

07/10/09 pc edu



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**OVERVIEW AND ANALYSIS OF THE DEPARTMENT OF EDUCATION ANNUAL REPORT 2006/07**

**1. Introduction**

The Constitution of the Republic of South Africa (Act 108 of 1996) recognises that Parliament has a crucial role to play in overseeing the performance of actions of departments and public entities. Section 55(2) of the Constitution requires the National Assembly to provide for mechanisms to ensure that all executive organs of state in the national sphere of government are accountable to it. Departmental Annual Reports are one of the key documents which Parliament uses as an oversight tool. They contain service delivery information, in addition to financial statements and the audit report. The challenge for Portfolio Committees is to ensure that departments provide good quality service delivery information in their strategic plans with tight performance targets and to ensure that departments report against those targets in the annual reports.

This paper analyses the annual report of the Department of Education in relation to its performance in delivering on its strategic imperatives as set out in its strategic plan and in the 2006 State of the Nation Address.

**2. The Legislative Mandate of the Department**

The Department of Education derives its legislative mandate from several pieces of legislation, including the Constitution (Act 108 of 1996) and the National Education Policy Act (NEPA) (Act 27 of 1996). The Constitution provides the overarching framework for transformation in education. According to the Bill of Rights contained in the Constitution, everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible. The Department is also guided by international protocols on education, particularly the commitments made in terms of the Education for All Declaration in Dakar.

**3. Vision and Mission of the Department**

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

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

**4. Strategic Imperatives**

All the key policy developments of the Department of Education in the period under review have been aimed at ensuring an enabling environment for driving transformation in education. These include the following<sup>1</sup>:

- Improved systems for planning, budgeting and monitoring.
- Teacher development and teacher allocations to schools.
- Improving access and quality in general education.
- Developments in further education and training.
- Increasing provision of Adult basic Education and Training (ABET).
- Consolidation of Inclusive Education.
- Developments in Higher Education.

<sup>1</sup> Estimates of National Expenditure 2006



The strategic goals should also be seen against the backdrop of five broad priorities set by the Minister of Education at the beginning of the current term of Government. The Department performs its work taking into account these broad priorities to contribute towards accelerated and shared growth. These priorities are:

- Dealing with poverty, with special attention given to:
  - The cost of education and the declaration of "no-fee" schools
  - The National Schools Nutrition Programme
  - Rural education
- Skills Development, with particular focus on:
  - Recapitalisation of FET Institutions
  - Improving the teaching of Mathematics and Science
  - Role of Higher Education in addressing skills shortage
  - Adult Education and Training
  - Human Resources Development
- Quality Improvement paying particular attention to:
  - The implementation of the National Curriculum Statement (NCS) for Grades R to 9
  - The training of educators to successfully implement the NCS
  - Finalisation of the National Curriculum Statement (NCS) in Grades 10 to 12, where Mathematics (Mathematical Literacy) is compulsory for all learners
  - The implementation of Integrated Quality Management System (IQMS) amongst educators
  - Conducting systemic evaluations against national standards.
- Health Education
- Human Resource Development.

## 5. Technical Issues

The report comprises a comprehensive account of the Department's activities over the period under review, which is presented in a logical, clear manner. For ease of reference and analysis, progress with regard to performance measures and indicators is accounted for in the body of the text, and is outlined in tabular form. Furthermore, the strategic objectives, performance measures and indicators reported on correspond with those listed in the Department's strategic plan.

There are, however, areas where the reporting can be strengthened to assist Parliament in its oversight function.

- Although the strategic objectives, performance measures and indicators correspond in the Annual Report and the strategic plan, the vocabulary changes to sub programme, output and measure/input respectively in the ENE report, often resulting in lack of basis for comparison.
- Sometimes the timeframes given in the strategic plan differ from those recorded in the Annual Plan. This is particularly evident in the timeframes set for the activities to expand access to quality Early Childhood Development (ECD) in the General Education and Training (GET) programme.
- In the reporting of ECD, performance indicators change from number of ECD sites in the strategic plan to number of practitioners in the Annual Report. Unless the reader is familiar with the



corresponding actual number of services in these cases, it is almost impossible to find a basis for comparison.

