

B01.28.22



This programme was expanded to cover all primary schools in quintiles 1 to 3, and quintile 1 in secondary schools. The Department has made funds available to provide Quintile 2 secondary schools with kitchens in preparation for feeding to commence in the 2010 Calendar Year. The shortage of proper food storage and cooking facilities still remains a challenge. More than 50% of schools in the programme do not have proper food storage and cooking facilities. To counter these challenges Infrastructure section is building kitchens in new schools and in those that are being renovated.

The number of gardens in schools increased from 1,202 in 2006 to 2,190 at the end of the 2008/09 financial year. The provincial NSNP programme supports and maintains these food production units. It also trains educators in collaboration with the Department of Agriculture, Water Affairs and NGOs like ELET.

The Department has also implemented the Empowerment for "Food Security Projects" at Obonjeni, Ugu, Zululand and UMgungundlovu. The project priorities include improving the nutritional quality of food consumed through better cooking practices, increasing income of targeted household as a means of improving their access to food, encourage dietary diversity and improving agricultural production and storage through facilitating participatory monitoring and evaluation by beneficiaries.

The Heads of Departments of the Department of Agriculture and Environmental Affairs (DAEA) and the Department of Education (DoE) signed a memorandum of agreement on 18 February 2009 where R7,8 million was transferred from DAEA to KZN Education Development Trust which is a Finance Managing Agent for project implementation. The funds are to be used for the procurement of the desperately needed equipment, inputs and resources to establish food production units in 90 schools in 3 districts and provide salaries for 45 grounds.

2.6.4 INFRASTRUCTURE PROVISION

The department continued to make recognisable strides in addressing backlogs in the provision of classrooms, toilets, computer rooms, laboratories and media centres within the context of capacity challenges that exist within the department and the infrastructure industry as a whole. The department continued to implement existing programmes, and initiated new programmes based on new needs and new policy directives, notwithstanding the continuously rising construction costs.

Of the 21 schools that were earmarked for construction in 2009/10 financial year, eight are currently under construction. It is projected that these schools will start operating in the 2011 academic year. The construction of the remaining schools will proceed in 2010/11.

Three FET sites, Nquthu, Clermont and Ohlange, have been completed and are awaiting electrical connection. The construction of a reformatory school to house juvenile prisoners in Newcastle has been completed, and the first admission of learners has already taken place.

The department is currently delivering ECD mobile classrooms to 200 primary schools so that the access to ECD is fast-tracked before the beginning of the next financial year. All new primary schools that are now constructed have ECD classrooms built as part of the scope. Sixty additional classrooms are earmarked for completion in this financial year.

The department continues to feel the effects of changes in weather patterns resulting in schools being damaged by natural disasters. The implementation of the roster system for contractors in 2008/09 has had moderate successes, in the sense that, while a number of small contractors were empowered, the quality of the work and time taken to deliver the projects has been problematic. The department is exploring other ways of ensuring timely repairs to schools without compromising the promotion of local economic development and the development of small contractors.

The electrification programme continues to be rolled-out by the Department of Mineral Affairs, while the provision and maintenance of solar electrical systems by the department needs to be reconsidered in light of rampant vandalism of these installations.

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Issues relating to learner transport, consolidation of non-viable and small schools, provision of boarding facilities, implementation of the Quality Improvement Development System and Upliftment Programme (QIDS-UP), the roll-out of Grade R, provision of LTSM, teacher development, the implementation of systemic evaluation, and infrastructure provision will continue to be implemented.

A challenge remains in respect of the Norms and Standards allocation for public schools, which currently does not cater for Grade R, whereas Grade R classes in public No Fee schools will need to be funded.

The No Fee school policy will be extended to cover Quintile 3 schools. Furthermore, funding has been made available for the re-imburement of schools in Quintiles 3 to 5 that enrol learners from a poor background.

The strengthening of support to educators and preparing learners for the National Senior Certificate Examinations will continue to be a key focus area. All educators will continue to receive training on content gaps and assessment measures to ensure that there is successful implementation and support for the NCS in Grades 10 to 12. Furthermore, public secondary schools offering subjects in the fields of manufacturing, engineering and technology, agriculture, culture and arts will be the beneficiaries of new equipment and/or infrastructure through the newly introduced Technical Secondary Schools Recapitalisation grant.

