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Final Report

Support to Tertiary Education Program (STEP)

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Cambridge, MA
Lexington, MA
Hadley, MA
Bethesda, MD
Washington, DC
Old Greenwich, CT
Chicago, IL
Cairo, Egypt
Johannesburg, South Africa

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Prepared for
USAID/South Africa
100 Totius Street
Groenkloof X 5
Pretoria

Prepared by
Motsumi Makhene
Judith Oki
James M. Statman, Ph.D.

Abt Associates Inc.
Suite 600
4800 Montgomery Lane
Bethesda, MD 20814-5341

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List of Acronyms

Aus Aid	Australian Aid
BNC	Bi-National Commission
CASME	Centre for Advancement of Science and Maths Education
CBO	Community Based Organization
CEAP	Catholic Educational Aid Programme
CEM	Council of Education Ministers
COP	Chief of Party
CTO	Cognizant Technical Officer
DCOP	Deputy Chief of party
DDG	Deputy Director General
DDSP	District Development Support Project
DoE	Department of Education
EMIS	Education Management Information System
FET	Further Education and Training
FSDOE	Free State Department of Education
GET	General Education and Training
GMTA	Grants Management and Technical Assistance
HEDCOM	Heads of Education Departments Committee
HG	Higher Grade
HOD	Head of Department
ICT	Information Communication Technology
IDC	Interdepartmental Committee
IHEDSA	Institute for Higher Education Development
IQMS	Integrated Quality Management System
KZN	Kwa Zulu Natal
LAF	Learning Area Facilitator
LOE	Level of Effort
LSM	Learning Support Materials
LSS	Learning Support Service
MEBSA	Medical Education to South African Blacks
MEC	Member of Executive Committee
MST	Maths Science and Technology
NCCE	National Committee for Community Education
NCDOE	Northern Cape Department of Education
NCS	National Curriculum Statements
NEPA	National Educational Policy Act
NGO	Non-governmental Organization
NICET	National Institute for Community Education Trust
NQF	National Qualifications Framework
NSMSTE	National Strategy for Mathematics Science and Technology
NYC	National Youth Commission
OBE	Outcome Based Education
OHP	Overhead Projector
PDOE	Provincial Department of Education
PMT	Project Management Team

PMU	Project Management Unit
PROTEC	Programme for Technological Careers
PURP	Presidential Urban Renewal Programme
RAM	Review and Modernization
RAU	Rand Afrikaans University
RDP	Reconstruction and Development Programme
RFA	Request for Applications
RFP	Request for Proposals
RNCS	Revised National Curriculum Statements
SAOIC	South African Opportunities Industrialization Centre
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SAYC	South African Youth Council
SDU	Schools Development Unit
SETA	Sectoral Education and Training Authority
SG	Standard Grade
SGB	School Governing Body
SMT	School Management Team
STEP	Support for Tertiary Education Project
TEFSA	Tertiary Education Fund for South Africa
U.S.	United States
UCT	University of Cape Town
UoL	University of Louisville
UP	University of Pretoria
USAID	U.S. Agency for International Development
YCC	Youth and Community College Task Team
YPLA	Young Positive Living Ambassadors

Executive Summary

Introduction

In this final report, Abt Associates, Inc. presents the experiences and results of its support to Further Education and Training (FET) in South Africa from 1997-2004 under Contract No. 674-C-00054-00 with USAID/South Africa for its Support to Tertiary Education Project (STEP) Grants Management and Technical Assistance (GMTA). The contract provided technical assistance, short-term training and grants management (and later subcontracts) in the FET and Youth Development sectors. The work under this contract took place at a critical stage in South Africa's educational transformation, as the new democracy sought to simultaneously redress the inequities of the past and build an active citizenry and high quality workforce for the future. The contract spans a critical time in the development and early stages of FET implementation and in its first two years included support to the National Youth Commission (NYC).

Through this contract, USAID supported FET through policy formation, public discourse and pilot implementation of interventions targeted at school level improvements in the Presidential Urban Renewal Program (PURP) in the Free State and Northern Cape Provinces, and the "Dinaledi" dedicated schools project of the National Strategy for Mathematics, Science and Technology Education (NSMSTE). During its first two years, the project also provided direct support to youth development. The historical political role of the youth movements in the country and the centrality of youth in the FET sub sector represented possibilities for integrated action which were neither planned nor realized as the new structures were appropriately focused on their own organizational development and in meeting the mandates of their respective portfolios.

The report describes the background and context of the project, including the status of the education transformation at the time the project began; the complex demands of the FET sector; and institutions whose roles, responsibilities and participation shaped the direction of activities over the life of the contract. The report provides an overview of the project, its implementation context and organizational structure. It then addresses four core activity areas in some detail: Youth Development; FET Sector Support; Implementation of FET in the Presidential Urban Renewal Program sites in Galeshewe and Thabong; and Implementation Support to the National Strategy for Mathematics, Science and Technology Education. It also describes a collaborative project between the University of Louisville (U of L) and Rand Afrikaans University (RAU), funded through a modification to the Abt contract at a fixed level of separately designated funding. The collaboration includes a broad program of community economic development jointly implemented by the two universities, the Bapong community and Lonmin Trust. Annexes to the report include documents and reports completed under the contract and a list of consultants and implementing partners.

This Executive Summary presents a brief discussion of the background, context and activities of the project focusing in more detail on the results, conclusions, recommendations and lessons learned in implementing FET policy and strategy, and linking these to the elements of whole school development and the four goals of the National Strategy for Further Education and Training 1999 – 2001. Beyond the recommendations for building on PURP and Dinaledi, Abt Associates presents cross cutting recommendations emerging from the two models of intervention that these projects represent.

Background and Context

Technical assistance, training and grants activities conducted under the contract occurred over a dynamic period in time. Education Transformation had been launched vigorously in policy, curriculum and provisioning as well as organizational structures and resulting human resource alignments. Key institutional role players involved in the work of the STEP project included newly emerging structures defining and testing their mandates and non-governmental organizations faced with shifts in donor funding away from NGOs toward government. And finally, from 1997-2004, USAID shifted worldwide priorities and subsequent funding levels in the education sector.

Education Transformation

The macro policy framework for education and training had been completed by the inception of the contract. By 1997, major legislation governing education and skills development, as well as a national framework to ensure comparability and portability of education and training had been effected. The newly elected government embarked upon a comprehensive education transformation program, based on a National Qualifications Framework (NQF), which codifies skills and knowledge into articulated levels, integrating formal education, skills development and life long learning. Policy related to curriculum, governance and financing of General Education and Training (GET) and Higher Education had been put in place. A new curriculum for grades 0-9 had been adopted and retraining of educators had been rolled out nationally. There remained however a need to address comprehensively the multifaceted challenges of equity, access and redress in the interrelated areas of education, training and employability. The major policy development challenge remaining in the education sector was in the Further Education and Training (FET) band. FET included Grades 10-12, as well as programs for skills development offered by technical/community colleges, private institutions and employers. As such it involved diverse clients groups, institutional arrangements and direct and critical linkages to the Department of Labour via the National Skills Development Act.

From 1997-1999, USAID, through the STEP/GMTA contract with Abt Associates provided targeted technical assistance to the policy development process in FET. Section 3 of this Executive Summary and of the main report provides more details in this regard.

By 1999 the policy and legislative framework for FET had been established. The newly elected government was now focused on delivery. In May 1999, the DoE published its medium term strategy, focusing in four core areas – organizational development, teaching and learning, resourcing and planning monitoring and evaluation. USAID support was directed toward "Teaching and learning".

Institutional Role Players

Key role players in the STEP/GMTA project included national and provincial departments of education, the National Youth Commission (NYC) and its provincial counterparts, and non-governmental organizations (NGOs) with historic engagement in FET and Youth Development. These institutions were all in transition.

National and provincial departments of education were engaged in organizational transformation, policy development and implementation planning as well as developing practical approaches and mechanisms for cooperative governance.

The NYC was an emerging structure, created by legislation with a policy coordination mandate. Its establishment provided recognition of the role of the youth sector in bringing about change and ensured a youth voice in policies affecting youth. Coming out of an activist tradition however, the membership of the commission tended toward an implementation mindset, requiring a period of role clarification and boundary setting.

The role of NGOs in development activities was in a state of flux, as senior officers left for government, and government began to provide services directly. NGOs found themselves competing with government for donor funding and in the case of NGOs funded through the STEP/GMTA contract with Abt Associates, moving away from direct funding by USAID to funding through a USAID contractor.

This dynamic organizational setting created both challenges and opportunities in the implementation of the project.

USAID and USAID Funding

While FET remains a critical development sub sector in South Africa, USAID worldwide has prioritised "Basic Education" for its increasingly limited funding in the Education Sector. From 1997-2002, the project was adequately funded, and was in fact experiencing concerns related to the pace of spending. This pace had been largely determined by the need to build a policy foundation before awarding implementation sub agreements, and by the move away from grants to NGOs to more government directed activities. Toward the end of 2002 the funding scenario began to shift and by the early part of 2003 it was clear that USAID funding would not be sufficient to implement the range of activities identified. The strengthening of the Rand at the same time further exacerbated the situation, as the project was dependent on South African staff and implementation partners.

Within the parameters of the education transformation in South Africa, the emerging and/or transitional nature of institutional role players and the priorities and funding levels of USAID, STEP moved forward in the policy arena for youth and FET development, and the implementation of policy and strategy at the institutional level. The next sections of the Executive Summary present activities and results in youth development and FET sector assistance, followed by implementation activities at the institutional level in the FET/Presidential Urban Renewal Program and the Dinaledi schools of the National Strategy for Mathematics, Science and Technology Education.

Youth Development

The historical political role of the youth movements in the country and the centrality of youth in the FET sub sector represented possibilities for integrated action which were neither planned nor realized as the new structures were appropriately focused on their own organizational development and in meeting the mandates of their respective portfolios. STEP/GMTA support was to some degree "ad hoc" responding to the emerging needs and opportunities of the newly established NYC. This support did however provide a foundation for the ongoing work of the National Youth Commission, the South African Youth Council and the Usombomvu Youth Fund (UYF).

Approximately 7% of project program resources were allocated to youth development activities involving national and provincial structures. The following section provides a brief description of

Abt Associates' support to youth development. Section 3.1 of the full report describes these activities in more detail.

Youth Development Activities

Through the contract with Abt Associates, USAID supported the finalization of the national youth policy; strategic planning at the national and provincial levels; and key planning and implementation activities related to the strategic priorities that emerged from these processes, namely National Youth Service; Youth Information Service, Youth Employment Clearinghouse, and Positive Living Program. The STEP Chief of Party, Dr. James Statman, the Deputy Chief of Party, Motsumi Makhene, the National Institute for Community Education Trust and selected South African and international youth development specialists provided technical assistance to support these endeavours.

Policy and Strategic Planning

Among the earliest activities of the project was the vetting and ratification of a national youth policy via a National Youth Summit in November 1997. Acceptance of the policy paved the way for subsequent support to strategic planning events that were national and provincial in scope. The first project-supported strategic planning workshop included national and provincial level structures and resulted in agreement on four key programmatic areas. Over the course of the next two years, the STEP project provided the leadership and technical support to develop the National Youth Service Green and White Papers, and supported the development of models for provincial level strategic planning. The contract also supported planning and development in the areas of Youth Employment and Training services; Youth and Community Colleges; interdepartmental government youth services and additional policy consultations on Education and Training; Young Women; Youth and Social Conflict; and Youth Information Services.

Many of the themes envisaged in the policy and planning process, are being implemented through new organizations and structures. Particularly noteworthy is the implementation of the National Youth Service by Usombomvu Youth Fund (UYF) as well as ongoing efforts of the Interdepartmental Committee on Youth (IDC), the South African Youth Council, Young Positive Living Ambassadors, the Youth Employment Clearinghouse and provincial youth development commissions.

Employment, Training and Education are Critical Issues for Youth

STEP completed a feasibility study and terms of reference for establishing and running a Youth Employment and Entrepreneurship Clearinghouse. The clearinghouse was subsequently established and funded outside of this contract. Additionally, STEP funded the development and two printings of the IDC Guide to Youth Employment Services, including Braille editions. Virtually all of project work in the FET sector is youth related work, and although STEP did not make explicit linkages between the two, the relationship is clear and is highlighted by the priority given to life skills, career guidance and personal/psychological counselling among FET practitioners. Among the unfinished business of the project, affecting both the youth and FET sectors is the issue of comprehensive Learner Support Services, which as described in detail in Section 3 of the report, would provide career guidance and personal counselling and support to learners in schools and other community training institutions. These "learners" are largely youth.

Youth and HIV/AIDS

HIV/AIDS is a second critical area for youth services to address and was identified as a priority during the first joint national and provincial strategic planning workshop. The NYC selected World

AIDS Day 1998 to launch a public information and mobilization activity in KwaZulu Natal, the province with the highest number of young HIV+ people. Abt Associates Inc. funded the World AIDS Day events as well as a subsequent Study Tour to Uganda for Young Positive Living Ambassadors. Through the study tour, YPLA was able to observe a program first hand and to discuss experiences and discuss ideas with their Ugandan peers. HIV/AIDS awareness continues to be a critical youth development activity implemented through multiple organizations.

The STEP/GMTA Contract

The STEP/GMTA contract also complemented USAID's direct funding of activities of the U.S. South Africa Binational Commission (BNC), a bilateral cooperation structure that included Youth Activities in its Human Resources Development and Education sub-committee. USAID was the lead U.S. government agency on this subcommittee. Abt Associates provided a U.S. youth development specialist in programming for street children and other at-risk youth, to build the capacity of Streetwise Children South Africa, an NGO supported by the BNC with USAID funding. (The BNC did not have program funding).

Conclusion

By 1999 the NYC had established its mission, structure and strategic focus areas, a national youth council; and outreach and linkages with provincial youth commissions. Usombomvu was established in 2000 and has since that time been a major implementation partner. Nonetheless, there is not a coherent structure through which to deliver comprehensive youth services. Nor is there a cadre of professional "youth development workers".

The potential for linkages between essential FET activities, especially LSSs (Learner Support Services) and youth development remains and may be increasingly important as youth constitute the largest segment of FET "consumers". The mandate for LSSs in FET institutions and the need for a systematic approach and institutional framework for youth development converge in a final recommendation.

Recommendation

The recommendation discussed at length in Section 3.1.5 of the report proposes a systematic approach to youth development, including the creation of professionals in the field; location of a comprehensive LSSs at colleges; and intensive community outreach with referrals to and from existing community and social services structures.

FET Sector Development

Creating a National Policy Framework

By 1997 the overall policy and legislative framework was in place for a transformed education system that redressed the past, unified structures and prepared citizens for the future. Great strides had occurred in creating national and provincial departments of education in the GET and Higher Education sub sectors. The STEP project provided technical assistance to the DoE in the development of the policy, legislation and strategies that would bring coherence to Further Education and Training, a complex system of institutions, public and private, preparing clients for the world of

work and tertiary education and responding to community needs and opportunities for lifelong learning.

Approximately 7% of program resources were spent in policy development and general FET sector support at the national level.

The policy issues in the FET sector were complex. Policy was required to respond to the scope and function of FET including the range of target groups served and the variety of institutions providing FET. It faced issues of curriculum, funding and governance, with fundamental challenges based on integrating the philosophies and approaches of Outcomes Based Education, program based funding, and governance structures for schools (governed by the South Africa Schools Act) and colleges. A successful FET sector was required to respond to the needs, interests and requirements of the National Skills Development Strategy, the National Youth Policy, and issues of access and workforce development.

Abt Associates, Inc supported policy development in several key areas:

- Support to the consultation processes and development of the Green and White Papers leading to the FET Act of 1998
- Audit of FET/EMIS
- Investment strategies for FET
- Editing Draft National Strategy for FET
- Orientation, planning and launch of the National Board for FET
- Curriculum framework, review and modernization and design in selected areas
- Managing the Transition to OBE in the FET Sector
- Integration of Senior Secondary Schools into the FET

From Policy to Implementation

By 1999, when the second democratically elected government came into office, the FET sector foundation had been laid and it was time to move toward implementation and delivery. FET was elevated to a branch in the department and a Deputy Director General (DDG) for FET appointed. In 2000 and 2001 respectively, the DoE engaged USAID and Abt Associates in two major projects:

- Further Education and Training/Presidential Urban Renewal Program (FET/PURP) activities in the Northern Cape and Free State provinces (assigned in 2000)
- Dinaledi Project, the 102 dedicated schools of the National Strategy for Mathematics, Science and Technology Education (NSMSTE) (assigned in mid 2001).

FET/PURP was launched by DOE and MECs; coordinated at the district level; planned and implemented at the school level as a whole school development effort. It provided training, materials and support around issues of governance and management, curriculum delivery and learner performance and LSSs. The NSMSTE was implemented at 102 dedicated schools, which became known as "Dinaledi Schools" with emphasis on resourcing, educator development and management development around the curricular areas of mathematics and science. Sections 5 and 6 of the Executive Summary discuss these projects in more detail. A complete discussion can be found in Sections 3.3 and 3.4 of the report. The recommendations described below refer to policy work only.

Recommendations for Future Policy Research

The implementation of FET since 1999 has revealed gaps and unresolved issues. The two major recommendations, discussed more fully in Section 3.2.5 of the report, focus on policy research that builds on implementation experience to date from the perspectives of FET institutions and the advisory and support bodies such as NBFET. The goal of the policy review should include:

- Clarifying governance structures, powers and responsibilities at institutional and provincial levels.
- Strengthening coordination between the DoE and DoL regarding human resource development service delivery.
- Engaging civil society via strengthening the role of NBFET, provincial advisory bodies and institutional councils.

Creating the environment and mandate for the simultaneous development of FET curriculum and quality assurance and institutional level piloting of FET NCS in preparation for the FETC in 2008.

FET/PURP

Overview of FET/PURP

As indicated in Section 4.2 above, the STEP project was engaged by the DoE to provide support to Presidential Urban Renewal sites in the Free State and Northern Cape Provinces. In the Free State, this involved 9 schools in the Lejweleputsua District and involved disadvantaged communities near Welkom. In the Northern Cape, this involved 10 schools of the Francis Baard District, in the Galeshewe Township outside of Kimberley.

The needs assessment process leading to the final design of the project was iterative and participatory. It was iterative in that it included the preliminary discussion, selection and review between the national, provincial and district departments as well as USAID and STEP project staff; in depth discussions and surveys at the school level for selected institutions; and continued refinement of goals by subcontractors and grantees selected to implement core themes of the project. It was participatory and inclusive in that it included external consultants, provincial, district and school based representatives, including management, educators and learner representatives.

The program of intervention that included the following elements:

- Capacity building in school management and governance
- Improved curriculum delivery and learner performance
- Learner Support Services (LSSs)
- Project management and coordination involving district managers and specialist and their provincial counterparts.

The core activities for FET/PURP implementation focused on training and support at the school level, including provision of useful materials for School Governing Bodies (SGBs), School Management Teams (SMTs), educators and learners. Materials and in some cases training were also provided to district and provincial officers.

Competitive subcontracts were awarded to: Khulisa Management Services for Capacity Building in School Management and Governance; and to Programme for Technological Careers (PROTEC) for Improved Curriculum Delivery and Learner Performance. The National Institute for Community Education Trust (NICET) received a competitive grant to develop a comprehensive program of Learner Support Services materials and training.

STEP project staff worked with district officers and principal representatives who constituted Project Management Teams (PMTs) in each province. The PMTs coordinated and monitored activities, providing guidance, communication and feedback to Abt Associates and its partnering service providers.

In addition to PURP and the specific services described above, the teaching resources and related training provided to Dinaledi schools was extended to the PURP schools. Somerset Educational, through a competitive procurement process, provided micro-science kits and related training in Chemistry, Biology and Physical Science. Similarly, Phambili Educational Projects provided mathematics kits and related training to PURP schools. While a more ambitious program of resource provisioning was anticipated, this was not possible due to reductions in USAID funding at a late stage of the project.

Summary of FET/PURP Activities

Table ES-1: Overview of STEP Activities in FET/PURP

Activity Area	Implementing Organization	Result/Product
Needs Assessment and Project Design: Needs Assessment	Abt Associates' Consultant Team 2001	Completed document with recommendations for three specific areas of intervention
Institutional Development Plans	Aurora Associates 2001	Individual plans and increased capacity for strategic thinking and planning at the school level
Assessment of Infrastructure for Computerized Administration	Abt Associates Consultant, Patrick Ellis 2002	Consultant report, indicating sufficient basic infrastructure with recommendations for enhanced/optimal facilities per school.
Free State Department Study Tour: FET Colleges and Workforce Development	Aurora Associates 2002	Experience with the potential of community colleges and focused school to work programs at the community level
Subcontract: Building Capacity for Management	Khulisa Management Services (2002-2004)	Increased capacity at school level; materials and

and Governance: Skills Audit and12 related training courses and follow up		models at the district level; some capacity at district and provincial levels.
Subcontract: Improved Curriculum Delivery and Learner Performance: Educator profiles and training and follow-up	PROTEC (2002-2004)	Increased awareness and understanding of the requirements of OBE at the FET level among schools and colleges, including assessment; teaching and LSM in core subjects.
Grant: LSSs: Baseline Study and materials in three of four targeted areas.	NICET (2002-2003)	Increased awareness of need for comprehensive LSSs; approach to provision of services; materials in three key areas; limited capacity developed in academic skills
Winter and Spring Schools for Matric Preparation	Abt Associates (2001, 2002) PROTEC (2003)	Increased confidence in Grade 12s approaching examination. Improvements in pass rates noted but cannot be attributed directly to these supplemental classes.
PMTs	Abt Associates and District Education Offices (2001-2004)	Increased collaboration, ownership and capacity for project management

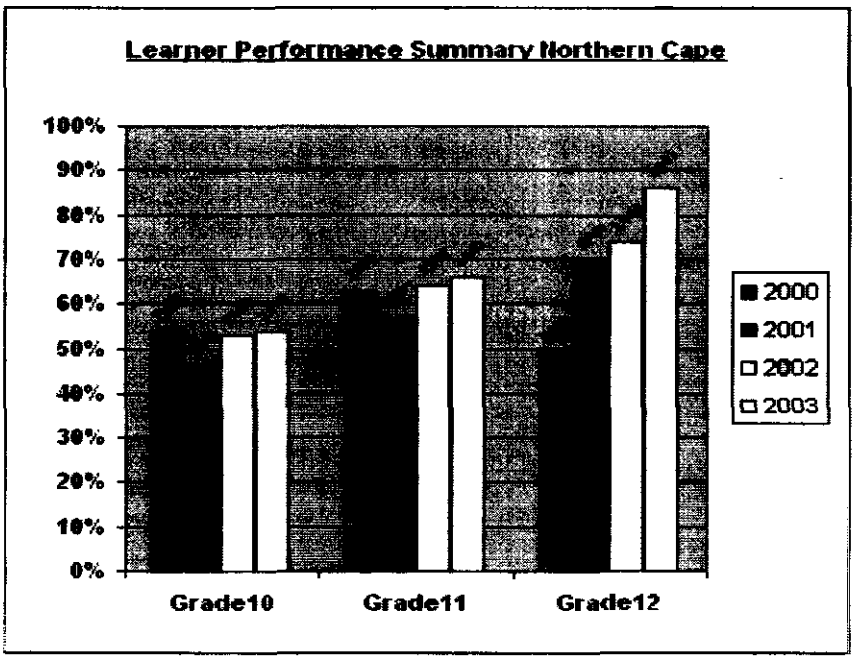
School improvement is rarely attributable to a single project, single intervention or variable. The improved performance of the PURP schools across grades over the past three years should be heartening for all, especially the learners, their schools and communities.

The activities supporting the PURP schools received 44% of the project's funds.

Results of FET/PURP Activities

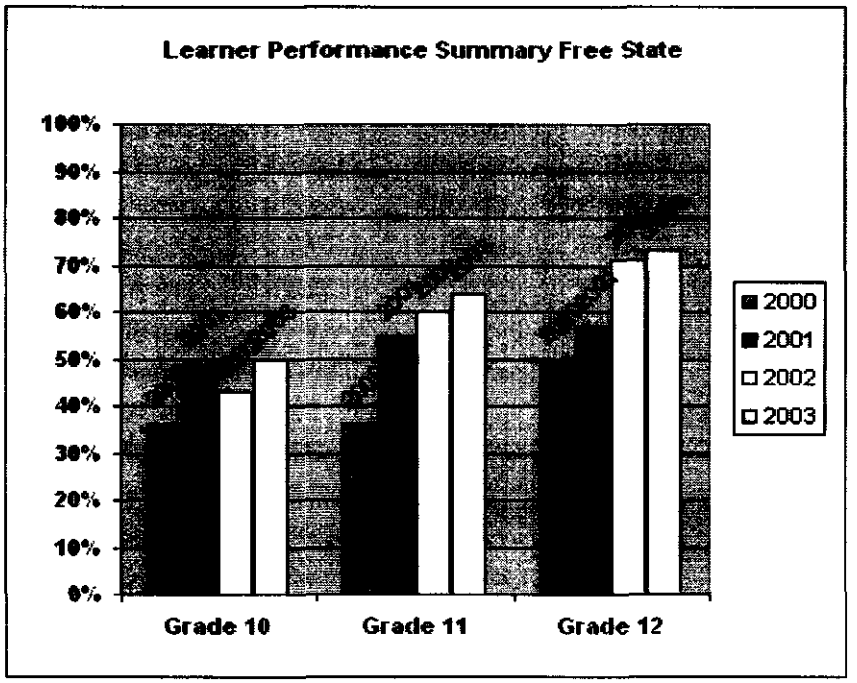
The overall results of STEP and other provincial initiatives are reflected in learner performance improvements, as indicated in chart 1 and chart 2. These gains are largely attributed to improvements in school management and governance and supplemental classes, including winter and spring schools supported by USAID.

Chart ES-1: Learner Performance Summary Northern Cape



Source: Participating schools.

Chart ES-2: Learner Performance Summary Free State



Source: Participating schools.

Chart 1 indicates two types of continuous improvements in learner performance. The first is that across all grades, pass rates are improving from one year to the next. The second is that cohort performance also seems to be improving, i.e., the 2001 Grade 10 improved their pass rate as Grade 11 in 2002 and as Grade 12 in 2003. While there are many factors to examine, the trend is encouraging. Contributions of the project are described below.

Results in Capacity Building in Governance and Management

The subcontract for Capacity Building in Governance and Management was the first to be awarded. Abt Associates authorized Khulisa to begin work in February 2002, beginning with a skills audit in the areas of Governance and Management. The audit revealed that the "dysfunctionality" of the majority of schools was largely the results of inadequate training and support in key policy and legislative areas. Roles and responsibilities were unclear, as were the mandates regarding governance and management. Khulisa designed and implemented a series of twelve training workshops addressing key issues related to the mandates, roles and responsibilities of governance, human resources/labour relations, budget and finance and related skills. The training workshops were conducted between August 2002 and November 2003.

The results in this area have been captured by Khulisa's monthly support visits, as documented in their Progress Reports; a review of results conducted by STEP and district staff in September-November 2003; and success stories presented by principals and PMT members during the PURP conference convened in Bloemfontein in December 2003.

At the conference, all schools reported that their biggest achievements under the project had been in the area of governance and management, clarifying roles, defining policies and procedures and implementing them as a team. While there were variations from school to school, three categories of improvement could be identified. Most improved areas will require vigilance in terms of maintaining progress. It was agreed that these areas could be maintained at the school level with encouragement but relatively little direct support from the district level. Notable improvements, with more work to be done are those areas where gains have been made, but will require consistent and disciplined application of policies and procedures at the school level with support from the districts. Areas where improvement has begun but where significant challenges remain will require collaborative efforts of SMTs, SGBs and district officials.

The themes reported below were incorporated into district plans developed during the final conference.

Most improved areas:

- Role clarification and performance according to role in SGB and SMT
- Using SGB constitution and its provisions including regular, minuted and quorated meetings.
- Improved and coordinated financial management with audited statements; ability to articulate budget and relationship to expenditure; broader awareness of significance and requirement of budget development among school and parent bodies.
- SMT members more active in both educational and administrative duties; improved teamwork and communication.

Notable improvements/more work to be done:

Items in this category are generally areas where there is knowledge and awareness of regulations, policies and procedures but incomplete or inconsistent application. These include:

- Labour relations
- Safety and health

- Order and discipline
- Learner records

Areas where improvement has begun but where significant challenges remain:

- Parent involvement
- Provision and control of LSM
- Staff development and staff morale
- Using data for planning and decision-making.

Results: Improved Curriculum Delivery and Learner Performance

Learner performance in the matriculation exams is viewed as an indicator of overall functionality of a school. Common exams have evolved over the past several years to better integrate curriculum, place students in standard or higher grade and adjust emphasis across grades. The results in the PURP schools over the past three years have been encouraging not only in Grade 12 but in the common examinations in Grades 10 and 11 as indicated in the Learner Performance Tables presented at the beginning of this section.

The STEP project supported several, though not all of the variables that contributed to these improvements. The STEP contract contributions to improvements in this area were achieved through winter and spring schools conducted from 2001-2003; a competitive subcontract awarded to the Programme for Technological Careers (PROTEC) in October 2002; and math/science resourcing provided through competitive subcontracts to Phambili Educational Projects and Somerset Education respectively earlier in 2002.

The project-supported contributions are described below.

Supplemental Classes: Winter and Spring Schools

Winter and spring school holidays were viewed as opportunities to provide intensive supplementation for Grade 12 learners. The winter and spring school sessions are often lauded by learners, educators and parents with making a significant contribution to attaining improved results. Underlying these results are factors that are reported by learners, principals and educators, which are hard to measure. These include increased confidence, better study skills, more discipline, motivation and focus after the winter and spring schools. In turn, more motivated learners can also drive educators to better performance.

Resource Utilization

The introduction of science kits has also enabled better teaching of biology and physical science in those classes where the kits are used. Educators who use the kits find them helpful though no more than 60% are using the kits. The mathematics kits have also been well regarded with the exception of the graphing calculator which educators struggle to use, and therefore cannot apply as a teaching tool. The graphing calculator is a much more powerful tool than the scientific calculator to which most educators are accustomed. The selected calculator, much like different spreadsheet or word processing programs, has its own set of instructions/syntax and keyboarding to activate and run various mathematical calculations and functions. Becoming "fluent" in the use of the calculator requires time and guided practice. The day or so of training is simply insufficient. Educators and

district subject specialists have introduced three adjustments to the overall approach to introducing the graphing calculators:

- Provide the calculator and extensive training to all district subject specialists. This will enable them to become familiar with the calculator and to support educators in their application in the calculator.
- Extend the training time on the calculator to more than one day and provide school based support subsequently.
- Provide more than one calculator per school, enabling all trained educators the equipment and opportunity to practice using it. The provision of one calculator per school reduced the opportunity to become competent with it and give the time needed to use it optimally. As a result, educators became discouraged.

Preparation for Outcomes Based Education (OBE)

A core group of educators and curriculum specialists have gained practical experience over the past year through workshops and the development of lesson plans in key subjects. At least 300 educators, 62 principals, heads of department and district subject specialists (Learning Area Managers/Facilitators) in the two provinces have been trained in principles and practices of Outcomes Based Education and its application in FET. In addition to the basic orientation, workshops were conducted in assessment and performance based learning and the use of Information Communication Technology (ICT) to develop Learning Support Materials (LSMs). While educators expressed an interest in this use of ICT, current infrastructure in schools is limited to that required for administrative purposes. At the FET College level trainers have been identified and trained in OBE principles, including assessment and unit standards for the six campuses of the Northern Cape FET colleges.

Lesson plans based on the National Curriculum Statements have been developed and reviewed by subject forum educators, most of whom participated in the OBE training.