## 6. Performance Overview

### *Achievements*

The Department reports a number of achievements with regard to its activities during the period under review. Some notable achievements include:

- The declaration of 40% of all schools as no fee institutions, involving almost half of the total number of learners. This is a major advance towards the goal of free education.
- The strengthening of the exemptions policy.
- The intensification of the provision of the school nutrition programme resulting in the feeding of over million children daily and ensuring that all schools in quintile 1 and 2 are catered for. The Department reports that by end of the 2006 school year, 7 429 food gardens had been established to supplement the menu with fresh vegetables in all provinces.
- The publication of the National Policy Framework for Teacher Development and Education. The aim of the framework is to provide an overall strategy for the successful recruitment, retention, training and professional development of educators to meet the social and economic needs of South Africa. Efforts have been intensified to increase the supply of new educators through various advocacy programmes, and the introduction of educator bursaries to the value of R120 million that are tied to service contracts. The Department reports that registrations for the first year of the B Ed degree have more than doubled from 5 173 in 2006 to 10 806 in 2007.
- The introduction of the National Curriculum Statement (NCS) in grades 7 and 10. The new curriculum addresses some of the skills needs of the country through, for example, the introduction of Mathematics (Mathematical Literacy) as a compulsory matriculation subject.
- The recapitalisation of FET colleges ensuring that the Colleges have the necessary infrastructure, teaching equipment and materials, administrative systems, teaching staff and ICT to deliver skills in the programmes addressing scarce and critical skills. In 2006 the focus of the recapitalisation project was on the development of modern, high level vocational programmes and preparation for their implementation. The Department reports that with the introduction of bursaries for disadvantaged students, FET college enrolments have exceeded its targets.
- The Department has supported the ongoing transformation of higher education focusing on expanding growth of scarce skills areas such as engineering faculties, renewal of infrastructure and research.
- The Department continues to fund the National Student Financial Aid Scheme (NSFAS) to widen access to higher education for disadvantaged students. The Department reports that towards the end of 2006, the Minister of Finance announced the allocation of R600 million (over three years) for bursaries at FET colleges.

### *Challenges*

Some of the challenges that emerge from the performance overview include:

- Monitoring of the no fee schools policy and fee exemption regulations poses a challenge.
- While the Dinaledi project schools have contributed to the number of learners passing in Mathematics (HG), which shows a steady increase from 3 331 in 2004, 3 815 in 2005 and 3 909 in 2006, there have been approximately 30 such schools that are not performing well in Mathematics and Science. The Department plans to strengthen the provision of learning materials to all these schools and to strengthen monitoring as some of these schools were found to have inadequate support.



#### Question for consideration

- What measures has the Department put in place to strengthen the monitoring of the implementation of the no fee school policy and the fee exemptions regulations?

### 7. Performance per programme

Due to the vast amount of sub-programmes in the Departmental Vote, the analysis is limited to key instances including where the Department has either exceeded its targets set (key successes), and where the Department has failed to meet set targets (key challenges), particularly in prioritised programmes of the Department.

#### 7.1 Programme: General Education

The objective of this programme is to manage national policy, programmes and systems for general education, and quality assurance.

##### 7.1.1 Key Strategic objectives and Performance indicators

The key objectives and indicators outlined in the strategic plan and Annual Report for this programme include:

| Strategic Objective  | Activities   | Performance Indicator  | Target     | Actual  |
|--|--|--|------------|---|
| To expand access to quality Early Childhood Development opportunities, especially for poor communities | Coordinate the development of national and provincial plans to meet Grade R targets.   | Forty percent of learners in the system, aged five, enrolled in Grade R in Quintiles 1 and 2   | March 2007 | Target met. 40% of all Grade R learners are in quintiles 1 and 2 schools. There is also an overall increase of learners in Grade R across the system.   |
|  | Coordinate and manage the implementation of the Integrated ECD Plan, with special emphasis on providing skills to practitioners and ensuring quality programmes. | 6000 practitioners (30 % of practitioners in registered ECD sites targeting children 0 to 4 years) trained in basics of Early Childhood Development. | March 2007 | A total of 5300 practitioners are in training across the various provinces. The Free State Province did not get any budget for the Expanded Works Programme and has therefore been unable to train. Target not met. |
|  | Develop early stimulation programmes for home and community-based  | Early stimulation programmes will be developed and 100 000 copies printed  | March 2007 | A series of 10 stimulation programmes has been developed to   |