In the GET band, special educator development programmes will continue to be conducted for educators in rural and farm schools, to equip them with skills in dealing with multi-grade classrooms.

Infrastructure

The infrastructure budget for the 2010/11 MTEF period has increased due to additional funds allocated for Grade R and special schools through the Infrastructure Grant to Provinces. Over and above the provision of classrooms, the department will focus on providing toilets, fencing, media centres, administration buildings and sports fields.

The challenges experienced as a result of slow delivery by some implementing agencies have led to the department seeking new partners to assist with infrastructure delivery. The maintenance of infrastructure continues to be a challenge, and the department aims to focus on this issue in 2010/11.

Three new FET sites have been identified, and it is anticipated that the planning process will be finalised by mid-year, with contractors on site later in the year.

Public Special School Education

The department will continue with the scaling up of the implementation of the inclusive education strategy. The focus over the 2010/11 MTEF is on providing resources and infrastructure that will enable the designated sites, full-service schools and special schools as resource centres to deliver on care and support programmes to all learners, particularly learners experiencing barriers.

In this regard, 100 posts of counsellors and learner support educators and 100 posts of support assistants will be filled in 24 support centres (sites for the provision of psycho-social and educational support) to be established in full-service schools. Educators and managers of the 50 full-service schools and 13 special schools as resource centres will be trained in the Screening Identification and Support Strategy, Inclusive Learning Programmes and the development of individual support programmes. A total of 50 institution-level support teams, 52 circuit-based support teams and 12 district-based support teams will be established for the co-ordination and the facilitation of care and support programmes in schools, circuits and districts, respectively.

In addition, support devices and transport will be provided to both full-service schools and special schools as resource centres. These resources will benefit learners in all 50 full-service schools, 13 special schools as resource centres, 71 registered special schools and about 1 500 ordinary schools that are clustered around the full-service schools.

The success of this intervention is noted in the improved attendance record of learners coming from largely impoverished areas. Our improved retention is ranked highest in the country. As a result of poverty packages, learner transport, nutrition, no fees schools and inclusive education the poor have a better chance in KZN to succeed in education than any where else in the country, results in matriculation examinations, ANA and SACMEQ being proof thereof.

Infrastructure is critical in the Department's pursuit of accessible quality education yet the provisioning of infrastructure in our province still remains a challenge seeing that we inherited a infrastructure backlog of R75 billion when we took over education in the province. While there have been significant improvements in the overall state of infrastructure provisioning in KZN schools, many of the improvements were developed from a low base of infrastructure provisioning. Therefore, many poor and rural districts still find themselves at the lowest end of infrastructure provisioning in spite of dramatic positive changes.

In spite of serious challenges we managed to build on average a total of fourteen (14) schools per year. In the 2011/12 financial year the department made significant strides in addressing backlogs in the provision of classrooms, ablution facilities, computer rooms, laboratories and media centres at existing schools and the construction of new schools with all the buildings as envisaged in the DBE optimum space norms for public ordinary schools through existing programmes, and newly initiated programmes based on new needs and new policy directives.

The Department has now become an active participant in the infrastructure development improvement programme of the province. It aims to institutionilise forward planning and adoption of best practices espoused by the Construction Industry Development Board (CIDB). The department has started the process of realizing Public-Private Partnerships (PPP) to expedite the delivery of infrastructure. In the context of the disjuncture between infrastructure backlogs and the available budget, the realization of the PPP will accelerate the speed with which the Department achieves the outcomes of schooling 2025.

Less dramatic progress has been made in the provision of water, electricity, sanitation and telephones. The Programme of Action outlines key priority areas that are being addressed in 2012. In this regard, we are determined to close the gap in infrastructure backlogs by reducing the number of schools without clean water, adequate number of toilets and appropriate classrooms. The Department will also explore models of partnerships that will help us to speed up progress in these areas.

The PoA is a third step planning document after the Strategic Plan and the Annual Performance Plan at a Department level. The PoA also follow an outcomes-based model of planning as adopted by the Cabinet in the 2010 January Cabinet Lekgotla. The Programme of Action sets out performance indicators and targets to facilitate the Department's realisation of its goals and objectives set out in the Strategic Plan.