Results: Learner Support Services (LSSs)

Abt Associates awarded a sub grant to the National Institute for Community Education Trust (NICET) to develop materials and training workshops for a comprehensive package of Learner Support Services. The grant was awarded in October 2002, and an intensive baseline study undertaken in January 2003. The need for a comprehensive package of LSS was validated through the baseline study and included academic skills development, personal/psychological counselling, career guidance and life skills.

This key area was most affected by the limited time and funding available to complete the implementation of FET/PURP. Between the completion of the baseline study and the end of the grant period, NICET was able to develop materials for learners and educators in study skills and academic support and to conduct one training workshop for educators in each province. Materials were developed for career guidance and life skills, but there was not enough time remaining in the project to pilot test the materials and provide the related training. These services remain critical to the success of the FET sector and much work remains to be done. As noted in the Youth Development section, Learner Support Services are critical to providing education and training for employment and development of youth.

FET/PURP: Conclusions

The three activity areas described above touch on the focus areas of Whole School Evaluation (WSE) as well as the four strategic objective areas of the National Strategy for FET 1999-2001. The Whole School Evaluation Policy document (DoE, 2000) describes nine basic areas for self-evaluation and subsequent school improvement/development planning:

- Basic Functionality
- Leadership, management and communication
- Governance and relationships
- School safety, security and discipline
- School infrastructure
- Parents and community
- Quality of teaching and learning and educator development
- Curriculum provision and resources
- Learner achievement.

1. STEP project activities in FET/PURP touched all areas of WSE and the National Strategy for FET mutually validating the needs assessment and project implementation strategy and the precepts of WSE. It can therefore be described as a Whole School Improvement/Development effort and its results are consistent with the rationale and principles of WSE. Table 2 presents the FET/PURP activities and the WSE categories to which they are most closely aligned. It also shows that although the DoE asked USAID to focus its work on the strategic area of teaching and learning that was only possible alongside interventions in the other key areas of the National Strategy for FET 1999-2001.

Table ES-2: Links between FET/PURP Activities and Whole School Evaluation and FET Strategy

FET/PURP Activity Area	Whole School Evaluation Category	FET Strategic Goal 1999-2000
Capacity Building in School Management and Governance Workshop Materials and Topics: SGB Training and Manual; SMT/HOD Workshop; End of Year Planning; Labour Relations; Safety and Health; School Magazine; Parent Participation; School Maintenance; Library Management, Human Resources, Learner Discipline, Fundraising)	Basic Functionality Leadership, management and communication Governance and relationships School safety, security and discipline School infrastructure Parents and community	Organization Development School level planning, monitoring and evaluation

Improved Curriculum Delivery and Learner Performance (Winter/Spring Schools; Provision of math/science kits and training; preparation for OBE; subject forums)	Basic functionality Quality of teaching and learning and educator development Curriculum provision and resources Learner achievement	Learning and Teaching Resourcing
Learner Support Services (Baseline study; study skills workbook for learners; academic skills development workshop for educators; materials in career guidance and life skills)	Learner achievement Parents and community	Organization Development Learning and teaching Resourcing Planning, monitoring and evaluation.

The table above illustrates the breadth of the STEP interventions and provides a framework for conclusions and recommendations.

2. The Project has intervened at the School Level to Varying Degrees in all of the Key Areas of WSE. SMTs and SGBs self report more confidence in fulfilling their roles and responsibilities and results of the matric exams and common exam, presented in Charts 1 and 2 in Section 5.3 of this executive summary show an upward trend in student performance in Grades 10, 11 and 12 from 2001 to 2003. The year 2001 can be considered the baseline for STEP interventions begun in 2002. Basic functionality, as indicated by learner achievement has improved substantially in PURP schools. Learner performance in the PURP schools has improved significantly following major interventions completed in core areas of governance and management, and relatively few interventions in curriculum delivery (teaching and learning). It appears that improvements in management and governance have contributed to improvements in learner achievement.

3. Matriculation exam interventions with learners, as in the winter/spring schools appear to create favourable conditions and attitudes for improved learner performance.

4. In turn, improvements in learner performance influence community perceptions of the school, educator perceptions of the learners and morale and learner confidence and motivation. Communities feel more ownership of the schools and learners feel a sense of belonging.

5. FET/PURP schools have received training, orientation and teaching materials for OBE and the new curriculum statements. Their training goes beyond the initial introduction that was provided in anticipation of the introduction of OBE in FET in 2003. The postponement of OBE in FET until 2006 provides the opportunity for the FET/PURP schools to continue preparing for 2006 by pilot testing, revising and sharing their experiences with the materials developed through the STEP project.

FET/PURP Recommendations

The participating schools report notable progress in governance and management and related improvements in learner achievements in the interim syllabus and senior certificate examination. At the same time, STEP has contributed to introduction of OBE in FET, through orientation of educators and managers, hands on experience in developing continuous assessment tools and sample lesson plans in five key subjects. The improvements and advantages of the PURP schools can be maintained and enhanced through targeted training and continued follow up support through professional associations and forums, district level support staff, and effective national initiatives in OBE, quality management systems, and accreditation of educator development programs. Utilizing information from Whole School Evaluation for continuous improvement can provide a strong foundation for sustaining and enhancing school improvements. While each participating school will have different needs and opportunities, the following general recommendations are made for school and district level follow on, with appropriate provincial support and integration into provincial and national efforts.

1. Districts and schools should be empowered with responsibility, resources and encouragement to enable SMTs and SGBs to drive whole school improvement efforts through review and analysis of data, including learner performance; district and provincial staff should provide continued support to schools as needed as they consolidate and sustain the organizational development gains made to date; SMTs and SGBs should drive whole school development planning, implementation, monitoring and evaluation; support to this effort will be needed from district staff and networking opportunities such as those that training events and forums provide.

2. Learning Area Managers and Facilitators can build on the foundation established through project interventions to continue to improve performance in the current syllabus and to prepare for and pilot test activities that will support the introduction of OBE into FET in 2006.

3. Increase support to teaching and learning. Engage professional educator organizations and subject associations to lead educator development for the introduction of OBE and the NCS, i.e. to improve the quality of teaching and learning and educator development.

4. Increase provision and utilization of LSM by educators. Ensure adequate training and follow up with a view to educators adapting and producing LSMs for relevance in the local context and fully utilizing potential of teaching resources such as science kits, graphing calculators and ICT.

5. Develop comprehensive Learner Support Services to be housed in an institution accessible to learners and community members. District offices can play a key role in identifying and bringing on board community, district, provincial resources of DOE and other public and private institutions, including libraries, arts and culture affairs, social welfare programs, employment and training opportunities. Consider that a comprehensive LSS program enables the school to become the key resource to youth, bringing together the resources that support learning, personal development, health and welfare and economic participation.

Dinaledi/NSMSTE

Overview of Dinaledi

In June 2001, Deputy Minister of Education, Mosibudi Mangena launched *The National Strategy for Mathematics, Science and Technology Education (NSMSTE)*. The launch of the strategy was the culmination of intensive consultations between the DoE and the Department of Arts, Culture, Science and Technology. This initiative was a response to the socio-economic needs of the country to increase the number of Math and Science graduates in Mathematics, Science and Technology Careers. This challenge was noted by President Thabo Mbeki in the State of the Nation address of 2001.

The vision of the Project is to bring about a scientifically literate, technologically fluent and numerically/mathematically literate society that empowers individuals to participate in the emerging knowledge–based economy and supports sustainable development. Three major thrusts of the strategy are:

- Raising participation and performance of historically disadvantaged learners, especially girls, in Senior Certificate Mathematics and physical science;
- Provision of high quality mathematics, science and technology education for all learners taking the first GET Certificate and Further Education and Training Certificate; and
- Increased and enhanced human resource capacity to deliver quality mathematics, science and technology education (recruitment, retention, pre- and in-service training).

The national strategy has been supported by the private sector, international donors, including USAID and national and provincial departments. The Council of Education Ministers (CEM) approved the establishment of 102 dedicated high schools for mathematics and science, to be chosen from:

- Under-resourced, well-performing schools;
- Those with potential to improve participation and performance in mathematics and science.

The schools were pro-rated per province and selected by provincial officers for their potential as '*centres of excellence*', where resources could be concentrated and accessible to neighbouring schools.

During 2001, "Dinaledi, Creating Tomorrows Stars Today" became the motto for the 102 dedicated schools, which are referred to in this report as the "Dinaledi Schools". The project was championed by the Deputy Minister of Education, himself a mathematician, who continues to visit Dinaledi schools to motivate, inspire and better understand the dynamics of creating excellence in mathematics, science and technology education at the school level. Major partners in the resourcing and educator development activities of the NSMSTE include Microsoft, Telkom, Multichoice and USAID, who signed a joint memorandum of understanding with the Minister of Education last year. In addition to support for infrastructure provided by these partners, the DoE initiated a program of educator development through the provision of Cuban tutors to interested provinces.

Abt Associates' role in the Dinaledi project was to support the start up of the initiative and to strengthen the human resource capacity of schools to provide high quality teaching and learning and the leadership needed to become a centre of excellence in Mathematics and Science Education. USAID supported the Technology Education aspects of NSMSTE outside of this contract.

Summary of Dinaledi Activities

In contrast to PURP, Abt's support was focused on improvement in teaching and learning. The following activities were conducted:

- Institutional profiles and business plan development for schools
- Funding of support materials for the first Autumn Clinic, 2002
- Planning and implementation management of the Second Dinaledi Autumn Clinic 2003 for Educators, Principals and provincial staff.
- Provision of micro-science kits for Biology, Chemistry and Physics and related training by Somerset Educational Pty, Ltd; provision of math teaching aids and related training by Phambili Education Projects. The Math kits included transparencies covering the interim syllabus Grades 11-12; overhead projector (OHP); graphing calculator (HP49G) and view screen; and a set of geometry tools for demonstrating constructions.
- Identification, funding and coordination of a team of service providers responsible for providing training and follow up support to educators and school leadership. Three providers worked with educators in selected schools in geographical areas nearest them. Service providers had more than one province and in some cases, schools in a single province were split between service providers. The Centre for the Advancement of Science and Mathematics Education (CASME); the Programme for Technological Careers (PROTEC); and the Schools Development Unit (SDU) of the University of Cape Town (UCT) were awarded firm fixed price subcontracts for educator development; and the University of Pretoria was awarded a sub-grant to implement an instructional leadership development program for principals and deputies.
- Development of an initial framework for monitoring and support of key Dinaledi focus areas for the Project Management Unit.

The reduction in USAID funding described in Section 2.3, above had a dramatic impact on support to educator and leadership development. The planned intervention included three workshops per year and four school visits to do diagnostic work and follow-up support. Final funding levels allowed for only one workshop and one diagnostic visit to all schools, and follow-up visits to approximately 25% of the schools in the project.

Approximately 42% of project resources were spent on the 102 schools of the Dinaledi project.

Results of Dinaledi/NSMSTE

Early indications from the analysis of the 2003 examinations results for Dinaledi schools reveal significant improvements in learner performance over the life of the project. Data from 2001 and 2002, summarized in the Table below reveal substantial improvements in performance in math and science. Preliminary data suggest that additional increases were realized in 2003. Final figures were not available at the time of writing this report.

Improvements in participation at Higher Grade and by females also continue.

Table ES-3: Summary of Grade 12 Participation and Performance for the Period 2001 to 2002

Subject	Mathematics (HG & SG)							Physical Science (HG & SG)						
	Entries			Passed				Entries			Passed			
Year	M	F	T	M	F	T	%	M	F	T	M	F	T	%
2001	2847	3620	6467	1286	1277	2563	36.8	1841	2159	4000	980	839	1746	44.6
2002	3316	4054	7370	1742	1708	3450	47.5	2149	2330	4479	1294	1242	2536	53.4

Table ES-4: Grade 12 Participation and Performance in Mathematics and Physical Science HG per Gender

Subject	Mathematics HG							Physical Science HG						
	Entries			Passed				Entries			Passed			
Year	M	F	T	M	F	T	%	M	F	T	M	F	T	%
2001	304	420	724	165	120	285	45.4	641	672	1313	255	176	431	30.0
2002	718	766	1484	328	238	561	43.7	969	1009	1978	393	360	753	41.5

These improvements cannot be attributed to a single intervention. National projects are but one input, with provinces and individuals schools making contributions as well. There are however several themes that have emerged from the work that has been done by the STEP project.

- The institutional profiles, completed in 2002 can be used as a baseline for infrastructure, resources, and qualifications of educators per schools.
- Educator training needs articulated in the institutional assessment have begun to be addressed through the Autumn Clinics and educator development programs. A more detailed analysis of educator development in the most challenging topics can be compared to learner performance in those topics. The results can then be used to form the basis for continued professional development
- The Autumn Clinics and visits by the Deputy Minister motivate and inspire participating school staff. They create a sense of contributing to a national effort, a platform for sharing information and ideas among educators and principals formally and through structured sessions. The planning sessions at the Second Clinic provided an opportunity for provincial teams to review progress and problem solve.
- The educators appreciated the teaching and learning resources that included the science and math kits. The related training was essential to create a platform for utilization of the resources. A total of 358 Science Educators and 313 Math Educators received this training. Although there is a continuing debate about the use of "micro" verses standard sized science kits, the kits are widely known and used throughout South Africa and are generally regarded as user friendly and effective ways of providing practical experience in the sciences without a full scale laboratory. The challenges reported by PURP school staff regarding the graphing calculator were echoed by Dinaledi educators and are described more fully in Section 5.3.2.2 of this Executive Summary. The Dinaledi educators, unlike the PURP educators had the added advantage of on-site visits by service providers and a staffed resource room at the Autumn Clinic for one-on-one assistance. This suggests that a more intensive program of support at schools is required for effective utilization of this resource. While service providers were able to provide some support, it may have been too late to revive interest in the graphing calculator. As with all new technology, adequate practice must be supported by readily accessible resource people (peers, subject specialists, service providers) and opportunities to work with the technology over time.

- During the course of the STEP project, 594 educators were trained in cross cutting areas of science and mathematics. The training by all service providers was hands on and linked to both the interim syllabus and OBE principles, including assessment. Materials developed by the service providers have been delivered to the Dinaledi Project Management Unit (PMU) of the national DoE.
- Principals have been enthusiastic about the Leadership workshops conducted by the University of Pretoria. They provided an opportunity to reflect on and plan for the educational leadership responsibilities of the principal rather than the managerial and administrative duties.
- District subject advisors and provincial coordinators who have attended workshops feel better prepared to support educators in applying new approaches in the classroom. When they have not been able to attend workshops or have not received materials, they are constrained to provide support.
- A draft framework for monitoring and support of 8 key areas of the NSMSTE has been developed with input from the PMU, service providers and representative provincial coordinators, principals and educators. This framework was presented at the Second Autumn Clinic, revised based on input at the Clinic and submitted to the Project Management Unit for further consideration. As of the end of the project, no further feedback on the framework had been received.

Dinaledi Conclusions

The conclusions presented here are related to the three major thrusts of the strategy, linking activities to the results in each focus area. As stated previously in this Executive Summary, not all improvements can be directly attributed to the NSMSTE and/or USAID inputs exclusively. Self-reporting by educators, principals and subject specialists indicate that the interventions are however making a substantial contribution.

1. Participation and performance of historically disadvantaged learners, especially girls, in Senior Certificate Mathematics and physical science have improved since the inception of the project. Establishing school, provincial and national level targets for increasing performance and participation, developing strategies to meet those targets and providing specialized resources and focused attention appears to make a difference. Substantial increases in participation at a level which would qualify for tertiary education requires a long term strategy, attention to curriculum delivery and continuity from GET through FET, early identification and placement of promising candidates and supplementary support to these candidates.

2. Focused interventions highlighting Mathematics and Science have had an impact on those subjects and ripple effects in the school as a whole as well as surrounding schools and communities. The ripple effects are both positive and negative. Among the positive effects reported by principals and others are the sense of pride and belonging to a special initiative, its achievements and resources. Among the negative are feelings of exclusion or envy among educators in other subjects Project Management Unit staff accompanying the Deputy Minister on school visits report that educators have demanded that the Deputy Minister visit their classrooms, although they are not Math/Science classes.

3. The success of the Dinaledi schools in improving participation and performance has been demonstrated at the school level. Less attention has been available to consider the responsibilities and expectations of a "centre of excellence" with respect to surrounding schools. High performing schools in general attract learners, which may create potential imbalance in enrolments, as learners and parents recognize the achievements of Dinaledi schools. Anecdotal reports to service providers, district subject specialists and PMU staff indicate that this is a concern at some sites.

4. There may be inherent tensions between producing high pass rates and increasing participation. Emphasis on pass rates may discourage participation; emphasis on increased participation may create resource constraints in staff establishments, and hence affect overall performance. The University of Cape Town Schools Development Unit has identified such a trend in one Northern Cape School and will embark upon a study to determine the extent to which this is of broader concern.

5. Human resource capacity to deliver quality mathematics and science education has been increased through the educator development program including workshops, clinics, resourcing and follow on support. Key topics have been identified and addressed and progress has been made. Principals have considered the roles and responsibilities as instructional (verses administrative) leaders. Although the workshops conducted under this contract have been well received, educators are eager to participate in accredited courses. A next step in the in-service training of current mathematics and science educators might be ensuring that such accreditation is possible, by requiring that service providers be accredited and offered registered programs.

6. The STEP project did not directly address issues related to recruitment, retention, or pre-service training.

Dinaledi Recommendations

The challenges that created the NSMSTE will continue for the foreseeable future. In order to realize the vision of the strategy and to turn the existing Dinaledi schools into centres of excellence, the following recommendations are made.

1. Continued attention to educator and management development for Math/Science, including access to accredited courses, and ongoing support beyond specific workshops.

2. National DoE should consider and promote the most effective mechanisms for a support structure to ensure that educators are able to make maximum use of workshop learning acquired materials and MST related resources. At this time, the most durable and cost effective approach to this seems to be some combination of district subject advisors, professional associations and the Cuban tutor program. Clarification of roles and the establishment of norms and standards for such support should be investigated.

3. While consolidating gains in participation and performance, begin the process of creating true "centres of excellence" that take best advantage of the impact of the Math/Science focus on the community and neighbouring schools, creating a regional resource and regional pride in Dinaledi. This will require resources for advocacy and outreach.

4. The public/private partnership that has been achieved by the DoE has not yet been fully integrated at the school, district and provincial levels. As the partnership grows and demands from the field increase, it will be important to have a coordination structure that:
   - Includes national and provincial DoEs with clear roles for district subject advisors.
   - Engages professional associations and communities.
   - Provides and entry point and communication structure for partners.
   - Facilitates and promotes synergy across inputs.

University of Louisville/Rand Afrikaans University Collaboration in Bapong

This initiative was a special assignment from the USAID mission with designated funds. It supports the ongoing work of the two universities in the Bapong community of the NorthWest Province. Phase I of the STEP support included a comprehensive community needs assessment including household surveys, employment surveys and employment related training needs and opportunities. The result of Phase I was a plan of action for training for long term economic development, engaging the local traditional authority as well as provincial and local government structures. Using the funds designated for the program, the universities and Lonmin have made great strides in providing education and training in the community for non-mining economic activities. The work of the universities will continue through an agreement with Lonmin Trust, and the Bapong traditional leadership. These activities should also be considered for USAID's Global Development Alliance funding, as it would reflect the intended partnership between the public and private sectors, provide support to universities and a model for the role of educational institutions in community development.

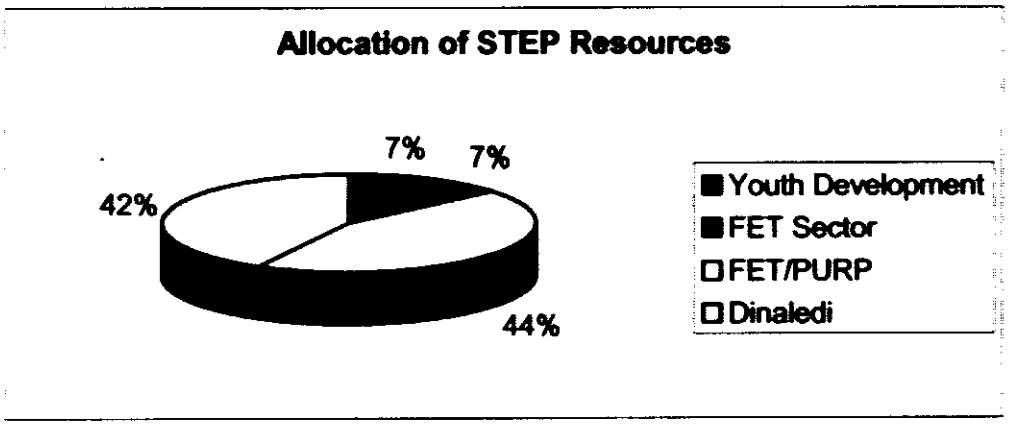
Specific areas for which needs assessments, feasibility studies and initial training have been undertaken include:

- Village Action Committees as a structure for development planning and implementation
- Math/Science teacher training at the primary level
- Expanded scale vegetable gardening
- Bird farming
- Sewing
- Ethanol
- HIV/AIDS Home Based Care.

Resource Allocation

The chart below indicates how STEP resources were allocated to the four core activity areas. Administrative costs are assumed to be allocated proportionately across all activities, although that may not accurately reflect the level and focus of technical assistance provided directly by STEP staff. Field implementation investments in FET were more than 10 times the expenditure on policy development.

Chart ES-3: Allocation of STEP Resources.



The STEP project expenditures were approved by activity by USAID's CTO through: submission of requests for approval of individual Technical Assistance activities, Participant Training programs, and RFP/RFA scopes of work and tendering procedures. In addition to CTO approval, the USAID Regional Contracting Officer approved all subcontracts and grants with a value greater than $100,000.

A detailed financial report to USAID will be presented through the final close out voucher.

Summary of Recommendations

This report has provided recommendations regarding PURP and Dinaledi, which can be acted upon at the school and district levels. Given the overall policy and national focus of USAID, the recommendations below are those that would require national level policy support and/or supplemental resources. They are presented here for the consideration of USAID and it partners in the DoE and the NYC.

Recommendation 1:
Develop a system to provide comprehensive services to youth. These include social services, FET institution-based comprehensive LSSs, and a thriving network of referrals within communities. The report describes issues related to the development of a professional cadre of providers and institutional issues.

Recommendations 2:
Continued attention to and research into the areas of curriculum implementation of FET schools and colleges and governance of FET colleges.

Recommendation 3:
Replicate the whole school approach to improving the performance of dysfunctional urban schools, encouraging the use of WSE data for planning comprehensive school improvements.

Recommendation 4:
Professional associations should be activated, independent of government institutions to promote continued development of educators, managers and SGBs. Preliminary work suggests that educator

subject forums and associations of SGBs are viable concepts. Similar structures for professional networking and career development should be explored for SMT members and District officers.

Recommendation 5:
Continue to develop the Dinaledi schools as centres of excellence, paying attention to outreach and advocacy to community and local businesses, ensuring that Dinaledi status becomes a point of pride for the whole school and for groups of schools utilizing the resources of the "centres of excellence".

Recommendation 6:
Review the historical data to determine the disincentives that may be embedded in overemphasizing numbers (performance and participation) including impact on school establishment and quality of teaching and learning Develop strategies for addressing this, including the possibility of retraining promising educators with relevant knowledge, skills and interests.

Recommendation 7:
Examine the academic/private sector/public sector/donor model of intervention by universities provided by RAU and University of Louisville in Bapong to determine whether it is replicable among universities and/or colleges.

1. Introduction

This report summarizes the work of Abt Associates, Inc. from July 1997 through February 2004 under USAID South Africa Contract No. 674-C-00-00054-00. The core purpose of the contract was to implement the Support to Tertiary Education Project (STEP) Grants Management and Technical Assistance (GMTA) activities project which was focussed on the Further Education and Training band. The work under this contract took place at a critical stage in South Africa's educational transformation, as the new democracy sought to simultaneously redress the inequities of the past and build an active citizenry and high quality workforce for the future. The project supported the most complex educational "band", Further Education and Training (FET) through policy formation, public discourse and pilot implementation of interventions targeted at school level improvements. During its first two years, the project also provided direct support to the Youth Development Sector. Abt Associates was privileged and challenged to be able to support these critical sectors, organizing successfully to address the breadth and scope of activities and issues that could be articulated at the time of the RFP, and responding to the priority needs and opportunities that emerged over time. Abt Associates engaged U.S. and South African individuals and organizations in the implementation of the project, taking advantage of the wealth of local expertise and complementing that with international experts.

The report provides an overview of the project, its implementation context and organizational structure. It then addresses four core activity areas in some detail: Youth Development; FET Sector Support; Implementation of FET in the Presidential Urban Renewal Program sites in Galeshewe and Thabong; and Implementation Support to the National Strategy for Mathematics, Science and Technology Education. It also provides a summary of a project in the Bapong community of the Northwest Province that was identified, designed and implemented through subcontracts with University of Louisville (Kentucky, U.S.) and Rand Afrikaans University. These activities have produced rich experiences and a foundation for continued work in the FET sector.

The sections describing these broad areas describe activities and achievements; the significance of these achievements; unfinished business; and recommendations for the future. Lessons learned and a summary of recommendations concludes this report in the final sections. The Appendices list staff, consultants, subcontractors, reports and products.

2. Background and Overview

2.1. Project Background

The STEP project was initially approved in 1990, as one of several USAID/South Africa mechanisms to "prepare and empower Black South African individuals and selected institutions for positions of leadership and importance in order to promote change and a peaceful transition to a non-racial democracy". The first phase of the STEP project, from 1990-1996, focussed on funding bursary NGOs to provide the future generation of black South Africans access to tertiary education in the U.S. It also provided technical assistance to national NGOs committed to serving the educational needs of the majority population. Priority was given to NGOs working in academic development or bridging programs, career counselling and guidance, community college models and youth activities. Many of these were affiliated with opposition movements, committed to addressing the apartheid legacy of large numbers of undereducated and underemployed young people.

Following the first democratic elections in April 1994, the need for large external training activities was not as acute, as all South African Universities and Technikons began removing racial admissions constraints. There remained however a need to address comprehensively the multifaceted challenges of equity, access and redress in the interrelated areas of education, training and employability. The newly elected government embarked upon a comprehensive education transformation program, based on a National Qualifications Framework (NQF), which codifies skills and knowledge into articulated levels, integrating formal education, skills development and life long learning. The NQF presents three "bands" of Education and Training:

- General Education and Training (GET), which comprises Grades R-9 and Adult Basic Education at Levels 1-4, culminating in a GET Certificate or the NQF Level 1.
- Further Education and Training (FET), which comprises NQF Levels 2-4, and includes education and training provided by schools (Grade 10-12), Community Colleges, and private providers, including employers.
- Tertiary Education, which comprises NQF Levels, 5-8

The FET band of the NQF is precisely where education, training and lifelong learning converge, with responsibilities for the redressing the past and preparing South Africans for the future. The FET band is perhaps the most complex of the three bands, requiring careful attention to interests, needs and opportunities of its diverse clients and institutions and key issues such as the core function of FET, and issues of curriculum, governance and financing. The FET band is charged with providing high quality learning opportunities that conform to the requirements of the NQF and prepare its learners for the world of work, entry to tertiary institutions and/or personal and community enrichment. Key constituencies for the FET sector include in-school and out-of-school youth and the labour movement.

The policies, procedures, standards and capacity for curriculum development, assessment and evaluation required of such a system are far-reaching and comprehensive. USAID South Africa committed itself to supporting the development and implementation of this system, through its Strategic Objective 2, "providing increased access to quality education and training." STEP/GMTA was designed as a mechanism through which grants to South African NGOs and technical assistance

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would be made available to the Department of Education (DoE) and the National Youth Commission (NYC) and through which USAID could provide continued support to existing grantees.

The STEP project was implemented at a very dynamic time in South Africa's education transformation. As Outcomes Based Education (OBE) and Curriculum 2005 were launched and initiated in the GET band, the department undertook the challenges of formulating a cohesive policy that would unify the many users, providers and other stakeholders in the FET area. Between 1997 and1999 the policy and legislative basis for FET was created, paving the way for STEP's implementation support to whole school development efforts in two Presidential Urban Renewal areas and to the National Strategy for Mathematics, Science and Technology Education from 2000 to 2004. The dynamic context in which this occurred is presented below.

2.2. Implementation Context

2.2.1. Education Transformation by 1997

Between 1994 and 1997, the DoE successfully created the superstructure for a transformed education system, articulating a vision "...of a South Africa in which all our people have equal access to lifelong education and training opportunities, which will contribute toward improving their quality of life and build a prosperous and democratic society." Three major challenges had been confronted: dismantling the apartheid era structures to create a unified system; allocating resources more equitably in a context of huge demand on limited resources; and creating a policy framework which embedded the constitutional values of the new South Africa.

In the policy arena, the cornerstones had been laid:

- The South African Qualifications Act (SAQA), 1995 integrating education and training at all levels to a national system.
- The National Educational Policy Act (NEPA), 1996, giving form and substance to the principal of co-operative governance, delineating duties, privileges and collaboration of national and provincial departments. NEPA established the Council of Education Ministers (CEM) and Heads of Education Departments Committee (HEDCOM) as intergovernmental forums. The CEM was comprised of Members of Executive Committees (MECs) of each province, as well as the national minister. Provincial Department Heads comprised HEDCOM. Both functioned
- The South African Schools Act (SASA) 1996 promotes access, quality and democratic governance.
- The Higher Education Act, 1997, provides for a unified, national system of higher education and a statutory Council on Higher Education to provide advice and quality assurance.
- The introduction of Outcomes Based Education and Curriculum 2005 at the GET level, 1997, the system through which education would become learner-centred, unleashing individual capacity and building knowledge, skills and values for the nation. OBE and C2005 are aligned to NQF.

The immediate challenge was the development of policy, legislation and strategy for the FET band, building a continuum of learning from GET to FET, utilizing principles of OBE and expanding the National Curriculum Statements for schools from Grades R-9 (GET) to Grades 10-12 (FET) and the *integration of the myriad of other public and private institutions providing learning in the FET band.* This policy foundation was a critical target for government in 1997 and essential to the successful implementation of the activities intended by USAID in the RFP and contract for STEP/GMTA.

In summary, before STEP could attend to many of the ambitious activities stipulated in the contract scope of work, policy needed to be shaped and boundaries and coordination mechanisms for implementation carefully developed.

2.2.2. Institutional Role Players

2.2.2.1 The NGO Sector

The STEP/GMTA Project was designed to provide support to NGOs in FET. At this time, NGOs had been major players in the sector, as providers of community based, specialized training programs and as advocates for equity and access in education, training and employment. Many of the senior managers of key NGOs joined government and external funds were shifted from NGOs to government, as a means of supporting the new government and its initiatives. In fact, then president Nelson Mandela, at his farewell speech to the ANC in Mafikeng in late 1997 chided donors, including USAID for their continued funding of what he perceived to be oppositional NGOs rather than providing support to the new government and its programs. While the overall objective and core activities articulated for the STEP project remained, this public statement and emerging sentiment challenged the mode of operation of the project.

2.2.2.2 Emerging Government Structures

All government departments, at national and provincial levels, as well as historic players in the FET sector were engaged in massive change efforts. At every level, in every institution, staff and structures were challenged to plan and manage the transformation of the education sector. Learning curves were steep, as political imperatives drove structural change, personnel shifts, mergers of previously separated departments and functions as well as policy and legislation. Change became a way of life and workshops to learn about new policies, legislation and programs became a major feature of professional life. In some circles, workshops became known as "talk shops" as they were characterized by intensive, extensive (and some would argue excessive) discussion of the new directions. Every workshop strengthened the foundations of the new democracy, by engaging key role-players in critical dialogues, and created expectations for service delivery that would continue to challenge the newly unified systems. The breadth, depth and number of changes have stretched the capacity of the system at every level. The STEP project worked within this reality from its beginnings in policy and strategy development and as it began to implement at the school, district and provincial levels. While the DoE was engaged in this massive transformation, included in its ranks were staff with technical expertise, field experience in education and political clout. Defining the balance between the technical, political and bureaucratic elements of the transformation was challenging but possible.