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|  | settings, in at least five languages.  | and distributed to ECD sites.  |               | support curriculum guidelines. The first has been translated into 4 languages. Printing and distribution will be done by May 2007. The Department missed the target and reports that it underestimated the time that it would take to finalise a framework for the programmes. In addition, the first Programme was developed in 4 languages instead of the planned 5 languages. |
| To improve the ability of young learners to read, write and do arithmetic, particularly in the disadvantaged schools         | Finalise and create conditions for successful implementation of the National School Library Policy   | The National School Library Policy is approved and distributed.  | May 2006      | The Department reports that the finalisation of this Library provisioning policy has been delayed due to the comprehensive audit of current facilities in schools through the NEIMS process.   |
| To ensure effective implementation of the outcomes-based curricula as articulated in the National Curriculum Statement (NCS) | Provide training for all educators of Grade 8 and 9, and ensure availability of Learning and Teaching Materials for effective implementation | All Grade 8 and 9 educators are provided with quality orientation for successful implementation, and Learning and Teaching support Materials (LTSMs) | November 2006 | The training has been conducted.   |
| To improve access to quality of education for learners with special educational needs  | Develop short, medium and long term norms for funding an inclusive education system  | Short-term measures in place to equitably fund special schools and draft funding norms developed for Inclusive Education.                            | March 2007    | The Department reports that progress has been slow due to the gaps in availability of school data.   |

#### 7.1.2 Key successes

- The national target of enrolling 40% of all Grade R learners in quintile 1 and quintile 2 schools has been reached. The Department reports, however, that there is unevenness across the different



provinces, with some provinces far below the set target. It is worth pursuing this matter with the Department and checking as to which provinces are below the set target, why they are below and what is being done about it.

- The National Curriculum Statement (NCS) was introduced in Grades 8 and 9. It is not clear though if the NCS introduction was within the set target of November 2006 across the different provinces. This could be pursued with the Department.
- The National Policy on Assessment and Qualifications for Schools in the GET was amended to be in line with the NCS. Training on the Assessment Policies for GET and FET was conducted from January to March 2007, targeting Learning Area and Subject Coordinators.
- Approximately 10 000 schools received reading books in an attempt to encourage them to read.

#### 7.1.3 Key challenges

- The quality of the Grade R programmes remains a challenge. In particular, the Free State Province did not train its practitioners in registered ECD sites in the basics of Early Childhood Development. In addition, there has been a delay in printing and distributing early stimulation programmes for home and community-based settings nationally. These challenges raise questions about the quality of the programmes that are currently implemented in the ECD sites. The Department, however, plans to pay attention to providing guidelines to all Grade R educators on how to improve the quality of provisioning in the next financial year.
- The delay in the finalisation of the library provisioning policy is worrying given that only one out of five schools nationally has a library. The Department has long recognised the importance of libraries in improving the literacy levels of the learners.
- Progress in the introduction of Inclusive Education is worryingly slow given that most special schools are in need of upgrading and improving their physical plant, material resources and specialised devices. Time frames set on the introduction of Inclusive Education in the following areas have not been met:
  - Developing short, medium and long term norms for funding special and full service schools;
  - Establishing District Based Support Teams in 30 designated districts;
  - Upgrading twelve primary schools into full-service schools. The Department attributes the delays in this phase of the project to non-submission of plans, submission of poor quality plans, the lack of personnel at provincial level, and a lack of clarity of financial responsibility at provincial level.
- The Department requires better measurement of the extent of under-qualified and unqualified educators in the system in order to inform plans to upgrade all the unqualified and under-qualified educators in the various sectors – ECD, ABET, GET and FET.