The Programme of Action enlists activities identified as important elements to provide quality education. These elements include:

- i. Measures to improve quality of early childhood development services, with universal access to Grade R and doubling the number of 0-4 year-old ECD learners in schools by 2014.
- ii. Strengthening adult learning opportunities, encouraging co-operation and collaboration between ECD & ABET centres.



largely on the distance travelled by the learner to the nearest school. The Province will pursue an approach whereby the provincial Department of Transport will commence with the provision of learner transport as part of an integrated public transportation programme, and the Department of Education will provide the planning data.

1.2.1.6 SCHOOL INFRASTRUCTURE

The school infrastructure provision will be informed by the planning process undertaken in terms of the Minimum Uniform Norms and Standards for Infrastructure. To this end, there are two types of classifications of infrastructure, taking into account a school as a unit of measure, namely, basic functionality and optimum functionality.

To this end, the department intends to deal with the issues of basic functionality as a first phase and this will include projects such as water provision, sanitation, electricity and security, together with the eradication of inappropriate structures. Thereafter, issues of eliminating gross overcrowding, where a school is provided with all facilities required for optimum functionality, will be tackled, and the last phase will be curriculum redress where a school will be provided with a specific, targeted resource, e.g. laboratory, computer room, media centre, etc., to enhance the delivery of the curriculum.

Taking into account the available funding, the department will be pursuing the clustering of schools largely in matters of curriculum redress as a first step of eliminating disparities.

Of the 21 schools that were earmarked for construction in 2011/12 financial year, thirteen are currently under construction and three are complete. It is projected that ten of these schools will start operating in the 2011 academic year. The construction of the remaining schools will be completed in the first half of 2011/12.

The department is projecting to complete 200 ECD classrooms to 200 primary schools so that the access to ECD is realized. All new primary schools that are now constructed have ECD classrooms built as part of the scope.

The infrastructure budget for the 2010/11 financial year period has increased due to additional funds allocated for Grade R and special schools through the Infrastructure Grant to Provinces. Over and above the provision of classrooms, the Department will focus on providing toilets, fencing, media centres, administration buildings and sports fields. The Department continues to allocate funding for the recapitalisation of historically disadvantaged boarding schools. This financial year R20 million has been ring-fenced for this purpose. This amount is in addition to the infrastructure budget that may also be used to address some of the urgent repairs at these schools.

The challenges experienced as a result of slow delivery by some implementing agencies have led to the Department seeking new partners to assist with infrastructure delivery. The maintenance of infrastructure continues to be a

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The infrastructure budget shows significant growth over the period. The strong growth over the 2012/13 MTEF, which corresponds to the increase in the Education Infrastructure grant, should enable the department to make provision for pressing infrastructural needs, particularly in respect of the roll-out of Grade R, building of special schools, and non-school buildings.

New and replacement assets grows by 268 per cent over the seven-year period. The 2011/12 Revised Estimate has been reduced due to the implementing agent's failure to implement new special schools projects, and redirected to *Upgrades and additions*. The allocation grows during the second year of the 2012/13 MTEF in anticipation of these challenges being resolved by then.

Upgrades and additions, which is aimed at dealing with issues of over-crowding, is the category that has been allocated a larger portion of the budget over the seven-year period. The programmes relating to additions and/or renovations of schools to accommodate learners with special needs, boarding facilities, as well as office accommodation will continue over the 2012/13 MTEF. In addition to classrooms and toilets, the budget also includes provision for laboratories, computer centres and ECD spaces. *Maintenance and repairs*, which has previously not been allocated sufficient funding, grows substantially over the 2012/13 MTEF.

Rehabilitation, renovations and refurbishments fluctuates over the seven-year period. The high 2011/12 Revised Estimate compared to the Adjusted Appropriation and the growth in 2012/13 is mainly due to the high demand for the rehabilitation and renovation of the existing schools infrastructure. Due to the implementing agent's inability to implement projects under *New and replacement assets* category on time in 2011/12, the department has decided to rehabilitate and renovate some of the dilapidated schools infrastructure as an alternative, to avoid continuous under-spending on its infrastructure budget.

5.7 Public Private Partnerships – Nil**5.8 Transfers to public entities listed in terms of Schedule 3 of the PFMA – Nil****5.9 Transfers to other entities**

Table 5.12 provides details of transfers made to other entities over the seven-year period under review.