The DoE and its provincial counterparts had created structures for "cooperative governance", with broad agreement that national would define policy through a consultative process and provinces would implement policy at the institutional level. As described earlier, the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (HEDCOM) were established

mechanisms for reviewing and agreeing policy, strategy and programme. Once vetted and agreed at these levels, implementation could proceed within provinces.

The newly emerging youth structures were another story.

In the late 80's and early 90's organized youth structures were generally aligned with the political movements and viewed as highly difficult and volatile. Although there were local and national youth service agencies, these NGOs tended to follow traditional social service models and were for the most part not linked to the more politicised youth mobilization structures.

USAID was reluctant to engage the youth sector until the establishment of the National Youth Commission (NYC) by the first democratically elected government. Housed (structurally) in the Office of the Deputy President, it had the visibility and political legitimacy appropriate to the role of youth in the struggle against apartheid and was representative of the youth cadres of the major political movements. The demands and expectations of the sector, the political clout of the NYC and its newness created opportunities to drift from its core policy and coordination functions to implementation, but unlike the DoE, the NYC did not have the technical experience and expertise to support implementation and did not have the mandate for implementation. As a relative "newcomer" to youth development, USAID support was often accessed when other sources of support could not respond. This coupled with the historic role of Australian AID (AusAID) and the Commonwealth in the youth sector limited STEP's support to the NYC and hence, the sector.

Within this evolving organizational context, USAID and therefore STEP followed the government's lead within the Youth and FET sectors, moving from support to historical champions of community education, to policy development to strategic and implementation planning to pilot implementation at the provincial and school levels. As the government shifted its focus and commitment from policy and strategy to implementation and service delivery, project activities similarly shifted. STEP's support to the new government required collaborative planning and implementation at all levels throughout the life of the project.

2.2.3. Policy Development Process

Between 1994 and 1997, a highly engaging, consultative process for developing, vetting and ratifying policy, prior to its becoming legislation evolved. The process of engaging experts and stakeholders in research, consultation and public comment was a hallmark of the government's commitment to inclusion, transparency and technical quality. These processes would become major activities for the STEP Project in its support to the development of policy in the Youth and Further Education and Training Sector. Completing the process was often time consuming but ultimately the process resulted in a better product, broader consensus and a stronger foundation for strategic planning and implementation. Such processes supplemented with monitoring and support and shared accountability were also key elements of field level implementation.

STEP played important facilitative and technical assistance roles in developing and vetting the National Youth Policy, the National Youth Service Act, the FET Act and in addressing related curriculum, educator development and quality assurance issues.

2.2.4. USAID Priorities and Funding

USAID's commitment to Youth Development in 1997 included support for NYC responsibilities in respect of the Bi-National Commission (BNC), a bilateral structure spearheaded by U.S. Vice-President Al Gore and South Africa's Deputy President, Thabo Mbeki. The vision and program of the BNC were diluted and eventually dissipated following the elections in South Africa (1999) and the U.S. (2000).

USAID's commitment to supporting the transformation of education in South Africa required that support to policy precede support to implementation. STEP was allowed, through the breadth of its original scope of work and the desire of the mission to respond to DoE priorities, to support policy development in the FET sub-sector and within the established policy framework to contribute to the implementation of two national initiatives. The balance between political, technical and bureaucratic issues was carefully and skilfully navigated by the CTO, the final arbiter of critical decisions regarding resource allocation and contract direction.

While FET remains a critical development area in South Africa, USAID worldwide has prioritised "Basic Education" for its increasingly limited funding in the Education Sector. This became evident in substantially reduced funding of the STEP contract and a subsequent cut back in field activities during the last year of the contract, at a time when implementation was at a critical stage in terms of both momentum and the academic calendar. The implications of this reduction are discussed in the sections on *FET/PURP* and the *National Strategy for Mathematics, Science and Technology Education*. Several planned activities were cancelled due to funding constraints.

Finally, with respect to USAID funding levels, a separate allocation of funds was made through the STEP contract to the University of Louisville (Kentucky) and its South African partner Rand Afrikaans University, to implement FET related activities in the Bapong Community. USAID's responsiveness to this congressional interest is yet another indicator of the mission's ability to respond to political imperatives while maintaining focus on development opportunities.

2.3. Project Organization and Structure

The staffing pattern for the STEP project was "lean" throughout the life of the contract, incorporating core functions throughout, adding staff and adjusting responsibilities as the work and work-load of the project evolved over time. An explicit strategy was maximum utilization of local resources, individual and institutional, complemented by international specialists. Additionally, core project staff (local and expatriate) was able to provide direct technical assistance in the areas of youth development, FET sector development, curriculum reform, training and monitoring and evaluation. Abt's traditional strengths in policy formulation and implementing policy reform were complemented by Aurora's depth of experience in education and training in South Africa and throughout the region. Deloitte and Touche brought extensive financial management expertise in South Africa and with USAID, rounding out the team with the skills that would be needed to manage a large grant-making operation. Additional subcontractors and grantees were added over the life of the project as required by the evolving activities undertaken within the contract. A complete listing can be found in Annexes D and E.

3. Reports by Focus Area

This section of the report presents summaries of key contract activity areas, discussing background, activities, results, conclusions and recommendations per activity area.

- Youth Development
- FET Sector Development; and in the implementation of FET Activities in the
- Presidential Urban Renewal Program; and
- Dinaledi, the 102 dedicated schools of the National Strategy for Mathematics, Science and Technology Education
- Education and Training in the Bapong Community (University of Louisville and Rand Afrikaans University)

3.1. Youth Development

3.1.1. Background

The National Youth Commission (NYC) was inaugurated on 16 June 1996 in terms of the NYC Act.[1] It was charged with developing a comprehensive approach to addressing the challenges facing young South Africans. The Commission was structurally located in the Office of the Deputy President, an indication of the significance of its mandate and constituents. The NYC's mandate is to:

- Coordinate and develop and integrated national youth policy;
- Develop an integrated national youth development plan that utilizes available resources and expertise for the development of the youth and which shall be integrated with the Reconstruction and Development Programme;
- Develop the principles and guidelines and make recommendations to the government regarding such principles and guidelines, for the implementation of an integrated national youth policy;
- Coordinate, direct and monitor the implementation of such principles and guidelines as a matter of priority;
- Implement measures to redress the imbalances of the past relating to the various forms of disadvantage suffered by the youth generally or specific groups or categories of person among the youth;
- Promote a uniformity of approach by all organs of state, including provincial government, to matters relating to or involving to or involving the youth;
- Maintain close liaison with institutions, bodies or authorities similar to the Commission in order to foster common policies and practices and to promote cooperation;
- Coordinate the activities of the various provincial government institutions involved in youth matters and to link those activities to the integrated national youth policy; and
- To develop recommendations relating to any other matters which may affect youth.

The NYC was also the designated representative of the South African Government for youth development programmes of the Human Resources Development and Education sub-committee of the BNC a bilateral agreement with the United States.

While the composition of the commission and its staffing recognised and validated the demographic and political significance of the youth population, it did not have the advantage of a cadre of professional youth workers with experience in the creation of programs and delivery of services to this critical group. The NYC was further limited in that its full-time commissioners (all of whom were themselves youth and therefore under the age of 35) generally lacked administrative experience particularly within a bureaucratic context, having come from a background of politically linked youth and in some cases, NGO activism. The challenge of creating the NYC as a functioning organization, establishing offices, hiring staff and establishing a program even while providing leadership to a relatively disorganized sector, provided a monumental challenge which not surprisingly, the NYC only partially met. The problems attendant to the NYC start-up and lack of expertise NYC were

[1] Provincial Youth Commissions were also established, some of which were quite active in developing local programs and services. Although the NYC endeavoured to work in concert with the Provincial commissions, there was no formal structural or reporting link between the two levels, a structure that greatly limited local implementation of NYC policy and program.

further exacerbated by the establishing but then under-funding a South African Youth Council (SAYC), that was designated as the legitimate representative of civil society youth structures.

The designation of the newly created NYC as the organ of government specifically responsible for providing leadership and direction for the youth development sector, as well as its assigned role in the BNC, operationally linked all STEP youth development activities to and through the NYC. Through this mantle of moral and political authority the Commission exercised something of a "gatekeeper" function for the sector as a whole as well, as for the STEP project itself. While this pre-eminent structural position atop a rather disorganized, under-developed and poorly resourced sector, provided the NYC an extraordinary opportunity to lead, build, coordinate and facilitate its growth it also served to somewhat stifle debate and limit alternate models and frameworks. No youth development NGO wanted to risk being seen as in opposition to the Commission, lest it be labelled as opposing transformation.

Operationally, the NYCs role as the single youth development counterpart meant that particularly during the first two project-years, virtually any and all STEP activities in the youth sector were conducted through and with the concurrence of the Commission, a structural relationship that while offering the project the possibility of broad national developmental impact also provided significant constraints. This relationship also offered STEP another potentially important role as internal organization development and technical assistance provider to the NYC, helping to build its operational and administrative capacity and strengthen its delivery. Much of the STEP support for the NYC took this form of assisting the Commission in its internal development and planning functions, with the project funding and at times delivering facilitative and technical support to NYC workshops, retreats and meetings.

Unfortunately rather than being viewed by the Commission leadership as a source of technical expertise that could potentially add value to their work, the STEP project was primarily accessed solely as a source of funding, often through somewhat frantic, last minute requests to provide funds or transport for some workshop or retreat. The STEP strategy was to try to accommodate all reasonable requests and to thereby attempt to demonstrate good will and reliability and establish a relationship of trust that could build into a more productive, professional interaction. And while productive working relationships were developed with some Commissioners, the NYC's overall stance towards STEP remained fairly guarded and ad hoc and never became the sort of proactive partnership that the project desired. Nonetheless, in responding to the somewhat ad hoc requests, STEP as able to influence to some degree the implementation planning at the field level.

3.1.2. STEP Activities in Youth Development

The breadth of the NYC mandate and the scope of the contract provided for a range of possibilities for technical assistance, short term training and grants. The major activities in the Youth Sector were completed between 1997 and 1999 in the areas of national policy formulation, program coordination, strategic planning support to the NYC and its provincial counterparts and financial support to print and distribute publications. In September 2002, the Free State Youth Commission requested further assistance in strategic planning. USAID also approved a reprint of the highly successful "Guide to Government Youth Development Programmes" developed by the Interdepartmental Committee on Youth in 2002.

The STEP project was activated soon after the completion of the National Youth Policy, and one of its earliest tasks was to convene, design and facilitate a National Youth Policy Summit (28-30 November 1997). This summit finalized the input of national and provincial, public and private stakeholders to the policy, which was subsequently presented to then President Nelson Mandela.

In January 1998, the NYC convened a Strategic Planning workshop for NYCers, staff and Provincial Youth Commissioners in Rustenburg. The project provided technical assistance as well as organizational and logistical support to this critical effort to align NYC strategy and programme with national policy and with provincial youth commissions. Emerging from this event were recommendations for four programmatic areas:

- National Youth Service
- Youth Information Service
- Youth Employment Clearing House
- Positive Living Program.

Over the course of the next two years, the STEP Project continued to support strategic planning at the national and provincial levels; provide support to the four key areas noted above; and respond to specific requests for facilitation, planning and conference report services. These activities are described below.

3.1.2.1 Strategic Planning Activities supported by STEP in the Youth Sector included:

- 1999 Strategic Planning Workshop for National and Provincial Youth Commissioners and staff.
- Strategic Planning Workshops for Limpopo, Gauteng, Eastern Cape, Free State and KZN.
- Development of a Model Youth Employment and Training Program
- Support to the Youth and Community College Task Team (YCC)
- Design and Facilitation of the IDC on Youth Workshop 26-27 August 99. The IDC created a mechanism for coordinated government services to youth and published the "Guide to Government Youth Development Programmes" October 1999. This guide was reprinted with assistance from the STEP project in September 2002.
- Report, documentation and facilitation services to workshops to help formulate national youth policy: Education and Training; Young Women; Youth and Social conflict; Youth Information Services.

3.1.2.2 National Youth Service

Abt Associates was requested to convene and chair the task team developing National Youth Service Policy. Motsumi Makhene, Deputy COP was the designated convenor of the team, with team members identified and assigned by the NYC. The team engaged in a highly consultative process, engaging over 157 government and non-government structures in interviews, focus groups and workshops. These consultations added to the document review and research of national and international experience. The Green Paper on National Youth Service was completed in December 1998 and introduced for discussion at the National Youth Service Summit in February 1999. The final result of USAID's support was the National Youth Service White Paper culminating in June 1999. Public works and Usombomvu Youth Fund (UYF) are now implementing key activities started through the youth service policy process.

3.1.2.3 Youth Employment Clearinghouse

At its strategic planning workshop in February 1998, the NYC adopted as an immediate priority the creation of a National Clearinghouse on Youth Employment and Entrepreneurship. The discussion document, "NYC on Youth Clearinghouse on the Creation of Economic Opportunities was distributed to guide the process of designing and the creating the clearinghouse. The NYC proposed that Abt Associates establish a design team to conduct a feasibility study and report back to the NYC with recommendations and proposed next steps.

A design team was identified and co-led by Mpho Lekgoro of the NYC (now a Member of Parliament) and Dr, James M. Statman, STEP COP. The seven additional team members included international and national experts in youth development, youth entrepreneurship, planning and finance, grants, and clearinghouse operations. The team produced a positive recommendation regarding the establishment of a clearinghouse, and proposed a three-year pilot activity. The team provided a comprehensive report, "National Clearinghouse for Youth Employment and Entrepreneurship" which details the role and function statements; administrative structure; and work plan for the Clearinghouse. In addition, the team drafted a Request for Applications (RFA) for the NYC and recommended that USAID fund this activity.

3.1.2.4 Youth and HIV/AIDS

The National Youth HIV/AIDS programme was designed to focus on:

- The design, implementation and monitoring of programmes, services and facilities which prevent the spread of HIV and promote the treatment of young women and men who are HIV+
- Monitoring and review of policies which seek to address the particular needs of young people in relation to the risk and treatment of HIV/AIDS and which recognises the impact of HIV/AIDS on youth development
- Advocacy aimed at government departments, private sector organizations, NGOS and CBOs regarding appropriate policies, practices and programmes which prevent HIV and STD infections among young women and men and which address the needs, concerns and rights of young people who have tested HIV+
- The vulnerability of young women to HIV infection as a result of the epidemiology of the disease and the power relationship between men and women.

The components of the program included:

- Capacity within the commission and the youth sector in general
- A Young Positive Living Ambassadors (YPLA) Project
- A public awareness campaign on HIV/AIDS and young people.

The NYC requested STEP support for two activities in respect of HIV/AIDS and youth. The first was to aid the organization and conduct of a public information and mobilization activity in conjunction with World AIDS Day 1998, in Durban. Kwa Zulu-Natal was selected for this national event because it had the highest number of young HIV+ people, and would be the site of the pilot YPLA project. The event included a March for Life, public testimony of a Living Ambassador, educational presentations and opportunities for government responses. To further the continued work of the Living Ambassadors, the STEP project also developed and funded a Study Tour to Uganda.

The Uganda tour provided seven young people with 10 days of first hand experience of a well-established YPLA program and other programs targeted at youth. The Study Group included representatives from the YPLA, the NYC, DoE, Department of Health, and Provincial Youth Commissions of Northern, Mpumalanga and Kwa-Zulu Natal provinces. However, the lack of authorization to enable a STEP project staff-member to participate in the tour limited the project's ability to provide on-going support for sustaining activities that could have resulted from the tour.

3.1.2.5 Direct USAID Support

As the lead agency for the Binational Commission subcommittee on Human Resources Development, USAID awarded a grant of $48,000 to Streetwise Children South Africa. The grant funds enabled the Mamelodi Leratong Shelter, a StreetWise Children South Africa Project to provide more comprehensive life skills training courses for the children at the shelter. Abt Associates was requested to assist in the capacity building efforts of this grant by providing expert training in youth development programming. Abt Associates engaged the professional services of Jo Mostelle, Director of Services, Sasha Bruce Youthwork, Washington, D.C. Ms. Mostelle conducted workshops for youth service providers on programming for street children and other at-risk youth.

3.1.3. STEP Achievements, Products, Results in Youth Development

3.1.3.1 Products produced by the STEP project and subsequently published by government include:

Green Paper, White Paper on National Service, Interdepartmental Youth Guide to Government Services, Clearinghouse on Youth Employment and Entrepreneurship.

3.1.3.2 Results: Youth Development

The STEP Project contributed to the development of capacity in the youth sector in several ways:

- Supported policy development by engaging relevant stakeholders in the process of research, drafting, review and finalization of policy;
- Provided increased experience in mechanisms for coordination and joint planning at national and provincial levels;
- Developed technically sound and politically viable policy recommendations and programme approaches for the youth sector.
- Contributed to the foundation from which the NYC, the SAYC and Umsobomvu could confidently launch programmes and continue to advocate for the needs of youth.

3.1.4. Conclusions

STEP activities in the area of youth development adhered to the priorities and progression of USAID and South African government strategies. And in keeping with the South African Government's organization structure, STEP's institutional point-of-contact remained the NYC. As such, the project's access to and impact upon the youth sector was largely conditioned by the Commission's degree of openness to proactive partnership and its own pace of development. Still STEP was able to support foundational initiatives and policy formulations in the youth sector that have since come to fruition, albeit through other implementing bodies.

The real and potential linkages between and among the Youth and FET sectors will be discussed at length at the end of the report. The need for strong outreach, advocacy and service delivery programs for youth remains. Progress in FET Sector has generated new information and opportunities for targeted support to youth, especially in the critical areas career guidance, academic support and life skills.

3.1.5. Recommendations

As STEP concludes, the shape of youth development services in South Africa, and the needs and opportunities for the sector, are in many respects quite different than at the project's commencement in 1997. Although the problem of youth unemployment is still quite critical, through the key organizational work of the Umsobomvu Youth Fund, innovative, creative and effective youth employment programming is being developed and tested across the country. The rapid maturing of the SETAs with their promise of tens of thousands of learnerships and an expanded job market and the impending explosion of public works initiatives contribute to a far more encouraging youth employment environment than existed even five years earlier. And while the HIV/AIDS pandemic remains a horrific threat to the health, well-being and future of South Africa's youth, recent years have seen a far greater, more effective and better-resourced and coordinated response to this crisis, with significantly improved government programming, the development of effective NGO and other civil society structures in this area and a major influx of donor support including the U.S. President's Emergency Programme for AIDS Relief (PEPFAR) initiative.

While politically-affiliated youth structures still of course exist and will play a significant role in mobilisation around the April 2004 elections, the on-going function and prominence of such groupings have diminished, and the funding, operational, administrative and identity crises gripping the NGO/CBO youth development service sector from the mid-1990s on, has stabilized if not completely subsided. And while there has been prominent media attention to the obscenely high incidence of sexual abuse of youth (and children) as well as the issue of juvenile prostitution, there remain huge gaps in services for youth in this area as well as in the critical and perhaps growing problem of drug and alcohol abuse amongst youth populations. As in 1997, South Africa still lacks anything near an effective, coherent and resourced initiative on substance abuse education, prevention and treatment. And certainly young people remain at significant risk as both victims of and perpetrators of crime and violence, another key area requiring far greater attention[2].

[2] Other program areas include services targeted to specific vulnerable populations such as homeless youth, young people with disabilities, or gay and lesbian youth. Arts, culture and recreational programs and opportunities for youth volunteerism are also critical.

But with all the positive development in the sector, facilitated at least in some small measure by STEP's activities, there remains no coordinated and sustained effort to create a formalized discipline of *youth development*, with its attendant organizations and structures, standards and norms, and a recognized professional designation of youth worker, with formal qualifications. This is the critical challenge at hand: to create a genuine profession and system of youth development services based on South African experience, realities and cultures.

During its initial three years, STEP encouraged, supported and participated in ultimately non-sustaining attempts to create such structures and these should be continued and nurtured. But these relatively small and in some cases, short-lived efforts have created a base upon which a truly effective and comprehensive youth development sector can be built.

At this moment the development of a sustaining, effective youth development sector must proceed from efforts to link and integrate current services, and identify and fill critical gaps. Experience in the U.S. and elsewhere suggests that this requires public/private cooperation in the establishment of a viable *youth development network* that can coordinate service implementation, lobby for youth interests, needs and resources, engage in public education and help set norms and standards, and a quality-assurance mechanism for minimal, effective service delivery. Within the current South African context, what for example, constitutes an effective model for crisis care for street children or an outreach program for juvenile prostitutes or drug addicts? Critical programmatic elements such as the minimum ratio of clients to staff, and the required training and qualifications for youth serving personnel need to be addressed. Issues of record keeping and privacy, referral and tracking, monitoring and evaluation, amongst others, all must be considered, debated and formalized. Ultimately the formalisation of youth development services, the creation of a system for delivering support services to youth, aims at insuring that young people have access to and receive appropriate, high quality, effective, non-exploitative care and they themselves have a voice and are empowered to play a major role in the system.

In addition to establishing standards for and supporting youth service delivery programs and institutions, there is a corresponding necessity to help further formalize the profession and career of a youth development worker. Without stifling creativity or discouraging volunteerism, a consensus must be developed and formalized around identifying the skills, competencies, expertise and experience necessary to be a youth worker, a youth counsellor, an outreach worker to youth gangs and related roles, and the minimum training, supervision and educational qualifications deemed necessary to perform these functions. Training programs linked to colleges and universities must be created, and professional associations and communications mechanism including journals and texts established.

If youth services in South Africa are to become truly functional, this is the moment when such formal systems development activities need to be initiated. This will surely take additional funding support, although not a major investment. More daunting is that such activities will have to be undertaken even while over-worked youth service providers continue to struggle to provide their current service level. But since 1994 South Africa demonstrated an extraordinary talent for just that: systems creation and transformation while maintaining service delivery. Further USAID input into the youth sector would have the greatest long-term structural impact, would ultimately concretely benefit more young people, focusing on systems development rather than supporting specific service delivery. Features of systems approach would include:

- Institutional arrangement to harness civil society, government and businesses.
- Outreach to potential candidates for learnership
- Provision of comprehensive Learner Support and Youth Development Services
- Active Referrals between College and Community based resources
- Universities and Technikons integrating internships for community service and professional credit.

Continued USAID involvement in Youth Development should focus on support to a comprehensive system of youth development services, including a professional cadre of youth workers.

3.2. Further Education Sector-wide Assistance

3.2.1. Background

As described in the introduction of this report, Further Education and Training (FET) is the most complex band of the NQF. Its clients are diverse, encompassing individuals who are "pre-employed", employed, unemployed and underemployed. To these, the FET sector promises the enhancement of employability, improvement of chances to access Higher Education and otherwise personal development and improvement of the quality of life. Learning opportunities could be provided by secondary schools, technical colleges, regional training centres of the Department of Labour, private training institutions, NGO providers – including community college initiatives and industry based training.

This section of the report focuses on two key elements of STEP's mandate: (1) support the South African DoE in enacting and approving policies for transforming the Further Education sector; (2) the formulation, dissemination of model education practices and implementation of policies and a system at national and provincial levels in Further Education and Youth Development sectors. It describes the extent and approach of technical support provided to the DoE through the STEP Project towards policy development and implementation processes.

By the time the STEP Project began its work in both FET and Youth Development policy arena, a number of national consultative processes around policy development had been initiated. These included:

- The youth policy consultative forum before the full establishment of the NYC,
- The Outcomes Based Education and Curriculum 2005 in the GET Band, and
- The efforts of the DoE's Branch for Policy and Planning to coordinate policy formulation processes with education civil society movements which led the establishment in 1996 of the Ministerial National Committee on Further Education to advise on policy development.

The latter was a culmination of approximately two years of civil society lobbying and advocacy supported by the USAID through the National Investigation into Community Education (NICE). While the NQF Act provided the broader philosophy and principles that provided the necessary "scaffolding" for qualifications, accreditation of prior learning, mobility and portability of credits, and the creation of institutional arrangements, such as the SAQA under the shared mandate of the DoE and DoL, key policy elements for the implementation of the NQF Act required a dedicated sectoral approach and a process for the framing of a variety of policy issues for the General, Further and Higher Education and Training Bands.

In terms of sequence, the South African Schools Act (1996) and the Higher Education Act (1997) were the first to be enacted, followed by the Further Education and Training Act in October 1998. The experience of establishing policy and legislation for the FET Sector demonstrated the complexities arising out of the relationship of interdependence between the Departments of Education and Labour in a range of policy, strategy and resourcing imperatives. It also underscored the difficulties of governing FET school and college systems within the same organizational framework of the national and provincial departments of education, particularly in respect of institutional arrangements for quality assurance.

For the Further Education and Training Sector, policy issues ranged from the very definition and purpose of FET, its position and role in respect of South Africa's Reconstruction and Development program, the range of its target groups, the scope of institutions that define it, how it fits into new philosophical thrusts of Outcomes Based Education and program-based definition, how it is to be governed at institutional and Departmental levels, how it fulfils the intentions of the Constitution, how it is to be funded and organized and developed and grown qualitatively. The FET sector was the last to be defined and established since the National Education Policy Act (NEPA) in 1996. Although the spirit and letter of NEPA was not apparent in the debates and formulation of the FET Policy, its force became evident in the drafting and realization of FET Legislation, particularly in matters of governance. NEPA provides for competencies related to the Minister of Education's governance of the education system other than Higher Education. The latter is specifically provided for through the Constitution where academic freedom and institutional autonomy are guaranteed and therefore necessitate separate policy and legislative treatment.

3.2.1.1 Policy implementation context and experience

The implementation of FET Policy, from 1999 through to June 2003 was characterized by school-based priorities on the part of the DoE to make organizational adjustments, develop internal protocols and to fill policy and legislative gaps through various program initiatives that were supported by USAID such as:

- The Presidential Urban Renewal Program for integrated development in selected areas and quality improvement in target schools (2000 to date)
- FET Curriculum Reform And Modernization (RAM) initiative (2000)
- FET Curriculum and Assessment Policy framework initiative (2000)
- Initiative for the design of the FET curriculum strategy and framework (2000)
- Whole School Evaluation Consultative Process (2000)
- MST improvement Project
- National Curriculum Statements process for FET schools
- Review of norms and standards for the funding of public general and further education schools
- Review of Outcomes Based Education (OBE) and the Managing OBE Project from General to Further Education and Training
- Policy development initiative for the Integration of Senior Secondary Schools into FET Policy

The trajectory of FET policy development was predetermined and shaped by Constitutional commitments by the State in terms of the Rights Charter and the determination of concurrent powers between national and provincial levels of government. The sequence of FET policy development suggests a trend:

- From familiar to unfamiliar – as in starting with the South African Schools Act followed by the Higher Education Act,
- From a uni-sectoral base such as schools or college sectors to multi-sectoral legislative systems that opened a challenge for the set of DoE policies to be coordinated with the Department of Labour, the Youth Commission Policy on Youth Development and relevant programming in the departments of Welfare Arts Culture Science and Technology, Communication and Trade and Industry.

This revealed the dependent nature of FET on a complex of inter-ministerial, inter-departmental and private-public stakeholders that represent critical interests. The most important being the DoE in relation to the DoL's Skills Development Strategy, Youth in relation to the National Youth Policy, Business and Labour in relation to access and workforce development and the broader mandates of the DoE in relation to national and provincial coordination.

3.2.1.2 Timing of the policy implementation and extreme influences

Of all considerations, the pace and mode of policy implementation depended on macro dynamics of political and government transition that conditioned STEP to adopt tactics that were largely informed by responsiveness to DoE needs, in most cases determining program design and implementation that was dictated to by reality on the ground and within the operations of the DoE across the nine provinces. This was revealed in several instances.

The first was the result of investing in the USAID FET Design Team (1998) to develop priorities and a strategy for FET implementation before the enactment of FET Legislation in October 1998 and the subsequent support of the DoE after the design of the National Strategy for FET Policy implementation. Although the product of the Design Team was important in guiding program implementation for STEP, it remained academic for the FET Directorate in the DoE.

The second instance was the process to adopt the National Strategy for FET that, even though it was commissioned by the FET Directorate, coincided with the timing of the second democratic elections and was thus subjected to slow down implementation and resulted in the adoption of the FET National Strategy that was completed in November 1998 but launched in June 1999. The second national elections also slowed down the signing of USAID's FET Project Implementation Letter with the DoE until November 1999.

Thirdly, the beginning of 1999 experienced cautious perceptions on the part of the DoE regarding the role of South African NGOs in supporting the delivery of institutional reform and systemic development in FET – considering the complexity and newness of such a concept and system in a transitional mode of government. As a result this impacted on the service delivery structure and strategy of STEP's GMTA support mechanism and investment. The Grants Management part of the GMTA and its implied financial resource of providing $4.5 million dollars to 10 NGOs in three years had to be reconsidered, and the terms of the prime contract were amended. Program assignments to STEP by the DoE were marked by an increasing demand to engage higher education and private consultants in the Technical Assistance program from 2000 onwards.

The fifth instance was that, in the period 2000 through 2003, limited work was undertaken in the college sector, coinciding with and reflecting the impact of the priorities of the new political leadership. The most important was the new policy dynamic that was introduced by President Mbeki's national strategy for integrated rural and urban development through the Renewal Programs that focused on integrated development. The implementation of the FET policy increasingly focused on intensive development support for the FET schools sector, targeting obviously weak performance and dysfunctional schools in the system. The targeted campaign focusing on quick wins, high profile tactics and system simplicity were highlighted by the second Minister of Education.

Finally, following local government elections in 2000, a new direction and pace regarding policy implementation was also influenced by the impact of re-demarcation of local government borders that

redefined the shape, size and organization of local government and the shape of FET school districts and the location of FET colleges.

Additionally at the onset of 2000, the re-organization of the DoE resulted in the establishment of the Branch for FET, formerly a Chief Directorate. The re-organization highlighted the complexity of managing the new FET Legislation in relation to the South African Schools Act, giving rise to a policy discourse that "schools shall be schools and FET colleges will be managed on a parallel basis". In a way the DoE was recognizing the distinctness of the two institutional models and the lack of its capacity to tackle both systems at the same time. Institutional programmatic changes in FET colleges followed those of schools.

To deliver on the immediate set of social pressures, the strategy for FET implementation focused on school effectiveness and the improvement of learner performance whilst the implementation of Outcomes Based Curriculum for General Education was being tested. Over a period of the next four years from 2000 to 2003, DoE's program priorities were to be clearer and more reflective of Cabinet and CEM' strategic priorities.

In the experience of STEP, the following priorities determined the short-term responses to the DoE needs and requirements:

- In response to the Presidential Campaigns for integrated development launched in rural and urban areas in 2000, DoE emphasized school effectiveness and raising the levels of performance in dysfunctional schools through the Presidential Urban Renewal Project;
- In 2001, the Human Resource Development Strategy highlighted Mathematics, Science and Technology as critical for the improvement of participation and performance historically marginalized schools and the general improvement of South Africa's Global competitiveness across related fields. At the same time the review of Outcomes Based Education (OBE) in relation to its implementation to the FET band attracted public attention;
- In 2002, the reshaping of the FET college landscape institutional mergers and their declaration produced by the Ministry. Along side there was the development of a new OBE curriculum framework in the form of the National Curriculum Statements for grades 10 to 12 according to the framework of the SAQA. This development also raised a national question of the introduction of the Further Education and Training Certificate (FETC), resulting in a special review process that recommended the postponement of the introduction of the FETC from 2005 to 2008;
- In 2003, the launch of the merged FET colleges and the establishment of a Ministerial Task Team to investigate and recommend policy for the incorporation of secondary schools into FET Policy.

