R-9 in schools was declared policy in March 2002 and was distributed to all schools in their languages of choice. Teacher Guides have been developed and are targeted for delivery to schools early in the 2003/04 financial year. Preparations for implementing the revised National Curriculum Statement in the foundation phase in 2004 will be finalised during 2003.

Steps were taken to improve the security and integrity of the 2002 Senior Certificate Examination and to improve learner performance. The upshot of a range of initiatives was that a minimum of incidents was reported and also that problems were managed effectively. Extensive moderation ensured that the quality of results was benchmarked.

Uniform national question papers for Grade 12 were introduced in the 2002 examinations for mathematics, physical science, biology, accounting and English second language. For the 2003 examinations an additional uniform paper will be set for history. Pass rates continued their upward trend, to a national 68,9 per cent (up from 61,7 per cent the previous year), and improvement was registered in all provinces. Indicators of the quality of passes (such as passing with endorsement and merit and proportions passing mathematics and science) also improved. Of some concern is the continuing decline in the number of candidates writing the Senior Certificate Examination.

The restructuring of the FET sector has progressed substantially through the completion of the merger of 168 institutions into 50 FET colleges in 2002. This allows for economies of scale and more effective use of scarce skills. With sound governance frameworks in place, attention is now on curriculum aspects and financing models.

The Department commenced with preparations for the implementation of Outcomes-Based Education in FET in 2002 and identified 35 subjects for curriculum development. The Minister appointed a Ministerial Project Committee to develop the National Curriculum Statement for Grades 10-12 (General). A preliminary report of the National Curriculum Statement was presented to HEDCOM on 14 April 2003. The final report will be presented to CEM in August 2003. In addition, the Qualifications and Assessment Policy Framework for Grades 10-12 (General) was developed. This policy document specifies the new FETC qualification, which will replace the Senior Certificate.

To encourage schools to improve their performance in the Senior Certificate examinations and in particular in Mathematics and Science, the Most Improved Schools Awards were established. The third Most Improved Schools Awards were successfully held in March 2003.

The National Qualifications Framework (NQF) review continued during 2002/03 and will be finalised during 2003/04. The focus is on the development of a plan for assessment reform, which includes Recognised Prior Learning (RPL) and the necessity for wide-ranging and sustained capacity building throughout the NQF system, with particular attention given to the needs of providers. Recommendations on, amongst others, unit standards, assessment arrangements, qualification policy and design, critical outcomes assessment and RPL implementation are being considered.

After the release of the National Plan for Higher Education a National Working Group advised the Minister of Education on the institutional restructuring of higher education. Cabinet approved the final proposals on 4 December 2002 after a lengthy process of consultation. By then, one of the mergers, that of the Natal Technikon and ML Sultan Technikon to become the Durban Institute of Technology, had already taken place. The other merger, that of the incorporation of the QwaQwa branch of the University of the North into the University of the Free State, took place on 1 January 2003.

The Department will continue implementing the National Plan for Higher Education over the medium term, which will lead to more institutional mergers and programme rationalisation to minimise overlaps and duplication. It is anticipated that the next group of mergers will take place in January 2004, and then again in January 2005. The process will require financial assistance from Government, mainly for the re-capitalisation of undercapitalised institutions, personnel retrenchment costs, harmonising systems and facilitating the process, and for physical infrastructure.

A major exercise to improve the reliability of data submitted by higher education institutions for planning purposes was conducted during 2002 as part of the implementation of the new Higher Education Management Information System (HEMIS).

A draft funding formula framework for higher education institutions was distributed for comments to all higher education institutions during December 2002. The finalisation and phased-in implementation of the new funding framework for higher education institutions will receive priority attention. The phased implementation of the new formula is expected to commence in the 2004/05 financial year. A new policy for the measurement and reward of research outputs at higher education institutions will also be implemented in the medium term.

Spending trends

The under-spending of R83,407 million on the Department's vote, measured against the allocations after virement, is as follows, per programme, in R'000:

Programme		Under-expenditure	%
1.	Administration	661	1.07%
2.	Planning and Monitoring	35 124	50.84%
3.	General Education	33 652	10.58%
4.	Further Education	11 700	10.48%
5.	Higher Education	1 345	0.02%
6.	Auxilliary and Associated Services	925	0.34%
Total		**83 407**	**0.94%**

The Department continued to manage conditional grants, earmarked funds and donor funds during 2002/03. The under-expenditure occurred mainly on conditional grants (R11,147 million) and funds earmarked for specific purposes (R62,9 million). These funds remained unspent as a result of the following:

Programme 2: Planning and Monitoring

Thuba Makote Infrastructure project — Under-expenditure: R34,3m

The purpose of this special allocation is to address infrastructure needs in identified nodal areas, job creation, skills transfer and supporting of SMMEs. In practice, delays were encountered throughout the project of constructing nine schools, one in each province. Delays were due, mainly, to the fact that site-teams consulted extensively with stakeholders, rainy weather conditions in some provinces, the SMMEs not being able to provide contractors with building materials in time, shortage of gravel in one province and water problems in another, cash flow problems experienced by contractors in some cases, and, in KwaZulu-Natal, the fact that a new site had to be purchased and zoned for education because the original site was not suitable for young children. In some provinces original projects identified were of such a nature that the purpose of this allocation would not have been served. It is estimated that the nine schools will be completed by November 2003.

Programme 3: General Education

Ikhwelo Poverty Relief project — Under-expenditure: R10,8m

Under-expenditure is due mainly to a delay in the mechanisms that had to be put into place to deliver this poverty relief programme in the provinces. Inadequate capacity also delayed the implementation of this project. However, 240 educators and nine project coordinators have been appointed since January 2003 and progress will be made on this project during 2003/04.

Early Childhood Development Project — Under-expenditure: R8,5m

Delays were encountered in the awarding of tenders during the implementation of this project. Originally there was only one tender with three components. The service providers who tendered for this could not adhere to all the requirements of the tender. Therefore, the Department had to re-advertise the tender as three seperate tenders.

Conditional grant: HIV/Aids Programme — Under-expenditure: R11,1m

The Limpopo Education Department requested the Department not to transfer the second payment, because of low spending in the province on this programme.

Programme 4: Further Education

Financial Management and Quality Enhancement — Under-expenditure: R8m

The final agreement between South Africa and Cuba for services to be rendered by the Cuban Tutors, namely the provision of assistance in teacher training aimed at the improvement of delivery of education in the areas of mathematics and science, was signed only late in 2002. Problems encountered with the field-testing of systemic evaluation also caused under-expenditure on this Programme.

The other under-expenditure on the Vote occurred mainly as a result of the moratorium placed on the filling of vacant posts and the concomitant lack of capacity to implement projects. Delays on shipments entering South Africa resulted in equipment not being delivered by 31 March 2003. A saving was also realised as a result of the favourable Rand/Dollar exchange rate when the UNESCO membership fees were paid.

2. SERVICES RENDERED BY THE DEPARTMENT

2.1 The Department's main responsibility is the formulation of national education policy and monitoring the implementation thereof. However, services were rendered on a national basis in terms of National Technical examinations and certificates. The total revenue received for the year in this respect was R574 000, which was paid into the National Revenue Fund.

2.2 **Tariff policy**

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

Entrance fee for examinations

(a)	Fields of study, such as the engineering field of study (N1 to N3), business field of study (N1 to N3), general field of study, National Senior Certificate (NSC) and the National Intermediate Certificate (NIC)	R15
(b)	Higher than senior certificate	R25
(c)	Exemption: Hair Salon Practice N1 to N3	R20

Application for remarking of examination scripts

Application for remarking of examination scripts for all standards and grades	R65

Application for certificates

For a certificate that a candidate complied with the minimum requirements to pass the point of withdrawal, or where the certificate was issued to replace previous certificates of subjects passed.	R7

Other

(a)	Re-issue of statement of symbols	R10
(b)	Changes or amendments to certificates (not issued by Umalusi)	R7
(c)	Transfer of examination entry	R15
(d)	Exemption/recognition of subjects passed with other examining bodies	R15
(e)	Postage: Local and neighbouring countries	R15
	Other countries	R50
(f)	Application for additional time and/or assistance	R40
(g)	Viewing of scripts	R200
(h)	Late entry or amendments penalty	R7
(i)	Syllabuses: applicable only to examining bodies which supplied syllabuses to other examining bodies or candidates	R0.20
(j)	Re-checks	R10

2.3 **Free Services - None**

3. CAPACITY CONSTRAINTS

The staff establishment of the Department, as approved by the Minister on 28 February 2002, consists of 786 posts, of which only 626 posts are filled at present, leaving 160 vacancies throughout the Department. The main reason for not filling these posts is the restructuring process in the Public Service in terms of Resolution 7 of 2002. The Department is, however, in the process of requesting approval from the Inter-Departmental Task Team to fill the posts as far as possible. If approval is granted, the normal processes for the filling of vacancies will have to be followed. Therefore, the vacancies will be filled only towards the second half of the 2003/04 financial year, which will inevitably impact on service delivery by the Department.

Unit members took part in training and development activities through SADC policy support programmes. Furthermore, computer application training and on-the-job mentoring is being done to develop staff in the areas of policy analysis, research, analysis of research results, and report writing.

4. UTILISATION OF DONOR FUNDS

The Department received donations of R108,6 million in cash from foreign donors in the 2002/03 financial year. The relevant donors have paid these funds directly into the Reconstruction and Development Programme (RDP) Fund. This brought the available balance in the RDP Fund to R243 million. Expenditure of R109,2 million has been incurred against funds held in the RDP Fund. Included in the above amounts was R27,6 million from the European Union for SAQA. The other expenditure was mainly in respect of the library project for historically disadvantaged higher education institutions (R19,6 million on European Union funds), the rewriting of curriculum statements for general education (R36,2 million on funds from the Netherlands), the development and writing of unit standards for outcomes-based education in further education and training (R7,9 million on funds from the Netherlands), the upgrading of unqualified and under-qualified educators (R5,8 million on funds from the Netherlands) and expenditure of R5 million on a school restructuring project in Limpopo Province, also funded by the Government of the Netherlands.

Furthermore, foreign aid assistance in kind amounting to almost R72 million was received for various projects during the financial year.

During 2002/03, local donors contributed R786 000 in cash for the National Teacher Awards Initiative and R7,8 million in kind, mainly for the *Tirisano* School Choral Eisteddfod.

More details on the utilisation of donor funds are as follows:

- European Union (EU) funds were utilised to assist provincial education departments with the implementation of the National Norms and Standards for schools funding and this project was completed on 31 December 2002. Seven manuals have been developed, as well as a computer system on budgeting, auditing and tracking in respect of financial transactions. The manuals developed are: Financial Management for Schools: Manuals 1 to 4, Train the Trainers, School Fees Exemption and Section 21 of the Schools Act Functions.
- The project SYSTEM, funded by the French Government and aimed at addressing the number of students failing Mathematics and Science at Grade 12 level, was evaluated and the report shows that progress is being made in this area.
- The Netherlands funded the rebuilding or renovation of flood damaged schools in Limpopo Province. The project started in the 2002/03 financial year and will be completed in the 2003/04 financial year. Through this programme 11 schools have been targeted. A total of 68 classrooms and 82 enviroloos (toilets) were built, seven schools were renovated, and two schools were provided with new fences. A total of 21 tenders were allocated in respect of these 11 schools. In respect of 13 of these tenders, the projects have been completed.

- The Department managed a donation in kind from the Japanese Government on behalf of the provincial education departments of the Eastern Cape, KwaZulu-Natal, Mpumalanga and Limpopo. This Japanese programme involves the building of school infrastructure to the value of approximately R200 million, which has been divided equally amongst the four provinces.

Tenders for the construction work in the Eastern Cape and KwaZulu-Natal were awarded in Tokyo in January 2002 and construction commenced in March 2002. The upgrading and construction of the schools in these two provinces have been completed.

In the Eastern Cape 20 schools were upgraded and/or constructed through the programme. A total of 179 new classrooms, 20 administration areas and 287 toilet booths were built and 119 rainwater tanks were installed at the 20 schools. The schools were fully equipped, furnished and fenced through the programme. These schools were officially handed over to the Eastern Cape Department of Education on 7 February 2003.

In KwaZulu-Natal, 27 schools were upgraded and/or constructed through the programme. A total of 215 new classrooms, 27 administration areas and 347 toilet booths were built and 154 rainwater tanks were installed at the 27 schools. The schools were fully equipped, furnished and fenced through the programme. The schools were handed over to the KwaZulu-Natal Department of Education on 21 February 2003.

The basic design study for Mpumalanga was completed during 2002, and the tender for the construction of these schools was awarded in Japan in February 2003. Construction will commence in 2003 and is expected to be completed early in 2004. Through the Japanese Grant Aid Programme, 20 schools in Mpumalanga will be upgraded and/or constructed. A total of 232 classrooms, 20 administration facilities, five laboratories and 240 toilets will be built. All the schools will be fully equipped and furnished. Where there are existing usable classrooms at some of these schools, they will be fully upgraded and renovated.