Table 5.12: Summary of departmental transfers to other entities

R thousand	Sub-programme	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
		2008/09	2009/10	2010/11				2012/13	2013/14	2014/15
	Other	171	208	1 317	-	1 000	962	1 000	1 100	1 100
	Section 21 schools	930 311	959 866	945 340	1 109 826	1 109 826	1 109 826	1 187 514	1 252 827	1 315 468
	Section 20 schools (petty cash)	70 023	53 844	82 203	8 883	8 883	8 883	9 505	10 028	10 529
	HIV and AIDS	13 105	20 425	23 502	25 000	25 000	25 000	7 200	10 800	10 800
	Independent schools	53 488	54 098	58 524	63 357	63 357	63 357	65 525	70 184	74 395
	Public special schools	63 706	71 041	69 603	125 410	125 410	110 869	131 681	138 623	143 091
	FET colleges	431 001	381 854	478 025	540 025	544 840	544 840	601 961	709 790	762 561
	ECD centres	4 926	12	-	28 216	28 216	24 000	29 627	67 865	91 469
	ETDP SETA	14 877	19 273	16 552	18 944	18 944	18 944	19 961	20 981	22 030
	Total	1 581 608	1 560 426	1 673 156	1 919 661	1 925 476	1 906 661	2 054 974	2 282 498	2 431 483

The largest portion of transfers is in respect of Section 21 schools, relating to the transfers of norms and standards funding. The increased budget in respect of public special schools, especially from 2008/09 onward, reflects the extent to which the department is focussing on learners with special needs, by making sure that schools are allocated funding that will enable them to assist the learners and to ensure that the Inclusive Education programme is granted the attention it deserves.

It is anticipated that all schools will attain Section 21 functions from 2012/13 onward, thus obviating the need to provide petty cash payments.

The decrease in the transfers to FET colleges in 2009/10 is largely attributable to once-off funding allocated in 2008/09 for the implementation of NC(V) programmes, while simultaneously phasing out NATED certificate courses.

No fee schools will be funded at No Fee threshold of R880 per learner in 2012/13 the financial year. The only quintile that is sold short is quintile 1 that would have been funded at R960 had funds permitted. The light at the end of the tunnel is that apart from quintile 1, schools are being funded at the target amount that enables them to function effectively. This spells an increase of R292 million resulting to a budget allocation of R 1.369 billion which will see 1.872 025 learners receiving free education in 2012/13. This implies that almost 70% of KZN learners are exempted from fee paying.

To ensure that the preferential school funding in poorer communities translates into effective interventions and optimal combinations of inputs that assist in combating the historical disadvantage, the KZN PED will, after due consultations with the relevant stakeholders, supply basic equipment to schools using the school allocation. The basic equipment includes inter alia, the white board, Geography maps and Biology charts, overhead projector, classroom laptop etc. 40% of the funds allocated to Learning and Teaching Support Material will be applied towards that end.

4.1.2. Infrastructure Development

The Department is an active participant in the infrastructure development improvement programme. It aims to institutionalise forward planning and adoption of best practices espoused by the Construction Industry Development Board (CIDB). The department has started the process of realizing Public-Private Partnerships (PPP) to expedite the delivery of infrastructure. In the context of the disjuncture between infrastructure backlogs and the available budget, the realization of the PPP will accelerate the speed with which the Department achieves the outcomes of schooling 2025.

The allocation for infrastructure for the current year amounts to R2.4 billion of which R211 million is for maintenance. The department continued to make recognizable strides in addressing backlogs in the provision of classrooms, toilets, computer rooms, laboratories and media centres at existing schools and the construction of new schools with all the buildings as envisaged in the DBE optimum space norms for public ordinary schools through existing programmes, and newly initiated programmes based on new needs and new policy directives. These facilities have been provided in the context of capacity challenges within the department and the infrastructure industry as a whole which include continuously rising construction costs.

The department explored alternative building materials for infrastructure provisioning by building ECD classrooms at existing schools as a dedicated, focused intervention through Programme 7: Early Childhood Development. All new and existing primary schools that are now constructed and/or upgraded have ECD classrooms built as part of their scope, through Programme 2: Public Ordinary Schools. This provides a challenge with expenditure allocation and reporting of projects as many of the identified projects are addressed in Programme 2, resulting in a perceived under delivery/under expenditure in Programme 7.

Infrastructure maintenance and storm damage budget for schools will be devolved from Head Office to districts. This is in line with the department's aim to improve district functionality and also to ensure that schools receive timely support from districts.