3.2.2. Summary of Activities FET Sector Assistance

Over the six and half years of investment by USAID into FET Policy and Legislative development through the STEP, the process continued from the initial national consultative processes around the Green Paper on FET (November 1997 to April 1998) to the Ministerial Task Team on policy investigation for the Incorporation of Senior Secondary Schools into Further Education and Training in 2002/3. In the process, the DoE's approach to policy priorities and implementation through a range of strategies and programs became apparent.

The evolution of the DoE in the period of STEP's support manifested internal capacity constraints, the impact of the broader political transition on DoE priorities and the nature and extent of policy internalisation. This was further compounded by the challenge of coordinating inter-departmental policy imperatives such as the Department of Labour's Skills Development Strategy and public interest issues that tested the DoE's organizational readiness to prove its efficacy. The latter was the case of the DoE proving its capacity to maintain and better the legacy of the matriculation assessment system in a racially desegregated and unified education system whilst simultaneously ensuring policy and systems transformation towards a new a globally competitive FET system.

Overall, the specific stages and phases of FET policy development included (1) public mobilization and consultation (1995 to 1998); (2) policy enactment and the development of the National Strategy for FET and program of alignment for delivery (1999 to June 2000) and (3) the final phase of policy implementation and strategy moderation (2000 to 2003). In all the stages, USAID's contribution through the STEP Project was a combination of technical assistance for policy, strategy and systems development as well as providing direct executive and professional support to the DoE in areas of policy implementation and coordination strategies.

The first stage of sector assistance was characterized by the following determinants of policy and legislative development:

- Public mobilization and consultation (1995 to 1998) involving a strong civil society national movement, coordinated by a USAID Grantee – NICET. The movement included non-governmental education organizations such as the South African College Student Association, the Youth Commission, South African National Civic Organization (SANCO), the South African Democratic Teachers Union, the Association of ABET Providers and provincial representatives of education civil society organizations
- The association of public and private colleges under the banner of the College Sector Coalition (also coordinated by NICET) and
- The coordination of policy research, development and consultations by the Policy and Planning Branch of the DoE at national

This culminated in the establishment of Education White Paper Number 4 and enactment of the FET Act in October 1998 – a watershed point in the long and intense process by the DoE to complete the transformation of legislation governing GET, Higher Education and finally the Further Education and Training. In this phase, STEP's contribution was through the then Deputy COP who participated in the drafting of the FET Green Paper and related public consultation processes, and the placing of a senior American technical specialist, Dr. Stanley Koplik who was the Higher Education Chancellor of the Commonwealth of Massachusetts, at the DoE for contributing to the drafting of the FET Green Paper's funding policy section and mentoring senior officials in related policy analysis. Alongside the Green Paper process, STEP also contributed to the further research into FET through a comparative study of existing policy research by the University of Western Cape's Education Policy Unit, in order to further ground the Green Paper process.

Table 1: Summary of Activities (LOEs and deliverables) Stage 1

Technical Assistance	Consultant	Report Title
Green and White Papers	Motsumi Makhene, Stanley Koplik	Green Paper on Further Education and Training
FET Audit/EMIS	Timothy Mosdell	Audit of FET EMIS
Investment strategies for	Jacqueline Woods and Team	FET Investment Options

FET		
Support for Provincial FET Implementation:	NICET and NCCE	Reports on Provincial consultations on the FET Green Paper

The second stage was post the enactment of FET policy and the development of DoE's National Strategy for FET development and program of alignment for FET delivery (1999 to June 2000). The period of policy implementation was equally involved and uneasy as a result of macro transitional government influences on policy implementation and consolidation as a result of new political leadership and mandates. This was further compounded by the context of large scale restructuring of the bureaucracy in line with the first local government elections in 1999.

The second national elections ushered changes in national ministerial leadership for Education as a result of Cabinet reshuffle. Also, this period was characterized by the first local government elections and changes in local government boundaries that led to the restructuring of provincial and district organization and leadership of education departments. In this phase, the role and contribution of STEP was towards the provision of technical assistance through senior South African consultants to undertake an inter-provincial National Strategic Planning for FET in November 1998 and the production of the first FET Strategy document that was launched by the outgoing Minister of Education, Professor S Bengu After the second national elections in June 1999.

Table 2: Summary of Activities (LOEs and deliverables) Stage 2

Technical Assistance	Consultant	Report Title
FET White Paper	Glen Fisher supervised by the DDG for Policy and Planning (DoE)	Education White Paper 4: A programme for the Transformation of FET
Developing strategy to implement White Paper	Griffiths Zabala	Report on the Workshop for the National Strategy for FET
Editing of the Draft National Strategy for FET	M Makhene Drafter and Prof. Ben Parker editor	Draft National Strategy for FET
Orientation, planning and launch of the National Board for FET	Nozipho Bardil	Workshop for the orientation of new NBFET members to their role in FET

The final phase of policy implementation and strategy moderation (2000 to 2003) was manifested by DoE organizational drivers of policy management and implementation that increased the momentum of decision making at national level and shaped DoE's responses and mode of operation in respect of the FET Sector. In the stated period, the most notable developments that were to influence the course of policy implementation when based on:

- The ministerial review of the OBE policy and implementation of curriculum 2005 in GET began the process of reforming it to increase its incorporation into existing school curriculum, methodology and assessment practice. Although STEP did not contribute into this process, policy and implementation strategy issues contained in the review impacted on the FET curriculum strategy initiatives in 2000.
- Firstly, the mood and process of the review stimulated the interest in the FET Branch of the DoE to request STEP to provide technical assistance in the development of the FET curriculum strategy with options that illustrate extremes of approaches – from no curriculum reform to total curriculum reform.
- In addition to this request, the FET Branch undertook a curriculum content reform in specific subject areas under the auspices of an approach called the FET curriculum Review and Modernization process (RAM process) for which US senior curriculum specialists in mathematics, languages, science and technology were requested and provided through STEP.
- The FET curriculum reform initiative along side the Standards Generation process of the SAQA (2000).
    - The above process, after presentation and discussion at the HEDCOM meetings on the RAM process, was further expanded towards the drafting of the FET curriculum and assessment framework by a DoE established Curriculum Task Team of South African education specialists, including the participation of STEP, and culminated in a request from the DoE FET Branch for STEP to engage U.S. curriculum and assessment specialists to assist in the drafting of a policy framework to support the provisional registration of revised FET subjects and qualifications with the SAQA, for both the school and college sectors.
    - The development of quality assurance frameworks – from the Whole School Evaluation Policy that focused on systemic quality improvement across in the schooling sector to the NQF Review that consolidated the establishment of three quality authorities for FET:
        - The Umalusi (the General and Further Education and Training Quality Authority);
        - The Higher Education Councils Quality Authority, for the accreditation of Higher Education programs at FET colleges and
        - The Trades Occupations and Professions Quality Authority for the Department of Labour's Sectoral Education and Training Authorities that represent the interests of employers and labour unions in workforce development.

In this regard, STEP's support was through training activities in the form of a national consultative conference on Whole School Evaluation and the study-tour for Umalusi's Executive Director to attend an executive training seminar in systemic evaluation models at the Harvard School of Education in the US and to undertake a networking tour of US accrediting agencies.

These developments determined the general pace of FET policy implementation in relation to the systemic and organizational readiness of the DoE against the reality of socio-political pressure for the efficacy of the schooling system - as measured by the annual matriculation results. Also tested was the viability of the DoE to take on the Skills Development Strategy and its targets for workforce development to meet the general public concern for youth development, particularly issues of youth unemployment, and growing unemployment and unemployability of the adult population.

Working closely with the DoE at national, USAID investment in the reform of school curricula and the DoE's search for a strategic policy approach to manage the implementation of a devolved FET system from a curriculum perspective opened a track of technical assistance that had a combination of success and failure. In terms of Constitutional mandates of national and provincial department versus the reality of institutional capacity of the department at national and provincial levels and in relation to the role of schools in areas of curriculum development and management, a number of policy efforts were undertaken. At most the process created points of debate about the direction and appropriateness of such initiatives was taking - in the context of the NQF and the role of the Qualifications Authority in the registration of such qualifications.

Lessons in the General Education phase through the implementation of Curriculum 2005 pointed to the dilemma of the location of curriculum research and development in the system, against the historical reality of centralized curriculum by the State and its disempowering effect on the capacity of professional in the larger part of the system. The enormity of the personnel reorientation and development initiative towards OBE implementation in comparison to the readiness of the entire teacher development system, including the role and positioning of Higher Education institutions, had an impact on the perception of the impact of DoE support structures such as the National Centre for Curriculum Research and Development or the Gauteng Institute for Curriculum Development. Of particular interest was the discourse around curriculum reform or transformation – whether either was regarded principle, strategy or tactic?

Through USAID's support of DoE requests in this regard, these matters of policy and strategy manifested themselves in a number of projects for technical assistance:

- The FET Curriculum Review and Modernization (RAM) initiative (2000), where STEP organized senior curriculum specialists to support the DoE in the RAM process. Operating on the understanding that OBE informed the review and modernization of curricula created debate at DoE's inter-provincial curricula interactions and a measure of confusion in the thrust of STEP curriculum specialists who found the DoE emphasis on reform contrary to the OBE approaches and formats of presenting curricula frameworks. In the final analysis, after the submission of deliverables, the Heads of Education Department Committee discontinued RAM due to its perceived reform approach.
- Along side the above project, a request for the design of a FET curriculum strategy and framework development.
- FET Curriculum and Assessment Policy framework initiative

In the final analysis, curriculum development and the policy questions of how it should be managed, within the DoE and across the DoE, SAQA and DoL, remains a major challenge of strategy. Even though the NQF Act and provisions of the SAQA have created a foundation for interpretation and strategy, the lessons of General Education tend to drive approaches – particularly in relation to the matriculation examinations system as a main indicator of DoE's educational viability and the qualification as a socio-political barometer of access to life opportunities. As a watchdog sub-system,

all this is measured against the comparative performance of private education and its effect on historically advantaged public schools on the voting public, particularly township communities.

By the end of 2001, a clearer direction for FET curriculum development was developing through the Ministerial project on the design of the National Curriculum Statements for FET schools. This development, culminating in the establishment of the Statements as policy by the Minister in July 2003, set a far-reaching direction and model of curriculum structure and scope for South Africa. Of policy significance, is the curriculum model that positions the DoE as a champion of outcomes based curriculum based on the seven national Critical Cross Field Outcomes that embody the essence of the NQF. Closely analysed, this development positions the DoE approach in relative opposition to the DoL's Unit Standards based paradigm. Whist the latter may be appropriate for FET's response to industry demand led curriculum designs, it also creates tension between the DoE's broader social development paradigms with that of workforce-oriented priorities.

Table 3: Summary of Activities (LOEs and deliverables) Stage 3

Technical Assistance	Consultant	Report Title
Design and coordination of the National Conference on Whole School Evaluation Policy	S. Motala, Wits University Education Policy Unit	Conference Report on Whole School Evaluation
Design of selected school curricula into OBE principles and format Information and Communications Technology, Sciences, Languages and Mathematics	Peter Dublin, Daniel Franck, Jackson, Simon (U.S. Consultants)	Report on FET curriculum design
Development of the FET curriculum Strategy translating FET policy into programs	Prof. Richard Kraft (U.S.)	Further Education and Training: Curriculum Development
Review and design of FET Curriculum and Assessment Policy	Prof. Richard Kraft and Dr. Beverley Parsons (U.S.)	Draft FET Curriculum and Assessment Policy
Managing Transition to Outcomes Based Education in Further Education and Training	Edward Clark and team	Managing Transition to OBE in the FET Band
Integration of Senior Secondary Schools into FET	Prof. Jonathan Jamsen Edward Clark	Investigation of Possibilities and Processes Regarding the Integration of Senior Secondary Schools into the FET System with Special Reference to Governance and Funding
Music curriculum	M. Makhene	Revised National Curriculum Statements: Music

What remains as an urgent consideration and policy intervention, is then the need to harmonize the two curriculum approaches to enable FET colleges to interpret, navigate and translate the two imperatives for responding to the requirement of the FET Policy. As a transitional measure, the DoE has proceeded with the framework of the former National Education Policy for technical colleges in a manner that is reminiscent of the RAM process. Various former curricula for technical colleges have been adapted for registration with the SA Qualifications Authority using Standards-based formatting, as provisional qualifications within the same provisional of subject combination and other factors that define the nature and scope of such qualifications.

3.2.3. Products, Achievements, Results: FET Sector Assistance

The Green and White Papers for FET reflect all the policy elements that are reflected in the STEP Contract's Scope of Work for policy support except that other specific aspects of the Scope and related outcomes proved difficult to achieve – as originally envisaged by USAID. These include the provision of:

- Technical assistance to Further Education and community education institutions including the establishment of standards for accreditations, qualifications and performance for community education institutions;
- Technical assistance to the national and provincial departments of education in systems development, particularly in program design, implementation, monitoring and assessment for FET and community education institutions and
- Capacity building of the DoE at national and provincial levels in strategic planning, policy implementation, budgeting, business planning, project management and monitoring.

FET Policy also emphasized the creation of a system that incorporates community education – a development that focused the DoE away from USAID's initial investment to support the education NGO and civil society movement as government neutralized the historical dichotomy between governmental and non-governmental educational policies by creating a unifying policy framework through extensive and participatory public policy engagement. In effect community education and the organizations that advocated it were given a new landscape and terrain to provide support to the new government using the new FET Policy and Legislation. The approach and attitude of the DoE also asserted the Constitutional mandate of the DoE and influenced policy implementation and its support by the STEP Project to reflect this new era. In this relationship, the Department also grew wary of technical assistance from South African NGOs, asserting that the required capacity for such technical assistance may lie more in the private and higher Education sector.

3.2.4. Conclusions: FET Sector Assistance

In conclusion, although the STEP contribution to the DoE was intended to be primarily provided through NGOs and other civil society organizations in partnership with and support for the FET and Youth Development sectors – where the needs of historically marginalized youth, unemployed adults and socio-economic regeneration of communities was expected through partnerships between NGOs, government and business sectors - the timing, approach and DoE priorities in policy implementation reflected the systemic dominance of the schooling system in the form of pressing public interest concerns and the DoE's general approach to policy and legislative implementation. Although the FET Policy asserts that FET is critical crossroad in the creation of access to higher education, the world of work and the realization of the ideals of the Reconstruction and Development initiative of Government, the creation of organization capacity and establishment of new policies within the DoE was biased towards the consolidation of high profile sectors in the period under review.

The assignment of the FET Presidential Urban Renewal Project and the Dinaledi Project for Math, Science and Technology Education represented a fundamental shift form technical support that was broad and systemic in nature to a more localized and institution based focus of technical assistance, with provincial and district departments of education playing the role of a support partner to FET institutions and not a recipient in development interventions.

A closer look at the essence of the FET Act (1998) in relation to the spirit and provisions of the FET Policy expresses an expedient and transitional legislation that primarily enabled the State to establish a new landscape for the pubic college sector and created a framework for the regulation of private colleges. USAID's contribution was largely in the overall policy shaping processes, with no technical assistance input into the translation of policy into operation. Upper most in the provisions of the FET Act is the declaration of former technical colleges into new Further Education and Training Institutions through the process of mergers. Further provided for was the incorporation of senior secondary schools through the process of declaration by provincial MECs and the establishment of institutional and provincial governance structures with related responsibilities.

Although Legislation facilitated movement in the re-organization of 152 former technical colleges into 50 **mega** FET colleges and provided for quality assurance through the National Board on FET, it fell short of clarifying the nature and extent of institutional autonomy to match the far reaching mandate of workforce development for Global competitiveness and to enable provinces to carry out their Constitutional responsibilities by having authority to make regulations and facilitate inter departmental coordination – particularly around matters of Skills Development Funding and Labour Market planning and coordination. As a result the nature of coordination and interpretation of policy in FET is dominated by the South African Schools Act (SASA) rather than the balancing of the Schools and FET Acts in policy implementation around governance and administration. As a result a range of gaps in legislation, a number of significant limitations have become apparent to the extent of constraining national policy priorities of program responsiveness, relevance and flexibility as contained in the FET Act. For example:

- The lack of provision for structural coordination between the departments of Education and Labour impairs inter-departmental coordination and coherent policy implementation. Although there are shared imperatives and the joint custodianship of the NQF and the Human Resource Development mandate between these Departments, differing competencies in terms of the Constitution tends to impact negatively on the mode of inter-departmental coordination;

- Curriculum determination related to coordination of frameworks between the DoE and DoL regarding outcomes based versus unit standards based curriculum paradigms. There remains lack of clarity about the role of Further Education and Training Institutions and Provincial Departments of Education in curriculum development and assessment, the mechanism of registration of programs and the accreditation of college qualifications;
- Insufficient and delayed provision for institutional arrangements regarding Quality Assurance and its coordination, to cater for expectations of critical communities of trust: employers (through Sector Education and Training Authorities or SETAs), Higher Education Council and the General and Further Education and Training Quality Authorities. FET College sector is the only sector where institutions have to coordinate with three quality authorities. No provision has been made for the role and powers of the national and provincial department in such critical coordination;

The most critical gap in this regard is the lack of authority of provincial MECs to develop regulations to support the implementation of Provincial Acts in terms of the FET Act – to cover a range of executive requirements from governance, financing, human resource management to curriculum processes.

The implementation process also illustrates a policy development and implementation approach that is informed by the pragmatic testing of trends and deriving of lessons from familiar and more conventional sectors such as schools before effecting and refining the less conventional and more complex policy and system matrix that characterizes FET sector. In the context of the mode of operation of the STEP Project, it confirms the inevitability of implementation tactics as correct and strategic to USAID's support to the DoE. The tactics of providing support to the DoE were driven by ensuring STEP responsiveness to strategic pressure indicators as experienced by the DoE to arrive at key high profile reform programs such as PURP, Dinaledi, National Curriculum Statements and Managing OBE Transition into the Further Education and Training Band. Such responsiveness was possible with calculated flexibility on the part of STEP management and the use of technical leadership to invest in complex outputs that seemed ad hoc but could be effectively aligned to STEP's strategic outcomes that define its Scope of Work.

Whilst a great deal of resources and technical support was granted towards the FET schooling sector, the direction and level of maturity of policy indicates that FET college sector would draw similar attention from Cabinet and provincial departments of education from 2004 and are therefore poised for public attention in the next five years as issues of poverty, unemployment and workforce development are bought to the forefront of policy priorities of Government as part of the 2014 Strategy. The significance of USAID strategic objectives for FET development in South Africa, particularly the ones on "enacting and approving policies for transforming the Further Education sector and developing responsible and functional systems to sustain a transformed education system", were effectively used to create a viable foundation for the consolidation of the Schools Act and related quality improvement systems and the establishment of the FET Act and related college sector system. The latter will increasingly draw public interest and is poised to play a significant role in the realization of Government's National Strategy for 2014, particularly from a youth development perspective.

From a policy and legislation point of view, the following issues and gaps require resolution. One focuses on broad issues of cooperative governance and FET curriculum implementation:

- Although The FET Policy, in the provision of building national and provincial structures of governance, proposes the establishment of the National Board on Further Education as the advisory body to the Minister of Education in matters of FET, and proposes provincial advisory bodies for MEC of provincial departments of education, both FET policy and legislation limit such bodies to the approval of institutional strategic plans and advise on quality assurance.

- Matters of governance around funding, particularly the coordination of funding from learners, DoE and SETAs; curriculum framework provision to cater for curriculum development, program design and registration, articulation mechanisms with Higher Education and the world of work, qualifications – particularly of Higher Education programs at FET institutions, quality assurance and other related issues; the extent of responsibilities and powers of governing Councils in self-governance; and policy on the integration of Senior Secondary Schools into FET Policy remain significant limitations in enabling FET Policy to be fully realized. Of all education legislation, the Higher Education Act represents the most clear in articulating facilitating and regulating parameters for a fully autonomous sector.

- Even with the given provision that FET schools and colleges draw from the provisions of the NEPA, the definition of the extent of governance, as determined by the CEM and HEDCOM, is rather limited, particularly in defining the roles of the NBFET, provincial advisory bodies and councils at FET institutions in respect of meeting the FET mandate in its letter and spirit, and fulfilling the principle of cooperative governance. Already, these being multiple stakeholder structures, there is a growing sense at various levels of the FET system, that the FET Act is extremely limited in defining their role and by omission the extent of stakeholder contribution as part of communities of trust and that there is no coherent link between the institutional, provincial and national advisory bodies such as the National Board for FET (NBFET)

- Linked to the challenge to introduce and implement OBE curriculum in FET and the subsequent decision by the Minister of Education to defer the introduction of the first Further Education and Training Certificate to 2008, FET institutions need policy clarity to facilitate the shift from the National Education curriculum policy - that does not conform to the principles of OBE, the Skills Development Strategy and the provisions of the National Qualifications Policy Framework – to the full delivery of accredited programs that are responsive to social and economic priorities of government. This status has begun to affect the responsiveness and extent of curriculum flexibility of FET institutions against a growing demand for such institutions to provide viable solution to high priority challenges of poverty, unemployment and other strategic priorities of government at all levels.

3.2.5. Recommendations: FET Sector

Based on the above two outstanding policy and legislative shortcomings, the following recommendations are made:

1 That an investment be made in the comprehensive review and redraft of the FET Act to enable amendments in the post transition legislative provision that clarify governance structures, powers, responsibilities and other elements of regulation that will strengthen coordination between the DoE and DoL human resource development mandates and effective delivery on the basis of strong institutional and provincial governance in line with the Constitution. The amendment must seek to improve the role of the NBFET, provincial advisory bodies and institutional councils in effective participation of civil society in FET governance and support of the Education Ministry at national and provincial levels.

2 That an investment be made in the development of enabling policy for FET curriculum and quality assurance whilst encouraging the piloting of the FET National Curriculum Statements and envisaged Further Education and Training Certificate in the three years from 2005 to test the viability of such Statements and related qualification. The implementation of such a recommendation will encourage FET institutions to provide OBE oriented programs alongside unit standards based programs, as well as prepare the FET system for the expansion of good practice to the larger schooling system. Since FET institutions cater for multiple and diverse learner groups including those learners that undertake the current National Senior Certificate programs, this will create an opportunity for FET institutions to offer a range of programs from skills programs, learnerships to whole qualifications as envisaged by the SAQA.

3.3. FET/PURP

3.3.1. Background of FET/PURP

3.3.1.1 The Presidential Urban Renewal Programme (PURP)

PURP is a national initiative focussing resources on selected urban communities in each of the 9 provinces. President Thabo Mbeki launched the initiative in 1999 as part of the poverty alleviation program of the government. The designated nodal areas were recognized as targets of opportunity for STEP to move from support to policy development and national level strategic planning in the FET sector toward focussed implementation of the national strategy at the institutional, district and provincial levels. The four goals articulated in the National Strategy for FET 1999-2001 were:

1 Organization Development
2 Learning and Teaching
3 Resourcing FET, and
4 Planning, Monitoring and Evaluation.

In November 1999 the Deputy Director General (DDG) for FET assigned Learning and Teaching in the FET band to USAID as an area of focussed support, and in early 2000, determined that Abt Associates, through the STEP project would provide support in the PURP areas of Thabong in the Free State Province and Galeshewe in the Northern Cape Province. Through enhanced, vibrant FET institutions, the government hoped to enable young people to acquire the knowledge, skills, values and perspectives necessary to secure or create employment, to facilitate the economic and social

development of themselves and their families and contribute to the alleviation of poverty in their communities. This broad and powerful vision was far reaching and long term. It required a thoughtful approach to management and governance, teaching and learning, and support services for learners, at the institutional, district and provincial levels. This assignment, coming at the mid-point of the STEP contract period was an important one, providing an opportunity to support the implementation of policies that had been refined with project assistance, and a challenging one, given the scope of the mandate and the limited timeframe.

3.3.1.2 Implementation Setting: PURP Communities

Thabong and Galeshewe are both large, impoverished urban communities in areas experiencing job losses due to the shrinking of the mining sector. The overall decline in the economy and related issues of poverty, gangsterism, drug abuse and unemployment have created dangerous dynamics, especially for young people, and other clients of the FET system. Many of the nodal schools were under resourced (human, financial and material resources) at worst dysfunctional, at best, under performing. The opportunity to work in these institutions in a comprehensive way forwarded USAID's objective of increasing access to quality education and training in the FET sector. Designation of these areas for special focus, as well as visits by the DDG and USAID officers created a high profile and high expectations for the project. Hope and commitment were generated throughout the system, from the MEC through to the SGBs.

The project was initiated by the DDG/FET with field consultations at the provincial, district and institution levels. Provincial and district authorities selected participating schools and colleges. STEP quickly established its intention to plan and implement a whole school effort, preparing for an assessment of capacity and needs per institution and the introduction and development of business planning and financial management principles.

3.3.2. Overview of STEP Activities: FET/PURP

An iterative needs assessment process characterized the early days of the FET/PURP activities. At the same time, in order to demonstrate responsiveness and to "jump start" activities in the schools, Abt took advantage of the expertise of one of its partners, Aurora Associates International, to lead a series of workshops that would result in individual school development plans. Following the completion of the individual assessment and school development plans, a comprehensive project design was completed by the Abt team and district, provincial and national education officers. The three major focus areas of this design became the statements of work for two RFPs and one RFA for local organizations. The central strategy included training of relevant school and district level individuals in critical areas of school management and governance, curriculum delivery and learner performance and learners support services. It included school based follow-up and the active engagement of district officers in the planning, implementation and monitoring of project activities. The chart below summarizes the major activities per focus area and provides the name of the successful implementing organization.

Table 4: Overview of STEP Activities in FET/PURP

Activity Area	Implementing Organization	Result/Product
Needs Assessment and Project Design: Needs Assessment	Abt Associates' Consultant Team 2001	Completed document with recommendations for three specific areas of intervention
Institutional Development Plans	Aurora Associates 2001	Individual plans and increased capacity for strategic thinking and planning at the school level
Assessment of Infrastructure for Computerized Administration	Abt Associates Consultant, Patrick Ellis 2002	Consultant report, indicating sufficient basic infrastructure with recommendations for enhanced/optimal facilities per school.
Free State Department Study Tour: FET Colleges and Workforce Development	Aurora Associates 2002	Experience with the potential of community colleges and focussed school to work programs at the community level
Subcontract: Building Capacity for Management and Governance: Skills Audit and12 related training courses and follow up	Khulisa Management Services (2002-2004)	Increased capacity at school level; materials and models at the district level; some capacity at district and provincial levels.
Subcontract: Improved Curriculum Delivery and Learner Performance: Educator profiles and training and follow-up	PROTEC (2002-2004)	Increased awareness and understanding of the requirements of OBE at the FET level among schools and colleges, including assessment; teaching and LSM in core subjects.
Grant: LSSs: Baseline Study and materials in three of four targeted areas.	NICET (2002-2003)	Increased awareness of need for comprehensive LSSs; approach to provision of services; materials in three key areas; limited capacity developed in academic skills
Winter and Spring Schools for Matric Preparation	Abt Associates (2001, 2002) PROTEC (2003)	Increased confidence in Grade 12s approaching examination. Improvements in pass rates noted but cannot be attributed directly to these supplemental classes.
PMTs	Abt Associates and District Education Offices (2001-2004)	Increased collaboration, ownership and capacity for project management

Details of each activity area are provided below.

3.3.3. FET/PURP Needs Assessment and Project Design

While it was generally agreed that the schools in the two Urban Renewal Communities shared several common issues, a more in depth analysis of the individual institutions was commissioned to assist the project in identifying the most critical areas for project intervention. Given the complexity of the FET sector and the already disadvantaged position of the targeted schools, this was an important process that would not only result in information but also provide some experience to the schools and colleges in reflecting on and analysing their current situation. An in-depth assessment per school was conducted over a 2 month period through a participatory process that involved the following stakeholders in interviews and focus groups: learners, educators, administrators, education managers, governing boards, local community leaders, provincial DoEs, District Education Officials; NGOs and education service providers, others. The focus areas for data collection included governance, management, teaching and learning and external relations.

The needs assessment focussed on and articulated recommendations in each focus area as follows:

- School and college governance, including induction and orientation of School Governing Bodies (SGBs); school constitutions; capacity building for SGBs in basic functions.
- School and college management: including systems, procedures, skills and educational leadership.
- Teaching and learning: curriculum development planning to encompass OBE, new curriculum for schools, relevant programmes that address community interests, needs and opportunities; learning materials, technology and equipment to support programmes; educator development in OBE concepts, curriculum, assessment, learning materials and classroom management; comprehensive Learner Support Services (LSSs) to improve learner participation, subject choice and performance, as well as placement, psychological support, academic development, health and welfare, career information and financial aid.
- External Relations: building partnerships for capacity building, with private sector, professional associations, government personnel to assist in developing skills in social marketing fundraising and networking, developing community needs surveys and developing and supporting teacher skills.

The findings of the needs assessment were discussed and refined during planning meetings at the district level, resulting in the following goal and objective statements to guide the FET/PURP work.

Goal: To ensure that the people in Thabong and Galeshewe have access to the FET resources that will enable them to acquire the knowledge, skills, values and perspectives necessary to secure or create employment opportunities that will facilitate the economic and social development of themselves, and their families and contribute to the alleviation of poverty in their communities.

Objectives:

- Strengthen District and Provincial Support to FET, especially in the areas of strategic planning and facilitation; programme development and coordination; finance, accounting and administration; education info management and quality assurance; program management; systems of stock control;
- Reorganise FET provision in the area
- Make schools functional

- Prepare institutions for Declaration as FET institutions
- *Develop Academic Staff*
- Develop LSSs

STEP's approach to achieving these objectives was a comprehensive one, developed and implemented to engage district and provincial structures and build capacity at the school level in the following focus areas:

- Capacity Building in School Management and Governance
- Improved Curriculum Delivery and Learner Performance (in both the current and planned new FET/OBE curriculum)
- LSSs for FET schools and colleges.
- Project Management Capacity at the District level
- Learning and teaching resources for colleges, Practitioner Resource Centres and School Libraries

Two subcontractors and on grantee implemented the first three areas, and the last was implemented by district and provincial education officers and Abt Associates project staff. In addition to these core activities, Free State Legislators, FSDOE and DOE officials undertook Study Tours to the U.S.

3.3.4. Capacity Building in School Management and Governance

Subcontract: Khulisa Management Services

3.3.4.1 Activities in Capacity Building in School Management and Governance

By April 2002, Khulisa Management Services had completed a Skills Audit of SMT and SGB members to determine training needs and opportunities at the school level. They then developed a comprehensive training and support program in twelve critical areas, conducting workshops from August 2002-October 2003. Training was provided to the individuals responsible for management and governance at the school level (SMTs and SGBs) and for district staff responsible for supporting schools in management and governance. Training manuals were developed for each course and copies have been provided to the district, provincial and national offices as well as USAID. The Table below summarizes Training Workshop and number of participants per province:

Table 5: Training Workshops: School Management and Governance (August 2002-November 2003)

Workshop Title	Target Group	FS Attendees	NC Attendees
SMT / Heads of Department	SMTs / HODs	36	69
Labour Relations	SMTs, HODs, Educators	56	65
End of School Year Planning	SMTs, HODs, Educators, SGB	51	45
School Safety and Health	SMT, SGB	48	48
School Magazine	SMT, SGB	65	50
Parents' Participation	HODs, Educators	41	44
School Maintenance	SGBs, HODs, SMTs, LRC	42	58
Learner Discipline	SMT, SGB, LRC	56	54
School Library	Educators, Learners	28	27

Fundraising	SGB	42	56
SGB Orientation	SGB, SMT	41	72
Human Resources	SMT, HOD	36	37
Total		**542**	**625**

In addition to the workshops, Khulisa's field staff visited schools on a monthly basis to:

- Determine how the workshops had influenced governance and management
- Determine specific areas in which individual schools needed additional support in implementation strategies introduced during the workshops
- Provide assistance and advice where needed and solicited.