#### Questions for consideration

- The Department needs to clarify to Parliament why the Free State Province did not receive any budget for the Expanded Works Programme which reportedly led to the Province not training its ECD practitioners on the basics of Early Childhood Development. What did the Department do about this situation? What is the new target for training the ECD practitioners in the Free State?
- Given that the Annual Report notes that implementation of the NCS will be monitored in 2007/08, has this started since we are now at the end of 2007? If yes, what progress has been made? These questions are particularly significant since monitoring lies at the heart of quality assurance and given that a recent report on the implementation of the NCS in the Foundation Phase painted a worrying picture.
- What progress has been made with regard to the development of a training programme for school managers on management of the National Curriculum Statement as the original target for this was January 2007?

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- The ENE sets a target for monitoring by March 2007 of 5% senior phase schools, Grade R and special schools. Why is this target not appearing in the strategic plan and the Annual Report? What progress has been made towards achieving this target?
- What measures have been put in place to expedite the development of long term norms for funding Inclusive Education, the establishment of the District Based Support Teams in the designated districts and the upgrading of the earmarked primary schools into full-service schools?
- Given that the Department says that the finalisation of the Library provisioning policy was delayed due to the comprehensive audit of facilities in schools through the NEIMS process, when will this be completed? What measures have been put in place to finalise this policy?

## 7.2 Programme: Further Education and Training

The Further Education and Training Programme provides strategic direction to the further education training sector and manages related national policy, programmes and systems, including national assessment and quality assurance systems.

### 7.2.1 Key Strategic objectives and Performance indicators

| Strategic Objective  | Activities  | Target 2006/07  | Performance Indicators  | Actual   |
|--|---|---|---|--|
| To improve the quality of teaching and learning in FET band in schools through curriculum transformation | Provide training to provincial training teams in the subjects of NCS for Grades 11 and 12   | April 2006 for training in 12 of the 29 subjects<br><br>November 2006 for training in 17 subjects | Provincial training teams appointed.<br><br>Grade 11 and 12 educators trained.        | Training of the educators provided though most of it during the June/July holidays and September 2006 holidays.  |
|  | Provide co-ordinated support to 400 Dinaledi schools to improve the quality of teaching and learning in mathematics, science and technology | December 2006   | Dinaledi schools to be provided with teacher training.                                | The DoE developed educator training materials in key concepts in maths and science. The DoE also provided supplied provincial departments with a 268 printed maths and science files to support mentor teachers. |
| To support the expansion of E-learning in schools  | Expand portal offerings and use in schools and colleges   | March 2007  | The utilities of the education portal in schools and colleges expanded                | A number of functionalities were added to the portal. This includes the FET Schools' Learner Teacher Support Materials (LTSM) Catalogue System and the Grade 12 Catalogue.                                       |
| To increase capacity of FET colleges, so as to fulfil their mandate.                                     | Colleges are suitably staffed and training is provided to college staff   | 2006  | College lecturers are trained to deliver new programmes. Learner materials to support | The curriculum for 11 programmes and 4 fundamentals of the NC (V) were finalised.  |



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|  |  |  | teaching are developed and approved. |  |
|--|--|--|--------------------------------------|--|

### 7.2.2 Key successes

- The NCS was implemented in Grade 10 in 2006 and Grade 11 in 2007.
- Assessment Guidelines were developed and published for all 29 subjects of NCS.
- Educators were trained on the NCS.
- The expansion of Maths, Science and Technology Strategy was expanded to 400 Naledi schools.
- Grade 11 and 12 national textbook catalogue was published.
- The Senior Certificate, ABET and FET college examinations were successfully administered.
- Question papers for the 11 national subjects of the Senior Certificate were set.
- The first year recapitalisation plans for the 50 colleges were completed and approved.
- The priority skills programmes for South Africa were introduced in the FET Colleges.

### 7.2.3 Key challenges

- The Department reports that there is still a shortage of textbooks at high schools.
- Laboratory facilities at many schools remain in a derelict state.

#### Question for consideration

- What measures has the Department put in place to address the shortage of textbooks and the laboratory facilities that are in a bad state?

### 7.3 Programme: System Planning and Monitoring

The System Planning and Monitoring Programme provides strategic direction for education policies, programmes and projects.