The basic design study for the Limpopo School Building Programme for the upgrading and/or construction of 32 schools has been finalised. Through the programme, 208 classrooms, 32 administrative areas and 350 toilets will be constructed. Construction in Limpopo Province is expected to be completed in 2004.

In general, projects funded by donors progressed well, depending on the funding mechanism. In instances where South African Government prescriptions are followed and where the Audit Report of the Auditor-General is accepted, the processes are usually not delayed. However, where the funding agreement prescribes other processes to be followed, delays are experienced more often. Furthermore, the Eastern Cape School Reconstruction programme funded by the European Union has temporarily been put on hold, pending an external audit report.

5. PUBLIC ENTITIES

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

5.1 Council on Higher Education (CHE)

The CHE was established in terms of the Higher Education Act, No. 101 of 1997. It is responsible for advising the Minister on higher education matters, 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 R10,886 million was transferred to the CHE during 2002/03. Other revenue comprises donor funds received and interest on investments.

5.2 Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act, No. 66 of 1995, as amended by the Labour Relations Amendment Act, No. 42 of 1996. The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council. It also analyses the education situation in the country and keeps abreast of relevant international developments and trends. The ELRC does not receive direct transfers from Government, but relies on membership fees from educators and employer contributions, and on interest on investments, as its source of revenue.

5.3 National Student Financial Aid Scheme (NSFAS)

The NSFAS was established in terms of the National Student Financial Aid Scheme Act, No. 56 of 1999. It is responsible for allocating loans and bursaries to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education, raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources, and advising the Minister on matters relating to student financial aid. An amount of R500,132 million was transferred to the NSFAS in 2002/03. Other revenue comprises donor funds received, money repayable on study loans and interest on investments.

The number of loans and bursaries awarded by the NSFAS has increased from about 73 000 in 1996/97 to 80 934 in 2002/03. The average award in 2002/03 was R9 063. In addition to the transfer from the state, the NSFAS also managed contributions from higher education institutions and international donors. An increasing proportion of funding (R187 million in 2002/03) is coming from the repayment of loans.

5.4 South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators Act, No. 31 of 2000. It is responsible for the registration, promotion and professional development of educators, and for setting, maintaining and protecting the ethical and professional standards of educators. The SACE does not receive direct transfers from Government, but relies on registration fees and on interest on investments, as its source of revenue.

5.5 South African Qualifications Authority (SAQA)

SAQA is a statutory body established in terms of the South African Qualifications Act, No. 58 of 1995. Its main functions are to develop and implement the National Qualifications Framework, and to advise the Minister on matters affecting the registration of standards and qualifications. As part of its functions it focuses on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. An amount of R10,579 million was transferred to SAQA during 2002/03. Other revenue comprises donor funds received, fees charged for processing private higher education institutions' applications and interest on investments. During the 2002/03 financial year SAQA purchased an office building, which they will occupy during May 2003. Included in the R10,579 million transferred by the Department is a contribution of R4,5 million towards the purchase of SAQA's office building.

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

Umalusi was established in terms of the General and Further Education and Training Quality Assurance Act, No. 58 of 2001. Its main functions are monitoring the suitability and adequacy of standards and qualifications, ensuring that providers adopt quality management systems for learner achievement, ensuring the quality of learner assessment at exit points and issuing of certificates of learner achievement in terms of standards or qualifications registered on the NQF. An amount of R1,513 million was transferred to Umalusi during 2002/03. Other revenue comprises fees charged for services, donor funds, contributions received and interest on investments.

The accountability arrangements in respect of the above public entities, as prescribed by the PFMA and Treasury Regulations, are strictly adhered to. Their budgets and strategic plans are approved by the Minister, and their annual reports and quarterly reports are submitted to the Minister. Transfers to the entities receiving grants from the Department are made on a quarterly basis, except in the case of the NSFAS, where payments are made on receipt of claims based on loans granted.

6. OTHER ORGANISATIONS TO WHICH TRANSFER PAYMENTS HAVE BEEN MADE

The accountability arrangements with the following organisations are mainly the submission of a written assurance in terms of Section 38(1)(j) of the PFMA, stating that effective, efficient and transparent financial management and internal control systems are in place in the entity.

Furthermore, the funding for higher education institutions is based on their student numbers and the funding formula. Their audited financial statements are also submitted to the Department every year. Payments are made on receipt of audited claims.

Please see Note 8 to the Annual Financial Statements as well as Annexures 1A to 1D for more details concerning transfer payments.

6.1 Higher education institutions

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

6.2 Sector Education and Training Authority (SETA)

In order to improve the level of skills development in South Africa, the Government passed two Acts, namely, the Skills Development Act, No. 97 of 1998, and the Skills Development Levies Act, No. 9 of 1999. In terms of this legislation, the economy has been divided into sectors for the purpose of skills development and quality assurance. The national economic sectors are grouped into different SETAs. The SETA for education institutions is called the Education, Training and Development Practices (ETDP) SETA. The core function of the ETDP SETA is, inter alia, to disburse levies, to develop the skills of workers at all levels in the sector, and to assist in formulating workplace skills plans for training and development. In accordance with a decision by Cabinet, an amount of R199 000, equivalent to 10% of 1% of the salary bill, was transferred to the ETDP SETA during 2002/03.

6.3 Fulbright Commission

The Commission was established to give effect to the South African Government's obligations in terms of the Agreement between the Government of the Republic of South Africa and the Government of the United States of America concerning the establishment of the South African-United States Commission for Educational Exchanges and to administer the money allocated by Parliament in terms of the Agreement. It also provides educational and professional exchanges of South African students to the United States and of American students to South Africa. An amount of R1,513 million was transferred to the Fulbright Commission during 2002/03.

6.4 Conditional grants to provincial education departments

The following conditional grants have been allocated to the Department for education purposes and the funds have been transferred to provinces as scheduled. However, some transfer payments scheduled for October 2002, were delayed for 30 days or more, owing to low spending in the provinces. In these cases the Department complied with Section 21 of the Division of Revenue Act, 2002, by informing National Treasury about the delay in payments and also obtaining approval for delaying payments for more than 30 days.

The transfers were made into the provincial exchequer accounts, as prescribed, except in April 2002 when transfers were mistakenly made into the bank accounts of five of the provincial education departments. Written confirmation was received from the provincial education departments concerned that these funds had been transferred to the provincial exchequer accounts.

In the beginning of the 2002/03 financial year the Department submitted certificates of compliance to National Treasury for the three conditional grants as required. Monthly reports were submitted to National Treasury on the 20th of the following month. However, in some cases the provincial education departments did not comply with the requirement that they submit their reports to the Department on the 15th of the following month. This shortfall has been discussed during meetings with our provincial counterparts and have been addressed in letters to the heads of education departments.

In general, the spending by the provincial education departments improved substantially, as the capacity in the provinces improved. The planning and management of the conditional grants also improved. The Department also placed more emphasis on the monitoring of the progress on the projects and on compliance by the provinces with the conditions of these grants. The average spending of the provinces was as follows:

Conditional Grant	Total Allocation for 2002/03	Amount transferred in 2002/03	Total Expenditure for 2002/03	% Spent in 2002/03	% Spent in 2001/02
Early Childhood Development	53 000	53 000	45 878	86.6%	26.9%
Financial Management and Quality Enhancement in Education	228 320	228 320	210 329	92.1%	79.3%
HIV/AIDS	144 605	133 458	134 957	93.3%	71.0%
Total	**425 925**	**414 778**	**391 164**	**91.8%**	**73.8%**

** Please see Annexure 1A to the Annual Financial Statements for details per province*

6.4.1 Early Childhood Development

The purpose of this conditional grant is to provide children eligible for the Reception Year with access to a quality education and care programme, particularly in poor communities.

Achievements for the 2002/03 financial year:

- 3 000 Registered community-based ECD sites received an annual subsidy of R12 000 from the Department. The provinces are in the process of finalising the selection of an additional 1 500 sites to make a total of 4 500.
- 90 000 Learners are able to continue their learning in the Foundation Phase. These learners have been reached from the 3 000 selected sites. Approximately 45 000 additional learners will be reached through the additional 1 500 sites during the 2003/04 financial year.
- 25 Training providers applied for accreditation. The Department handed over the process of accreditation to the Education and Training Development Quality Assurance Body (ETDQA), which is a recognised Quality Assurance Body in South Africa. Training providers acquire accreditation with this body.
- Two service providers were appointed to supply, package and deliver educational materials to ECD sites with effect from 1 October 2002. One provider has partly delivered educational kits to Limpopo Province, North West and Mpumalanga. Implementation of the tender will be completed in June 2003.

6.4.2 Financial Management and Quality Enhancement in Education

The purpose of this conditional grant is to improve financial management in the education system and to improve the quality of education in schools. Since the inception of the grant in the 1998/99 financial year, there has been a gradual improvement in expenditure. The Department may attribute this improvement to improved capacity in project and financial management, both at national and at provincial level, as well as to regular monitoring of the projects. Projects were monitored by visiting provinces twice in the financial year, and by focusing mainly on the achievements and constraints of each project.

Achievements for the 2002/03 financial year:

- A new focus on the culture of teaching and learning has taken place, especially in those schools that were previously disorganised. Parents' involvement has also led to reduced absenteeism in schools and there is visible improvement in school management.
- The capabilities of educators to develop appropriate knowledge, skills and attitudes to deliver the curriculum were enhanced by capacity building sessions. These sessions ultimately filtered through to the learners and resulted in a general increase in the Grade 12 pass rate.
- Educators received training in the teaching methodologies and content of Mathematics and Science and became more confident to pass on this knowledge to learners. The learners also became more interested in these high-risk subjects and the pass rate improved.
- Community members who participated in the projects to improve the school environment have gained experience and knowledge in managing projects and benefited financially.

6.4.3 HIV/AIDS

The goals of this grant are to deliver a curriculum-based Life Skills and HIV/AIDS education programme in primary and secondary schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support for children infected or affected by HIV/AIDS.

The amount transferred to Limpopo Province differs from the amount published in the Division of Revenue Act, (DoRA) 2002, because the province requested that the second transfer of R11,147 million should not be transferred, owing to the under-spending on this project in the province. However, the expenditure has since improved and Limpopo Province requested that the Department includes this amount in the rollover request to the 2003/04 financial year.

Achievements for the 2002/03 financial year:

- HIV/AIDS Learner-support material for Grades 1 to 9 was developed and distributed to schools.
- A further 50 000 teachers were trained to facilitate the teaching and integration of HIV/AIDS awareness and life skills in the curriculum.
- A curriculum component on HIV/AIDS has been developed for ECD as well as for the children's TV series, Takalani Sesame.
- The Department hosted a conference on HIV/AIDS and the education sector. Participants included children, traditional and religious leaders, parents, educators and young people. The Presidency and Ministers of Social Development and Health participated fully in the discussions and the ensuing plan of action.

7. PUBLIC/PRIVATE PARTNERSHIPS (PPP)

The Department is currently entering into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department. It is envisaged that the concession agreement for the new building for the Department will be signed early in the 2003/04 financial year. The cost involved will be about R38 million per annum, and will increase annually according to the consumer price index (CPIX). It is expected that the building will be ready for occupation at the end of 2004.

8. CORPORATE GOVERNANCE ARRANGEMENTS

8.1 Risk management approach of the Department

A fraud prevention plan has been developed and a risk assessment of the Department has been performed. This plan is, however, still at the initial stage of implementation. Management has attended presentations on risk assessment and fraud in order to increase their understanding of risk management. All staff members have been informed concerning where and how to report on suspected fraud (this is done directly to the Internal Audit Directorate).

8.2 Internal Audit Directorate

The Internal Audit Directorate is fully operational, with appropriately skilled personnel. The Directorate complies with Treasury Regulations in terms of the PFMA, in the following ways: strategic plans have been developed from the Risk Assessment report, audits on transfer payments and on compliance with the DoRA have been conducted, audits are conducted according to Standards for Professional Practice for Internal Auditors (SPPIA), a risk assessment process has been facilitated and the fraud prevention plan for the Department has been reviewed. Quarterly reports are submitted to the Audit Committee.

8.3 The Audit Committee

The Audit Committee is in place, as required by the Treasury Regulations in terms of the PFMA. The Committee meets quarterly and when it is necessary to discuss matters that require attention.

8.4 Management processes to minimise conflict of interest

All Senior Management members in the Department are compelled to declare their financial position to the Executive Authority on an annual basis. Furthermore, all employees in the Department are compelled to request permission from the Director-General before doing remunerative work outside the Department. The necessary actions in this respect were taken for the 2002/03 financial year.