NEW SCHOOLS

The Department has also continued with the construction of new schools as guided by the UKZN Research. Nine (9) new schools were constructed in 2010/11. The construction of new schools has taken a new dimension with the piloting of model schools, with Indumo Comprehensive High School in the UMkhanyakude District being the first one of this pilot. The department has received a mandate to refocus the provision of schools by making a bold and lasting legacy in the areas where schools are built and institutionilising the collaborative principles of Sukuma Sakhe.

ELECTRIFICATION

The electrification programme continues to be rolled-out by the Department of Energy, through the IDT, while the provision and maintenance of solar electrical systems by the department needs to be reconsidered in light of rampant vandalism of these installations. The projection is that by 2014 all schools in the province will have electricity. Provision and maintenance of solar electrical systems by the department is receiving attention in the light of rampant vandalism of the infrastructure in some communities.

4.1.3. Early Childhood Development

A total budget allocation for 2012/13 of R771 937 million will be distributed to cater for the following:

- 0-4 year olds(pre grade R) R108 854 million

While the registration of sites catering for children in the 0-4 age group is the responsibility of the Department of Social Development, the National Integrated Plan (NIP) encourages major role players (Departments of Social Development, Education and Health) to work in cooperation with each other in the interests of integrated service delivery. Consequently, the Department of Education provides skills training to ECD management, staff and other personnel such as caregivers and support staff working in the crèche's while Health attends to issues of inoculation and healthy living. There shall be training of 2 000 practitioners at NQF Level 4 in ECD, food preparation training for volunteers employed at crèche's and imparting of gardening skills to unemployed youth for promoting food gardens at crèche's. The Department will cover the costs of training, provision of resources and payment of stipends to volunteers.

- An allocation of R 650 253 million is available for the following programmes

The establishment of a provincial system for the provision of the Reception Year (Grade R) for children aged five years before registering for Grade 1 is a mandate from the Department of Basic Education. The KwaZulu-Natal Department of Education has as its main objective to ensure that there is progressive increase in the provisioning of quality Grade R centres in KwaZulu-Natal Public schools with an allocation of R533 972 million and in Partial Care Centres (or Community Based Sites) using an allocation of R116 281 million in 2012/13. Every effort is being made to ensure that primary schools offer Grade R as parents and children opt for Grade R classes in schools rather than community based sites, as was previously the case. School based Grade R Classes are more attractive as they offer a nutrition programme, more teaching and learning material and better infrastructure.

A further 20 Grade R classes are scheduled to be established in 2012/13 to take us up to 6110 Grade R Classes in the Province. It is the intention of the Department to commission the building of 300 new Grade R classrooms and also to use Grade R norms and standards to fund all primary schools offering Grade R in 2012/13. Number of learners to be enrolled in Grade R in public schools is targeted to reach 199 060 for this financial year. Finally, bursaries to the value of around six million rands will be provided to ECD Practitioners in the province.

Literacy and Numeracy Strategy: Literacy and numeracy skills will continue to be a focus, particularly at the foundation phase. It is the intention of the department that ANA, in 2013/14, reflects a marked improvement compared to previous years.

In-service Training: The availability of the In-Service Training Centre will continue to be a focus area with regard to offering such services for both educators and administrators. Such training will focus on curriculum content knowledge and understanding, school management, financial management training, human resources management training, ethics and governance training and other training offerings, which will be aligned with the departments' vision and job performance requirements.

Examinations and Assessments: The department will continue with its comprehensive planning and vigorous monitoring for the various examinations that it administers, including the NSC, Adult Basic Education and Training examinations, common assessments and ANA. The department will continue to analyse the learner performance in these examinations to assist it to prepare a response plan to either poor curriculum delivery or content knowledge, or poor learner preparation or response to questions.

Teacher Supply

Funding has been set aside in 2013/14 with a view to funding non-employees who meet the necessary criteria and wish to pursue a qualification in the teaching profession. The deliberations and discussion between the department and the DHET will continue, aimed at securing a larger enrollment space for educators. The graduates from *Funza Lushaka*, which is a nationally administered bursary programme, will assist with lessening the shortage of educators in schools.