The subprogrammes for this programme are Financial and Physical Planning and Analysis, Education Human Resources and Planning, and Information Monitoring and Evaluation.

#### 7.3.1 Key strategic objectives and performance indicators

| Strategic Objective   | Activities   | Target 2006/07 | Performance Indicators | Actual   |
|---|--|----------------|------------------------|--|
| To develop, implement and monitor a strategy for improved delivery of basic services to schools, including infrastructure, facilities, water, sanitation and electricity, and to resource funding | Finalise a national strategy on the provision of school infrastructure and basic services for approval by CEM and Cabinet. | March 2007     | Strategy approved.     | Strategy proposed for eradication of water and sanitation backlogs in response to additional allocations for 2007/08.<br>The Department notes difficulty in recruitment of Director for the Physical Planning Directorate. This is attributed to lack of |





| for these. |   |            |  | suitable applicants.  |
|------------|---|------------|--|---|
|            | Finalised approval of the norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources. | March 2007 | Norms and standards and BMP approved.                                | Project not complete and work continuing. Potential date for finalisation October to December 2007. The Department reports that the project was interrupted due to unsatisfactory work from service provider and re-launched as a joint DoE/World Bank project. |
|            | National guidelines for learner support and hostel provisioning ready for approval by HEDCOM                        | March 2007 | National Policy on learner transport and school hostel provisioning. | Status Report and draft guidelines presented to HEDCOM; must now move into policy finalisation.   |

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### 7.3.2 Key successes

- In the subprogramme, Physical and Financial Planning, the Department managed to finalise the development of the National Infrastructure Management System (NEIMS). The service provider delivered the bulk of the deliverables within the target date of March.
- The Financial Planning Directorate in the subprogramme Physical and Financial Planning is responsible for kick-starting the no fee school policy whose successes have been reported elsewhere in this paper.
- The Department has exceeded its targets of 20% increase in the number of schools with access to water and sanitation by providing 63% of schools targeted for 2006/07.

### 7.3.3 Key challenges

A considerable number of activities were left incomplete. These include:

- Developing models for alternative funding mechanisms for building of schools and school maintenance. The Department reports cancellation of the contract on norms and standards due to unsatisfactory work from service provider. The project has been re-launched as a joint DoE/World Bank project.
- Although the Department reports that work is progressing rapidly in building schools in regard to the Schools Infrastructure Support Programme (EU funded SISP), it is disappointing that only 21 schools out of the planned 150 are being attended. The bulk of the tender processes have been cancelled due to non-compliance with EU procurement rules and funding has been sacrificed. This is particularly worrying given that Provinces still report that they have dealt with learners under trees.
- A draft policy on under-utilised education facilities has not been developed.

Other challenges include:

- The Physical Planning and Financial Planning Directorates function without Directors. The Department notes that recruitment efforts to find a suitable candidate for Physical Planning have not



succeeded. With regard to the position for Financial Planning, an internal person has been appointed as acting director until a suitable person has been recruited.

#### 7.3.3.1 Actions undertaken to address the challenges

- The Department reports that it is making an assessment of the work-flow and structure with a view to improving service delivery.
- USAID through its subprogramme linked to the Department has made technical assistance available for the assessment of the branch, EMIS and Infrastructure strategy.
- There has been some reorganising of staff to ensure more effective delivery.
- The Higher Education Institutions (HEIs) have been approached for possible collaboration in building capacity and developing competent planners.

#### Questions/Issues for consideration

- The Department must provide feedback on whether the afore-mentioned actions they have undertaken to address the challenges faced are useful.
- What progress has the Department/World Bank made in developing the models for alternative mechanisms for the building of schools and school maintenance since the re-launch of the project?
- What mechanisms has the Department put in place to minimise non-compliance by service providers?
- The Department must give an update on whether they have found suitable candidates for the positions of Directors for Physical and Financial Planning as lack of management skills in these Directorates contributed to poor progress. Since difficulties are experienced in securing suitable staff through normal appointment processes, what alternative processes are utilised to address this problem?

#### 7.4 Programme: Administration

The objective of this programme is to provide administrative support in respect of the responsibilities of Offices of the Minister, the Deputy Minister and the Director General, as well administrative support to the functions in the Department.