8.5 Implementation of a code of conduct

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

Those who violate the codes of conduct are disciplined in terms of the Disciplinary Code and Procedures for the Public Service and the Disciplinary Code and Procedures as contained in the Education Laws Amendment Act.

8.6 Safety, health and environmental issues facing the Department

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

8.7 Other Governance Structures

- Departmental Tender Committee
  The Committee is responsible for the evaluation and awarding of tenders and ensures that tender processes are fair and comply with State Tender Board prescriptions. As of 1 April 2001 this Committee was appointed on the level of Chief Directors. It is chaired by the CFO of the Department, and advises the Accounting Officer on the awarding of tenders.
- Information Technology Committee (ITC)
  The purpose of the ITC is to regulate the purchasing of computer equipment and software and of labour-saving devices in the Department. The ITC considers the purpose for which the equipment is needed and how the equipment requested will enhance and benefit the Department in terms of need, quantity required, frequency of use and potential impact on work in terms of work outcomes or cost advantage. The ITC meets on a monthly basis.
- Performance Assessment Committees (PAC)
  The Committees ensure that the personnel assessments presented to them have been processed according to departmental policy and that they meet the requirements as set out in the policy. These committees meet according to schedule.
- Budget Review Advisory Committee (BRAC)
  The BRAC was established in the 1999/2000 financial year to advise on the allocation of the departmental funds, conditional grants and donor funds according to the educational priorities for the particular financial year. This committee is chaired by the CFO.

9. DISCONTINUED ACTIVITIES/ACTIVITIES TO BE DISCONTINUED

None

10. NEW/PROPOSED ACTIVITIES

- Preparations are being made for the transfer of the School Nutrition programme from the Department of Health to the Department of Education with effect from 1 April 2004. The Department is in the process of positioning itself to have dedicated human resource capacity for the management of the programme. The programme will be funded through a conditional grant.
- Strengthening skills in education planning through the development of an educational plannining skills development proposal. The number of personnel skilled in education planning is finite and a greater effort in this respect is required to improve service delivery.

11. EVENTS AFTER THE REPORTING DATE

During 2002/03, the Department discovered fraud with orders placed with the Government Printing Works. Since the investigation was not completed by 31 March 2003, the fraud has not been disclosed in the Department's financial statements. No payments have been made to date in this respect, but the person involved was identified and prosecuted. It is anticipated that the investigation will be completed and the case concluded during the 2003/04 financial year.

12. PROGRESS WITH FINANCIAL MANAGEMENT IMPROVEMENT

The following is a summary of the progress made with the improvement of financial management in the Department since April 2000, with the implementation of the Public Finance Management Act (PFMA), 1999, as amended:

- An Audit Committee, whose composition is in compliance with the PFMA, has been established and meets on a quarterly basis.
- An Internal Audit Directorate has been established and is now fully staffed with officials with the required competencies.
- A Chief Financial Officer, with the appropriate qualifications, experience and skills, has been appointed.
- Financial and other delegations have been developed and implemented in the Department. These delegations were revised during 2002/03.
- The PFMA and Treasury Regulations have been provided to all managers in the Department and are also available on the Intranet of the Department. These prescriptions have been discussed with all managers in the Department and discussion sessions with other officials in the Department have also been conducted. The staff members of the Finance Component have been attending discussion sessions concerning these prescriptions on an ongoing basis.
- A PFMA guide for officials was compiled during 2001, was revised during 2002/03 and has been circulated to all managers. It is also available on the Intranet of the Department.
- Financial, personnel and other administrative policies have been developed and distributed and are revised regularly.
- Strategic planning is now aligned with the budgeting process and a calendar reflecting the process is developed annually and is distributed to all managers.
- The performance contracts of managers are also addressing the financial management responsibilities of managers.
- In respect of public entities, processes have been put into place to ensure their compliance with the PFMA and Treasury Regulations. Aspects such as the submission of budgets, strategic plans, annual reports and quarterly reports are strictly monitored.
- Concerning financial management, expenditure is monitored continually and cash flow reports are submitted to the Minister of Education and to all managers in the Department on a monthly basis for scrutiny and reporting on variances on their budgets. Furthermore, vouchers submitted for payment are thoroughly checked and are authorised by the manager concerned.
- Sound financial and budget control is exercised and bank reconciliations are kept up to date. Concerning the stewardship of public money, financial statements are submitted within the prescribed dates, individuals are held responsible for their actions and external audit reports are submitted by higher education institutions.
- Internal control measures are in place in the Department, are strictly adhered to and include measures such as the division of functions, strict controls over face value forms, safes, keys to safes and access to safes, remittance registers, expenditure vouchers, cashed cheques, electronic payments to suppliers and other beneficiaries, the application of State Tender Board Regulations in the acquisition of goods and services, the application of the Personnel Regulations with the appointment of staff and other personnel activities, and the obtaining of security clearance for finance staff members and other key staff members.

13. PERFORMANCE INFORMATION

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

Quarterly progress reports in respect of the projects outlined in the strategic plan for 2002/03 have been submitted to the Minister during the year.

For information concerning the Department's performance, please see the information on pages 144 to 145 of this Report and for more detail you are referred to the contents of the Annual Report.

14. OTHER

None

Approval

The annual financial statements set out on pages 160 to 204 have been approved by the Accounting Officer.

MR T D MSELEKU
DIRECTOR-GENERAL: EDUCATION

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF VOTE 15 - DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2003

AUDITOR - GENERAL

1. AUDIT ASSIGNMENT

The financial statements as set out on pages 160 to 204, for the year ended 31 March 2003, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

2. NATURE AND SCOPE

The audit was conducted in accordance with Statements of South African Auditing Standards. Those standards require that I plan and perform the audit to obtain reasonable assurance that the financial statements are free of material misstatement.

An audit includes:

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

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

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

3. AUDIT OPINION

In my opinion, the financial statements fairly present, in all material respects, the financial position of the Department of Education at 31 March 2003 and the results of its operations and cash flows for the year then ended, in accordance with prescribed accounting practice and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999).

4. EMPHASIS OF MATTER

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

4.1 Conditional grants

In terms of section 38(1)(i) of the PFMA the accounting officer of the department must ensure that the provisions of the Division of Revenue Act, 2002 (Act No. 5 of 2002) (DoRA) are complied with when the transfer of funds takes place.

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

- Reports were not always submitted or were not submitted on time, which resulted in corrective action being taken too late or in some cases not at all.
- The department was not in a position to properly evaluate the information submitted in the reports of the provincial departments or to identify any possible transgressions of the conditions attached to the grants. This is due to the fact that the national department has no insight into the actual financial records of the provinces.

- Unacceptable low spending of conditional grants by provinces in most of the cases where the national department was forced to delay transfers after the National Treasury was informed.
- Not all the required documentation for the Financial Management and Quality Enhancement (FMQE) project was submitted by the provincial departments in the Eastern Cape, Limpopo, Mpumalanga, Northern Cape and North West and it was therefore not possible to verify the departments' compliance with the DoRA.

Certain of the shortcomings have also been mentioned in paragraph 6.4 of the management report of the accounting officer.

4.2 Subsequent events

As disclosed in paragraph 11 of the management report the department discovered fraud with orders placed with the Government Printing Works and it is anticipated that the investigation will be completed and the case concluded during the 2003-2004 financial year.

5. GENERAL

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

6. APPRECIATION

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

Shaukat Fakie

S A Fakie
Auditor-General

VOTE 15
STATEMENT OF ACCOUNTING POLICIES AND RELATED MATTERS
FOR THE YEAR ENDED 31 MARCH 2003

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material respects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 5 of 2002.

1. BASIS OF PREPARATION

The financial statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The reporting entity is in transition from reporting on a cash basis of accounting to reporting on an accrual basis of accounting. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid. Under the accrual basis of accounting transactions and other events are recognised when incurred and not when cash is received or paid.

2. REVENUE

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

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

3. DONOR AID

Donor Aid is recognised in the income statement in accordance with the cash basis of accounting.

4. CURRENT EXPENDITURE

Current expenditure is recognised in the income statement when the payment is made.

5. UNAUTHORISED, IRREGULAR AND FRUITLESS AND WASTEFUL EXPENDITURE

Unauthorised expenditure means:

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

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

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

- the Public Finance Management Act,
- the State Tender Board Act, or any regulations made in terms of this act, or
- any provincial legislation providing for procurement procedures in that provincial government.

Irregular expenditure is treated as expenditure in the income statement.

Fruitless and wasteful expenditure means expenditure that was made in vain and would have been avoided had reasonable care been exercised. Fruitless and wasteful must be recovered from a responsible official (a debtor account should be raised), or the vote if responsibility cannot be determined.

6. DEBTS WRITTEN OFF

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

7. CAPITAL EXPENDITURE

Expenditure for physical items on hand on 31 March 2003 to be consumed in the following financial year, is written off in full when they are received and are accounted for as acquired expenditure in the income statement. Physical assets acquired are expensed i.e. written off in the income statement when the payment is made.

8. RECEIVABLES

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

Receivables for services delivered are not recognised in the balance sheet as a current asset or as income in the income statement, as the financial statements are prepared on a cash basis of accounting, but are disclosed separately in the notes to enhance the usefulness of the financial statements.

9. PAYABLES

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

10. PROVISIONS

A provision is a liability of uncertain timing or amount. Provisions are not normally recognised under the cash basis of accounting.

11. LEASE COMMITMENTS

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

12. ACCRUALS

This amount represents goods/services that have been delivered, but no invoice has been received from the supplier at year-end, or an invoice has been received but remains unpaid at year-end. These amounts are not recognised in the balance sheet as a liability or as expenditure in the income statement as the financial statements are prepared on a cash basis of accounting, but are however disclosed.

13. EMPLOYEE BENEFITS

Short-term employee benefits

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

Termination benefits

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

Retirement benefits

The Department provides retirement benefits for its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contributions to the fund are expensed when money is paid to the fund. No provision is made for retirement benefits in the financial statements of the Department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

Medical benefits

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

Post retirement medical benefits for retired civil servants are expensed when the payment is made to the fund.

14. CAPITALISATION RESERVE

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

15. RECOVERABLE REVENUE

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

16. COMPARATIVE FIGURES

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

VOTE 15
APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 MARCH 2003

PROGRAMME	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
1 Administration	**59 129**	**2 395**	**61 524**	**60 863**	**661**	**98.93%**	**56 746**	**55 881**
Current	58 432	1 468	59 900	59 350	550	99.08%	55 681	54 814
Capital	697	927	1 624	1 513	111	93.17%	1 065	1 067
2 Planning and Monitoring	**74 180**	**(5 095)**	**69 085**	**33 961**	**35 124**	**49.16%**	**68 558**	**13 647**
Current	32 920	(6 940)	25 980	25 013	967	96.28%	32 926	13 283
Capital	41 260	1 845	43 105	8 948	34 157	20.76%	35 632	364
3 General Education	**302 652**	**15 490**	**318 142**	**284 490**	**33 652**	**89.42%**	**180 411**	**133 727**
Current	291 660	15 338	306 998	282 943	24 055	92.16%	179 564	132 880
Capital	10 992	152	11 144	1 547	9 597	13.88%	847	847
4 Further Education	**121 300**	**(9 704)**	**111 596**	**99 896**	**11 700**	**89.52%**	**93 427**	**85 213**
Current	116 876	(11 199)	105 677	94 290	11 387	89.22%	92 513	84 407
Capital	4 424	1 495	5 919	5 606	313	94.71%	914	806
5 Higher Education	**8 045 318**	**(496)**	**8 044 822**	**8 043 477**	**1 345**	**99.98%**	**7 547 315**	**7 543 343**
Current	7 870 479	(2 773)	7 867 706	7 866 455	1 251	99.98%	7 346 140	7 345 262
Capital	174 839	2 277	177 116	177 022	94	99.95%	201 175	198 081
6 Auxiliary and Associated Services	**273 919**	**(2 590)**	**271 329**	**270 404**	**925**	**99.66%**	**275 603**	**272 035**
Current	273 723	(2 725)	270 998	270 076	922	99.66%	275 067	270 059
Capital	196	135	331	328	3	99.09%	536	1 976
Total	**8 876 498**	**-**	**8 876 498**	**8 793 091**	**83 407**	**99.06%**	**8 222 060**	**8 103 846**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**8 644 090**	**(6 831)**	**8 637 259**	**8 598 127**	**39 132**	**99.55%**	**7 979 203**	**7 900 706**
Personnel	145 640	(6 827)	138 813	135 437	3 376	97.57%	115 709	110 210
Transfer payments	8 292 445	(2 277)	8 290 168	8 278 599	11 569	99.86%	7 652 770	7 646 884
Other	206 005	2 273	208 278	184 091	24 187	88.39%	210 724	143 612
Capital	**232 408**	**6 831**	**239 239**	**194 964**	**44 275**	**81.49%**	**242 857**	**203 140**
Transfer payments	177 500	3 777	181 277	181 277	-	100.00%	200 905	199 473
Acquisition of capital assets	54 908	3 054	57 962	13 687	44 275	23.61%	41 952	3 667
Total	**8 876 498**	**-**	**8 876 498**	**8 793 091**	**83 407**	**99.06%**	**8 222 060**	**8 103 846**