Khulisa used a rigorous system of Outcomes Progress Markers to define progress per school per indicator. This approach integrated the Kirkpatrick model of training evaluation with concrete indicators of Levels 3 and 4 evaluation i.e. behaviour change and institutional impact. The progress per school has been documented at end 2002 and end 2003 per "Report on Follow-Up Visits to Further Education and Training Schools in the Free State" and "Report on Follow-Up Visits to Further Education and Training Schools in the Northern Cape" submitted by Khulisa to Abt Associates, and subsequently submitted to USAID.

3.3.4.2 Results: Capacity Building in School Governance and Management

Khulisa's approach to the training, and as importantly, the monthly support visits, ensured that training was put into practice, systems were developed and support was available to SMTs/SGBs as they worked to implement new practices. Khulisa's Outcomes Progress Markers indicated great success in addressing the gaps identified by the skills audit. This success was validated when STEP's Project Monitoring Manager led a team of project and district staff in conducting a review of achievements at the school level and is reflected in the success stories generated at the final PURP workshop.

Three categories of improvements are presented here. The first indicates where the most progress was made in individual schools and across schools; the second where notable progress was made; the third where work remains to be done.

The **most improvements** in school level capacity for management and governance were achieved in the following areas:

- SGBs are generally operating according to standard guidelines including following the mandates provided in their constitutions; meetings are quorated, minuted and subcommittees are established. SGBs more fully understand and carry out their roles.
- Stronger financial management systems and procedures are in place, and SGBs are generally more familiar with responsibilities and accountability for school finances. Broader understanding of relationship between budget and expenditures.
- SMTs are meeting more frequently, communication with educators has improved; subject meetings are held; SMT members more active in administrative work.

Notable improvements have been reported in the following areas:

- Labour relations: There is increased knowledge and awareness in all sections of the school community, but less experience and comfort in implementation. Disciplinary procedures are not consistently implemented.

- Safety and health: Subcommittees, policies, first aid kits, fire-extinguishers and referral networks are generally in place, although there are lags in implementation, especially with regard to HIV/AIDS and emergency drills.
- Order and discipline: Structures and policies are in place, but inconsistently applied; challenges in learner discipline continue and require more creative, preventive interventions to address chronic behaviour problems; data is not used to develop approaches, make decisions.
- Learner records are generally well organized and provided to parents.

Continuing challenges were noted in the following areas:

- Parent involvement: although recommended outreach strategies have been used in both provinces, and some schools report great improvements in this area, parent attendance at general meetings hovers around 20% overall; the overall socio-economic status of the communities also affects parent involvement and learner achievement; there is still a tendency toward monitoring vs. support of educators and classroom visits for professional development and support have not yet become the norm.
- Learner Support Materials: Systems and procedures for control of LSMs and other equipment are lacking in most schools.
- Staff Morale and Staff Development: The scope of the educational transformation and the length and depth of the process is beginning to take its toll on educators, who are otherwise motivated and productive. Staff development opportunities tend to be initiated outside of the school and often address general themes rather than individual needs.
- Using data to develop plans and policies: Schools maintain registers of events such as absenteeism, illness, LSM retrieval and comprehensive learner performance records. This data however has not yet been examined and analysed for use in continuous school improvement.

3.3.4.3 Conclusions: Capacity Building in School Governance and Management

The results described above are commendable, and all can be maintained and enhanced through strong leadership and management practices at the school level and appropriate, solicited support at the district/provincial levels. During the final PURP conference, "success stories" were solicited from individual schools and district officers and have been compiled. These success stories highlight the sustainable achievements in governance and management, are realistic about requirements for sustainability, and a degree of commitment to address continuing issues in school governance and management. Participants have noted that some schools might want additional funding for continued training and support from the service provider and/or district officers.

The results that have been achieved in this area are critical to all other areas of school improvement. They have and will continue to affect educator and learner effectiveness and support the role of civil society in school development and governance. Quality training workshops, focussed school level follow-up support and the networking opportunity that workshops provide are direct contributors to this school level success.

3.3.4.4 Recommendations: Capacity Building in School Governance and Management

These recommendations are related to continuous improvement of school governance and management. They derive from the finished and unfinished activities of the project.

- Sustaining current levels of management and governance: Principals and district officers have indicated that school leadership and district support will enable them to sustain the gains realized to date.
- The areas identified for continued development and support can be accommodated within the existing frameworks of Whole School Evaluation and Development.
- Provincial and district capacity may be adequate to provide training in new and continuing initiatives. It is however not sufficient to provide the individualized support for implementation that has been available with STEP's resources. STEP recommends that the following mechanisms be explored and at least one selected to ensure that schools receive the necessary support:
    1. Continued focus on these schools by district officials responsible for improving capacity in management and governance. This may not be feasible given the workloads of district staff and the need to pay attention to schools that have not yet reached the levels of these schools.
    2. External support from service providers. Contracts for training might be drafted to include follow up at the school level, i.e. a fixed number of post training visits for the purpose of supporting implementation.
    3. Formation and support to associations/networks: Khulisa and the Free State SGBs had at one time discussed and begun to scope out the formation of a district forum of SGBs. Such a forum would require external support in the start up phase but could eventually become the locus for ongoing support and increased capacity building in governance.
- Installation of computerised EMIS in schools. This activity was planned under the Khulisa subcontract and dropped when funding was reduced. The plan to extend the computerized system developed for the USAID funded District Development Support Project was a good one, making use of Khulisa's experience and participation in the DDSP. Preliminary work was done on manual use of the DDSP structure and tools. Implementation of this plan would require a review of infrastructure and skills, as well as training and follow-up.

3.3.5. Improved Curriculum Delivery and Learner Performance

The project goals in this area focussed on improvements based on both the interim curriculum, generally measured by learner performance on the matriculation examination at the end of Grade 12 and the national curriculum statements to accompany the introduction of Outcomes Based Education in the FET band, originally scheduled for the 2003 academic year. Schools and colleges were intended target groups, although the bulk of the work was done with schools. The planned mergers of the FET colleges had been announced and plans were underway for formalising the mergers and related issues of structure, staffing and strategic planning. The pace of the mergers and the scheduled end date of the project limited work in the college sector.

3.3.5.1 Summary of Activities: Improved curriculum delivery and learner performance

Several groups conducted curriculum delivery and learner performance activities. Three types of activities are summarized in the table below and described in more details in subsequent sections. Supplemental classes and Mathematics and Science Kits were primarily related to improving performance in the interim syllabus. PROTEC's training workshops and activities at the school and college levels focussed on preparation for the introduction of OBE at FET schools and colleges and the new curriculum statements for schools.

Table 6: Overview of Activities to Improve Curriculum Delivery and Learner Performance

Activity	Implementing Organization	Target Group	Number of Participants
Supplemental Classes			
Winter 2001	Abt and FSDOE	Grade 12	923
Spring School 2001	Abt, FSDOE, NCDOE	Grade 12	892
Winter/Spring 2002	Abt, FSDOE, NCDOE		3330
Winter School 2003	FSDOE, NCDOE, Abt, PROTEC, NICET	Grade 12	2969
Micro Science Kits and related Training	Somerset Educational Pty, Ltd	Science Educators, LAFs	40*
Math Kits and Related Training	Phamibili Education Projects	Math Educators, LAFs	40*
Introduction to OBE	PROTEC	Educators, School Managers, Learning Area Managers	620
Performance Based Learning	PROTEC	Educators, School Managers, LAFs	260
Introduction to ICT	PROTEC	Educators, School Managers, LAFs	120
Training of Trainers: Assessment and OBE for colleges	PROTEC	College Lecturers	12
Total			**9,206**

The participation figures for this training are integrated in the Dinaledi figures and cannot be disaggregated. Hence these estimates of approximately two educators per school and one LAF/LAF per district.

These activities are described in more detail below.

3.3.5.2 Supplemental Classes to Improve Curriculum Delivery and Learner Performance in the Interim Syllabus

The pass rate in the Grade 12 examinations is generally viewed as an all-purpose indicator of school effectiveness. In the PURP schools, staff has struggled with overall functionality of most basic systems and structures and chronic underperformance in the examinations. Voluntary supplemental classes have been recognized as one approach to improving pass rates, providing learners with extra tuition per subject and skills in writing examinations. In the PURP nodal schools, STEP provided financial and organizational support to these vacation classes as well as planning the educator development activities and LSSs that could strengthen the quality of teaching and learning throughout the academic year.

In order to provide supplemental instruction of the highest calibre, Abt sought the best subject teachers available and paid them very well for their participation in the winter and spring schools. (Abt Associates recognizes that this approach is not likely to be sustainable and discusses alternatives in a later section). Focus group interviews and evaluation reports indicate that this approach had several advantages:

- Learners were encouraged and gained confidence through having the opportunity to work with educators who were well known for getting good results.
- The educators were motivated and enthusiastic because the learners were highly motivated to take advantage of what they had to offer in such an intense time period.
- As learners became more confident in the offered subjects, they were more focussed and disciplined upon return to the regular school term.
- Provision of transportation and light meals provided an additional incentive, making it easier for learners to take advantage of the winter and spring schools.

Over the course of the three years, STEP reduced its organizational and financial involvement in the supplemental classes. In 2001, Abt's Field Operations Coordinator played a key role in planning, organizing and providing logistical support to the Winter School in the Free State and to Spring Schools in both PURP districts. During that year, STEP funded educators, LSM, transportation and meals for educators and learners. STEP also was intensely involved in Winter and Spring schools in both provinces in 2002. By 2003, with reduced funding available to the project, districts took the lead in organizing the June/July Winter School, with Abt providing, via the PROTEC subcontract, funding for educator fees and limited transportation costs. In the Free State, the lack of meals/snacks created some difficulties for learners and a reduction in numbers; in the Northern Cape, the provincial and district budgets were stretched to provide meals and transportation for learners. STEP was unable to provide any support to the September 2003 Spring schools in the targeted areas. The Northern Cape department was able to make provision for spring school exam prep for the most promising students only.

During the FET/PURP conference in December 2003, participants tackled the question of supplemental classes and concluded that Saturday classes over a longer period of time, in selected subjects might be a more effective way to strengthen performance. This could be supplemented by winter/spring school for learners with high potential, which is the approach used in the Northern Cape.

3.3.5.3 Improving Curriculum Delivery and Learner Performance: Mathematics and Science Resource Upgrading Subcontractors: Phamibili Educational Projects (Maths) and Somerset Educational Pty, Ltd (Science)

The STEP project undertook to provide teaching resources to the 102 Dinaledi Project schools, dedicated schools focussed on excellence in Mathematics, Science and Technology Education. Recognizing that the PURP schools faced similar challenges in these core subjects, the kits and related training were provided to the PURP schools as well. The monitoring review of the PURP activities did a sample survey of utilization of the micro-science kits and the survey indicated that the kits were widely used to teach challenging topics in Biology and Physical Science. Educators found that the kits were user friendly, could be used for individual and group activities; made science more enjoyable; and improved learner performance. The chart below provides some quantitative data.

Table 7: Micro Science Kit Utilization in PURP schools

Participants Response on Utilization of Micro-Science Kits-								
Breakdown by Subject by Province (*Kit used not used*)								
	Province							
Subject	Free State				Northern Cape			
	Yes	%	No	%	Yes	%	No	%
Biology	6	40%	0	0%	18	53%	7	100%
Physical Science	9	60%	0	0%	16	47%	0	0%
Total	15	100%	0	0%	34	100%	7	100%

	Total			
Subject	Yes	No	% Yes	% No
Biology	24	7	43%	12%
Physical Science	25	0	45%	0%
Total	49	7	88%	12%

The utilization of the math kits was not examined quantitatively. Anecdotal evidence from both PURP and Dinaledi indicate that while the Over Head Projector (OHP) and transparencies were widely used and regarded, the graphing calculators were not user friendly and required more training and support to be effectively utilized. While the Dinaledi schools had the benefit of limited follow on at the Autumn Clinic and via subsequent workshops, the PURP schools did not. Phambili's purchase order did not provide for additional training, although Phambili trainers report providing support via SMS and e-mails for any educator that requested such support. It may be the case that as IT and software infrastructures become more accessible to educators for teaching and learning (vs. administration) the graphing functions of MS Excel can replace the graphing calculator.

3.3.5.4 Improving Curriculum Delivery and Learner Performance: Preparation for OBE Subcontractor: PROTEC (Programme for Technological Careers)

As described earlier in this report, the DoE was preparing to introduce OBE in the FET band from 2003. The Managing Transition Project, implemented by Abt Associates from June-October 2002 and described in the previous section was designed to help prepare educators for receiving learners who had spent their GET years in the OBE/C2005 system and for the introduction of OBE in FET. Late in 2002, the DOE announced the postponement of the introduction of OBE in FET to 2006, with the first FET Certificate (FETC) in 2008.

The Needs Assessment conducted in preparation for STEP support to PURP indicated that substantial improvements were needed in the overall quality of teaching and learning in the schools. The needs assessment became a more detailed scope of work for a competitive subcontract, which was awarded to PROTEC. Through this subcontract, educators, managers and district subject teams had access to training, materials and support to understand and implement the new curriculum statements and to form subject forums in the district. PROTEC's work plan included the development of educator profiles for the target schools and subjects; development of a comprehensive training and support program that would provide general training in OBE and continuous assessment as well as training related to the new curriculum statements in the key subjects of Mathematics, Biology, Physical Science, English, and Accounting.

PROTEC developed a comprehensive program of workshops and school based support but budget and time constraints limited the workshop schedule to the following:

Table 8: PROTEC Workshops to Improve Curriculum Delivery in OBE in the FET/PURP Schools of Free State and Northern Cape

Workshop Title	Target Group	Participants
Introduction to OBE for Managers	School/district managers	62
Introduction to OBE for Educators	Educators	556
Assessment in OBE	Educators	125
Information, Communication and Technology	Educators, Managers	120
Performance Based Learning	Educators	260
English Poetry	English teachers	60 NC
Introduction to OBE/Assessment for Colleges (TOT)	College lecturers willing to train others	21
Total		**1,204**

PROTEC's workshop methodology is highly interactive, engaging participants in the application and development of OBE appropriate teaching and assessment strategies. At the conclusion of the workshop for college lecturers, one lecturer indicated that he had gained more from the PROTEC workshop than he had from his assessor accreditation course! Each PROTEC workshop left participants with experience, skills and materials to use OBE methods even with the content of the interim syllabus.

The decision to delay the introduction of OBE in FET until 2006 and a sense of "workshop fatigue" began to chip away at educator engagement in the training workshops and limited the utility of school-based support. PROTEC recommended and Abt concurred that the limited funds remaining after this series of workshops should be used to develop teaching materials that reflect OBE principles and provide solid assessment tools. The development and pilot testing of the tools would be done through the subject forums that were beginning to emerge in the two participating districts, providing the forums with additional experience collaborating on subject issues and planning for longer term introduction, utilization and development of the materials.

Key results achieved by PROTEC include:

- More than 300 educators and 60 managers have been trained in the fundamentals of OBE and continuous assessment in FET at the school and college levels.
- Illustrative OBE lessons and materials have been developed in 5 core subject areas.
- Introduction to the use of ICT to develop teaching and learning materials and tracking continuous assessment
- Subject group forums have been established in Math, Science, English, Geography and Business areas.

While not able to conduct follow up classroom observations after workshops, PROTEC was able to meet with subject groups at participating schools to discuss successes and challenges in applying OBE principles to the interim syllabus.

This foundation in the two PURP communities will provide a strong foundation for the introduction of OBE in the FET band. Colleges in the Northern Cape Province have trained trainers and developed a plan for introducing OBE to lecturer's at all six campuses.

3.3.5.5 Results: Improving Curriculum Delivery and Learner Performance

Chart 1: Learner Performance Summary for FET/PURP Schools of the Northern Cape

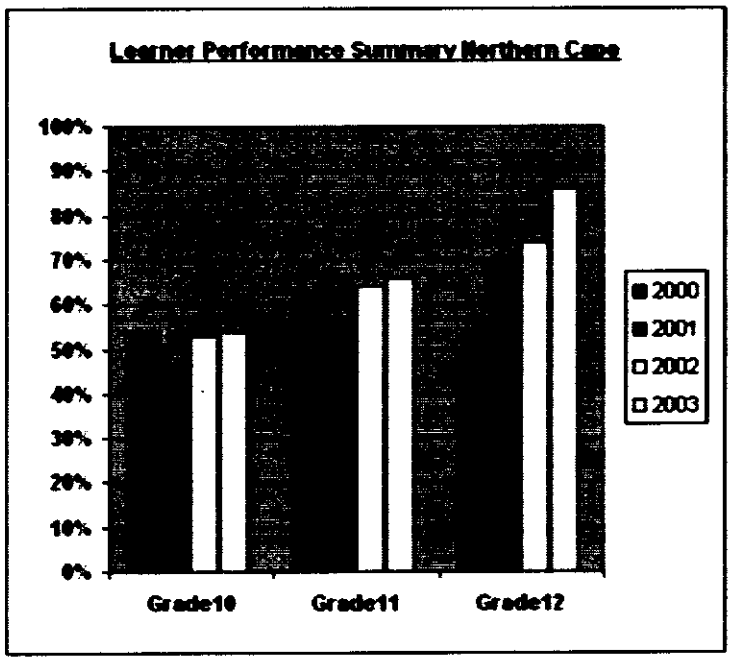
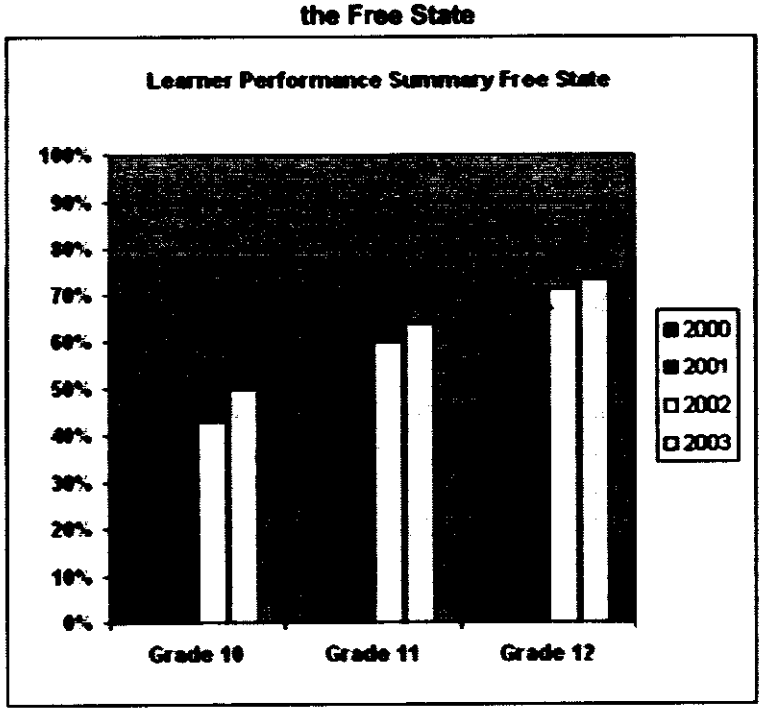


Chart 2: Learner Performance Summary FET/PURP Schools of the Free State



Learner performance has improved in all of the PURP schools in all grades over the past three years, as indicated above. These improvements are not necessarily the result of a single intervention nor are they likely the result of the USAID interventions exclusively. However the focussed attention on the Urban Renewal Schools has made a difference in learner performance. This success reinforces learner motivation and confidence, educator morale and community pride in the school.

The "coalface" of education is the interaction between educators and learners. An improvement in the overall management and governance of the school affects behaviour of educators and learners alike. Providing extra tuition, learning aids to assist with difficult topics and strengthening the professionalism of educators have contributed jointly to these improved results.

The groundwork for the introduction of OBE into FET has been done in the PURP college and school settings in the Northern Cape and Free State. Trained educators and curriculum staff along with the materials developed, introduced and piloted can be used on a continuing basis to prepare for 2006.

3.3.6. Learner Support Services in FET/PURP

The Further Education and Training sub-sector is designed to serve many individuals in schools, colleges and communities at large. The STEP project sought to develop and install a comprehensive package of LSSs, which would support learner decisions regarding programmes of study, promote learner success in selected programmes, match interests, skills and courses to the labour market, respond to the broad needs, interests and opportunities in the communities. Such a package would include career guidance, academic support services, psychological/personal counselling and referral, and life skills. The LSS program would enable educators to provide direct services and/or referrals and leverage the activities of relevant government, business and other community service providers. This package of services is an essential component of a vibrant FET sector and given the breadth of the FET mandate should be located such that school learners, college students and community members at large have access to services.

3.3.6.1 Learner Support Services Activities Grantee: National Institute for Community Education Trust

This component of the FET/PURP support was the hardest hit by the already constrained implementation time and the budget cuts.

In October 2002, a competitive grant was awarded to the NICET (NICET) to develop and implement this package of services. NICET undertook a comprehensive baseline study of needs and resources at the school, college and community levels. Through written questionnaires, focus groups and individual interviews, NICET was able to refine needs and interests in the four-targeted areas and to begin prioritising issues for action. The prioritised needs were:

- Personal support and counselling services
- Academic skills development
- Career guidance
- Life Skills.

By March 2003 NICET had developed a responsive program comprised of materials, referral points and potential training workshops for educators in the areas of academic skills, career guidance and life skills. The academic skills workbook for learners was the first to be completed and was

introduced during the Winter School program in the Free State. Learners and educators viewed the materials positively and indicated a need for the skills to be introduced to learners throughout the year. Subsequently, training workshops were conducted for educators in both the Free State and Northern Cape. The academic skills workshop was viewed as a valuable one for educators, particularly in assisting learners to achieve the knowledge goals of the interim syllabus. Interest was expressed in more comprehensive materials focussing on study skills and learning techniques inherent in OBE and the NCS.

Materials that were prepared under the grant in the areas of Career Guidance and Life Skills were provided to both districts and all participating schools.

The socio-economic status of the PURP communities and the challenges facing community members, especially young people, resulted in personal support and counselling being the highest priority. This is an area in which educators often recognize needs but feel ill equipped to respond. Training for educators, peer counselling skills, and a referral system were recommended activities. Unfortunately, as funding and implementation time were reduced, this critical area was not developed.

3.3.6.2 Results: Learner Support Services

NICET's Baseline Study created an opportunity for educators, parents and learners to discuss their concerns in these key areas. The social issues confronting the PURP communities affect every aspect of community life. Open discussion has created a potential starting point but has also raised hopes and expectations. The baseline study highlights the socio-economic challenges facing learners in the urban renewal communities and underscores the need for comprehensive LSSs and for developing the knowledge and skills educators need to meet the challenges that accompany their learners into the classroom. The Baseline Report provides a good starting point for understanding LSS issues in the broadest sense.

In addition, NICET has produced and distributed materials in the following topics:

- Academic Support: Skills for Educators
- Academic Skills Workbook for Learners
- Career Guidance Manual
- Life Skills Manual

Copies of all materials have been presented to the PURP schools, districts and provinces, as well as to USAID.

Learners in the Free State had an opportunity to use the study skills workbooks during the 2003 Winter School, and educators in both provinces were trained in the application of the techniques described in "Academic Support Skills for Educators" The initial testing of the materials indicates that while the core skills are useful and important, additional work remains to include OBE related skills such as group work, team leadership and approaches to planning and conducting projects.

Career guidance, including knowledge and access to resources that enable one to make informed plans and choices remains a critical area of information and outreach services.

There is continued interest in more materials and training in career guidance as this area has been long overlooked and learners struggle to select education and training opportunities that correspond to their interests and talents, and which are viable in the job market.

3.3.6.3 Conclusion

Much remains to be done in the area of LSSs, especially in urban communities. The overall socio-economic conditions of the two targeted communities underscore the need for intensive focus on life skills and personal counselling and support. Educators continue to be challenged by the social welfare and health concerns that accompany learners to school on a daily basis.

LSSs remains a critical need, to address the specific challenges of urban renewal communities, but more broadly to realize the full mandate of the FET sector. Learners are the consumers of education and training. Responsive institutions will assist learners in making good choices and succeeding in selected programmes of study, whether at school or college level. Appropriate materials, services and outreach are essential to realize the policy mandate and vision for FET, as well as USAID's Strategic Objective to increase access to quality FET.

3.3.7. FET/PURP Project Management and Administration

The PURP project was initiated by the DDG/FET and launched in the two provinces under the auspices of the MECs. The project provided an opportunity to focus resources on the comprehensive development of FET institutions with the full support of Departments of Education. To ensure relevance, support and sustainability, PMTs were established in both districts. In both districts, membership of the PMT included representative principals and district level officers responsible for management, governance, curriculum and LSSs. Leadership of the PMTs was delegated in the Free State to a senior curriculum person and in the Northern Cape reserved to the District Manager. Co-location of district and provincial offices in Kimberley also enabled the Northern Cape PMT to include relevant provincial staff.

PMTs served to assist STEP in review of proposals and selection and monitoring of service providers; assist in the planning, scheduling and selection of participants for various workshops; a central mechanism for planning, coordination and review of project activities.

3.3.8. Summary of Accomplishments in FET PURP

Beyond the achievements at the school level in governance and management, improved curriculum delivery and learner performance and the initial development of learner support materials, the project has made broader accomplishments:

- The final PURP conference resulted in sustainability plans for schools and districts. Principals and district officials felt confident that gains could be sustained with focussed attention at the school level and modest support from the district/province.
- The "whole school" approach, which was implicit in the technical approach to the project, has produced results in governance, management and learner performance. Basic functionality has been restored or enhanced in all project schools.
- Although not an intended result of the project activities, educators now have a clearer understanding of the use of ICT as a teaching resource, which can be used to develop teaching and learning support materials beyond test papers. The focus of ICT to date has largely been on administrative functions and as content for learners. Educators now

understand the potential of this technology as tool for their use, not just the use of learners and administrative staff.

- The project has provided a model for school level implementation of interventions that engages national, provincial and district offices as well as donors in appropriate support to school improvement.
- While the restructuring of the college sector precluded planned interventions, the project was able to engage Northern Cape colleges in preparation for OBE.

3.3.9. Summary of Unfinished Business

The actual implementation windows for PURP activities varied by service providers, with Khulisa having 18 months of implementation time for governance and management activities and PROTEC and NICET having only one academic year in which to implement. In addition to these narrow timeframes, USAID funding levels were substantially reduced in May 2003 requiring a subsequent reduction in the scopes of work and funding, especially of PROTEC and NICET. This was further compounded by the strengthening of the Rand against the Dollar. Planned but unrealised activities are described below:

- Provision of LSM to schools via creative and innovative approaches to libraries at the school level. The 2002 Annual Program Statement of the STEP project called for creative ideas in this area. The Northern Cape Province completed a comprehensive plan for these libraries, which was submitted in April 2003. That plan has been shared under separate cover with USAID for future consideration. To fully implement OBE and the new curriculum statements, learners and educators will need resources beyond prescribed texts to enrich the delivery of the new curriculum.
- Practitioner resource centres. These centres were intended to be resource and activity centres for educators, SMTs and school governing bodies. The centres would house resources for teaching and learning, educational leadership and improved school governance. They would provide a venue in which subject forums, SGB forums and other professional development activities and networks could gather to share and develop materials and information to improve educational practice. Physical space has been identified in each district and the Lejweleputsua District is activating their Educational Resource Centre. The Northern Cape prepared an extensive plan for a resource centre that Abt Associates has forwarded to USAID.
- Support to colleges. The initial plans for PURP activities included both schools and colleges. Limitations of time and funding made it impossible for Abt Associates to provide the intended financial support for the resourcing of FET colleges.
- Computerized Educational Management Information System. A computerized system was envisaged for all participating schools. The system would enable schools to establish, update and maintain electronic records of learner performance, administrative data including the various registers maintained by the school, timetables, subject allocations and financial details. The system developed under the USAID sponsored DDSP was agreed as the model and plans were in process when STEP funding was cut. As this activity had not yet been initiated, it was dropped from the programme. An earlier assessment of the hardware available in schools to support such a system had created the expectation that the project would provide computers to schools. Expectations ranged from a few computers for administrative use, including development of teaching materials, to full computer laboratories. The disappointment of the schools was expressed on several occasions.

- Comprehensive program of LSSs and Curriculum Delivery/OBE.

3.3.10. FET/PURP Summary of Recommendations

- Build on successes to date, i.e. the practical experience that has been provided to schools in whole school development.
- Key successful practices that form a package of support: high quality training workshops; school based follow up; networking opportunities for educators, SGBs, managers (Clusters, forums, professional associations)
- Expand gains made in school management, administration and governance to increased emphasis on leading and managing school and classroom level interventions that promote performance improvements. Maintain quality improvements in administrative management and develop comparable improvements in educational leadership.
- Link further interventions to IQMS focussing on the knowledge, skills attitudes and values need to successfully implement and institutionalise IQMS at the institutional level
- Support colleges in curriculum development, outreach to business and community with regard to OBE and NQF.
- Support and advocacy for colleges, vis-à-vis business structures at the community level, district, provincial levels.

3.4. National Strategy for Mathematics, Science and Technology Education and "DINALEDI" Schools

3.4.1. Background

In June 2001, Deputy Minister of Education, Mosibudi Mangena launched *The National Strategy for Mathematics, Science and Technology Education (NSMSTE)*. The launch of the strategy was the culmination of intensive consultations between the DoE and the Department of Arts, Culture, Science and Technology. This initiative was a response to the socio-economic needs of the country by increasing the number of Maths and Science graduates in Mathematics, Science and Technology Careers, a challenge noted by President Thabo Mbeki in the State of the Nation address of 2001.

The vision of the Project is to bring scientifically literate, technologically fluent and numerically/mathematically literate society that empowers individuals to participate in the emerging knowledge –based economy and supports sustainable development. Three major thrusts of the strategy are:

- Raising participation and performance of historically disadvantaged learners, especially girls, in Senior Certificate Mathematics and physical science;
- Provision of high quality mathematics, science and technology education for all learners taking the first GET Certificate and Further Education and Training Certificate; and
- Increased and enhanced human resource capacity to deliver quality mathematics, science and technology education (recruitment, retention, pre- and in-service training).

The national strategy has been supported by the private sector, international donors, including USAID and national and provincial departments. The Council of Education Ministers (CEM) approved the establishment of 102 dedicated high schools for mathematics and science, to be chosen from:

- Under-resourced, well-performing schools;
- Those with potential to improve participation and performance in mathematics and science.

The schools were pro-rated per province and selected by provincial officers for their potential as *centres of excellence*, where resources could be concentrated and accessible to neighbouring schools.

During 2001, "Dinaledi, Creating Tomorrows Stars Today" became the motto for the 102 dedicated schools, which are referred to in this report as the "Dinaledi Schools". The project was championed by the Deputy Minister of Education, himself a mathematician, who continues to visit Dinaledi Schools to motivate, inspire and better understand the dynamics of creating excellence in mathematics, science and technology education at the school level. Major partners in the resourcing and educator development activities of the NSMSTE include Microsoft, Telkom, Multichoice, and USAID, who signed a joint memorandum of understanding with the Minister of Education last year. In addition to support for infrastructure provided by these partners, the DoE initiated a program of educator development through the provision of Cuban tutors to interested provinces.