##### 7.4.1 Key Strategic objectives and Performance indicators

The Annual Report and Strategic Plan 2006 – 2007 contains a list of strategic objectives and indicators for this Programme. Some of the strategic objectives and indicators outlined in the Annual Report and Strategic Plan include:

| Strategic Objective   | Activities  | Target 2006/07 | Performance Indicators      | Actual   |
|---|---|----------------|-----------------------------|--|
| To finalise policy guidelines and establish structures to build capacity for bilateral, multilateral and outreach | Conduct desk-top research and have consultations with various departments and international specialists | December 2006  | Policy guidelines approved. | Revised policy guidelines have been completed but still have to be refined and approved. Target not met. |



| programmes  | Develop guidelines.   |               |   |  |
|---|---|---------------|---|--|
| To forge greater collaboration in education between South Africa and countries of the South.  | Participate in the India-Brazil-South Africa (IBSA) trilateral Commission, as well as in Joint Bilateral commission or Forums with China, Brazil, India, and Cuba, Russia, Indonesia, Malaysia and the small Island States.     | March 2007    | Programmes under the Commission are implemented and reports are tabled at Commission meetings.                        | Participated in the SA – People's Republic of China (PRC) Annual Consultation meeting to review programmes of cooperation.<br><br>Did not participate in the IBSA Commission due to lack of staff. Target not met. |
| To effectively integrate and co-ordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organisations | Provide an overview of the Commission's activities for 2001 to 2005, conduct a review of the UNESCO-NEPAD activities, in line with national department priorities, and report on the 33 <sup>rd</sup> UNESCO General Conference | December 2006 | Audit report has been finalised, the integration status has been produced, and the conference report has been tabled. | Reports 100% complete. Target met.   |

#### 7.4.2 Overview of performance in the Administration Programme

The Department has achieved most of the targets set for this programme. However, it is unacceptable that the Department could not participate in the crucial India-Brazil-South Africa (IBSA) trilateral Commission due to lack of staff. Activities of this Commission are central to the Department's objective of forging collaboration between South Africa and other countries of common interest. The Department needs to make efforts to fill vacancies where they exist.

#### 8. Overview of the Department's workforce

##### Vacancy rate per Programme<sup>2</sup>, 31 March 2007

| Programme                         | Number of posts | Number of posts filled | Vacancy rate |
|-----------------------------------|-----------------|------------------------|--------------|
| 1. Administration                 | 312             | 244                    | 23.27        |
| 2. System Planning and Monitoring | 119             | 73                     | 38.65        |
| 3. General Education              | 132             | 92                     | 30.30        |

<sup>2</sup> The vacancy rate reflects the number of posts that are not filled.



|                                      |              |            |              |
|--------------------------------------|--------------|------------|--------------|
| and Training                         |              |            |              |
| 4. Further Education and Training    | 271          | 210        | 22.50        |
| 5. Quality Promotion and Development | 83           | 65         | 22.61        |
| 6. Higher Education                  | 59           | 39         | 33.89        |
| 7. Auxiliary and Associated Services | 70           | 45         | 35.71        |
| <b>Total</b>                         | <b>1 046</b> | <b>768</b> | <b>26.57</b> |

Source: Department of Education Annual Report 2006/07, p. 120

As at 31 March 2007, the Department's staff establishment, approved on 28 October 2006<sup>3</sup>, had 1 046 posts. Of these posts, 768 were filled, leaving 278 vacancies. At 26.57%, the Department has a relatively high staff turnover rate, particularly at senior Management level where the turnover rate reaches a peak of 29.41%<sup>4</sup>. The high number of vacancies would have had a negative impact on capacity and on implementation. For example, as this paper analysed earlier, the System Planning and Monitoring Programme which records the highest vacancy rate, experienced a number of challenges to service delivery during the year under review.