VOTE 15

APPROPRIATION STATEMENT

FOR THE YEAR ENDED 31 MARCH 2003

	2002/03						2001/02	
Standard item classification	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	145 640	(6 827)	138 813	135 437	3 376	97.57%	115 709	110 210
Administrative	71 027	(3 870)	67 157	56 893	10 264	84.72%	71 734	60 210
Inventories	35 304	21 519	56 823	51 978	4 845	91.47%	21 976	16 999
Equipment	35 435	(11 000)	24 435	7 624	16 811	31.20%	25 534	8 038
Land and buildings	-	-	-	-	-	0.00%	-	-
Professional and special services	117 667	(1 143)	116 524	80 033	36 491	68.68%	132 314	60 875
Transfer payments	8 469 945	1 500	8 471 445	8 459 876	11 569	99.86%	7 853 675	7 846 357
Miscellaneous	1 480	(179)	1 301	1 250	51	96.08%	1 118	1 157
Total	8 876 498	-	8 876 498	8 793 091	83 407	99.06%	8 222 060	8 103 846

VOTE 15

APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 1

FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
1.1 Minister	**755**	**(71)**	**684**	**684**	**-**	**100.00%**	**646**	**646**
Current	755	(71)	684	684	-	100.00%	646	646
Capital	-	-	-	-	-	0.00%	-	-
1.2 Deputy Minister	**566**	**(47)**	**519**	**519**	**-**	**100.00%**	**479**	**479**
Current	566	(47)	519	519	-	100.00%	479	479
Capital	-	-	-	-	-	0.00%	-	-
1.3 Management	**20 161**	**784**	**20 945**	**20 774**	**171**	**99.18%**	**21 772**	**21 714**
Current	19 904	302	20 206	20 073	133	99.34%	21 390	21 332
Capital	257	482	739	701	38	94.86%	382	382
1.4 Corporate Services	**37 647**	**1 729**	**39 376**	**38 886**	**490**	**98.76%**	**33 849**	**33 042**
Current	37 207	1 284	38 491	38 074	417	98.92%	33 166	32 357
Capital	440	445	885	812	73	91.75%	683	685
Total	**59 129**	**2 395**	**61 524**	**60 863**	**661**	**98.93%**	**56 746**	**55 881**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**58 432**	**1 468**	**59 900**	**59 350**	**550**	**99.08%**	**55 681**	**54 814**
Personnel	35 650	(835)	34 815	34 784	31	99.91%	26 995	26 996
Transfer payments	199	-	199	199	-	100.00%	680	156
Other	22 583	2 303	24 886	24 367	519	97.91%	28 006	27 662
Capital	**697**	**927**	**1 624**	**1 513**	**111**	**93.17%**	**1 065**	**1 067**
Transfer payments	-	-	-	-	-	0.00%	-	-
Acquisition of capital assets	697	927	1 624	1 513	111	93.17%	1 065	1 067
Total	**59 129**	**2 395**	**61 524**	**60 863**	**661**	**98.93%**	**56 746**	**55 881**

VOTE 15

APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 1

FOR THE YEAR ENDED 31 MARCH 2003

	2002/03						2001/02	
Standard item classification	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	35 650	(835)	34 815	34 784	31	99.91%	26 995	26 996
Administrative	12 296	670	12 966	12 675	291	97.76%	15 681	15 490
Inventories	1 461	392	1 853	1 828	25	98.65%	1 984	1 836
Equipment	2 569	(210)	2 359	2 088	271	88.51%	2 544	2 525
Land and buildings	-	-	-	-	-	0.00%	-	-
Professional and special services	6 898	2 358	9 256	9 256	-	100.00%	8 800	8 800
Transfer payments	199	-	199	199	-	100.00%	680	156
Miscellaneous	56	20	76	11	65	14.47%	62	17
Special functions	-	-	-	22	(22)	0.00%	-	61
Total	59 129	2 395	61 524	60 863	661	98.93%	56 746	55 881

VOTE 15

APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 2

FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
2.1 Financial and Physical Planning	**65 096**	**(3 290)**	**61 806**	**27 139**	**34 667**	**43.91%**	**60 458**	**6 540**
Current	23 951	(5 045)	18 906	18 388	518	97.26%	24 942	6 282
Capital	41 145	1 755	42 900	8 751	34 149	20.40%	35 516	258
2.2 Education Human Resource Planning	**9 084**	**(1 805)**	**7 279**	**6 822**	**457**	**93.72%**	**8 100**	**7 107**
Current	8 969	(1 895)	7 074	6 625	449	93.65%	7 984	7 001
Capital	115	90	205	197	8	96.10%	116	106
Total	**74 180**	**(5 095)**	**69 085**	**33 961**	**35 124**	**49.16%**	**68 558**	**13 647**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**32 920**	**(6 940)**	**25 980**	**25 013**	**967**	**96.28%**	**30 238**	**13 283**
Personnel	14 114	(3 060)	11 054	10 852	202	98.17%	10 318	8 459
Transfer payments	-	-	-	-	-	0.00%	-	-
Other	18 806	(3 880)	14 926	14 161	765	94.87%	19 920	4 824
Capital	**41 260**	**1 845**	**43 105**	**8 948**	**34 157**	**20.76%**	**38 320**	**364**
Transfer payments	-	-	-	-	-	0.00%	-	-
Acquisition of capital assets	41 260	1 845	43 105	8 948	34 157	20.76%	38 320	364
Total	**74 180**	**(5 095)**	**69 085**	**33 961**	**35 124**	**49.16%**	**68 558**	**13 647**

Standard item classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	**14 114**	**(3 060)**	**11 054**	**10 852**	**202**	**98.17%**	**10 318**	**8 459**
Administrative	**1 941**	**-**	**1 941**	**1 694**	**247**	**87.27%**	**4 463**	**1 626**
Inventories	**863**	**(316)**	**547**	**472**	**75**	**86.29%**	**3 270**	**509**
Equipment	**14 722**	**(8 075)**	**6 647**	**580**	**6 067**	**8.73%**	**10 467**	**447**
Land and buildings	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Professional and special services	**42 540**	**6 347**	**48 887**	**20 360**	**28 527**	**41.65%**	**40 040**	**2 586**
Transfer payments	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Miscellaneous	**-**	**9**	**9**	**-**	**9**	**0.00%**	**-**	**20**
Special functions	**-**	**-**	**-**	**3**	**(3)**	**0.00%**	**-**	**-**
Total	**74 180**	**(5 095)**	**69 085**	**33 961**	**35 124**	**49.16%**	**68 558**	**13 647**

VOTE 15
APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 3
FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03 Adjusted Appropriation R'000	Virement R'000	Revised Allocation R'000	Actual Expenditure R'000	Savings (Excess) R'000	Expenditure as a % of revised Allocation	2001/02 Revised Allocation R'000	Actual Expenditure R'000
3.1 Curriculum and Assessment Development and Learner Achievement	**273 034**	**16 797**	**289 831**	**256 308**	**33 523**	**88.43%**	**154 872**	**113 163**
Current	262 209	16 742	278 951	255 024	23 927	91.42%	154 109	112 400
Capital	10 825	55	10 880	1 284	9 596	11.80%	763	763
3.2 Education Human Resources Development, Gender Equity and Safety	**29 618**	**(1 307)**	**28 311**	**28 182**	**129**	**99.54%**	**25 539**	**20 564**
Current	29 451	(1 404)	28 047	27 919	128	99.54%	25 455	20 480
Capital	167	97	264	263	1	99.62%	84	84
Total	**302 652**	**15 490**	**318 142**	**284 490**	**33 652**	**89.42%**	**180 411**	**133 727**

Economic classification	2002/03 Adjusted Appropriation R'000	Virement R'000	Revised Allocation R'000	Actual Expenditure R'000	Savings (Excess) R'000	Expenditure as a % of revised Allocation	2001/02 Revised Allocation R'000	Actual Expenditure R'000
Current	**291 660**	**15 338**	**306 998**	**282 943**	**24 055**	**92.16%**	**179 564**	**132 880**
Personnel	22 969	(360)	22 609	20 980	1 629	92.79%	14 362	13 399
Transfer payments	197 705	-	197 705	186 458	11 247	94.31%	84 500	83 896
Other	70 986	15 698	86 684	75 505	11 179	87.10%	80 702	35 585
Capital	**10 992**	**152**	**11 144**	**1 547**	**9 597**	**13.88%**	**847**	**847**
Transfer payments	-	-	-	-	-	0.00%	-	-
Acquisition of capital assets	10 992	152	11 144	1 547	9 597	13.88%	847	847
Total	**302 652**	**15 490**	**318 142**	**284 490**	**33 652**	**89.42%**	**180 411**	**133 727**

Standard item classification	2002/03 Adjusted Appropriation R'000	Virement R'000	Revised Allocation R'000	Actual Expenditure R'000	Savings (Excess) R'000	Expenditure as a % of revised Allocation	2001/02 Revised Allocation R'000	Actual Expenditure R'000
Personnel	**22 969**	**(360)**	**22 609**	**20 980**	**1 629**	**92.79%**	**14 362**	**13 399**
Administrative	**14 553**	**(200)**	**14 353**	**11 760**	**2 593**	**81.93%**	**18 333**	**11 484**
Inventories	**21 489**	**23 744**	**45 233**	**42 208**	**3 025**	**93.31%**	**10 630**	**9 143**
Equipment	**12 217**	**(959)**	**11 258**	**1 642**	**9 616**	**14.59%**	**7 997**	**862**
Land and buildings	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Professional and special services	**32 319**	**(6 466)**	**25 853**	**20 291**	**5 562**	**78.49%**	**43 541**	**13 892**
Transfer payments	**197 705**	**-**	**197 705**	**186 458**	**11 247**	**94.31%**	**84 500**	**83 896**
Miscellaneous	**1 400**	**(269)**	**1 131**	**1 131**	**-**	**100.00%**	**1 048**	**1 051**
Special functions	**-**	**-**	**-**	**20**	**(20)**	**0.00%**	**-**	**-**
Total	**302 652**	**15 490**	**318 142**	**284 490**	**33 652**	**89.42%**	**180 411**	**133 727**

VOTE 15

APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 4

FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
4.1 Further Education and Training	**107 799**	**(9 878)**	**97 921**	**89 305**	**8 616**	**91.20%**	**76 338**	**72 713**
Current	103 483	(11 330)	92 153	83 851	8 302	90.99%	75 725	72 100
Capital	4 316	1 452	5 768	5 454	314	94.56%	613	613
4.2 Policy Support, Curriculum, Qualifications and Quality Assurance	**13 501**	**174**	**13 675**	**10 591**	**3 084**	**77.45%**	**17 089**	**12 500**
Current	13 393	131	13 524	10 439	3 085	77.19%	16 788	12 307
Capital	108	43	151	152	(1)	100.66%	301	193
Total	**121 300**	**(9 704)**	**111 596**	**99 896**	**11 700**	**89.52%**	**93 427**	**85 213**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**116 876**	**(11 199)**	**105 677**	**94 290**	**11 387**	**89.22%**	**92 513**	**84 407**
Personnel	55 185	(1 287)	53 898	52 518	1 380	97.44%	48 218	46 049
Transfer payments	7 592	-	7 592	7 592	-	100.00%	17 126	14 172
Other	54 099	(9 912)	44 187	34 180	10 007	77.35%	27 169	24 186
Capital	**4 424**	**1 495**	**5 919**	**5 606**	**313**	**94.71%**	**914**	**806**
Transfer payments	3 000	1 500	4 500	4 500	-	100.00%	-	-
Acquisition of capital assets	1 424	(5)	1 419	1 106	313	77.94%	914	806
Total	**121 300**	**(9 704)**	**111 596**	**99 896**	**11 700**	**89.52%**	**93 427**	**85 213**

Standard item classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	**55 185**	**(1 287)**	**53 898**	**52 518**	**1 380**	**97.44%**	**48 218**	**46 049**
Administrative	**20 201**	**(1 431)**	**18 770**	**12 364**	**6 406**	**65.87%**	**11 100**	**10 165**
Inventories	**10 110**	**(3 042)**	**7 068**	**5 998**	**1 070**	**84.86%**	**4 545**	**4 034**
Equipment	**5 132**	**(1 761)**	**3 371**	**2 660**	**711**	**78.91%**	**3 683**	**3 484**
Land and buildings	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Professional and special services	**20 061**	**(3 732)**	**16 329**	**14 225**	**2 104**	**87.11%**	**8 755**	**7 309**
Transfer payments	**10 592**	**1 500**	**12 092**	**12 092**	**-**	**100.00%**	**17 126**	**14 172**
Miscellaneous	**19**	**49**	**68**	**36**	**32**	**52.94%**	**-**	**-**
Special functions	**-**	**-**	**-**	**3**	**(3)**	**0.00%**	**-**	**-**
Total	**121 300**	**(9 704)**	**111 596**	**99 896**	**11 700**	**89.52%**	**93 427**	**85 213**