3.4.2. Overview of STEP Activities: National Strategy for Mathematics, Science and Technology Education (NSMSTE)

In May 2001, the DoE began to engage the STEP COP and DCOP in preparations for implementing the NSMSTE. The first assignments included developing a directory of the targeted 102 schools, strategic planning models for math and science in the provinces and a compilation of institutional profiles of the targeted schools. Increased engagement with the Dinaledi National Project Manager, private sector supporters and provincial officers, began to reveal areas of intervention for the STEP project. An ambitious and important program was conceived to include provision of material resources, training of educators, leadership development for principals, and advocacy for NSMSTE in general. The limited implementation time under the contract, challenges in subcontracting/procurement processes and reduced funding required a cut back in services to the Dinaledi schools. The specific activities that were completed by STEP and its partners are described below.

Table 9: Summary/Overview of Activities

Activity	Implementing Organization	Target Group
Institutional Directory and Profiles	Abt Associates	Schools
Framework for Targets and Business Plans	Abt Associates	102 Schools
Mathematics Kits and Training	Phambili Educational Projects	Math Educators and District Subject Specialists
Micro-Science Kits and Training	Somerset Educational	Science Educators and District Subject Specialists
Autumn Clinic	2001: Interactive Africa, with limited support from STEP 2002. Abt Associates, Microzone and DOE PMT	Principals, Educators and Provincial Coordinators.
Educator Development (Training, School based support, profile updates)	CASME PROTEC SDU/UCT	School based educators, including HODs; district level subject specialists.
Instructional Leadership: Training and School based support	University of Pretoria	Principals, Deputy Principals
Development of M&E tools in 8 key areas	Abt Associates	Provincial Coordinators, PMU, Subject Advisors, SMT/HOD

3.4.3. Needs Assessment

Two major undertaking constituted STEP's contributions to the 'needs assessment process". The first was the development of the directory and institutional profiles of the selected schools. These provided a foundation for contact information and a snapshot of the human and physical resources per school, as well as indications of participation and performance rates in Mathematics and Physical Science. The profiles also provided a summary of topics in Mathematics and Physical Science that created the most difficulties for learners and educators. The information in the profiles became the basis for support to the Dinaledi schools via the STEP project. The second was a framework and workshops to assist schools in developing strategic plans. The plans became the basis for a contract between schools and the provinces, with participation and performance targets established for each province.

Table 10: Identification of Key topics for Educator Development

Mathematics	Physical Science
Linear programming Geometry (Euclidean, Theorems) Application of calculus 3-D Angles Word problems	Electricity Vectors Chemical Equilibriums Inorganic Chemistry Motion

All educators were included in learning about small groups teaching projects and assessments.

3.4.4. Provision of Teaching Aids

There were wide variations in the core infrastructure and teaching/learning materials available in the Dinaledi schools. Telkom, Multichoice and Microsoft were committed to addressing large issues of power supply, telephone lines, hardware, software and interactive computer based educator development modules. STEP used the data from the profiles and worked with the DOE Project Management Unit (PMU) to identify teaching materials and equipment that would support critical areas in the curriculum. Selected materials were those viewed as having high potential for improving learner performance, addressing content that challenges educators and learners alike. Micro-equipment and related training were provided for Biology and Physical Science; and "Math Kits" focussing on Geometry and Graphing applications were provided for Maths Educators.

Micro-science kits: Somerset Educational Pty, Ltd was selected to provide their trademarked "micro-science" kits.

Phambili Education Projects was selected to assemble mathematics support materials in a "math kit". The kits included a graphing calculator (HP 49G), view screen and OHP, transparencies for difficult subjects and a teacher's geometry set including protractor and compass to demonstrate constructions.

A total of 671 teachers were trained in the use of the micro-science and mathematics kits as detailed below:

3.4.5. Professional Development

3.4.5.1 Autumn Clinics

Autumn Clinics were convened in 2002 and 2003 during the March/April school holiday. The five-day clinics were designed to bring together Educators, Principals and Provincial Coordinators of all 102 Dinaledi Schools. The clinics provided the opportunity for all participants to learn, to exchange ideas and solve common problems, and to experience the sense of belonging to a national effort championed by the Deputy Minister of Education. The clinics provided an opportunity to motivate, inspire, develop and challenge Dinaledi educators and their managers.

The first Autumn Clinic was held in April 2002 in Gauteng, at the Eskom Conference Centre. The clinic was successful in launching the name "Dinaledi" Project together with the apt motto "Creating Tomorrows Stars Today". This clinic focused on "*harnessing the commitment, initiative and enthusiasm needed to promote Dinaledi in schools and communities under the theme Creating tomorrows stars today*" (Mangena, Message from the Deputy Minister): The clinic was also

successful in raising the motivation and enthusiasm of the educators and managers; increasing and reinforcing the knowledge of educators in Mathematics, Physical Science and Leadership and Management.

Presentations at the first clinic were largely inputs from recognized "experts" in the field. Motivational speakers included the Deputy Minister of Education and Africa's first astronaut, Mark Shuttleworth, whose foundation provided most of the funding for the first clinic. Abt Associates' role in the first Autumn Clinic was limited to providing materials and limited logistical support.

The planning, design, execution, logistics and evaluation of the Second Dinaledi Autumn Clinic was done jointly by the PMU, the office of the DDG/FET and Abt Associates staff. The decision to convene the clinic in Cape Town resulted in the subsequent securing of services of a Cape Town based events management firm recommended by the Western Cape Provincial DoE., MICROZONE.

The theme of the second clinic, held from 31 March to 4 April 2003 at Baxter Theatre (UCT) was *"Seizing the Opportunities of the African Century."*

The following objectives were adopted for the clinic:

- To reflect on previous achievements and efforts of the project
- To deepen and strengthen subject knowledge and content in Management, Leadership, Mathematics and Science and leadership
- To promote the sharing of experience, ideas, knowledge and skill of all Dinaledi project participants for the professional enrichment at the school, district, provincial and national levels
- To recognise, motivate and inspire the educators and administrators who are creating tomorrow's stars today
- To introduce and formalise a structure and plan for monitoring and support that will help frame a model for implementing the NSMSTE Education
- To strengthen the connections to the historical, cultural, and educational resources of South Africa that shape the context for the past and future teaching, learning and applications of Mathematics, Science and Technology

For this second clinic, a competitive process was opened to the public for presentations and exhibition at the conference. A panel of DOE and Abt project staff reviewed applications and made the final recommendations to the DDG. Principals and Dinaledi educators were also invited to present their experiences and best practices in mathematics and science education and the management of resources for excellence in mathematics and science.

Participation and performance targets were discussed with provincial coordinators and the senior leadership of the FET Branch of the DOE. Based on the discussions and expectations, provincial plans were revised and each province had the opportunity to present their plan in one of the last sessions of the clinic.

A highlight of the clinic was the Minister's Gala Dinner, during which the major Dinaledi partners, private and public sector and USAID signed a Memorandum of Understanding pledging support to the NSMSTE Education.

The Second Clinic was highly regarded by all participants but also very costly. This has opened discussions about the most effective ways to provide a sense of national identity to the project while stretching the funds available for the development of the human and physical resources of the schools. The Autumn Clinic has come to symbolize the profile, privilege and responsibility inherent in being a Dinaledi School and it does play a role in professional development. However, it needs to be supplemented by smaller, regional activities throughout the academic year. The project intended to implement such a full year program of regional training workshops, cluster meetings and school based support via grants awarded through an APS process, announced in July/August 2002. Delays in the award process and reductions in project funding delayed and reduced the planned services, which are described in more detail below.

3.4.5.2 Educator Development

The Annual Program Statement issued by the project in July/August 2002 called for applications to implement educator and management development activities for the Dinaledi schools and an advocacy program that would link schools, businesses, alumni and other South Africans with successful careers in MST related fields. Several potential grantees provided attractive approaches to professional development. By identifying core themes in the applications and incorporating the experiences of DOE's Dinaledi Project Manager, STEP developed a framework to provide a common structure to all of the eventual service providers.

Key elements of the approach included school based support, provincial or regional workshops, formation of educator networks in clusters and the engagement of district level subject advisors. In pursuit of this goal, the subcontractors were to develop a comprehensive program of school-based support and centre based workshops addressing these issues:

- Subject content upgrading
- Strengthening skills in learner assessment as a diagnostic tool
- Learner centred and OBE congruent teaching methodology
- Gender awareness in the classroom
- Managing learning and assessment in the application of Outcomes Based Education
- Classroom management
- Conducting 3-5 visits per school per term for the purposes of mentoring, assessment, coaching, team teaching, portfolio development;
- Conducting 1 or more 3-5 day workshops per school holiday or the equivalent during those hours agreed upon with provincial authorities. Educators from all schools will receive a minimum of 30 hours of workshop activity per school term/holiday.
- Establishing standards for teacher portfolios that enable teachers to collect and document professional teaching experiences and materials that can be used as evidence of prior learning for formal accreditation. Review elements of the portfolio periodically, linking school and workshop based activities directly to the keeping of the portfolio which can include learner support materials as well as other professional entries.
- Conducting cluster meetings in the district to promote peer networks and professional growth.
- Contributing data to the overall monitoring and evaluation framework of the Dinaledi Project.
- Providing quality assurance for training workshops and school based support.

Three fixed price contracts were awarded for educator development activities. Awards were made to two NGOs and one University: The Centre for the Advancement of Science and Mathematics Education (CASME); the Programme for Technological Careers (PROTEC); and the Schools Development Unit (SDU) of the University of Cape Town (UCT).

Table 11: Allocation of the Dinaledi Schools

Service Provider	Province	Number of Schools
PROTEC	Gauteng	11
	Limpopo	23
	N.West	7
	Mpumalanga	3
	Northern Cape	1
	Free State	2
		PROTEC Total: 47
SDU/UCT	Western Cape	6
	Eastern Cape	2
	Northern Cape	3
		SDU/UCT Total: 11
CASME	KwaZulu Natal	23
	Mpumalanga	4
	Eastern Cape	13
	Free State	4
		CASME Total: 44

The selected service providers met for five days prior to the second Autumn Clinic to determine a common approach and to select cross-curricular topics that could be addressed in all schools and workshops. Energy Across the Curriculum and Graphing Across the Curriculum were the chosen foci for the first round of school visits and what turned out to be the only workshop. Graphing provided a way of including a number of challenging topics from Trigonometry to Linear Programming, and the opportunity to provide follow up support to the use of the graphing calculators provided earlier as part of the math kits.

The University of Pretoria was awarded a subgrant to implement an instructional leadership development program for principals and deputies.

Due to lack of funds and unanticipated delays in the procurement process, the planned program of three workshops, with school visits between was condensed to one workshop with visits to 100% of schools prior to the first workshop and follow up visits to 25% of assigned schools. While this arrangement was far from ideal, it allowed service providers to bring some closure to their work at the school level, to update profile information and to do a cursory check of resource utilization in the schools.

3.4.5.3 Leadership Development

The vision for Dinaledi schools as "centres of excellence" raised the issue of the role of school managers, especially principals, but also their deputies and HODs. During the APS process, Continuing Education at the University of Pretoria (UP) proposed a comprehensive approach to leadership development for Dinaledi managers. They were the only group to propose exclusively for Leadership and Management and plans moved forward to make a sub-award to them. The Second Autumn Clinic was an opportunity for UP to present an overview of its approach, with selected case

studies taken from other work, and to refine a focus for a more limited implementation. Following the clinic, they developed a five-day program in Instructional Leadership that was implemented during the 2003 winter school holiday at the Groenkloof campus of the University of Pretoria. Most schools were represented by the 213 participants in Pretoria. A shorter, make-up program was conducted for the Eastern Cape Province whose 23 principals were not able to travel to Pretoria. The workshops were very highly regarded, enabling the schools to develop action plans for applying leadership concepts and skills, and to begin developing case studies that could be used as the basis of further dialogue and training.

The UP education faculty visiting schools were able to visit about 25% of the schools prior to the first workshop and another 20% after the workshops. The initial visits were made to a mix of schools, rural and urban in each of the nine provinces. The second visits were made to those schools deemed most in need of follow up support, or where there were particularly interesting leadership dynamics. The geographic spread of the schools made it difficult to visit all of them under the reduced funding scenario.

Table 12: A Summary of Training Workshops and School Visits

Workshop/Activity	Target Group	Number of Participants
Micro Science Kit Training	Science Educators	358
Mathematics Kit Training	Mathematics Educators	313
Autumn Clinic 2003	Principals, HODs, Educators, Provincial Coordinators	400
Educator Workshops: Graphing Across the Curriculum Energy Across the Curriculum	Math, Science Educators. Numbers are combined as workshops were simultaneous and co-located	553
Instructional Leadership	Principals and Deputies	228
Total		**1,852**

3.4.5.4 Monitoring and Support Plan

In late 2002, the Dinaledi PMU sought a comprehensive plan for monitoring the Dinaledi project as a whole. This plan was to focus on 8 key areas, with indicators and tools that could be applied to the activities and results of all Dinaledi implementing partners. STEP's Monitoring Manager engaged representative educators, provincial and district officers and the PMU in the development of a set of indicators and preliminary tools. The framework was submitted to Abt's Practice Manager for technical quality assurance and presented to the participants at the 2003 Autumn Clinic. Following the clinic, the document was revised and submitted to the DoE, FET Branch for its consideration.

3.4.5.5 Proposed Indicators for the NSMTSE

The indicators described below were revised following the presentation at the Autumn Clinic and submitted to the PMU. No further action was taken.

Focus Area: Project Management and Coordination

Indicator: The PMT manages and coordinates the National Strategy for Mathematics and Science Strategy at the school, district, provincial and national level.

Focus Area: Teacher development and empowerment

Indicator: Educators and managers are developed and empowered in the field of Mathematics, Science and Technology with regard to subject content, methodology, assessment and curricular issues.

Focus Area: Professional support
Indicator: Professional support structures are established at schools, districts and provinces and provide professional support to educators and managers in the field of Mathematics, Science and Technology.

Focus Area: Infrastructure and resource development
Indicator: Infrastructure and resources are procured and/or developed at schools and utilised during learning and teaching processes.

Focus Area: Learner participation
Indicator: A percentage increase is obtained in the numbers of learners who participate and are retained in Mathematics, Science and Technology particularly at higher-grade level as stipulated in the Department of Education National Targets for Improvement of the 102 Dedicated Schools for Mathematics and Science.

Focus Area: Learner performance
Indicator: A percentage increase is obtained in the number of learners who pass Mathematics, Science and Technology particularly at higher-grade level as stipulated in the National Targets for Improvement of the 102 Dedicated Schools for Mathematics and Science document.

Focus Area: Advocacy
Indicator: The community is mobilised and offers support to the Dinaledi Project.

Focus Area: Research
Indicator: Scientific research is conducted on 8 focus areas to inform the project.
An institutional profile capturing educator profile, learner performance, infrastructure and resources has been compiled and distributed.

3.4.6. Dinaledi Results: STEP Support to NSMSTE

3.4.6.1 Dinaledi Results: Participation and performance

A major goal of the Dinaledi project of the NSMSTE is to increase participation in Mathematics and Science, particularly at Higher Grade and among girls; and to increase the performance of learners at both HG and Standard Grade.

Table 12: Summary on Grade 12 Participation and Performance for the Period 2001 to 2002 in Dinaledi Schools

Subject	Mathematics (HG & SG)							Physical Science (HG & SG)						
	Entries			Passed				Entries			Passed			
Year	M	F	T	M	F	T	%	M	F	T	M	F	T	%
2001	2847	3620	6467	1286	1277	2563	36.8	1841	2159	4000	980	839	1746	44.6
2002	3316	4054	7370	1742	1708	3450	47.5	2149	2330	4479	1294	1242	2536	53.4

Source: Dept. of Education PMU

Table 13: Grade 12 Participation and Performance in Mathematics and Physical Science HG per Gender in Dinaledi Schools

Subject	Mathematics HG							Physical Science HG						
	Entries			Passed				Entries			Passed			
Year	M	F	T	M	F	T	%	M	F	T	M	F	T	%
2001	304	420	724	165	120	285	45.4	641	672	1313	255	176	431	30.0
2002	718	766	1484	328	238	561	43.7	969	1009	1978	393	360	753	41.5

Source: Dept of Education PMU

Only the preliminary indicators for 2003 are promising. Unpublished data suggests that performance in Mathematics (HG & SG) has increased by as much as 15% in Dinaledi schools. In physical Science (HG & SG) improvements were also 15% in Dinaledi schools. While none of this is single variabled, it may be useful to review results in other project areas.

3.4.6.2 Dinaledi Results: Resource Provision and Utilization

Mathematics and Science Kits were provided to Dinaledi Schools and schools participating in the FET/PURP in the Northern Cape and Free State provinces. Data collection at the 19 schools involved in PURP is summarized in Table 6, presented in Section 3.3.5.4 on the FET/PURP results. While the Science Kits are well established in schools, they are largely used in the teaching of Physical Science and less used in Biology. As described earlier in the FET/PURP section, the experience with the graphing calculators has not been positive.

Of the many resources provided to schools through the Dinaledi project, the graphing calculators and computers present the greatest challenge in terms of educator knowledge, skills and confidence in full and consistent use of the resource. Graphing calculators provided by the project are largely viewed as too complicated to use. Computers are often not accessible and educators are not well versed in the use of the computer for developing teaching aids, including scientific graphs. While the use of computers is mentioned here, the extent to which the computer installations are complete or available to educators is beyond the scope of the STEP project.

The most frequently used and valued resources are the OHP and transparencies provided as part of the Math Kits.

School visits completed recently by service providers to approximately 25% of Dinaledi schools have indicated similar trends. While provision of resources is a critical element in creating centres of excellence, it is clear that a single training session does not ensure that the resources can or will be utilized regularly in the classroom. Educators must have continued access to support for utilizing resources, as close to the school as possible. Subject forums at school, cluster or district levels, convened by educators, HODs and/or district officers should be encouraged.

1.2.1.2 Dinaledi Results: Educator Development

Evaluation of the Autumn Clinic and smaller workshops reveal the following themes:

- Increased understanding of content
- Increased understanding of approaches to teaching
- Increased comfort with selected materials
- Appreciation of the opportunity for training and the networking that occurs during and after workshops

- Requests for formal accreditation for workshops
- Requests for follow-on support

Support to Professional Development at all levels. Principals have also expressed appreciation for the opportunities provided by the Autumn Clinic and the University of Pretoria programme. District officers have asked on numerous occasions to be included in all training efforts so that they too are kept current on trends and approaches, and so that they can better support educators at the school or cluster level.

3.4.7. Conclusions: STEP Support to NSMSTE Dinaledi

The very limited implementation period for the STEP supported activities has allowed only a glimmer of the possibilities for comprehensive educator development, improved performance and participation. Nonetheless it is clear that educator use of resources, new techniques and information requires continuous support beyond installation and introductory workshops. This is particularly true of new technology such as the graphing calculators and computers for communication, research, study programs, graphing and other teaching aids. This support could be developed through school visits by service providers and/or trained district officers; peer support at the cluster level, assuming that there is some capacity; and/or through explicit linkages and mutual expectations with the Cuban Tutors program.

Provincial priorities, capacity and resources vary widely. Some provinces have adopted and adapted the principles and goals of the national strategy and have begun implementing interventions focussed on Maths, Science and Technology, building on the Dinaledi experience, expanding the number of focus schools and/or increasing the resources and programs available for educators and learners. Others are not staffed and/or funded at the provincial, district or institutional levels in ways that would allow such an expansion.

Channels of communication and perceptions of authority and responsibility affected Abt Associates and its service providers. Communication and collaboration were clear at the national level. Communication with provincial coordinators was both direct, i.e. Abt Associates and/or its subcontractors communicating directly with provinces, and indirect, i.e. through the PMU. Once again, provincial preferences and practices determined the most effective way to engage provincial support and ownership of STEP supported activities.

3.4.8. Dinaledi Recommendations

The challenges that created the NSMSTE will continue for the foreseeable future. In order to realize the vision of the strategy and to turn the existing Dinaledi schools into centres of excellence, the following recommendations are made.

1 Continued attention to educator and management development for Math/Science, including access to accredited courses, and ongoing support beyond specific workshops.

2 National DoE should consider and promote the most effective mechanisms for a support structure to ensure that educators are able to make maximum use of workshop learning, acquired materials and MST related resources. At this time, the most durable and cost effective approach to this seems to be some combination of district subject advisors,

professional associations and the Cuban tutor program. Clarification of roles and the establishment of norms and standards for such support should be investigated.

3 As part of the introduction of any educational technology, whether simple geometry kits, graphing calculators, transparencies or computers, pay attention to the requirements for continuous training and follow on support.

4 While consolidating gains in participation and performance, begin the process of creating true "centres of excellence" that take best advantage of the impact of the Math/Science focus on the community and neighbouring schools, creating a regional resource and regional pride in Dinaledi. This will require resources for advocacy and outreach.

5 The public/private partnership that has been achieved by the DoE has not yet been fully integrated at the school, district and provincial levels. As the partnership grows and demands from the field increase, it will be important to have a coordination structure that:

- Includes national and provincial DoEs with clear roles for district subject advisors.
- Engages professional associations and communities.
- Provides and entry point and communication structure for partners.
- Facilitates and promotes synergy across inputs.

3.5. UNIVERSITY OF LOUISVILLE/RAND AFRIKAANS - UNIVERSITY COLLABORATION IN BAPONG

3.5.1. Background

The STEP project was selected by USAID South Africa as the vehicle for support to the University of Louisville and Rand Afrikaans University (RAU) collaboration in Bapong, a community near Lonmin's Eastern Platinum Mine in the Northwest Province. This assignment was driven by congressional interest in supporting the University of Louisville's pilot community development model and its collaboration with RAU and was accompanied by a reservation of funds for this purpose. As the partnership included education and training for employment and income generation, alignment with STEP made sense and the COP was included in preliminary discussions between USAID, University of Louisville and Rand Afrikaans University.

The two universities have made a long-term commitment to the Bapong community and their collaboration is expected to carry on long after the STEP/GMTA contract. Contract Modifications 7 and 8 authorized Abt Associates to award subcontracts to the two organizations. USAID, University of Louisville, RAU and Abt Associates reviewed the programme in September with a view to determining the feasibility of completing the project start up within the time remaining in the Abt Associates contract. A commitment was made to scoping and completing a realistic set of activities prior to the end of the Abt contract.

3.5.2. Major Activities

Phase I of the Louisville/RAU collaboration focussed on building relationships and gathering information to plan a long-term community development intervention. The information gathering was designed to build relationships within the community as well as to conduct the research that would provide the basis for planning economic development activities. RAU staff and students undertook a comprehensive community household survey and based on the survey results developed plans for a longer-term development intervention. The University of Louisville provided quality control and review of the survey process and results, and scoped the proposed training interventions. Both institutions were involved in the planning of the second phase of this initial support from USAID, engaging the tribal authority in planning and prioritising activities and signing a Memorandum of Understanding and in securing commitments from the mine's parent company, Lonmin for support to promising income generating activities.

Phase II activities included the completion of the Memorandum of Understanding, establishing Village Action Committees to provide direction and oversight to development projects, training and feasibility determination of promising enterprises.

Training was provided in the following areas:

- Job seeking skills: for unemployed community members. This two-day workshop was opened to a maximum of 40 participants, providing practice in identifying suitable opportunities in newspapers, making telephone inquiries, interviews, resumes and cover letters. Thirty-three participants, largely unemployed young people who had finished matric, attended the workshop.
- Training in OBE/C2005 for primary mathematics and science teachers to expand their understanding and application of the requirements of the RNCS. The workshops were

highly participatory and provided activities and materials that could be used in the classroom, including lesson plans, assessment tools and learning aids. Fifty-two teachers attended these sessions over two consecutive weekends, as did the primary circuit manager responsible for the Bapong schools.

- Materials for HIV/AIDS Home Based Care

Feasibility studies and initial business relationships have been initiated for an expansion of existing community vegetable gardens; bird farming; ethanol production; and a sewing project. Training in the technical skills needed to implement the projects, business skills and market partnerships will be implemented with follow on funding, secured from a mixture of public and private sources.

An overall strategy for evaluating training over the longer term has been designed and will be implemented over time.

3.5.3. Results

University of Louisville and RAU have engaged local authorities and communities, provincial offices and the mining company in assessing resources, needs and opportunities for economic development and employment. Plans have been put in place, including relevant technical and business training and partnerships. In many respects, this activity reflects the ideals of the FET sector, namely:

- Education and training that respond to local needs and interests (community, business, employers)
- Learning programmes driven by employment opportunities
- Opportunities accessible within the community

Thirty-three community members have been trained in job seeking skills; Fifty-two primary educators have increased their knowledge of the science and mathematics, and teaching, learning and assessment methodologies needed for successful implementation of the RNCS. Feasibility studies and business plans have been developed for community enterprises, supported by the local authorities and the mining company.

Although implemented by two tertiary institutions, this activity has significance for the FET sector, in that the approach and results are not unlike those envisioned for community colleges. In addition to providing a model for universities in community development, this approach might also be examined as a potential model for community colleges.

3.5.4. Conclusions

USAID's initial investment in this ongoing work in Bapong has created a strong foundation for increased livelihoods in the Bapong community. It appears that a relatively small USAID investment in assessing needs and opportunities, building linkages with the community and business and providing training for income generation will leverage substantial investments by Lonmin Trust, the social development wing of the mining group that is the major employer in the area. In addition, the RAU/Louisville approach provides an example of cooperation between communities, universities and the private sector.

Training activities identified through the household survey process have been well received. The University of Louisville and RAU will continue to evaluate the effectiveness of their training in making a difference in the lives of participants and in the success of their enterprises. Whether seeking jobs, improving professional teaching skills, providing home based care for people and families affected by HIV/AIDS or acquiring skill to work effectively in newly created enterprises, the effectiveness and usefulness of training will be assessed via a strategy that has been developed by University of Louisville.

This model of community development is relatively new in Bapong, especially the aspect of community partnership through traditional authorities with universities and Lonmin. The success of the model will be determined by the degree of influence exerted by the community through the traditional authority and Village Action Committees in a process of continuous dialogue, joint planning, feedback, monitoring and support.

3.5.5. Recommendations

The work that has been undertaken to date is foundational. The success of the planned interventions is yet to be determined. It is recommended that USAID consider the potential impact of the proposed enterprises and match the funds generated in the private sector.

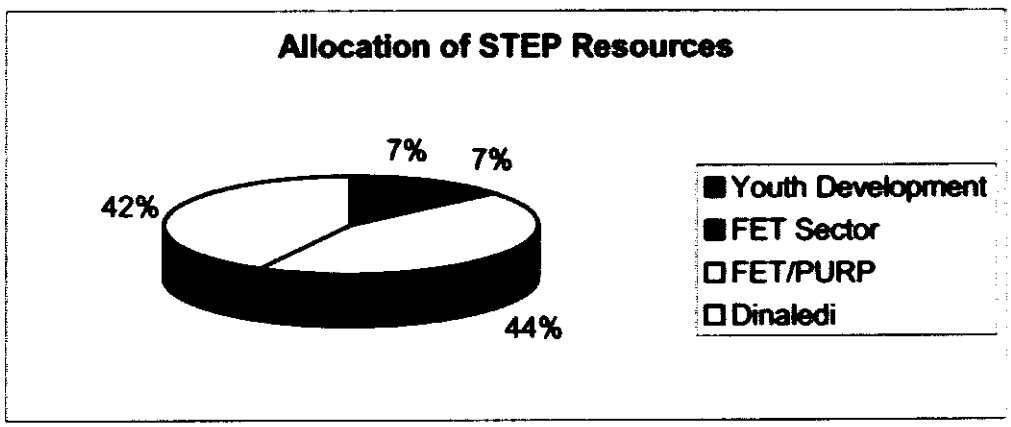
RAU has a strong and positive history in the community and has recently identified and employed a full time community liaison person. It will be important to track issues of project ownership and participation by the community and to ensure that the pace of implementation is one that the community and its structures can manage and lead.

Once businesses are established, it may be important to consider how credit for learning can be granted in this innovative project. The inclusion of a community college partner could strengthen this model and provide important lessons for the future role of the community college sector.

4. Resource Allocations

The chart below indicates how STEP resources were allocated to the four core activity areas. Administrative costs are assumed to be allocated proportionately across all activities, although that may not accurately reflect the level and focus of technical assistance provided directly by STEP staff.

Chart 3: Field Implementation Investments in FET were More Than 10 times the Expenditure on Policy.



The STEP project expenditures were approved by activity by USAID's CTO through: submission of requests for approval of individual Technical Assistance activities, Participant Training programs, and RFP/RFA scopes of work and tendering procedures. In addition to CTO approval, the USAID Regional Contracting Officer approved all subcontracts and grants with a value greater than $100,000.

A detailed financial report to USAID will be presented through the final close out voucher.

5. Cross Cutting Recommendations

Summary of Recommendations

This report has provided recommendations regarding PURP and Dinaledi that can be acted upon at the school and district levels. Given the overall policy and national focus of USAID, the recommendations below are those that would require national level policy support and/or supplemental resources. They are presented here for the consideration of USAID and it partners in the DoE and the NYC

Recommendation 1: For continued USAID support to Youth Development

As described fully in the body of the report, South Africa lacks a cohesive integrated system for youth development services and the professional cadre to deliver such services. Abt Associates recommends development of a system for provision of comprehensive services to youth, including social services, FET institution-based comprehensive learner support services; and a thriving network of referrals within communities. The report describes issues related to the development of a professional cadre of providers and institutional issues.

Recommendation 2: FET Policy

In the area of FET policy, additional research is needed to review and revise curriculum implementation and quality assurance in schools and colleges and governance structures of FET colleges.

Recommendation 3:

Consider replication of the whole school evaluation approach to improving the performance of dysfunctional urban schools. The results of the PURP interventions are promising. District and provincial support as PURP schools sustain and build upon the gains to date.

Recommendation 4:

Professional associations should be activated, independent of government institutions to promote continued development of educators, managers and SGBs. Preliminary work suggests that educator subject forums and associations of SGBs are viable concepts. Similar forums/associations should be explored for management/administrative staff to support the professional growth and potential career development.

Recommendation 5:

Continue to develop the Dinaledi schools as centres of excellence, paying attention to outreach and advocacy to community and local businesses, ensuring that Dinaledi status becomes a point of pride for the whole school and for groups of schools utilizing the resources of the "centres of excellence".

Recommendation 6:

Review the historical data on Dinaledi schools to determine the disincentives that may be embedded in overemphasizing numbers (performance and participation) including impact on school establishment and quality of teaching and learning Develop strategies for addressing this, including the possibility of retraining promising educators with relevant knowledge, skills and interests.

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Recommendation 7:
Examine the academic/private sector/public sector/donor model of intervention by universities provided by RAU and University of Louisville in Bapong. Surveys, training, feasibility studies and implementation support to community enterprise development may be a replicable model for universities and/or colleges.

6. Lessons Learned

The STEP project, through the concerted effort and direction of its CTO was required to work within and respond to the needs of the DoE and the NYC, paying attention to the technical, organizational and political influences one each. This was particularly true at the beginning of the project as the structures were relatively new and the DoE was restructuring, resulting in the elevation of the FET Chief Directorate to a branch; and in the immediate pre- and post-election period. USAID's responsiveness and the breadth of the scope of work provided the flexibility to work in this fashion. USAID and Contractor systems need to be flexible as well as accountable to accommodate this responsiveness and the trade-offs that are encountered in the process. For example, the development of FET investment strategies and subsequent relegation of the document and its recommendations reduced the potential of the project to pilot test FET implementation against a defined framework.