Provision of Classroom Support Resources and Equipment

Pooling of Resources: In 2012/13, only one classroom per school was resourced with a desktop computer, laptop and data projector in the 3 185 schools. It is therefore the intention that this be extended to a second and third classroom in each school. The department will monitor the utilisation of such equipment by the educators and learners in order to ascertain whether there is value being derived from such ICT equipment.

Learner Teacher Support Material: The provision and availability of LTSM on the first day of school at all schools is one of the contributory factors to the provision of quality education. Plans are afoot to determine the delivery modality for the 2014 school year as the contract with the current managing agent will expire after the 2013 school year delivery. The department will continue to pursue various options with a view to ensuring that each learner has a textbook for each subject.

Financial Management

Cost Containment Strategy: The cost containment strategy will continue to be pursued in an effort to remain within budget.

Governance Matters: The department anticipates that all employees will have fully complied with the Remuneration for Work Outside Public Service policy (RWOPS) and the Conflicts of Employees policy. This will enable the department to load such forms onto a database that will allow it to check any conflicts prior to the awarding of a bid or a quotation, and to take corrective measures against employees that do not comply.

Infrastructure

Public Private Partnership: It is anticipated that the initial results for the appointment of the TA will be available and the necessary budget stress tests and affordability performed. This will allow the department to start with the necessary procurement process.

School infrastructure: The department will continue with the implementation of the infrastructure plan, which includes the provision of new schools, curriculum support classrooms, laboratories, and multi-purpose classrooms, the electrification programme, as well as sanitation and water programme. The issues of abandoned projects, long completion times, quality of completed work continue and the costs of projects continue to be among the issues of concern for the department. As such, infrastructure monitoring will continue to be of importance to the department.

Estimates of Provincial Revenue and Expenditure

Special Schools Infrastructure: The department will continue to make the provision of special schools' infrastructure its focus in order to grant access to education for learners with special needs. The expenditure patterns of 2012/13 were encouraging.

Early Childhood Development Infrastructure: It is anticipated that, in 2013/14, the department will have at least two ECD classrooms in each school offering Grade 1, as the initial benchmark of one ECD classroom per school offering Grade 1 has long been achieved. The collaboration with the DSD with regard to offering two years of ECD prior to Grade 1 is expected to be fully implemented in 2013/14.

Rationalisation of Small and Non-viable Schools: In line with the philosophy of transforming the schooling system, the department anticipates to implement this strategy fully. The costing of this strategy is expected to be completed.

No Fee Schools

In order to deal with constant challenges of differentiating between Quintile 1 to Quintile 3 schools, the department has decided to make funding for schools in these quintiles common at R932 per learner, which are mostly classified as no fee schools, which will be applicable to at least 80 per cent of schools. This effectively means that there will be three different funding categories (due to the equalisation of Quintiles 1 to 3) with effect from 2013/14. It is anticipated that this measure will curtail appeals by schools for them to be placed in higher quintiles.

The department continues to struggle with schools that have S21 functions but do not pay their domestic accounts i.e. electricity and water. In this regard, the department will revoke such functions, such that it pays for these services on behalf of these schools with their allocations being reduced.

National School Nutrition Programme

This will be the first year in which the NSNP will be implemented after having completed a full, common and transparent SCM process. It is anticipated that a larger number of smaller suppliers will benefit from this approach, and thus the programme will contribute to local economic development.

All learners in Quintiles 1, 2 and 3 schools will continue to be fed. The department relies on the various stakeholders to ensure that funding that is meant for learners is spent on learners, and matters of corruption and non-compliance to the menu are reported timeously.

Learner Transport Programme

The co-operation between the department and DOT has had a fruitful effect in terms of the delivery of this programme. The 2013/14 MTEF allocations to DOT were finalised and will result in them continuing with the existing services, as previously mentioned.

Further Education and Training

The FET Act of 2006 places some responsibility on the accounting officer and the executive to perform with regard to the FET colleges. Notwithstanding the existence of a protocol agreement, the ability to perform such administrative responsibilities over the FET colleges is difficult as they have a direct reporting line to DHET.

In 2013/14, DHET will take over the function of disbursing funds to the colleges. This means that the allocation for the FET grant will be greatly reduced with effect from the 2013/14 MTEF.

Adult Basic Education and Training

As with FET, there is still not a clear demarcation with regard to the functions between the DBE and DHET. As such, the department will continue to offer the ABET programme as it has been known.