VOTE 15

APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 5

FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
5.1 Higher Education Planning and Management	**8 039 734**	**81**	**8 039 815**	**8 039 246**	**569**	**99.99%**	**7 542 934**	**7 539 435**
Current	7 865 130	(2 196)	7 862 934	7 862 410	524	99.99%	7 341 923	7 341 518
Capital	174 604	2 277	176 881	176 836	45	99.97%	201 011	197 917
5.2 Higher Education Development and Support	**5 584**	**(577)**	**5 007**	**4 231**	**776**	**84.50%**	**4 381**	**3 908**
Current	5 349	(577)	4 772	4 045	727	84.77%	4 217	3 744
Capital	235	-	235	186	49	79.15%	164	164
Total	**8 045 318**	**(496)**	**8 044 822**	**8 043 477**	**1 345**	**99.98%**	**7 547 315**	**7 543 343**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**7 870 479**	**(2 773)**	**7 867 706**	**7 866 455**	**1 251**	**99.98%**	**7 346 140**	**7 345 262**
Personnel	9 036	(1 496)	7 540	7 466	74	99.02%	6 101	5 593
Transfer payments	7 858 629	(2 277)	7 856 352	7 856 030	322	100.00%	7 335 701	7 335 660
Other	2 814	1 000	3 814	2 959	855	77.58%	4 338	4 009
Capital	**174 839**	**2 277**	**177 116**	**177 022**	**94**	**99.95%**	**201 175**	**198 081**
Transfer payments	174 500	2 277	176 777	176 777	-	100.00%	200 905	197 910
Acquisition of capital assets	339	-	339	245	94	72.27%	270	171
Total	**8 045 318**	**(496)**	**8 044 822**	**8 043 477**	**1 345**	**99.98%**	**7 547 315**	**7 543 343**

Standard item classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	**9 036**	**(1 496)**	**7 540**	**7 466**	**74**	**99.02%**	**6 101**	**5 593**
Administrative	**1 543**	**(128)**	**1 415**	**1 236**	**179**	**87.35%**	**2 884**	**2 843**
Inventories	**391**	**651**	**1 042**	**517**	**525**	**49.62%**	**177**	**128**
Equipment	**383**	**-**	**383**	**253**	**130**	**66.06%**	**303**	**187**
Land and buildings	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Professional and special services	**834**	**475**	**1 309**	**1 194**	**115**	**91.21%**	**1 244**	**1 022**
Transfer payments	**8 033 129**	**-**	**8 033 129**	**8 032 807**	**322**	**100.00%**	**7 536 606**	**7 533 570**
Miscellaneous	**2**	**2**	**4**	**-**	**4**	**0.00%**	**-**	**-**
Special functions	**-**	**-**	**-**	**4**	**(4)**	**0.00%**	**-**	**-**
Total	**8 045 318**	**(496)**	**8 044 822**	**8 043 477**	**1 345**	**99.98%**	**7 547 315**	**7 543 343**

VOTE 15
APPROPRIATION STATEMENT
DETAIL PER PROGRAMME 6
FOR THE YEAR ENDED 31 MARCH 2003

Programme per subprogramme	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
6.1 Media Liaison and National and Provincial Communication	**4 538**	**518**	**5 056**	**5 038**	**18**	**99.64%**	**6 122**	**5 822**
Current	4 478	414	4 892	4 875	17	99.65%	5 975	5 675
Capital	60	104	164	163	1	99.39%	147	147
6.2 National and Provincial Cooperative Governance and International Relations	**269 381**	**(3 108)**	**266 273**	**265 366**	**907**	**99.66%**	**269 481**	**266 213**
Current	269 245	(3 139)	266 106	265 201	905	99.66%	269 092	264 384
Capital	136	31	167	165	2	98.80%	389	1 829
Total	**273 919**	**(2 590)**	**271 329**	**270 404**	**925**	**99.66%**	**275 603**	**272 035**

Economic classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current	**273 723**	**(2 725)**	**270 998**	**270 076**	**922**	**99.66%**	**275 067**	**270 060**
Personnel	8 686	211	8 897	8 837	60	99.33%	9 715	9 714
Transfer payments	228 320	-	228 320	228 320	-	100.00%	214 763	213 000
Other	36 717	(2 936)	33 781	32 919	862	97.45%	50 589	47 346
Capital	**196**	**135**	**331**	**328**	**3**	**99.09%**	**536**	**1 975**
Transfer payments	-	-	-	-	-	0.00%	-	1 563
Acquisition of capital assets	196	135	331	328	3	99.09%	536	412
Total	**273 919**	**(2 590)**	**271 329**	**270 404**	**925**	**99.66%**	**275 603**	**272 035**

Standard item classification	2002/03						2001/02	
	Adjusted Appropriation	Virement	Revised Allocation	Actual Expenditure	Savings (Excess)	Expenditure as a % of revised Allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	**8 686**	**211**	**8 897**	**8 837**	**60**	**99.33%**	**9 715**	**9 714**
Administrative	**20 493**	**(2 781)**	**17 712**	**17 164**	**548**	**96.91%**	**19 273**	**18 602**
Inventories	**990**	**90**	**1 080**	**955**	**125**	**88.43%**	**1 370**	**1 349**
Equipment	**412**	**5**	**417**	**401**	**16**	**96.16%**	**540**	**533**
Land and buildings	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**-**
Professional and special services	**15 015**	**(125)**	**14 890**	**14 707**	**183**	**98.77%**	**29 934**	**27 266**
Transfer payments	**228 320**	**-**	**228 320**	**228 320**	**-**	**100.00%**	**214 763**	**214 563**
Miscellaneous	**3**	**10**	**13**	**20**	**(7)**	**153.85%**	**8**	**1**
Special functions	**-**	**-**	**-**	**-**	**-**	**0.00%**	**-**	**7**
Total	**273 919**	**(2 590)**	**271 329**	**270 404**	**925**	**99.66%**	**275 603**	**272 035**

VOTE 15
NOTES TO THE APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 MARCH 2003

1 Detail of current and capital transfers as per Appropriation Act (after Virement):

Please refer to note 8 (Transfer payments) to the Annual Financial Statements for details.

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

Please refer to note 1 (Charge to National Revenue Fund) to the Annual Financial Statements.

3 Detail of special functions (theft and losses)

Please refer to note 10 (Details of special functions) to the Annual Financial Statements.

4 Explanations of material variances from Amount Voted (after virement):

4.1 Per programme:

Programme 2: Planning and Monitoring

Under-expenditure is due mainly to the following:

- The poverty relief, infrastructure and job summit project - the Thuba Makote project: The project was delayed mainly as a result of the following: Extensive consultation with stakeholders by site-teams delayed the project with at least one month; rainy weather conditions delayed some of the construction phases of the project; SMMEs could not provide contractors with building materials in time. A delay of six weeks was also experienced in Mpumalanga as a result of this. In the Eastern Cape there was a shortage of gravel, owing to the fact that the Department of Roads had purchased all available gravel. Contractors also experienced cash flow problems. The KwaZulu-Natal project was delayed because a new site had to be purchased and zoned for education. Learners could reach the original site only by crossing a very busy and dangerous road. This delayed the project for at least nine months. Limpopo experienced a water problem. Original projects identified in the Free State, the Western Cape, North West and Gauteng were of such a nature that the conditions of the special allocation, namely, job creation, skills transfer, and the creation of SMMEs, would not have been served. The identification and approval of new projects for these provinces was a lengthy and time-consuming activity, which contributed to delays.

A saving was realised on litigation, as specific risks identified for the 2002/03 financial year, did not occur in the 2002/03 financial year.

Programme 3: General Education

Under-expenditure is due mainly to the following:

- A delay in some of the mechanisms that had to be put into place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity also delayed the implementation of this project. It took 10 months before 240 educators and 9 project co-ordinators could be employed. The educators are qualified and were drawn from the ranks of unemployed teachers. They have passed placement tests developed by the Department in all learning areas.
- Delays in the awarding of tenders for the Early Childhood Development Project during the implementation of this project. Originally there was only one tender, with three components, i.e. training of practitioners, training of management structures and advocacy and information campaign. The service providers who applied for this could not adhere to all the requirements of this tender. Therefore, the Department readvertised this tender as three separate tenders. Approval to readvertise was obtained only in August 2002. Furthermore, with regard to capital equipment, three tenders were advertised in February 2002. Shortlisting was done in March 2002 and four service providers were invited to give a presentation at the end of April 2002, whereafter two of the service providers were appointed from 1 October 2002. The third tender was not awarded, owing to problems experienced within the consortium of the tender. Therefore, the Department opted for the second choice, in which problems were experienced with fixed prices.

- Provincial education departments did not claim all the salaries in respect of HIV/Aids provincial coordinators and finance administrators; and vacancies for this project in Gauteng, the Western Cape, the Eastern Cape and Limpopo were not filled due to various reasons.
- Limpopo Province requested the Department not to transfer the amount of R11,147 million in the 2002/03 financial year. It has been included in the Department's request to roll funds over to 2003/04.

Programme 4: Further Education

Under-expenditure is due mainly to the following:

- The moratorium placed on the filling of vacant posts, with the concomitant lack of capacity to implement projects.
- The final agreement between South Africa and Cuba for the services to be rendered by the Cuban Tutors was signed only late in 2002, which delayed the implementation of this teacher development programme.
- Provision originally made for personnel expenditure and the purchase of equipment under the Financial Management and Quality Enhancement project: Masifunde Sonke. However, it is departmental policy that such items should be covered by the operational budget.
- Original service providers declared that they had no capacity to process both contextual questionnaires and learner tasks, as required for systemic evaluation. Consequently, the field-testing of the contextual questionnaires had to be postponed so that it could be done simultaneously with the field testing of learner tasks in May 2003, by a service provider who has the capacity to analyse data collected through both sets of instruments.

Programme 6: Auxiliary and Associated Services

A saving was realised as a result of the favourable Rand/Dollar exchange rate when the UNESCO membership fees were paid.

4.2 Per standard item:

Personnel:

Under-expenditure is due mainly to the moratorium placed on the filling of vacant posts.

Administrative:

A saving was realised as a result of the favourable Rand/Dollar exchange rate when the UNESCO membership fees were paid.

Under-expenditure is due mainly to the following:

- Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the implementation of the Thuba Makote Project.
- Tenderers did not meet the requirements of the tender on management structures and the advocacy campaign for the Early Childhood Development Project.
- A delay in the provision of information by some provinces with regard to the Financial Management and Quality Enhancement project: Teacher Development: Maths and Science. This resulted in a delay in the registration of students at the relevant higher education institutions before 31 March 2003.

Inventories:

Under-expenditure is due mainly to the following:

- A delay in the mechanisms that had to be put into place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.
- Original service providers declared that they had no capacity to process both contextual questionnaires and learner tasks, as required for systemic evaluation. Consequently, the field-testing of the contextual questionnaires had to be postponed so that it could be done simultaneously with the field testing of learner tasks in May 2003, by a service provider who has the capacity to analyse data collected through both sets of instruments.

Equipment:

Under-expenditure is due mainly to the following:

- Tenderers did not meet the requirements for tenders on educational kits for the Early Childhood Development Project. Three tenders were advertised in February 2002. Shortlisting was done in March 2002 and four service providers were invited to give a presentation at the end of April 2002, whereafter two of the service providers were appointed from 1 October 2002. The third tender was not awarded, owing to problems experienced within the consortium of the tender. Therefore, the Department opted for the second choice, in which problems were experienced with fixed prices.
- The delivery of computer equipment was delayed as a result of a delay on shipments entering South Africa. Damaged cabinets were delivered and had to be returned to the supplier.
- A delay in the mechanisms that had to be put into place to deliver the services in the provinces with regard to the Ikhwelo Project. Inadequate capacity delayed the implementation of this project.
- Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the implementation of the Thuba Makote project.

Professional and special services:

Under-expenditure is due mainly to the following:

- A delay in the provision of information by some schools with regard to the Financial Management and Quality Enhancement project: Teacher Awards. This resulted in a delay in the processing of payments.
- Permission to occupy sites originally identified by the provincial education departments and to take up ownership of new sites, which were not in the scope of the project, delayed the process.
- Tenderers did not meet the requirements for the tender on the training of practitioners for the Early Childhood Development Project.