The limitations of the FET policy and strategy have been described in Section 3.2 of this report. Notwithstanding, the policy development: process has engaged and built upon civil society, the national constitution and governing legislation. Implementing policy, especially so soon after it is promulgated should be viewed as a pilot activity, rigorously reviewed to as a means to determine its strengths, weaknesses and gaps that were not predicted. The brief implementation period, the pressure to deliver and the subsequent decisions not to develop comprehensive monitoring and evaluation plans for PURP (USAID) and Dinaledi (DOE) at this time have resulted in "trends" and "observations" perhaps rather than hard, empirical data.

Given the above, it does appear, based on the data and reports available that the PURP intervention, a whole school improvement: intervention had the right elements: governance, management, educator development, resource provision, training and support and direct linkage to district efforts via PMTs, developing LSMs. Management and governance were important starting points in the PURP schools as these key functions had been effectively dismantled during the struggle against apartheid.

Educator development activities had a rich mix of content, pedagogy, assessment, training and support; however, there was not enough implementation time to develop structures for continued support and professional development. At least three implementation years would have been ideal. This would have provided the time to shape and support professional networking associations and to promote linkages with appropriate governmental and non-government entities.

National initiatives implemented at school level require coherent, clearly articulated project management and coordination structures. District level PMTs facilitated decision-making, planning and review of project activities in PURP. The scope of Dinaledi, i.e., national, and lack of clarity in terms of channels of communication between Abt Associates, the national PMTs, provincial structures and schools challenged the project continuously. The high profile of the project championed by the Deputy Minister and housed in the FET branch created challenging dynamics.

There were some inherent tensions in the desire to be responsive and the requirement for CTO approval of individual project activities. All activities requiring technical assistance or participant training, whether initiated by the DoE or USAID itself had to be written up, budgeted and approved. This was a deviation from the usual discussion, development, approval and subsequent implementation and monitoring of an annual work plan. Clear, open and frequent communication between clients and contractor are essential under these circumstances.

The volume of subcontracting that eventually occurred probably argued for one or more TDYs by Abt Contracting Specialists. Delays in communication and competition for attention with home office-based activities, created problems that were noted by the CTO in a contract administration letter. An agreed upon timeline between the home office, project staff, CTO and RCO may have facilitated a more efficient and effective response.

Annex A: Inventory of Deliverables

1. **Quarterly Reports: Quarters 1-26**

2. **Annual Work Plans: 1998, 1999, 2000, 2001, 2002, 2003**

3. **Participant Training Monitoring Reports: October 2002, April 2003, October 2003, March 2004**

4. **Technical Assistance Reports**

Author (s)	Title
NYC (1997)	National Youth Policy
IDC on Youth Affairs/NYC (1999)	Guide to Government Youth Development Programs
Abt. Associates (1998) M. Lekgoro; Aminifu Harvey; J. Statman; Sello Wa Loate; G. Motsi; Pamela Kirkland; J. Fredericks; Susan Hubbard; R. Jacobs	National Clearinghouse for Youth Employment and Entrepreneurship
Makhene Motsumi (1998)	1. National Youth Service Green Paper; 2. Draft White Paper National Youth Services
DoE (1999)	1.National Strategy for Further Education and Training, 1999-2001 Preparing for the Twenty first Century through Education, Training and Work; 2. Curriculum Review and Modernisation
Richard Kraft (1999) Beverley Parsons	Curriculum and Assessment Policy Draft;
Jacqueline Woods	Investment Strategies in FET: Report of Design Team
NYC (1999)	Youth information Clearinghouse Report
Michael Lawrence (2000)	PURP Needs Assessment for Galeshewe and Thabong
Aurora Associates	Individual Development Plans: PURP Schools;
Richard Kraft (2000)	Further Education and Training: The Curriculum
Juliann Moodley (2001)	Report and Programme of Action for 2001, MST/Dinaledi Business Plan
DoE (2001)	MST School Development Plans
Patrick Ellis (2001)	Assessment of Computer Equipment and Infrastructure for Administrative Purposes at Targeted Schools and Technical Colleges in Thabong and Galeshewe

Isaac Potoki Nkwe (2002)	Report on Governance and Management Forum
G.M. Pheto (2002)	Report on Consultation and Training for FET College Staff on Frameworks and Development Plans for Curriculum and LSSs
Abt. Associates (2002)	MST Directory of Schools;
Julianne Moodely	MST Profiles of Institution
Somerset Educational (2002)	Dinaledi: Micro Science Kits and related training for Educators
Phambili Education Projects (2002)	Dinaledi: Maths Kits and related training for Educators
Abt. Associates (2003)	Evaluation of Autumn Clinic
	Abridged Report of Autumn Clinic
Z. Nxumalo (2003)	
Prof. Jonathan Janssen, Chair Task Team Members: ME Dipholo, VL Lerothodi, B Maja, N Mthiyane, J Mybuirgh, G Phalane, J Wagenaar	Investigation of Possibilities and Processes Regarding the Integration of Senior Secondary Schools into the FET System with Special Reference to Governance and Funding

Subcontractor/Grantee Products

Khulisa Management Services: Training Manuals and Reports

- Skills Audit: Northern Cape and Free State PURPS Schools
- Training Manual for the SGB
- SMT/HOD Workshop
- End of Year Planning
- Labour Relations
- Safety and Health
- School Magazine
- Parent Participation
- School Maintenance
- Library Management
- Human Resources
- Learner Discipline
- Fundraising

PROTEC: Training Manuals and Reports

- Outcomes Based Education in the FET Band, An Educator's Guide
- Introduction to Windows and MS Office Participant Materials
- Introduction to Performance Based Learning, Participants Handouts, Facilitator's Manual
- Sample Lesson Plans: OBE

NICET: Reports and Materials

- Academic Support Manual for Educators
- Study Skills Workbook for Learners
- Support Skills for Life
- Summary of the Baseline Study Results
- Career Guidance and Information

CASME: Reports and Materials

- Report on School Visits
- Materials: Graphing Across the Curriculum
- Materials: Energy Across the Curriculum
- Case Studies

Continuing Education at University of Pretoria

- Report on School Visits
- Materials: Graphing Across the Curriculum
- Materials: Energy Across the Curriculum
- Case Studies

PROTEC

- Report on School Visits
- Materials: Graphing Across the Curriculum
- Materials: Energy Across the Curriculum
- Case Studies

SDU, UCT

- Report on School Visits
- Materials: Graphing Across the Curriculum
- Materials: Energy Across the Curriculum
- Case Studies

Annex B: Roster of Full Time Project Staff

COP:	James Statman, Ph.D.	7/97-9/00
	Motsumi Makhene,	9/00-7/03
	Judith Oki,	8/03-3/04
Deputy COP	Motsumi Makhene	7/97-8/00
	Laurie Cameron	9/00-2/01
	Lena Brown	3/01-6/02
	Judith Oki	9/02-7/03
Contract Administrator	Kokeb Kassaye	6/02-3/04
Office Manager/Finance Assistant:	Mandisa Dukumbana	1/98-7/03
Finance Assistant	Donny Rajah	5/02-3/04
Admin. Assistant/Travel and Logistics:	Jacqueline Tshabalala	5/98-7/03
Admin Assistant	Emmanuel Oelofsen	9/03-3/ 04
Grants Manager	Gail Motsi	97-00
	Robert Jones	00-02
Field Operations Coordinator	Malcolm Abrahams	02/01-04/ 03
Monitoring and Evaluation Manager	Zanele Nxumalo	01/02-03/04
Data Capturer	Nomoya Ketye	05/02-03/04
Data Analyst	Mahlapane Lehola	0/03-03/04
Receptionist	Gaybe Jackson	10/02-03/04

Annex C: Roster of Consultants

NAME	ACTIVITY
Clarke, Edward	1. Integration of Senior Secondary of Schools into FET System 2. Managing OBE Transition in FET 3. Managing OBE Transition Phase 2
Bardill, Nozipho	National Board for FET
Dipholo, ME	Integration of Senior Secondary of Schools into FET System
Dublin, Peter	DoE Curriculum Review
Ebrahim, Radya	1.FET Design Team 2. PURP Needs Assessment
Ellis, Patrick	IT Assessment for Administration in Northern Cape & Free State PURP Schools
Franck Daniel	DoE Curriculum Review
Harvey, Aminifu	NYC Clearing House
Hubbard, Susan	NYC Clearing House
Jackson, Claire	DoE Curriculum Review
Jansen, J	Integration of Senior Secondary of Schools into FET System
Japhta, ND	Managing OBE Transition Phase 2
Kirkland, Pamela	NYC Clearing House
Koplik, Stanley	Desktop publishing, editing and printing.
Kraft, Richard	DoE Curriculum Strategy
Kramer, D	Managing OBE Transition Phase 2
Laridon, P	Managing OBE Transition Phase 2
Lawrence, Michael	PURP Needs Assessment
Lerothodi, VL	Integration of Senior Secondary of Schools into FET System
Maja, B	Integration of Senior Secondary of Schools into FET System
Makgetwa, Minky	PURP Needs Assessment
Makhene, Motsumi	NYC Development Policy
Makhene, Motsumi	NCFE Report
Makhene, Motsumi	Green Paper, White Paper and draft bill
Makhene, Motsumi	NYS Green Paper
Makhene, Motsumi	National Curriculum Statements
Makosana Zola	PURP Needs Assessment
Mestelle, Joe	NYC Youth Day Mamelodi
Mogorosi, Helen	PURP Needs Assessment
Moleleki, M	Managing OBE Transition Phase 2
Molusi, Nathan	PURP Needs Assessment
Moodley, Juliann	PURP Needs Assessment
Moodley, Juliann	Maths & Science Business Plan for Launch
Moodley, Juliann	Draft Business Plan Framework and National Planning Workshop for the Implementation of Maths, Science & Technology Strategy

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NAME	ACTIVITY
More, Early	Ministerial Recognition Award
Mosdell, Timothy	Audit of FET Information
Motala, Shireen	Whole School Evaluation Conf.
Mthiyane, N	Integration of Senior Secondary of Schools into FET System
Myburgh, J	Integration of Senior Secondary of Schools into FET System
Nkopodi, N	Managing OBE Transition Phase 2
Nkwe, Isaac Potoki	Model for Governance & Management Strategic Implementation Plans PURP Needs Assessment
Parker, Ben	Review DoE's Strategic Plan for FET
Parsons, Beverly	Assessment Policy Framework
Perold, Helene	NYS Green Paper
Phalane, G	Integration of Senior Secondary of Schools into FET System
Sello Tshetlo	NICET pre-award recipient audit
Simon, Gary	DoE Curriculum Review
Valla, VJ	PURP Needs Assessment
Van Louw.L	Managing OBE Transition Phase 2
Van Rensburg, P	Managing OBE Transition Phase 2
Wa Loate, Sello	NYC Clearing House
Wagenaar, J	Integration of Senior Secondary of Schools into FET System

Annex D: Subcontractors

Abt Associates' original proposal included the following subcontractors:
Aurora Associates International, Training and Project Management 1997-2004
Deloitte Touche, Grants Management 1998-2002
Rose Francis Communications, Event Management 1997-1999
Bheki Computer Services, IT hardware installation

Subsequently, subcontracts were competitively awarded to provide training and follow up support for the Presidential Urban Renewal Program and the Dinaledi Schools.

Khulisa Management Services, School Management and Governance Capacity Building in Presidential Urban Renewal Project (PURP) Schools in Northern Cape and Free State Provinces (2002-2004)

Programme for Technological Careers (PROTEC)

1. Improving Curriculum Delivery and Learner Performance in PURP Schools (2002-2004)
2. Dinaledi Project: Educator Development in Mpumalanga, Free State, Limpopo, Northwest and Gauteng Provinces (2003-2004)

Shell Science and Mathematics Resource and Educational Trust, Operating as CASME (Centre for the Advancement of Science and Mathematics Education):
Dinaledi Project: Educator Development in KwaZuluNatal, Mpumalanga, Free State and Eastern Cape Provinces (2003-2004)

Schools Development Unit of the University of Cape Town: Educator Development in Western, Eastern and Northern Cape Provinces (2003-2004)

Khulisa Management Services is a private for profit company. PROTEC and CASME are NGOs; and the Schools Development Unit of the University of Cape Town is an independent entity within the University

Annex E: Roster of Grantees

Grantees selected by USAID for technical assistance and financial management support through STEP/GMTA

MEBSA Medical Education to Black South Africans
IHEDSA Institute for Higher Education Development in South Africa
CEAP Catholic Educational Aid Programme
TEFSA Tertiary Education Fund for South Africa
SAOIC South Africa Opportunities Industrialization Centre

Competitive grants were awarded to the following institutions to support the PURP and Dinaledi activities of the contract:

NICET (NICET)
To develop a Learner Support Services Program for PURP Schools

Continuing Education at University of Pretoria
Management Development/Instructional Leadership for principals of Dinaledi Schools

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Annex F: Summary of the Participants Training

Conducted in the DINALDI Project, PURP and DoE Special Ministerial Projects

Workshop	Date	# Days	Trained
PURP			
[illegible]	[illegible]	[illegible]	[illegible]
Annual Budgets and Fees	Nov 2001		187
Study Tour to USA	10 – 23 May 2002	13	5
Winter School (NC)	1 – 12 June 2002	10	921
Winter School (FS)	1 – 19 June 2002	15	400
Labour Relations	11 – 12 Sept 2002	2	121
Spring School (FS)	23 – 26 Sept 2002 (FS) 28 Sep – 4 Oct 2002 (NC)	2 5	475 1 534
PURP Monitoring Plan Development Workshop	22 – 24 April 2003	3	18
Winter School for Learners	23 – 4 July 2003 (FS) 29 June – 4 July 2003 (NC)	10 5	2678
PURP Conference	5 – 7 December 2003	3	38
Subtotal			6377
[illegible]			
School Management Workshop	27 – 28 Sept 2002	3	69
School Governing Body	11 – 12 Oct 2002 (NC) 18 – 19 Oct 2002 (FS)	2	113
End of the year school planning workshop	8 – 9 Nov 2002 (NC) 22 – 23 Nov 2002 (FS)	2	96
School Magazine	20 (FS) & 21 (NC) February 2003	1	124
Parent Participation	5 – 6 March 2003 (FS) 7 – 8 March 2003 (NC)	2	85
Health and Safety	12 – 13 Feb 2003 (NC) 14 – 15 Feb 2003 (FS)	2	96
School Maintenance Workshop	11 – 12 April 2003 (FS) 25 – 26 April 2003 (NC)	2	100
Learner Discipline	28 – 29 May 2003 (NC) 30 -31 May 2003 (NC)	2	110
Human Resource Workshop	11 – 12 June 2003 (FS) 13 – 14 June 2003 (NC)	2	73
School Library Workshop	4 – 5 June 2003 (FS) 6 – 7 June 2003 (NC)	2	55
Fundraising Workshop	30 – 31 October 2003 (FS) 6 – 7 November 2003 (NC)	2	98
Subtotal			1019
[illegible]			
Introduction to OBE for school managers	20 Feb 2003 (NC) 28 Feb – 1 March 2003 (FS)	2	52
Introduction to OBE for FET educators	21 – 22 Feb 2003 (NC) 7 – 8 March 2003 (FS)	2	306
Assessment in OBE	14 – 15 March 2003	2	125
Information, Communication and Technology	2 – 3 April 2003(NC) 4 – 5 April 2003 & (FS)	2	87
Learner Support Material	2 May 2003	1	46
Performance Based Learning Workshop	9 – 10 May 2003 (NC) 23 – 24 May 2003(FS)	2	117
Introduction to OBE for Educators	2 – 3 May 2003 (NC) 6 – 7 June 2003 (FS)	2	140
Introduction to OBE for District Managers	5 – 6 June 2003 (FS)	2	8
English Poetry	30 June – 2 July 2003 (NC)	3	44
Introduction to OBE Assessment for FET Colleges	24 – 28 November 2003 (NC)	5	21
Subtotal			946

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Academic Support Training	20 – 24 October 2003	5	31
Subtotal			**31**
[illegible] Project			
Maths Kits Training	7 – 8 Feb 2003	2	40
Subtotal			40
Dinaledi Project			
Improvement Plans	Nov 2001	2	304
Science Training	April – August 2002	3	358
Maths Kits Training (Phambili Educational Projects)	Nov 2002 – Jan 2003	3	313
Second Autumn Clinic (STEP/GMTA)	31 March – 4 April 2003	5	400
Winter School for Educators (CASME, School Development Unit, PROTEC)	23 – 27 June 2003 (G), (FS) and (NW) 28 June – 1 July 2003, (NC) & (WC) 14 – 15 July 2003 (KZN)	5	428
Winter School for Managers (University of Pretoria)	29 June – 4 July 2003 28 Sept – 01 October 2003	5	213 13
Energy Across Curriculum	05 – 09 January 2004	5	66
Subtotal			**2095**
DoE Special Ministerial Projects			
OBE Training	29 – 30 June 2002	2	146
Study Tour	23 June – 13 July 2002	20	1
Subtotal			147
Grand total			10508

Annex G: Inventory

Assets

Item No	Name of Vendor	GFP or CAP Designated	Site Tag No	Date Purchased	Description	Serial No	Quantity	Office Location	Unit Price (ZAR) - Excluding VAT	VAT	Unit Price (ZAR) Including VAT	ZAR - US $ Exchange	Purchase Price (US $)
1 Trade Inn	*Nashua Ltd*	*GFP*	*E0001 Trade Inn*	*13-Nov-97*	*1 x Nashua 4527 Photocopier (Trade-Inn on 23 November 2000 to ITEC for new Konica Item 143)*	*3716891145*	*1*	*TRADE INN (R10 000.00)*	*R 54,100.06*	*R 7,574.01*	*R 61,674.07*	*0.20681*	*$ 12,754.81*
2	Business Furniture Centre	GFP	F0001	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Meeting Room	R 1,442.00	R 201.88	R 1,643.88	0.20681	$ 339.97
3	Business Furniture Centre	GFP	F0002	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms J Oki	R 1,442.00	R 201.88	R 1,643.88	0.20681	$ 339.97
4	Business Furniture Centre	GFP	F0003	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms N Ketye	R 1,442.00	R 201.88	R 1,643.88	0.20681	$ 339.97
5	Business Furniture Centre	GFP	F0004	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms Z Nxumalo	R 1,442.00	R 201.88	R 1,643.88	0.20681	$ 339.97
6	Business Furniture Centre	GFP	F0005	7-Oct-97	Sable 90 Degree Link Desk To L-Extension	10-V50-6	1	Store Room	R 452.00	R 63.28	R 515.28	0.20681	$ 106.57
7	Business Furniture Centre	GFP	F0006	7-Oct-97	Sable 90 Degree Link Desk To L-Extension	10-V50-6	1	Ms N Ketye	R 452.00	R 63.28	R 515.28	0.20681	$ 106.57
8	Business Furniture Centre	GFP	F0007	7-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms J Oki	R 772.00	R 108.08	R 880.08	0.20681	$ 182.01
9	Business Furniture Centre	GFP	F0008	7-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms N Ketye	R 772.00	R 108.08	R 880.08	0.20681	$ 182.01
10	Business Furniture Centre	GFP	F0009	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Ms J Oki	R 1,141.00	R 159.74	R 1,300.74	0.20681	$ 269.01
11	Business Furniture Centre	GFP	F0010	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Ms N Ketye	R 1,141.00	R 159.74	R 1,300.74	0.20681	$ 269.01
12	Business Furniture Centre	GFP	F0011	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Mr E Oelofsen	R 1,141.00	R 159.74	R 1,300.74	0.20681	$ 269.01

13	Business Furniture Centre	GFP	F0012	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-6	1	Ms Z Nxumalo	R 1,141.00	R 159.74	R 1,300.74	0.20681	$ 269.01
14	Business Furniture Centre	GFP	F0013	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms G Jackson	R 721.00	R 100.94	R 821.94	0.20681	$ 169.99
15	Business Furniture Centre	GFP	F0014	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms N Ketye	R 721.00	R 100.94	R 821.94	0.20681	$ 169.99
16	Business Furniture Centre	GFP	F0015	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Mr TP Rajah	R 721.00	R 100.94	R 821.94	0.20681	$ 169.99
17	Business Furniture Centre	GFP	F0016	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms M Lehohla	R 721.00	R 100.94	R 821.94	0.20681	$ 169.99
18	Business Furniture Centre	GFP	F0017	15-Oct-97	Sable 90 Degree Link To L-Extension	10-V50-6	1	Ms Z Nxumalo	R 452.00	R 63.28	R 515.28	0.20681	$ 106.57
19	Business Furniture Centre	GFP	F0018	15-Oct-97	Sable 90 Degree Link To L-Extension	10-V50-6	1	Ms M Lehohla	R 452.00	R 63.28	R 515.28	0.20681	$ 106.57
20	Business Furniture Centre	GFP	F0019	15-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms Z Nxumalo	R 772.00	R 108.08	R 880.08	0.20681	$ 182.01
21	Business Furniture Centre	GFP	F0020	15-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms M Lehohla	R 772.00	R 108.08	R 880.08	0.20681	$ 182.01
22	Nashua Ltd	GFP	E0002	27-Nov-97	Nashua Fax 1700L	E0776601954	1	Server Room	R 6,900.00	R 966.00	R 7,866.00	0.20681	$ 1,626.77
23	Panasonic	GFP	E0003	27-Nov-97	1 x Panasonic Switchboard System, Model KX-TD180 SA which includes 8 extensions ports	2FBHA001183	1	Server Room	R 20,500.00	R 2,870.00	R 23,370.00	0.20681	$ 4,833.16
24	Panasonic	GFP	E0004	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042539	1	Reception	Included in Price of Item 23				
25	Panasonic	GFP	E0005	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042340	1	Meeting Room	Included in Price of Item 23				
26	Panasonic	GFP	E0006	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042540	1	Ms J Oki	Included in Price of Item 23				
27	Panasonic	GFP	E0007	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042509	1	Ms N Ketye	Included in Price of Item 23				
28	Panasonic	GFP	E0008	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042503	1	Mr E Oelofsen	Included in Price of Item 23				
29	Panasonic	GFP	E0009	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042330	1	Mr TP Rajah	Included in Price of Item 23				
30	Panasonic	GFP	E0010	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042642	1	Ms Z Nxumalo	Included in Price of Item 23				
31	Panasonic	GFP	E0011	27-Nov-97	Grotel GT-601 - Single Line Telephone	AT042326	1	Guest Room	Included in Price of Item 23				

32	Panasonic	GFP	E0012	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042530	1	Ms M Lehohla	Included in Price of Item 23					
33	Panasonic	GFP	E0013	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042536	1	Guest Room (1)	Included in Price of Item 23					
34	Panasonic	GFP	E0014	27-Nov-97	Multisuns Automated Attendant Model MIT-1000 A2 with Power Supply	1M06????	1	Server Room	Included in Price of Item 23					
35	Panasonic	GFP	E0015	27-Nov-97	Panasonic Answering Machine Model KX-T1455B	6AAHB030637	1	Reception	Included in Price of Item 23					
36	Panasonic	GFP	E0016	27-Nov-97	KX-T7230 Operators Console	7CAVA002910	1	Reception	Included in Price of Item 23					
37	Prime Office Furniture	GFP	F0021	18-Dec-97	Execuline 1600 x 900 Single Ped Desk	1987	1	Ms M Lehohla	R 1,312.98	R -	R 1,312.98	0.20538	$ 269.66	
38	Prime Office Furniture	GFP	F0022	18-Dec-97	Execuline 1600 x 900 Single Ped Desk	1987	1	Mr TP Rajah	R 1,312.98	R -	R 1,312.98	0.20538	$ 269.66	
39	Prime Office Furniture	GFP	F0023	18-Dec-97	Execuline 1600 x 900 Single Ped Desk	1987	1	Mr E Oelofsen	R 1,312.98	R -	R 1,312.98	0.20538	$ 269.66	
40	Prime Office Furniture	GFP	F0024	18-Dec-97	Execuline 90 Link Top - Left Hand Side	1983	1	Mr TP Rajah	R 569.00	R -	R 569.00	0.20538	$ 116.86	
41	Prime Office Furniture	GFP	F0025	18-Dec-97	Execuline 90 Link Top - Right Hand Side	1983	1	Mr E Oelofsen	R 569.00	R -	R 569.00	0.20538	$ 116.86	
42	Prime Office Furniture	GFP	F0026	18-Dec-97	Execuline 90 Link Top - Right Hand Side	1983	1	Store Room	R 569.00	R -	R 569.00	0.20538	$ 116.86	
43	Prime Office Furniture	GFP	F0027	18-Dec-97	Execuline L-Extension 1200 x 650	1981	1	Mr TP Rajah	R 925.83	R -	R 925.83	0.20538	$ 190.15	
44	Prime Office Furniture	GFP	F0028	18-Dec-97	Execuline L-Extension 1200 x 650	1981	1	Mr E Oelofsen	R 925.83	R -	R 925.83	0.20538	$ 190.15	
45	Prime Office Furniture	GFP	F0029	18-Dec-97	Execuline L-Extension 1200 x 650	1981	1	Ms G Jackson	R 925.83	R -	R 925.83	0.20538	$ 190.15	
46	Prime Office Furniture	GFP	F0030	18-Dec-97	Execuline Mobile Pedestal - 3 Drawer	1984	1	Ms M Lehohla	R 1,430.00	R -	R 1,430.00	0.20538	$ 293.69	
47	Prime Office Furniture	GFP	F0031	18-Dec-97	Execuline Mobile Pedestal - 3 Drawer	1984	1	Reception	R 1,430.00	R -	R 1,430.00	0.20538	$ 293.69	
48	Prime Office Furniture	GFP	F0032	18-Dec-97	Piccolo High Back S&T Chair	2750	1	Ms J Oki	R 743.13	R -	R 743.13	0.20538	$ 152.62	

49	Prime Office Furniture	GFP	F0033	18-Dec-97	Piccolo High Back S&T Chair	2750	1	Mr E Oelofsen	R	743.13	R	-	R	743.13	0.20538	$ 152.62
50	Prime Office Furniture	GFP	F0034	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
51	Prime Office Furniture	GFP	F0035	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
52	Prime Office Furniture	GFP	F0036	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
53	Prime Office Furniture	GFP	F0037	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
54	Prime Office Furniture	GFP	F0038	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
55	Prime Office Furniture	GFP	F0039	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
56	Prime Office Furniture	GFP	F0040	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
57	Prime Office Furniture	GFP	F0041	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
58	Prime Office Furniture	GFP	F0042	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
59	Prime Office Furniture	GFP	F0043	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
60	Prime Office Furniture	GFP	F0044	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
61	Prime Office Furniture	GFP	F0045	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
62	Prime Office Furniture	GFP	F0046	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
63	Prime Office Furniture	GFP	F0047	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69
64	Prime Office Furniture	GFP	F0048	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	-	R	305.23	0.20538	$ 62.69

65	Prime Office Furniture	GFP	F0049	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R	-	R	305.23	0.20538	$ 62.69
66	Prime Office Furniture	GFP	F0050	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R	-	R	305.23	0.20538	$ 62.69
67	Prime Office Furniture	GFP	F0051	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R	-	R	305.23	0.20538	$ 62.69
68	Prime Office Furniture	GFP	F0052	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R	-	R	305.23	0.20538	$ 62.69
69	Prime Office Furniture	GFP	F0053	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R	-	R	305.23	0.20538	$ 62.69
70	Prime Office Furniture	GFP	F0054	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms N Ketye	R	305.23	R	-	R	305.23	0.20538	$ 62.69
71	Prime Office Furniture	GFP	F0055	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms N Ketye	R	305.23	R	-	R	305.23	0.20538	$ 62.69
72	Prime Office Furniture	GFP	F0056	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Mr E Oelofsen	R	305.23	R	-	R	305.23	0.20538	$ 62.69
73	Prime Office Furniture	GFP	F0057	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Mr TP Rajah	R	305.23	R	-	R	305.23	0.20538	$ 62.69
74	Prime Office Furniture	GFP	F0058	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms Z Nxumalo	R	305.23	R	-	R	305.23	0.20538	$ 62.69
75	Prime Office Furniture	GFP	F0059	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms Z Nxumalo	R	305.23	R	-	R	305.23	0.20538	$ 62.69
76	Prime Office Furniture	GFP	F0060	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms M Lehohla	R	305.23	R	-	R	305.23	0.20538	$ 62.69
77	Prime Office Furniture	GFP	F0061	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms G Jackson	R	743.13	R	-	R	743.13	0.20538	$ 152.62
78	Prime Office Furniture	GFP	F0062	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms J Oki	R	743.13	R	-	R	743.13	0.20538	$ 152.62
79	Prime Office Furniture	GFP	F0063	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms J Oki	R	743.13	R	-	R	743.13	0.20538	$ 152.62
80	Prime Office Furniture	GFP	F0064	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms N Ketye	R	743.13	R	-	R	743.13	0.20538	$ 152.62

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81	Prime Office Furniture	GFP	F0065	18-Dec-97	Trenline Bookcase - 3 Tier 1200 x 1000	3632	1	Ms N Ketye	R	743.13	R	-	R	743.13	0.20538	$ 152.62
82	Prime Office Furniture	GFP	F0066	18-Dec-97	Trenline Bookcase - 3 Tier 1200 x 1000	3632	1	Filing Room	R	743.13	R	-	R	743.13	0.20538	$ 152.62
83	Prime Office Furniture	GFP	F0067	18-Dec-97	Trenline Bookcase - 3 Tier 1200 x 1000	3632	1	Filing Room	R	743.13	R	-	R	743.13	0.20538	$ 152.62
84	Prime Office Furniture	GFP	F0068	18-Dec-97	Trenline Bookcase - 3 Tier 1200 x 1000	3632	1	Filing Room	R	743.13	R	-	R	743.13	0.20538	$ 152.62
85	Prime Office Furniture	GFP	F0069	18-Dec-97	Executive Sliding Door Credenza - 1 Shelf	1989	1	Meeting Room	R	1,156.38	R	-	R	1,156.38	0.20538	$ 237.50
86	Prime Office Furniture	GFP	F0070	18-Dec-97	Executive Sliding Door Credenza - 1 Shelf	1989	1	Ms Z Nxumalo	R	1,156.38	R	-	R	1,156.38	0.20538	$ 237.50
87	Prime Office Furniture	GFP	F0071	18-Dec-97	Executive Oval Boardroom Table 4200 x 1200	1980	1	Boardroom	R	5,388.90	R	-	R	5,388.90	0.20538	$ 1,106.77
88	Prime Office Furniture	GFP	F0072	18-Dec-97	Deltheim Chair Belvedere Forest	1671	1	Reception	R	743.13	R	-	R	743.13	0.20538	$ 152.62
89	Prime Office Furniture	GFP	F0073	18-Dec-97	Deltheim Chair Belvedere Forest	1671	1	Reception	R	743.13	R	-	R	743.13	0.20538	$ 152.62
90	Prime Office Furniture	GFP	F0074	18-Dec-97	Deltheim Chair Belvedere Forest	1671	1	Reception	R	743.13	R	-	R	743.13	0.20538	$ 152.62
91	Prime Office Furniture	GFP	F0075	18-Dec-97	Deltheim Chair Belvedere Forest	1671	1	Reception	R	743.13	R	-	R	743.13	0.20538	$ 152.62
92	Prime Office Furniture	GFP	F0076	18-Dec-97	Maxi Medium Back Typist Chair - 103-3	2416	1	Guest Room	R	412.53	R	-	R	412.53	0.20538	$ 84.73
93	Prime Office Furniture	GFP	F0077	18-Dec-97	Entrawood Desk 1500 x 750 - Work Desk	1861	1	Guest Room	R	352.36	R	-	R	352.36	0.20538	$ 72.37
94	Prime Office Furniture	GFP	F0078	18-Dec-97	1800 High Steel Stationery Cabinet	1001	1	Large Open Area	R	683.00	R	-	R	683.00	0.20538	$ 140.27
95	Prime Office Furniture	GFP	F0079	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Ms J Oki	R	683.00	R	-	R	683.00	0.20538	$ 140.27
96	Prime Office Furniture	GFP	F0080	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr E Oelofsen	R	683.00	R	-	R	683.00	0.20538	$ 140.27