## 9. Financial Issues

### 9.1 Overview of the Departmental Financial Performance

#### Overview of the Department's Financial Performance 2006/07

| Programme                         | Final Appropriation R'000 | Actual Expenditure R'000 | Variance R'000 | Expenditure as a % of Final Appropriation |
|-----------------------------------|---------------------------|--------------------------|----------------|---|
| Administration                    | 121 410                   | 119 146                  | 2 264          | 98.1%                                     |
| Planning and Monitoring           | 50 537                    | 36 430                   | 14 107         | 72.1%                                     |
| General Education                 | 241 308                   | 228 257                  | 13 051         | 94.6%                                     |
| FET                               | 713 983                   | 710 891                  | 5 062          | 99.3%                                     |
| Quality Promotion and Development | 1 149 925                 | 1 141 481                | 8 444          | 99.3%                                     |
| Higher Education                  | 11 960 213                | 11 956 879               | 3 334          | 99.9%                                     |
| Auxiliary and Associated Services | 59 350                    | 56 721                   | 2 629          | 95.6%                                     |
| <b>TOTAL</b>                      | <b>14 299 176</b>         | <b>14 249 805</b>        | <b>49 371</b>  | <b>99.7%</b>                              |

As per Consolidated Appropriation Statement for the year ended 31 March 2007, the Department received a final appropriation of R14, 299, 176 billion, of which it managed to spend R14 249 805 billion. This represents a spending rate of 99.7%.

Although the overall spending rate of the Department at 99.7% (98.4% in the previous year) is relatively satisfactory, under spending in some programmes is of concern. Under expenditure is significant in the following areas:

<sup>3</sup> Accounting Officers' Report in the Annual Report 2006/07.

<sup>4</sup> p. 123, Table 4.1, Annual Report 2006/07



#### 9.1.1 System Planning and Monitoring

The Department experienced the highest under spending in this programme. There has been an under expenditure of R14 107 million, which was attributed to the following:

- Delays in the roll-out of the Education Management Information System (EMIS) development which did not take place as projected, since user requirements had to be finalised through the State Information Technology Agency (SITA).
- The implementation of the Integrated Quality Management System (IQMS) was delayed as the selected service provider did not adhere to terms of reference of the project
- The inadequate bids which were received for school projects resulted in fewer tenders than anticipated.
- The slow filling of management posts.

#### 9.1.2 General Education and Training

The Department has an under expenditure of about R13 051 million in this programme, which is mainly due to the following:

- The delays in the submission of invoices from Government Printers for various reasons.
- The delays in the execution of the National Integrated Plan as a result of lack of synergy between different spheres of government.
- The ESL project that was discontinued due to inability to find a suitable service provider.

#### 9.1.3 Further Education and Training

In this programme, under expenditure by the Department amounted to R5 062 million, due to the following:

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

#### 9.1.4 Quality Promotion and Development

There was an under expenditure of R8 444 million, which the Department attributed to:

- The delays in the implementation of the tender for school safety. Services were not fully delivered 31 March 2007.
- Delays in the printing of Nutrition Education charts on nutrition and healthy lifestyles.

Under expenditure defeats the good intentions of providing universal primary education, access to lifelong learning, education and training opportunities to all the people of South Africa.

#### Question for consideration

- What measures has the Department taken to ensure that all monies allocated to the Department are put into good use in future?



## 9.2 Expenditure on Consultants

The Department's spending on consultants is as high as R42 483 million. An amount of R24 655 of this was spent on six consultants for the implementation of White Paper. The Department must give more details about this project.

## 9.3. Report of the Auditor-General

The Auditor-General (AG) has given the Department's financial statements an unqualified audit opinion. The AG notes a delay in the finalisation of the audit of the Department for the year under review as a result of the national public sector strike action during June 2007.

## 11. Conclusion

Overall, the Department of Education has met most of the targets it set itself to achieve. However, there are concerns that inadequate infrastructure in many schools on farms and remote rural areas pose barriers in access to education due to delays in the completion of funding norms for the building and maintenance of schools. The slow progress in the introduction of inclusive Education is also a matter that requires urgent attention as part of efforts to realise the esteem goal of affording every child the right to a basic education

With regard to financial performance of the Department, although the Department performed well in terms of receiving an unqualified report from the Auditor-General, under expenditure in some programmes is still a problem that the Department must address. It impacts adversely to the provision of services that seek to improve quality of life of all the people in South Africa.

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