A saving was realised on litigation, as specific risks identified for the 2002/03 financial year did not occur in the 2002/03 financial year.

5 Reconciliation of appropriation statement to income statement:

	2002/03 R'000	2001/02 R'000
Total expenditure per Appropriation Statement	8 793 091	8 103 846
Less: Investments acquired and capitalised during the current financial year		
- expensed for appropriation purposes	-	-
Add: Local and foreign aid assistance (including RDP funds)	109 250	72 657
Unauthorised expenditure approved	35 441	-
Actual Expenditure per Income Statement	**8 937 782**	**8 176 503**

VOTE 15
INCOME STATEMENT
(STATEMENT OF FINANCIAL PERFORMANCE)
FOR THE YEAR ENDED 31 MARCH 2003

	Note	2002/03 R'000	2001/02 R'000
REVENUE			
Voted funds		**8 911 939**	**8 222 060**
Charge to the National Revenue Fund	1	8 876 498	8 222 060
Appropriation for unauthorised expenditure	11	35 441	-
Non voted funds		**140 617**	**71 706**
Other revenue to be surrendered to the National Revenue Fund	2	10 812	12 705
Local and foreign aid assistance (incl. RDP funds)	3	129 805	59 001
TOTAL REVENUE		**9 052 556**	**8 293 766**
EXPENDITURE			
Current			
Personnel	4	135 437	110 210
Administrative		56 893	60 210
Inventories	5	51 978	16 999
Machinery and equipment	6	2 352	4 371
Professional and special services	7	71 618	60 875
Transfer payments	8	8 278 599	7 646 884
Miscellaneous	9	1 198	1 089
Special functions: authorised losses	10	52	68
Local and foreign aid assistance (incl. RDP funds)	3	103 743	72 657
Unauthorised expenditure approved	11	35 441	-
TOTAL CURRENT EXPENDITURE		**8 737 311**	**7 973 363**
Capital			
Machinery and equipment	6	5 272	3 667
Professional and special services	7	8 415	-
Transfer payments	8	181 277	199 473
Local and foreign aid assistance (incl. RDP funds)	3	5 507	-
TOTAL CAPITAL EXPENDITURE		**200 471**	**203 140**
TOTAL EXPENDITURE		**8 937 782**	**8 176 503**
NET SURPLUS FOR THE YEAR	12	**114 774**	**117 263**

VOTE 15
BALANCE SHEET
(STATEMENT OF FINANCIAL PERFORMANCE)
AT 31 MARCH 2003

	Note	2002/03 R'000	2001/02 R'000
ASSETS			
Current assets		**113 837**	**146 791**
Unauthorised and fruitless and wasteful expenditure	11	-	35 441
Cash and cash equivalents	13	5	5
Receivables	14	112 018	102 720
Loans	15	908	824
Local and foreign aid assistance receivable from the RDP Fund	3	906	7 801
Non current assets		**39 816**	**40 724**
Loans	15	39 816	40 724
TOTAL ASSETS		**153 653**	**187 515**
LIABILITIES			
Current liabilities		**112 889**	**145 967**
Voted funds to be surrendered	16	83 407	118 214
Revenue funds to be surrendered	17	16	5 683
Bank overdraft	18	14 349	20 613
Payables	19	1 383	1 383
Local and foreign aid assistance repayable to the RDP Fund	3	13 734	74
TOTAL LIABILITIES		**112 889**	**145 967**
NET ASSETS/LIABILITIES		**40 764**	**41 548**
EQUITY		**40 764**	**41 548**
Capitalisation reserve		40 724	41 548
Recoverable revenue		40	-
TOTAL EQUITY		**40 764**	**41 548**

VOTE 15

STATEMENT OF CHANGES IN NET ASSETS/EQUITY

FOR THE YEAR ENDED 31 MARCH 2003

	2002/03 R'000	2001/02 R'000
Capitilisation reserve		
Opening balance	41 548	42 297
Transfers	(824)	(749)
Closing balance	**40 724**	**41 548**
Recoverable revenue		
Opening balance	-	-
Transfer to the National Revenue Fund	(28)	-
Debts written off	-	-
Debts raised	68	-
Closing balance	**40**	**-**
TOTAL EQUITY	**40 764**	**41 548**

VOTE 15

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 MARCH 2003

	Note	2002/03 R'000	2001/02 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Net cash flow generated by operating activities	20	316 069	321 152
Cash generated (utilised) to (increase)/decrease working capital	21	(29 853)	26 494
Voted funds and Revenue funds surrendered	22	(134 693)	(127 490)
Unauthorised expenditure approved	11	35 441	-
Local and foreign aid assistance (including RDP funds)		20 555	(13 656)
Net cash flow available from operating activities		**207 519**	**206 500**
CASH FLOWS FROM INVESTING ACTIVITIES		**(200 471)**	**(203 140)**
Capital expenditure		(200 471)	(203 140)
Net cash flows from operating and investing activities		**7 048**	**3 360**
CASH FLOWS FROM FINANCING ACTIVITIES		**(784)**	**(749)**
Repayments of loans		(824)	(749)
Recoverable revenue		40	-
Net increase/(decrease) in cash and cash equivalents		6 264	2 611
Cash and cash equivalents at beginning of period		(20 608)	(23 219)
Cash and cash equivalents at end of period		**(14 344)**	**(20 608)**

VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2003

1 Charge to the National Revenue Fund

1.1 Included in the above are funds specifically and exclusively appropriated for national departments (Voted funds) and provincial departments (Equitable Share):

Programmes	Total Appropriation 2002/03	Actual	Variance over/(under)	Total Appropriation 2001/02
	R'000	R'000	R'000	R'000
1: Administration	61 524	60 863	661	56 746
2: Planning and Monitoring	69 085	33 961	35 124	68 558
3: General Education	318 142	284 490	33 652	180 411
4: Further Education	111 596	99 896	11 700	93 427
5: Higher Education	8 044 822	8 043 477	1 345	7 547 315
6: Auxiliary and Associated Services	271 329	270 404	925	275 603
TOTAL	**8 876 498**	**8 793 091**	**83 407**	**8 222 060**

1.2 Please refer to the Notes to the Appropriation Statement for the explanation of material variances on pages 172 -174

Programme 2: Planning and Monitoring

Under-expenditure is mainly on the following projects:

- The Thuba Makote project: An amount of R34,265 million has been included in the Department's request to roll funds over to 2003/04.
- Litigation: No request for roll-overs has been made.

Programme 3: General Education

Under-expenditure is mainly on the following projects:

- The Ikhwelo Project: No request for roll-overs has been made.
- The Early Childhood Development Project: An amount of R7,785 million has been included in the Department's request to roll funds over to 2003/04.
- HIV/AIDS: No request for roll-overs has been made.
- HIV/AIDS Conditional Grant, Limpopo province: An amount of R11,147 million has been included in the Department's request to roll funds over to 2003/04.

Programme 4: Further Education

Under-expenditure is mainly on the following projects:

- Personnel expenditure: In terms of Treasury Regulations 6.4.1(c) savings on personnel expenditure may not be rolled over.
- Various other projects: The Department requested that an amount of R1,659 million be rolled over.
- The Financial Management and Quality Enhancement projects: Masifunde Sonke and the Cuban Tutors: No request for roll-overs has been made.

		Note	2002/03 R'000	2001/02 R'000
2	**Other revenue to be surrendered to the revenue fund**			
	Description			
	Gifts, donations and sponsorships received	2.1	786	1 000
	Interest received on Government Loans	2.3	4 544	4 619
	Capital redemption on Government Loans	2.4	824	749
	Refund received from Government Printing Works		3 840	5 410
	Examination fees		574	374
	Other		244	553
			10 812	**12 705**
2.1	**Gifts, donations and sponsorships received in cash by the Department**			
	Nature of gift, donation and sponsorship			
	Libyan Country		22	-
	Holland		47	-
	France		17	-
	Old Mutual		400	400
	Multi Choice		300	300
	Johnnic Communication		-	300
			786	**1 000**

2.2 Gifts, donations and sponsorships received in kind exluding RDP funds by the Department (Total not included above)

Nature of gift, donation and sponsorship

Local aid assistance (excluding RDP funds)

Name of Donor	**Purpose**		
Biliton	Special advisors for the Minister	2 000	50
Coca Cola	COLTS	-	715
First National Bank	*Tirisano* School Choral Eisteddfod	5 000	-
Old Mutual Group Schemes	*Tirisano* School Choral Eisteddfod	-	500
Telkom SA Ltd	*Tirisano* School Choral Eisteddfod	-	500
Sasol Ltd	*Tirisano* School Choral Eisteddfod	-	300
Giya Arts Management and Events Pty Ltd	*Tirisano* School Choral Eisteddfod	-	23
MTN	SANLI	-	500
Transnet	Appointment of consultant	-	836
Spoornet	Heritage	800	-
		7 800	**3 424**

	Note	2002/03 R'000	2001/02 R'000
2.3 Interest on Government loans			
Institution recovered from			
Technikon Cape		624	635
Technikon Natal		1 093	1 107
Technikon Port Elizabeth		20	21
Technikon Pretoria		1 283	1 302
Technikon Vaal Triangle		487	494
Technikon Witwatersrand		762	773
University of Port Elizabeth		72	75
University of Stellenbosch		203	212
		4 544	**4 619**
2.4 Capital Redemption on Government loans			
Institution recovered from			
Technikon Cape		150	137
Technikon Natal		143	128
Technikon Port Elizabeth		3	3
Technikon Pretoria		206	187
Technikon Vaal Triangle		61	55
Technikon Witwatersrand		117	107
University of Port Elizabeth		40	37
University of Stellenbosch		104	95
		824	**749**

3. Foreign aid assistance (including RDP)

3.1 Assistance received in cash in the RDP Fund

Name of Donor	Purpose	Opening Balance	Revenue	Expenditure Current	Expenditure Capital	Closing Balance
Foreign						
European Union (EU)	Eastern Cape Schools Reconstruction	70 239	-	(187)	-	70 426
European Union	Implementation of SA Schools Act	8 028	-	1 067	-	6 961
European Union	Library books and training of HDI's	15 157	17 537	19 627	-	13 067
European Union	Technical Support	4 892	24 999	-	-	29 891
European Union	NSFAS	8	-	-	-	8
European Union	SAQA	-	27 626	27 626	-	-
USAID	National Working Group for Higher Education	(1 426)	1 693	109	-	158
USAID	School improvement	25	-	-	-	25
USAID	HIV/AIDS emergency guidelines for educators	109	-	-	-	109
French	Maths and Science	5 880	-	3 199	-	2 681
French	Training of Education Executives	650	-	-	-	650
French	Students and Youth into Science, Technology, Engineering & Mathematics (SYSTEM)	1 691	-	-	-	1 691
Netherlands	Sectorial Budget Support Programme	15 317	36 585	51 882	307	(287)
Netherlands	Reconstruction of Schools in Limpopo	10 504	-	-	5 113	5 391
DANCED	NEEP	60	-	-	-	60
DANCED	NEEP: Co-ordinator salaries	501	-	84	-	417
DANCED	KZN Literacy Initiative Programme	2 500	-	-	87	2 413
DfID	Salary of Skills Development Project Co-ordinator	-	155	316	-	(161)
Taiwanese	Brencon Dundee Rotary Project	20	-	20	-	-
Taiwanese	Alternatives to Corporal Punishment	433	-	-	-	433
		134 588	**108 595**	**103 743**	**5 507**	**133 933**

3.2 Assistance received in cash in PMG account of the Department

Name of Donor	Purpose	Opening Balance	Revenue	Expenditure Current	Expenditure Capital	Closing Balance
* European Union	Eastern Cape Schools Reconstruction	703	6 950	(187)	-	7 840
European Union	Implementation of SA Schools Act	(9)	2 800	1 067	-	1 724
European Union	Library books and training of HDI's	737	22 311	19 627	-	3 421
European Union	SAQA	-	27 626	27 626	-	-
USAID	National Working Group for Higher Education	(1 291)	1 693	109	-	293
French	Maths and Science	13	2 746	3 199	-	(440)
Netherlands	Sectorial Budget Support Programme	(7 814)	59 000	51 882	307	(1 003)
Netherlands	Reconstruction of Schools in Limpopo	-	5 831	-	5 113	718
DANCED	NEEP	(51)	-	-	-	(51)
DANCED	NEEP: Co-ordinator salaries	(15)	94	84	-	(5)
DANCED	KZN Literacy Initiative Programme	-	600	-	87	513
DfID	Salary of Skills Development Project Co-ordinator	-	154	316	-	(162)
Taiwanese	Brencon Dundee Rotary Project	-	-	20	-	(20)
		(7 727)	**129 805**	**103 743**	**5 507**	**12 828**

		Note	2002/03 R'000	2001/02 R'000
3.3	**Reconciliation of PMG account**			
	Opening balance		(7 727)	5 929
*	VAT Clearing		6 950	-
	Transferred from the RDP Fund		122 855	59 001
	Paid during the year		109 250	72 657
	Closing balance		**12 828**	**(7 727)**
3.4	**Foreign aid assistance repayable to the RDP Fund**			
	EU		12 985	1 431
	DANCED		456	(66)
	USAID		293	(1 291)
			13 734	**74**
3.5	**Foreign aid assistance receivable/recoverable from the RDP Fund**			
	Netherlands		(284)	(7 814)
	France		(440)	13
	DfID		(162)	-
	Taiwan		(20)	-
			(906)	**(7 801)**
	Analysis of balance			
	Amounts repayable to the RDP Fund		13 734	74
	Amounts receivable from the RDP Fund		(906)	(7 801)
			12 828	**(7 727)**

		2002/03 R'000	2001/02 R'000
3.6 Assistance received in kind			
(Value not included in the income statement)			
Name of donor	**Purpose**		
Foreign aid assistance			
Canada	South African Teacher Development Project in FS, GT & MP	-	4 569
Carnegie	History Projects	3 605	262
DANCED	NEEP-GET Project	3 774	2 788
Denmark	ELSEN in KZN, NW & WC	-	6 600
DfID	Whole School Evaluation	1 523	-
DfID	2nd Commonwealth of Learning	1 057	-
DfID	Values, Human Rights & Anti-racism	69	-
DfID	Skills Development Co-ordinator	78	-
DfID	Language Skills	273	-
DfID	FET Reform of Technical Colleges	465	-
DfID	Higher Education	1 863	-
DfID	Project Management	348	-
FINLAND	Enhancement of the quality of educators in higher education, technology enhanced learning and ELSEN in MP & NC	13 969	14 878
SIDA	Audit of special education provisioning	4 933	958
SIDA	Gender equity programme	1 938	1 398
SIDA	EMGD capacity building	5 792	2 109
SIDA	School Register of Needs	3 386	3 854
SIDA	Education Management Information System	5 253	4 136
SIDA	Adult Basic Education and Training	8 117	-
SIDA	SANLI	1 076	-
SIDA	Exchange Programme	203	-
Spoornet	History Projects	500	-
UNICEF	Gender policy development	-	2 605
USAID	Governance project	-	6 758
USAID	Equity in the classroom project	-	379
USAID	Development of business plans for conditional grants	12 243	2 549
USAID	Participation of teacher union representatives in Curriculum 2005	811	-
USAID College Fund	Policy support for the Higher Education Branch	477	1 500
Total foreign aid assistance received in kind		**71 753**	**55 343**

			2002/03 R'000	2001/02 R'000
4	**Personnel**			
4.1	**Current expenditure**			
	Appropriation to Executive and Legislature		1 220	1 125
	Basic salary costs		71 171	59 989
	Pension contributions		10 412	8 661
	Medical aid contributions		4 590	3 857
	Other salary related costs		48 044	36 578
	Total Personnel Costs		**135 437**	**110 210**
	Average number of employees		**627**	**613**
5	**Inventories**			
5.1	**Current expenditure**			
	Inventories purchased during the year			
	Printing		47 559	11 935
	Stationery		3 330	1 858
	Maintenance		515	649
	Other		574	2 557
	Total cost of inventories		**51 978**	**16 999**
5.2	**Inventories on hand at year end (for disclosure purposes only)**	**Costing method used**		
	Stationary	Latest avg price	1 826	
	Cleaning materials		50	
			1 876	
	The value of inventory on hand disclosed is for main depots			
6	**Machinery and equipment**			
		Note		
	Current (Rentals and maintenance)		2 352	4 371
	Capital	6.1	5 272	3 667
	Total current and capital expenditure		**7 624**	**8 038**
6.1	**Capital machinery and equipment analysed as follows:**			
	Computer equipment		3 865	2 778
	Furniture and office equipment		920	643
	Other machinery and equipment		112	246
	Transport		375	-
			5 272	**3 667**

		Note	2002/03 R'000	2001/02 R'000
7	**Professional and special services**			
7.1	**Current expenditure**			
	Auditors' remuneration: Departmental		1 870	1 696
	Auditors' remuneration: Higher education institutions		30	113
	Contractors		1 586	144
	Consultants and advisory services		50 635	41 698
	Commissions and committees		728	271
	Computer services		7 476	6 986
	Other		9 293	9 967
			71 618	**60 875**
7.2	**Capital expenditure**			
	Consultants and advisory services		8 415	-
			8 415	**-**
	Total professional and special services		**80 033**	**60 875**
8	**Transfer payments**			
	Conditional grant transfers	Annexure 1A	414 778	296 895
	Transfers to public entities	Annexure 1B	523 110	459 979
	Transfers to higher education institutions	Annexure 1C	7 520 276	7 078 591
	Other transfers	Annexure 1D	1 712	10 892
			8 459 876	**7 846 357**
	Analysis of payments			
	Capital		181 277	199 473
	Current		8 278 599	7 646 884
			8 459 876	**7 846 357**
9	**Miscellaneous**			
9.1	**Current expenditure**			
	Gifts, donations and sponsorships made	9.2	1 178	1 088
	Claims against the state		20	-
	Other	-	1	
	Total miscellaneous expenditure		**1 198**	**1 089**

	Note	2002/03 R'000	2001/02 R'000
9.2 Gifts, donations and sponsorships paid in cash by the Department (items expensed during the current year)			
Nature of gifts, donations and sponsorships			
Gifts			
Gifts by the Minister while on official visits abroad and gifts to visitors from abroad		1	7
National Teacher Awards		1 131	1 051
Most Improved School Awards		36	-
Donations			
Contribution to Angola for humanitarian assistance		10	-
Contribution in respect of the KwaZulu-Natal train disaster		-	10
Contribution to the Democratic Republic of the Congo in respect of the volcanic eruption at Goma		-	20
		1 178	**1 088**
10 Special functions: Authorised losses			
Debts written off	10.1	52	68
		52	**68**
10.1 Debts written off			
Nature of debts written off			
Overpayment on severence package		22	7
Motor finance scheme		-	58
Housing guarantee & housing payment		21	-
Theft		5	-
Other		4	3
		52	**68**
10.2 Details of special functions (theft and losses)			
Per programme			
1: Administration		22	61
2: Planning and Monitoring		3	-
3: General Education		20	-
4: Further Education		3	-
5: Higher Education		4	-
6: Auxiliary and Associated Services		-	7
		52	**68**

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2003

		Note	2002/03 R'000	2001/02 R'000
11	**Unauthorised and fruitless and wasteful expenditure disallowed**			
	Unauthorised expenditure	11.2	-	35 441
			-	**35 441**
11.1	**Reconciliation of unauthorised expenditure balance**			
	Opening balance		35 441	35 441
	Unauthorised expenditure current year		-	-
	Approved by Parliament		(35 441)	-
	Transfer to income statement- authorised losses		-	-
	Transfer to receivables for recovery		-	-
	Closing balance		**-**	**35 441**
11.2	**Unauthorised expenditure**			
	Incident			
	1996/97 Educational programmes for TV and radio		-	8 626
	1997/98 Educational programmes for TV and radio		-	25 965
	1998/99 Licence fees for education technology		-	850
			-	**35 441**
12	**Analysis of surplus**			
	Voted funds to be surrendered to the National Revenue Fund		83 407	118 214
	Non voted funds		31 367	(951)
	Other revenue to be surrendered to the Revenue Fund		10 812	12 705
	Foreign aid assistance (balance between withdrawn and spent)		20 555	(13 656)
	Total		**114 774**	**117 263**
13	**Cash and cash equivalents**			
	Cash on hand		5	5
			5	**5**
14	**Receivables - current**			
	Amounts owing by other departments	14.3	95 272	95 939
	Staff debtors	14.4	193	230
	Other debtors	14.5	8 693	644
	Advances	14.6	7 860	5 907
			112 018	**102 720**

	2002/03 R'000	2001/02 R'000
14.1 Amounts of R100 000 (R63 000) included above may not be recoverable, but has not been written off in the income statement.		
14.2 Age analysis - receivables current		
Less than one year	10 568	2 685
One to two years	1 204	144
VAT Clearing account	1 066	-
Motor accidents	93	-
Other	45	144
More than two years	100 246	99 891
Amounts owing by other departments	95 272	95 020
Advance to Eastern Cape Education Department	4 713	4 713
Other	261	158
	112 018	**102 720**
14.3 Amounts owing by other departments		
Eastern Cape Education Department	1 491	1 296
Gauteng Education Department	92 288	92 299
Limpopo Education Department	1 042	1 042
North West Education Department	373	311
Northern Cape Education Department	-	218
National Departments	78	773
	95 272	**95 939**
14.4 Staff debtors		
Surety	-	37
Bursaries	25	18
Salary overpayments	-	26
Motor accidents	149	105
Other	19	44
	193	**230**
14.5 Other debtors		
Cheque fraud	24	29
Out of service debt	95	134
Tax debt	160	137
VAT Clearing Account	1 066	-
VAT Clearing Account: Eastern Cape Schools	6 950	-
Other	398	344
	8 693	**644**

	Note	2002/03 R'000	2001/02 R'000
14.6 Advances			
Nature of advances			
Advances for subsistence and transport for staff members		77	125
Standing advances for parliamentary services		70	69
Advance paid to Limpopo Education Department in respect of Youth and Community Colleges		-	1 000
Advances paid to Eastern Cape Education Department in respect of the EU donation		4 713	4 713
Government Printing Works		3 000	-
		7 860	**5 907**
15 Loans: Outstanding balance as at 31 March			
Institution recovered from			
Technikon Cape		6 207	6 357
Technikon Natal		9 753	9 896
Technikon Port Elizabeth		211	214
Technikon Pretoria		10 837	11 043
Technikon Vaal Triangle		3 928	3 989
Technikon Witwatersrand		6 785	6 902
University of Port Elizabeth		772	812
University of Stellenbosch		2 231	2 335
		40 724	**41 548**
Less amount repayable within 12 months included in current assets		908	824
		39 816	**40 724**

15.1 This represents loans to higher education institutions for buying land or buildings or for the construction of buildings for educational purposes. These loans were granted for a period of 40 years at a fixed interest rate for the period of the loan, and are repayable in biannual instalments. The interest rates vary from 5% to 14,74%.

	Note	2002/03 R'000	2001/02 R'000
16 Voted funds to be surrendered			
Opening balance		118 214	120 440
Transfer from income statement	12	83 407	118 214
Voted funds not requested / not received		-	-
Paid during the year		(118 214)	(120 440)
Closing balance		**83 407**	**118 214**

		Note	2002/03 R'000	2001/02 R'000
17	**Revenue funds to be surrendered**			
	Opening balance		5 683	28
	Transfer from income statement for revenue to be surrendered	12	10 812	12 705
	Paid during the year		(16 479)	(7 050)
	Closing balance		**16**	**5 683**
18	**Bank overdraft**			
	Paymaster General Account (Exchequer account)		**14 349**	**20 613**
19	**Payables - current**			
	Description			
	Amounts owing to other departments		758	551
	Advances received	19.1	33	55
	Other payables	19.2	592	777
			1 383	**1 383**
19.1	**Advances received**			
	Gauteng Department of Education: Historical Examinations		-	55
	KwaZulu Natal Department of Education: Bank Charges on Japanese donation		33	-
			33	**55**
19.2	**Other payables**			
	UNESCO National Commission		467	771
	Other		125	6
			592	**777**
20.	**Net cash flow generated by operating activities**			
	Net surplus as per Income Statement	12	114 774	117 263
	Adjusted for items separately disclosed		201 295	203 889
	Capital expenditure	3/7.2	13 922	-
	Purchase of equipment	6.1	5 272	3 667
	Capital expenditure included in transfer payments	8	181 277	199 473
	Capital redemption on government loans	2.4	824	749
	Net cash flow generated by operating activities		**316 069**	**321 152**

		Note	2002/03 R'000	2001/02 R'000
21	**Cash generated (utilised) to (increase)/decrease working capital**			
	(Increase) / decrease in receivables - current		(7 345)	5 320
	(Increase) / decrease in prepayments and advances		(1 953)	7 060
	Increase / (decrease) in payables		-	458
	Increase / (decrease) in local and foreign aid assistance (including RDP funds)		(20 555)	13 656
			(29 853)	**26 494**
22	**Voted funds and Revenue funds surrendered**			
	Voted funds surrendered	16	(118 214)	(120 440)
	Revenue funds surrendered	17	(16 479)	(7 050)
			(134 693)	**(127 490)**

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2003

These amounts are not recognised in the financial statements, and are disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 5 of 2002.

		Note	2002/03 R'000	2001/02 R'000
23 Contingent liabilities				
Liable to	**Nature**			
Motor vehicle guarantees	Employees	Annexure 2	815	602
Housing loan guarantees	Employees	Annexure 2	2 181	1 983
State guaranteed loans granted to higher education institutions		Annexure 2	888 810	957 539
			891 806	**960 124**
24 Commitments				
Current expenditure				
Approved and contracted/ordered			24 566	15 739
Capital expenditure				
Approved and contracted/ordered			679	678
Total Commitments			**25 245**	**16 417**
25 Accruals				
Listed by standard item				
Personnel expenditure			216	-
Administrative expenditure			3 406	2 788
Inventories			990	127
Equipment			717	601
Professional and special services			1 847	986
Transfer payments			5 754	4 949
Miscellaneous			18	700
Local and foreign aid assistance (incl. RDP funds)			100	-
			13 048	**10 151**
Listed by programme level				
Programme 1: Administration			1 584	997
Programme 2: Planning and Monitoring			310	152
Programme 3: General Education			1 305	1 749
Programme 4: Further Education			3 410	1 283
Programme 5: Higher Education			5 993	5 097
Programme 6: Auxiliary and Associated Services			346	873
Local and foreign aid assistance (incl. RDP funds)			100	-
			13 048	**10 151**

		2002/03 R'000	2001/02 R'000
26	**Employee benefits**		
	Leave entitlement	15 180	15 472
	Thirteenth cheque	3 038	1 514
	Performance bonus	734	459
		18 952	**17 445**

27 Leases

27.1 Operating leases

	Property	Equipment	Total 2002/03 R'000	Total 2001/02 R'000
Name of financial institution				
Not later than 1 year	-	-	-	-
Later than 1 year and not later than 3 years	**-**	**3 975**	**3 975**	**2 045**
Nashua	-	1 256	1 256	754
Minolco	-	592	592	1 013
Xerox	-	2 108	2 108	278
Canon	-	19	19	-
Later than 3 years	**-**	**1 468**	**1 468**	**1 600**
Technology acceptances	-	1 468	1 468	1 600
	-	**5 443**	**5 443**	**3 645**
Future finance charges	-	5 987	5 987	-
Present value of lease liabilities	**-**	**11 430**	**11 430**	**3 645**

28 Key management personnel

28.1 Remuneration

Minister	978	751
Deputy Minister	742	562
Director-General	904	669
Four Deputy Directors-General	2 357	1 999
Chief Financial Officer	538	477
	5 519	**4 458**

28.2 Other remuneration and compensation provided to key management and close members of the family of key management personnel

None

28.3 Loans that are not widely available (and/or widely known) to persons outside the key management

None

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2003

ANNEXURE 1A

STATEMENT OF CONDITIONAL GRANTS TO PROVINCES

NAME OF GRANT	GRANT ALLOCATION				EXPENDITURE			SPENT		
	Division of Revenue Act R'000	Adjustments Estimate R'000	Roll Overs R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Transfer R'000	Amount received by Province R'000	Actual amount spent R'000	% of Transferred spent R'000
CONDITIONAL GRANT TRANSFERS TO PROVINCES										
EARLY CHILDHOOD DEVELOPMENT	**52 000**	**1 000**	**-**	**53 000**	**53 000**	**-**	**0.00%**	**53 000**	**45 878**	**86.56%**
Eastern Cape	9 620	185	-	9 805	9 805	-	0.00%	9 805	9 214	93.97%
Free State	3 276	63	-	3 339	3 339	-	0.00%	3 339	3 609	108.09%
Gauteng	6 396	123	-	6 519	6 519	-	0.00%	6 519	5 455	83.68%
KwaZulu-Natal	11 492	221	-	11 713	11 713	-	0.00%	11 713	10 193	87.02%
Limpopo	8 164	157	-	8 321	8 321	-	0.00%	8 321	8 498	102.13%
Mpumalanga	3 796	73	-	3 869	3 869	-	0.00%	3 869	3 119	80.62%
Northern Cape	988	19	-	1 007	1 007	-	0.00%	1 007	934	92.75%
North West	4 160	80	-	4 240	4 240	-	0.00%	4 240	2 122	50.05%
Western Cape	4 108	79	-	4 187	4 187	-	0.00%	4 187	2 734	65.30%
FINANCIAL MANAGEMENT AND QUALITY ENHANCEMENT	**224 320**	**4 000**	**-**	**228 320**	**228 320**	**-**	**0.00%**	**228 320**	**210 329**	**92.12%**
Eastern Cape	41 500	740	-	42 240	42 240	-	0.00%	42 240	19 730	46.71%
Free State	14 132	252	-	14 384	14 384	-	0.00%	14 384	14 030	97.54%
Gauteng	27 591	492	-	28 083	28 083	-	0.00%	28 083	30 562	108.83%
KwaZulu-Natal	49 575	884	-	50 459	50 459	-	0.00%	50 459	46 467	92.09%

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2003

ANNEXURE 1A / continued

NAME OF GRANT	GRANT ALLOCATION				EXPENDITURE			SPENT		
	Division of Revenue Act	Adjustments Estimate	Roll Overs	Total Available	Actual Transfer	Amount not Transferred	% of Available Transfer	Amount received by Province	Actual amount spent	% of Transferred spent
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Limpopo	35 218	628	-	35 846	35 846	-	0.00%	35 846	28 000	78.11%
Mpumalanga	16 375	292	-	16 667	16 667	-	0.00%	16 667	17 923	107.54%
Northern Cape	4 262	76	-	4 338	4 338	-	0.00%	4 338	4 917	113.35%
North West	17 946	320	-	18 266	18 266	-	0.00%	18 266	25 823	141.37%
Western Cape	17 721	316	-	18 037	18 037	-	0.00%	18 037	22 877	126.83%
HIV/AIDS	**142 000**	**2 000**	**605**	**144 605**	**133 458**	**11 147**	**7.71%**	**133 458**	**134 957**	**101.12%**
Eastern Cape	26 270	370	598	27 238	27 238	-	0.00%	27 238	11 163	40.98%
Free State	8 946	126	-	9 072	9 072	-	0.00%	9 072	10 083	111.14%
Gauteng	17 466	246	-	17 712	17 712	-	0.00%	17 712	17 644	99.62%
KwaZulu-Natal	31 382	442	-	31 824	31 824	-	0.00%	31 824	30 403	95.53%
Limpopo	22 294	314	5	22 613	11 466	11 147 *	49.29%	11 466	23 906	208.49%
Mpumalanga	10 366	146	-	10 512	10 512	-	0.00%	10 512	13 449	127.94%
Northern Cape	2 698	38	2	2 738	2 738	-	0.00%	2 738	2 852	104.16%
North West	11 360	160	-	11 520	11 520	-	0.00%	11 520	9 452	82.05%
Western Cape	11 218	158	-	11 376	11 376	-	0.00%	11 376	16 005	140.69%
Total	**418 320**	**7 000**	**605**	**425 925**	**414 778**	**11 147**	**2.62%**	**414 778**	**391 164**	**94.31%**

* Limpopo province requested the Department not to transfer the amount of R11,147 million in the 2002/03 financial year. It has been included in the Department's request to roll funds over to 2003/04.

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2003

ANNEXURE 1B

STATEMENT OF TRANSFERS TO PUBLIC ENTITIES

Public Entity/Institution	GRANT ALLOCATION				EXPENDITURE				
	Appropriations Act	Adjustments Estimate	Roll Overs	Total Available	Actual Transfer	Amount not Transferred	% of Available Transferred	Capital	Current
	R'000	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Council on Higher Education (CHE)	8 808	78	-	8 886	10 886	(2 000)	122.51%	-	10 886 *
National Student Financial Aid Scheme (NSFAS)	500 000	132	-	500 132	500 132	-	100.00%	-	500 132
South African Qualifications Authority (SAQA)	9 000	79	-	9 079	10 579	(1 500)	116.52%	4 500	6 079 *
Umalusi (Previously Safcert)	1 500	13	-	1 513	1 513	-	100.00%	-	1 513
	519 308	**302**	**-**	**519 610**	**523 110**	**(3 500)**	**100.67%**	**4 500**	**518 610**

* Treasury approval SS3/3/4 dated 19 March 2003 have been obtained to increase the transfer payments to these institutions.

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2003

ANNEXURE 1C

STATEMENT OF TRANSFERS TO HIGHER EDUCATION INSTITUTIONS

Higher education institutions	GRANT ALLOCATION				EXPENDITURE				
	Appropriations Act R'000	Adjustments Estimate R'000	Roll Overs R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Transferred	Capital R'000	Current R'000
Durban Institute of Technology	266 358	50 165	-	316 523	317 789	(1 266)	100.40%	4 904	312 885 *
Medunsa	171 803	-	-	171 803	171 812	(9)	100.01%	3 089	168 723
Rand Afrikaans University	254 143	-	-	254 143	254 044	99	99.96%	5 730	248 314
Rhodes University	122 058	-	-	122 058	122 133	(75)	100.06%	1 402	120 731
Technikon Border	67 923	-	-	67 923	67 914	9	99.99%	2 726	65 188
Technikon Cape	163 607	-	-	163 607	165 898	(2 291)	101.40%	9 299	156 599
Technikon Eastern Cape	83 598	-	-	83 598	85 890	(2 292)	102.74%	2 435	83 455
Technikon Free State	95 159	-	-	95 159	95 235	(76)	100.08%	3 430	91 805
Technikon Mangosuthu	77 703	-	-	77 703	77 703	-	100.00%	840	76 863
Technikon Northern Gauteng	130 634	-	-	130 634	130 634	-	100.00%	-	130 634
Technikon North-West	71 041	-	-	71 041	71 042	(1)	100.00%	1 863	69 179
Technikon Peninsula	135 102	-	-	135 102	136 193	(1 091)	100.81%	1 978	134 215
Technikon Port Elizabeth	108 854	-	-	108 854	109 046	(192)	100.18%	2 720	106 326
Technikon Pretoria	308 446	-	-	308 446	306 372	2 074	99.33%	6 235	300 137
Technikon SA	190 609	-	-	190 609	190 690	(81)	100.04%	4 064	186 626
Technikon Vaal Triangle	146 681	-	-	146 681	146 844	(163)	100.11%	3 166	143 678
Technikon Witwatersrand	162 878	-	-	162 878	161 704	1 174	99.28%	8 522	153 182
University of Cape Town	409 784	-	-	409 784	404 913	4 871	98.81%	8 365	396 548
University of Durban-Westville	190 844	-	-	190 844	189 984	860	99.55%	-	189 984
University of Fort Hare	92 616	-	-	92 616	105 512	(12 896)	113.92%	1 892	103 620

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2003

ANNEXURE 1C / continued

Higher education institutions	GRANT ALLOCATION				EXPENDITURE				
	Appropriations Act R'000	Adjustments Estimate R'000	Roll Overs R'000	Total Available R'000	Actual Transfer R'000	Amount not Transferred R'000	% of Available Transferred	Capital R'000	Current R'000
University of Free State	255 835	-	-	255 835	256 052	(217)	100.08%	4 001	252 051
University of Natal	416 074	-	2 788	418 862	416 579	2 283	99.45%	10 535	406 044
University of North-West	117 020	-	-	117 020	117 189	(169)	100.14%	619	116 570
University of Port Elizabeth	146 262	-	-	146 262	149 608	(3 346)	102.29%	4 135	145 473
University of Potchefstroom	261 437	-	-	261 437	264 811	(3 374)	101.29%	4 796	260 015
University of Pretoria	684 652	-	-	684 652	687 745	(3 093)	100.45%	18 310	669 435
University of South Africa	559 132	-	-	559 132	560 380	(1 248)	100.22%	3 361	557 019
University of Stellenbosch	424 974	-	-	424 974	425 087	(113)	100.03%	8 086	417 001
University of The North	187 285	-	-	187 285	193 177	(5 892)	103.15%	7 496	185 681
University of Transkei	85 904	-	-	85 904	84 561	1 343	98.44%	1 821	82 740
University of Venda	121 949	-	-	121 949	124 799	(2 850)	102.34%	4 292	120 507
University of Western Cape	168 406	-	-	168 406	168 572	(166)	100.10%	480	168 092
University of Witwatersrand	408 260	-	-	408 260	409 340	(1 080)	100.26%	11 683	397 657
University of Zululand	115 317	-	213	115 530	118 542	(3 012)	102.61%	5 134	113 408
Vista University	232 324	-	-	232 324	232 482	(158)	100.07%	19 368	213 114
Ad hoc incorporation needs	34 760	-	-	34 760	-	34 760	0.00%	-	-#
	7 469 432	**50 165**	**3 001**	**7 522 598**	**7 520 276**	**2 322**	**99.97%**	**176 777**	**7 343 499**

* The Technikon ML Sultan and the Technikon Natal amalgamated into the Durban Institute of Technology on 1 April 2002.

This amount was made available to higher education institutions to claim against for the incorporation of the colleges of education.