97	Prime Office Furniture	GFP	F0081	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr E Oelofsen	R	683.00	R	-	R	683.00	0.20538	$ 140.27
98	Prime Office Furniture	GFP	F0082	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R	-	R	683.00	0.20538	$ 140.27
99	Prime Office Furniture	GFP	F0083	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R	-	R	683.00	0.20538	$ 140.27
100	Prime Office Furniture	GFP	F0084	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R	-	R	683.00	0.20538	$ 140.27
101	Prime Office Furniture	GFP	F0085	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R	-	R	683.00	0.20538	$ 140.27
102	Prime Office Furniture	GFP	F0086	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R	-	R	683.00	0.20538	$ 140.27
103	Prime Office Furniture	GFP	F0087	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R	-	R	683.00	0.20538	$ 140.27
104	Prime Office Furniture	GFP	F0088	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R	-	R	683.00	0.20538	$ 140.27
105	Prime Office Furniture	GFP	F0089	18-Dec-97	Regency 1200 x 600 Coffee Table Oak Veneer	2880	1	Reception	R	544.48	R	-	R	544.48	0.20538	$ 111.83
106	Prime Office Furniture	GFP	F0090	18-Dec-97	Regency 600 x 600 Coffee Table Oak Veneer	2882	1	Reception	R	379.90	R	-	R	379.90	0.20538	$ 78.02
107	Prime Office Furniture	GFP	F0091	18-Dec-97	Conference Table Hexangonal 1350 Diametre	3556	1	Meeting Room	R	1,569.63	R	-	R	1,569.63	0.20538	$ 322.37
108	Prime Office Furniture	GFP	F0092	18-Dec-97	Conference Table Hexangonal 1350 Diametre	3556	1	Ms J Oki	R	1,569.63	R	-	R	1,569.63	0.20538	$ 322.37
109	Makro	GFP	E0017	28-Jan-98	Standard Flip Chart	6002305001465	1	Meeting Room	R	218.42	R	30.58	R	249.00	0.20268	$ 50.47
110	Makro	GFP	E0018	28-Jan-98	3M Overhead Projector Model 4408 BHDR	153432	1	Store Room	R	1,095.61	R	153.39	R	1,249.00	0.20268	$ 253.15
111	Panasonic	GFP	E0019	2-Feb-98	KX-T7230 Operators Console	7CAVA003299	1	Board Room	R	[illegible].00	R	135.10	R	1,100.10	0.20277	$ 223.07
112	Bheki Computer Systems	GFP	E0020	12-Feb-98	3 Com Office Connect HUB 8/TPO Cable & Hub Installation	7TKV082EF0	1	Reception	R	1,572.00	R	220.08	R	1,792.08	0.20277	$ 363.38
113	Bheki Computer Systems	GFP	E0021	12-Feb-98	1 x Hewlett Packard Model C4555A - DeskJet 870 Cxi	SG76R1K0Q0	1	Store Room	R	2,609.00	R	365.26	R	2,974.26	0.20277	$ 603.09
114	Bheki Computer	GFP	C001	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82922	1	Reception	R	7,120.00	R	996.80	R	8,116.80	0.20277	$ 1,645.84

	Systems				Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,			Gaybe Jackson							
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010043	1								
					Fijitsu-Mouse and Mouse - Pad,	LZA73707441	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700559	1								
115	Bheki Computer Systems	GFP	C002	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82923	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$ 1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,			Hard Drive at USAID							
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010044	1								
					Fijitsu-Mouse and Mouse - Pad,	LZA73707443	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700453	1	Broken							
116	Bheki Computer Systems	GFP	C003	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82924	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$ 1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,			Hard Drive at USAID							
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010212	1								
					Fijitsu-Mouse and Mouse - Pad,	LZA72707806	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700714	1	Broken							
117	Bheki Computer	GFP	C004	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82925	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$ 1,645.84

	Systems				Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010896	1								
					Fijitsu-Mouse and Mouse - Pad,	CD1B01305029	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700571	1								
118	Bheki Computer Systems	GFP	C005	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82926	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$	1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F78170218	1								
					Fijitsu-Mouse and Mouse - Pad,	LZA73707448	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700541	1								
119	Bheki Computer Systems	GFP	C006	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82927	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$	1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010697	1								
					Fijitsu-Mouse and Mouse - Pad,	LZA73707469	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700572	1								

120	Bheki Computer Systems	GFP	SW001	12-Feb-98	Windows 95 on CD-Rom and Licence	248593758	1	Ms G Jackson Computer Software in Filing Cabinet	Included in Item 112	R -	R -	0.20277	$ -
121	Bheki Computer Systems	GFP	SW002	12-Feb-98	Windows 95 on CD-Rom and Licence	271139841	1	Filing Cabinet	Included in Item 113	R -	R -	0.20277	$ -
122	Bheki Computer Systems	GFP	SW003	12-Feb-98	Windows 95 on CD-Rom and Licence	286032759	1	Filing Cabinet	Included in Item 114	R -	R -	0.20277	$ -
123	Bheki Computer Systems	GFP	SW004	12-Feb-98	Windows 95 on CD-Rom and Licence	248593760	1	Filing Cabinet	Included in Item 115	R -	R -	0.20277	$ -
124	Bheki Computer Systems	GFP	SW005	12-Feb-98	Windows 95 on CD-Rom and Licence	190829112	1	Filing Cabinet	Included in Item 116	R -	R -	0.20277	$ -
125	Bheki Computer Systems	GFP	SW006	12-Feb-98	Windows NT Licence	210908971	1	Filing Cabinet	Included in Item 117	R -	R -	0.20277	$ -
126	Bheki Computer Systems	GFP	SW007	12-Feb-98	MS Office Professional Licence	001001SM1191 500064	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
127	Bheki Computer Systems	GFP	SW008	12-Feb-98	MS Office Professional Licence	001001SM1191 500065	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
128	Bheki Computer Systems	GFP	SW009	12-Feb-98	MS Office Professional Licence	001001SM1191 500066	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
129	Bheki Computer Systems	GFP	SW010	12-Feb-98	MS Office Professional Licence	001001SM1191 500067	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
130	Bheki Computer Systems	GFP	SW011	12-Feb-98	MS Office Professional Licence	001001SM1191 500068	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
131	Bheki Computer Systems	GFP	SW012	12-Feb-98	MS Office Professional Licence	001001SM1191 500069	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
132	Bheki Computer Systems	GFP	SW013	12-Feb-98	Corel Word Perfect Suite 8 Professional	PW8XR-64C46619	1	Filing Cabinet	R 931.00	R 130.34	R 1,061.34	0.20277	$ 215.21
133	Bheki Computer Systems	GFP	SW014	12-Feb-98	Corel Word Perfect Suite 8 for Windows 95/NT Upgrade x5 License(s)	COR0143126	1	Filing Cabinet	R 502.88	R 70.40	R 573.28	0.20277	$ 116.24
134	Prime Office Furniture	GFP	F0093	12-Feb-98	Trentline Counter Top 1500 (3 Piece)	3638	1	Mr E Oelofsen	R 2,324.23	R 325.39	R 2,649.62	0.20277	$ 537.26
136	Software Hyper CC	GFP	SW015	4-Mar-98	Dr Solomon Anti Virus Toolkit	1117SA-00-00-7.78	1	Filing Cabinet	R 629.00	R -	R 629.00	0.20117	$ 126.54

136	Mini Alarms CC	GFP	E0022	29-Apr-98	Installation of Strike Lock and Buzzer System	SM4B	1	Reception	R 1,200.00	R -	R 1,200.00	0.19829	$ 237.95
137	OK Bazaars	GFP	E0023	6-Aug-98	Fridge Master SD140 - 140 Liter	1287718	1	Kitchen	R 1,298.00	R -	R 1,298.00	0.19829	$ 257.38
138	ICL	GFP	E0024	14-Dec-98	APC (American Power Conversions) BK300MI Back UPS300 (Uninterrupted Power Supply)	NB9821067785	1	Server Room	R 837.20	R 117.21	R 954.41	0.16965	$ 161.92
139	ICL	GFP	C007	14-Dec-98	Fujitsu Cordant Server, PII 300 MHz MMX, 128 Meg Ram, 32x CD Rom Drive,	#15805002	1	Server Room	R 12,095.20	R 1,693.33	R 13,788.53	0.16965	$ 2,339.22
					15" N/I S VGA Ergo Pro Monitor	A839530	1						
					Keyboard	C9812255853-1U	1						
					Mouse	LZA73707425	1						
140	Johnson Information Technology	GFP	E0025	25-Jan-00	Vuego 6696 A4 Flatbed Scanner 600 x 1200 Dpi with Power Supply and Printer Serial Cable	916752410E944 00086SS2000	1	Store Room	R 1,370.00	R 191.80	R 1,561.80	0.16328	$ 255.01
141	Johnson Information Technology	GFP	SW016	21-Feb-00	McAfee Anti Virus VirusScan	031 990907 101-3	1	Filing Cabinet	R 250.00	R 35.00	R 285.00	0.15866	$ 45.22
142	Johnson Information Technology	GFP	E0026	22-Nov-00	Hewlett Packard C4170A - HP Laser Jet 2100 Printer	FRGT375468	1	E Oelofsen	R 6,570.00	R 919.80	R 7,489.80	0.13033	$ 976.15
143	Itec	GFP	E0027	23-Nov-00	Konica Copier 7024	13AL00081	1	Server Room	R 65,265.00	R 9,137.10	R 64,402.10	0.13033	$ 8,393.53
144	Johnson Information Technology	GFP	SW017	30-Mar-01	Veritas Backup Exec for Windows NT/2000 - v 8.5 Server Edition	SBE-NTSR-0038	1	Running on Server - Software in Filing Cabinet	R 4,660.00	R 652.40	R 5,312.40	0.12704	$ 674.89
145	Johnson Information Technology	GFP	C008	30-Mar-01	Seagate TapeStor - Travan 8 Gb Internal Storage System with 5 Tapes - Upgrade Item 139	STT28000A - RFT DN1LBRW	1	Server Room	R 2,770.00	R 387.80	R 3,157.80	0.12704	$ 401.17
146	Corporate Office Solutions	GFP	E0028	17-Apr-01	Prima, Opera 25 - Binding Machine	167520350	1	Open Area	R 2,885.00	R 403.90	R 3,288.90	0.19829	$ 652.16
147	Johnson Information Technology	GFP	C009	18-Feb-02	Celeron GA-6IWFE Workstation Computer :	SN0202018538	1	Ms J Oki	R 8,820.00	R 1,234.80	R 10,054.80	0.08737	$ 878.49
					Hardrive	M8544061							
					Mercer Monitor	40A2006-687-4A							
					Keyboard	0112AB06441							
					Mouse	CC2201501811							

148	Johnson Information Technology	GFP	E0029	18-Feb-02	Accton 3008A - Cheetah Sport Switch	FK00300802	1	Server Room	R	750.00	R	105.00	R	855.00	0.08737	$ 74.70
149	Johnson Information Technology	GFP	SW018	18-Feb-02	Microsoft Windows 2000 Server CAL - Open License	0005059069 - 22002M184	1	Running on Server - Software in Filing Cabinet	R	2,420.00	R	338.80	R	2,758.80	0.08737	$ 241.04
150	Johnson Information Technology	GFP	C010	9-Sep-02	Mecer x56 CD Rom Drive - Upgrade Item 147		1	Ms J Oki	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
151	Johnson Information Technology	GFP	SW019	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600 NA-518-0003-UK-3	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
152	Johnson Information Technology	GFP	SW020	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
153	Johnson Information Technology	GFP	SW021	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
154	Johnson Information Technology	GFP	SW022	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
155	Johnson Information Technology	GFP	SW023	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
156	Johnson Information Technology	GFP	SW024	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
157	Johnson Information Technology	GFP	SW025	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
158	Johnson Information Technology	GFP	SW026	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09467	$ 37.77
159	SPSS - SA (Pty) Ltd	GFP	SW027	14-Mar-03	SPSS V11.5S For Windows and SmartViewer 2x CD, 2x Disk - License Until April 2004	9006238	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	18,408.40	R	2,577.16	R	20,985.56	0.12439	$ 2,610.40
160	eComp (PTY) Ltd	GFP	C011	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023050222219	1	Ms M Lehohla	R	318.42	R	44.58	R	363.00	0.14925	$ 54.16
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800626	1		R	628.07	R	87.93	R	716.00	0.14925	$ 106.86
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001263	1		R	583.33	R	81.67	R	665.00	0.14925	$ 99.25
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006945	1		R	379.82	R	53.17	R	432.99	0.14925	$ 64.62
					S40 - SEAGATE 40 Gig Hard Drive	5LA73YF5	1		R	478.44	R	66.56	R	542.00	0.14925	$ 80.89

					LG X52 CD-Rom Drive	303HC039610	1		R	140.35	R	19.65	R	160.00	0.14925	$ 23.88
					700S - LG 17" Screen Monitor	308DI40386	1		R	865.79	R	121.21	R	987.00	0.14925	$ 147.31
					104P - PS2 104 Keyboard	0307AB15971	1		R	61.40	R	8.60	R	70.00	0.14925	$ 10.45
					MSWO - MS Optical Wheelmouse	7040001490322	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
161	eComp (Pty) Ltd	GFP	SW028	4-Nov-03	WINXPH - MS Windows XP Home OEM	00043483817355	1	Ms M Lehohla Computer Software in Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$ 131.64
162	eComp (Pty) Ltd	GFP	SW029	4-Nov-03	MOXP - MS Office XP Professional	00035930359455	1	Ms M Lehohla Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$ 313.28
163	eComp (PTY) Ltd	GFP	C012	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023050221361	1	Ms N Ketye	R	318.42	R	44.58	R	363.00	0.14925	$ 54.18
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800737	1		R	628.07	R	87.93	R	716.00	0.14925	$ 106.86
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001278	1		R	583.33	R	81.67	R	665.00	0.14925	$ 99.25
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006947	1		R	379.82	R	53.17	R	432.99	0.14925	$ 64.62
					S40 - SEAGATE 40 Gig Hard Drive	5LA73SJ3	1		R	475.44	R	66.56	R	542.00	0.14925	$ 80.89
					LG X52 CD-Rom Drive	303HC039609	1		R	140.35	R	19.65	R	160.00	0.14925	$ 23.88
					700S - LG 17" Screen Monitor	308DI40380	1		R	865.79	R	121.21	R	987.00	0.14925	$ 147.31
					104P - PS2 104 Keyboard	0307AB15972	1		R	61.40	R	8.60	R	70.00	0.14925	$ 10.45
					MSWO - MS Optical Wheelmouse	7040001520827	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
164	eComp (Pty) Ltd	GFP	SW030	4-Nov-03	WINXPH - MS Windows XP Home OEM	00043483817359	1	Ms N Ketye Computer Software in Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$ 131.64
165	eComp (Pty) Ltd	GFP	SW031	4-Nov-03	MOXP - MS Office XP Professional	00035930292236	1	Ms N Ketye Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$ 313.28
166	eComp (PTY) Ltd	GFP	C013	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023070013784	1	Ms Z Nxumalo	R	318.42	R	44.58	R	363.00	0.14925	$ 54.18
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800753	1		R	628.07	R	87.93	R	716.00	0.14925	$ 106.86
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001277	1		R	583.33	R	81.67	R	665.00	0.14925	$ 99.25
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006964	1		R	379.82	R	53.17	R	432.99	0.14925	$ 64.62

					S40 - SEAGATE 40 Gig Hard Drive	5LA71MB0	1		R	475.44	R	66.56	R	542.00	0.14925	$ 80.89
					LG X52 CD-Rom Drive	303HC039603	1		R	140.35	R	19.65	R	160.00	0.14925	$ 23.88
					700S - LG 17" Screen Monitor	308DI40321	1		R	865.79	R	121.21	R	987.00	0.14925	$ 147.31
					104P - PS2 104 Keyboard	0307AB03797	1		R	61.40	R	8.60	R	70.00	0.14925	$ 10.45
					MSWO - MS Optical Wheelmouse	7040001490369	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
167	eComp (Pty) Ltd	GFP	SW032	4-Nov-03	WINXPH - MS Windows XP Home OEM	0004348381746 2	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$ 131.64
168	eComp (Pty) Ltd	GFP	SW033	4-Nov-03	MOXP - MS Office XP Professional	0003593035902 8	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$ 313.26
169	Johnson Information Technology	GFP	C014	24-Nov-03	128 Meg Dimm Ram Upgrade of Machine Item No 147		1	Ms J Oki	R	240.00	R	33.60	R	273.60	0.14925	$ 40.83
170	Johnson Information Technology	GFP	SW034	24-Nov-03	Windows XP Home (DSP)	0004349205629 1	1	Ms J Oki Computer Software in Filing Cabinet	R	830.00	R	116.20	R	946.20	0.14925	$ 141.22
171	Johnson Information Technology	GFP	SW035	24-Nov-03	MS Office 2003 SBE (Small Business Edition) with Business Contact Manager (BCM)	0011395146950 0	1	Ms J Oki Computer Software in Filing Cabinet	R	2,130.00	R	298.20	R	2,428.20	0.14925	$ 362.41
172	Waltons Office Supplies	GFP	F0094	12-Jan-98	Steel Four Drawer Filing Cabinet with SEC BAR		1	E Oelofsen	R	834.48			R	834.48	0.20268	$ 169.13

Computers

Item No	Name of Vendor	GFP or CAP Desingnated	Site Tag No	Date Purchased	Description	Serial No	Quantity	Office Location	Unit Price (ZAR) - Excluding VAT	VAT	Unit Price (ZAR) Including VAT	ZAR - US $ Exchange	Purchase Price (US $)
114	Bheki Computer Systems	GFP	C001	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82922	1	Reception	R 7,120.00	R 996.80	R 8,116.80	0.20277	$ 1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,			Gaybe Jackson					
					512 Synch Cache, 1.44 FDD								
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,								
					Modem 2834BA Smrtlink 33.6 Int, Trio Card								
					104 ICL Keyboard	F76010043	1						
					Fijitsu-Mouse and Mouse -Pad,	LZA73707441	1						
					Digital Supa VGA Monitor 14" 1450D	K20970700559	1						
115	Bheki Computer Systems	GFP	C002	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82923	1	Store Room	R 7,120.00	R 996.80	R 8,116.80	0.20277	$ 1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,								
					512 Synch Cache, 1.44 FDD								
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,			Hard Drive at USAID					
					Modem 2834BA Smrtlink 33.6 Int, Trio Card								
					104 ICL Keyboard	F76010044	1						
					Fijitsu-Mouse and Mouse -Pad,	LZA73707443	1						
					Digital Supa VGA Monitor 14" 1450D	K20970700453	1	Broken					
116	Bheki Computer Systems	GFP	C003	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82924	1	Store Room	R 7,120.00	R 996.80	R 8,116.80	0.20277	$ 1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,								
					512 Synch Cache, 1.44 FDD								

					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,			Hard Drive at USAID						
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010212	1								
					Fijitsu-Mouse and Mouse -Pad,	LZA72707808	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700714	1	Broken							
117	Bheki Computer Systems	GFP	C004	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82925	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$	1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010896	1								
					Fijitsu-Mouse and Mouse -Pad,	CD1B01305029	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700571	1								
118	Bheki Computer Systems	GFP	C005	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82926	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$	1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										
					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F78170218	1								
					Fijitsu-Mouse and Mouse -Pad,	LZA73707448	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700641	1								
119	Bheki Computer Systems	GFP	C006	12-Feb-98	1 Desktop Computer: ICL-Value Plus	82927	1	Store Room	R	7,120.00	R	996.80	R	8,116.80	0.20277	$	1,645.84
					Pentium MMX Processor 200 MHz, 32 Mb Ram 72 Pin,										
					512 Synch Cache, 1.44 FDD										

					ICL-Hard Disc Drive 2.1Gb, 12 SCD Rom Drive 12 Speed,										
					Modem 2834BA Smrtlink 33.6 Int, Trio Card										
					104 ICL Keyboard	F76010697	1								
					Fijitsu-Mouse and Mouse -Pad,	LZA73707469	1								
					Digital Supa VGA Monitor 14" 1450D	K20970700572	1								
139	ICL	GFP	C007	14-Dec-98	Fujitsu Cordant Server, PII 300 MHz MMX, 128 Meg Ram, 32x CD Rom Drive,	#15805002	1	Server Room	R 12,095.20	R 1,693.33	R 13,788.53	0.16965	$ 2,339.22		
					15" N/I S VGA Ergo Pro Monitor	A839530	1								
					Keyboard	C9812255853-1U	1								
					Mouse	LZA73707425	1								
145	Johnson Information Technology	GFP	C008	30-Mar-01	Seagate TapeStor - Travan 8 Gb Internal Storage System with 5 Tapes - Upgrade Item 139	STT28000A - RFT DN1LBRW	1	Server Room	R 2,770.00	R 387.80	R 3,157.80	0.12704	$ 401.17		
147	Johnson Information Technology	GFP	C009	18-Feb-02	Celeron GA-6IWFE Workstation Computer :	SN0202018538	1	Ms J Oki	R 8,820.00	R 1,234.80	R 10,054.80	0.08737	$ 878.49		
					Hardrive	M8544061									
					Mercer Monitor	40A2006-687-4A									
					Keyboard	0112AB06441									
					Mouse	CC2201501811									
150	Johnson Information Technology	GFP	C010	9-Sep-02	Mecer x56 CD Rom Drive - Upgrade Item 147		1	Ms J Oki	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77		
160	eComp (PTY) Ltd	GFP	C011	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023050222219	1	Ms M Lehohla	R 318.42	R 44.58	R 363.00	0.14925	$ 54.18		
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800526	1		R 628.07	R 87.93	R 716.00	0.14925	$ 106.86		
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001263	1		R 583.33	R 81.67	R 665.00	0.14925	$ 99.25		
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006945	1		R 379.82	R 53.17	R 432.99	0.14925	$ 64.62		
					S40 - SEAGATE 40 Gig Hard Drive	5LA73YF5	1		R 475.44	R 66.56	R 542.00	0.14925	$ 80.89		
					LG X52 CD-Rom Drive	303HC039610	1		R 140.35	R 19.65	R 160.00	0.14925	$ 23.88		
					700S - LG 17" Screen Monitor	308DI40386	1		R 865.79	R 121.21	R 987.00	0.14925	$ 147.31		
					104P - PS2 104 Keyboard	0307AB15971	1		R 61.40	R 8.60	R 70.00	0.14925	$ 10.45		

					MSWO - MS Optical Wheelmouse	7040001490322	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
163	eComp (PTY) Ltd	GFP	C012	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023050221361	1	Ms N Ketye	R	318.42	R	44.58	R	363.00	0.14925	$ 54.18
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800737	1		R	628.07	R	87.93	R	716.00	0.14925	$ 106.86
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001278	1		R	583.33	R	81.67	R	665.00	0.14925	$ 99.25
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006947	1		R	379.82	R	53.17	R	432.99	0.14925	$ 64.62
					S40 - SEAGATE 40 Gig Hard Drive	5LA73SJ3	1		R	475.44	R	66.56	R	542.00	0.14925	$ 80.89
					LG X52 CD-Rom Drive	303HC039609	1		R	140.35	R	19.65	R	160.00	0.14925	$ 23.88
					700S - LG 17" Screen Monitor	308DI40360	1		R	865.79	R	121.21	R	987.00	0.14925	$ 147.31
					104P - PS2 104 Keyboard	0307AB15972	1		R	61.40	R	8.60	R	70.00	0.14925	$ 10.45
					MSWO - MS Optical Wheelmouse	7040001520627	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
166	eComp (PTY) Ltd	GFP	C013	4-Nov-03	ATX 300W & 1.44M Stiffy Combo Case	023070013784	1	Ms Z Nxumalo	R	318.42	R	44.58	R	363.00	0.14925	$ 54.18
					Villanova True Intel P4 400 FSB 266DDR VGA M/Board	BQVA33800753	1		R	628.07	R	87.93	R	716.00	0.14925	$ 106.86
					C2000 Intel Celeron 2.0G 400 FSB 128 K CPU	ECOD001277	1		R	583.33	R	81.67	R	665.00	0.14925	$ 99.25
					256 DF 256Meg DDR-Ram 333 FSB PC 2700	ECOS006964	1		R	379.82	R	53.17	R	432.99	0.14925	$ 64.62
					S40 - SEAGATE 40 Gig Hard Drive	5LA71MB0	1		R	475.44	R	66.56	R	542.00	0.14925	$ 80.89
					LG X52 CD-Rom Drive	303HC039603	1		R	140.35	R	19.65	R	160.00	0.14925	$ 23.88
					700S - LG 17" Screen Monitor	308DI40321	1		R	865.79	R	121.21	R	987.00	0.14925	$ 147.31
					104P - PS2 104 Keyboard	0307AB03797	1		R	61.40	R	8.60	R	70.00	0.14925	$ 10.45
					MSWO - MS Optical Wheelmouse	7040001490369	1		R	93.86	R	13.14	R	107.00	0.14925	$ 15.97
169	Johnson Information Technology	GFP	C014	24-Nov-03	128 Meg Dimm Ram Upgrade of Machine Item No 147		1	Ms J Okl	R	240.00	R	33.60	R	273.60	0.14925	$ 40.83

Software

Item No	Name of Vendor	GFP or CAP Desingnated	Site Tag No	Date Purchased	Description	Serial No	Quantity	Office Location	Unit Price (ZAR) - Excluding VAT	VAT	Unit Price (ZAR) Including VAT	ZAR - US $ Exchange	Purchase Price (US $)
120	Bheki Computer Systems	GFP	SW001	12-Feb-98	Windows 95 on CD-Rom and Licence	248593758	1	Ms G Jackson Computer Software in Filing Cabinet	Included in Item 112	R -	R -	0.20277	$ -
121	Bheki Computer Systems	GFP	SW002	12-Feb-98	Windows 95 on CD-Rom and Licence	271139641	1	Filing Cabinet	Included in Item 113	R -	R -	0.20277	$ -
122	Bheki Computer Systems	GFP	SW003	12-Feb-98	Windows 95 on CD-Rom and Licence	286032759	1	Filing Cabinet	Included in Item 114	R -	R -	0.20277	$ -
123	Bheki Computer Systems	GFP	SW004	12-Feb-98	Windows 95 on CD-Rom and Licence	248593760	1	Filing Cabinet	Included in Item 115	R -	R -	0.20277	$ -
124	Bheki Computer Systems	GFP	SW005	12-Feb-98	Windows 95 on CD-Rom and Licence	190829112	1	Filing Cabinet	Included in Item 116	R -	R -	0.20277	$ -
125	Bheki Computer Systems	GFP	SW006	12-Feb-98	Windows NT Licence	210908971	1	Filing Cabinet	Included in Item 117	R -	R -	0.20277	$ -
126	Bheki Computer Systems	GFP	SW007	12-Feb-98	MS Office Professional Licence	001001SM1191500064	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
127	Bheki Computer Systems	GFP	SW008	12-Feb-98	MS Office Professional Licence	001001SM1191500065	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
128	Bheki Computer Systems	GFP	SW009	12-Feb-98	MS Office Professional Licence	001001SM1191500066	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
129	Bheki Computer Systems	GFP	SW010	12-Feb-98	MS Office Professional Licence	001001SM1191500067	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
130	Bheki Computer Systems	GFP	SW011	12-Feb-98	MS Office Professional Licence	001001SM1191500068	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01

131	Bheki Computer Systems	GFP	SW012	12-Feb-98	MS Office Professional Licence	001001SM1191500069	1	Filing Cabinet	R 2,998.00	R 419.72	R 3,417.72	0.20277	$ 693.01
132	Bheki Computer Systems	GFP	SW013	12-Feb-98	Corel Word Perfect Suite 8 Professional	PW8XR-64C46619	1	Filing Cabinet	R 931.00	R 130.34	R 1,061.34	0.20277	$ 215.21
133	Bheki Computer Systems	GFP	SW014	12-Feb-98	Corel Word Perfect Suite 8 for Windows 95/NT Upgrade x5 License(s)	COR0143126	1	Filing Cabinet	R 502.88	R 70.40	R 573.28	0.20277	$ 116.24
135	Software Hyper CC	GFP	SW015	4-Mar-98	Dr Solomon Anti Virus Toolkit	1117SA-00-00-7.78	1	Filing Cabinet	R 629.00	R -	R 629.00	0.20117	$ 126.54
141	Johnson Information Technology	GFP	SW016	21-Feb-00	McAfee Anti Virus VirusScan	031 990907 101-3	1	Filing Cabinet	R 250.00	R 35.00	R 285.00	0.15866	$ 45.22
144	Johnson Information Technology	GFP	SW017	30-Mar-01	Veritas Backup Exec for Windows NT/2000 - v 8.5 Server Edition	SBE-NTSR-0038	1	Running on Server - Software in Filing Cabinet	R 4,660.00	R 652.40	R 5,312.40	0.12704	$ 674.89
149	Johnson Information Technology	GFP	SW018	18-Feb-02	Microsoft Windows 2000 Server CAL - Open License	0005059069 - 22002M184	1	Running on Server - Software in Filing Cabinet	R 2,420.00	R 338.80	R 2,758.80	0.08737	$ 241.04
151	Johnson Information Technology	GFP	SW019	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600 NA-518-0003-UK-3	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
152	Johnson Information Technology	GFP	SW020	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
153	Johnson Information Technology	GFP	SW021	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
154	Johnson Information Technology	GFP	SW022	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
155	Johnson Information Technology	GFP	SW023	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
156	Johnson Information Technology	GFP	SW024	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77
157	Johnson Information Technology	GFP	SW025	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R 350.00	R 49.00	R 399.00	0.09467	$ 37.77

158	Johnson Information Technology	GFP	SW026	29-Sep-02	McAfee Anti Virus Software	VSF-0001-UK-600	1	Filing Cabinet	R	350.00	R	49.00	R	399.00	0.09487	$	37.77
159	SPSS - SA (Pty) Ltd	GFP	SW027	14-Mar-03	SPSS V11.5S For Windows and SmartViewer 2x CD, 2x Disk - License Untill April 2004	9006238	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	18,408.40	R	2,577.18	R	20,985.58	0.12439	$	2,610.40
161	eComp (Pty) Ltd	GFP	SW028	4-Nov-03	WINXPH - MS Windows XP Home OEM	00043483817355	1	Ms M Lehohla Computer Software in Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$	131.64
162	eComp (Pty) Ltd	GFP	SW029	4-Nov-03	MOXP - MS Office XP Professional	00035930359455	1	Ms M Lehohla Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$	313.28
164	eComp (Pty) Ltd	GFP	SW030	4-Nov-03	WINXPH - MS Windows XP Home OEM	00043483817359	1	Ms N Ketye Computer Software In Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$	131.64
165	eComp (Pty) Ltd	GFP	SW031	4-Nov-03	MOXP - MS Office XP Professional	00035930292236	1	Ms N Ketye Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$	313.28
167	eComp (Pty) Ltd	GFP	SW032	4-Nov-03	WINXPH - MS Windows XP Home OEM	00043483817462	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	773.68	R	108.32	R	882.00	0.14925	$	131.64
168	eComp (Pty) Ltd	GFP	SW033	4-Nov-03	MOXP - MS Office XP Professional	00035930359028	1	Ms Z Nxumalo Computer Software in Filing Cabinet	R	1,841.23	R	257.77	R	2,099.00	0.14925	$	313.28

170	Johnson Information Technology	GFP	SW034	24-Nov-03	Windows XP Home (DSP)	00043492056291	1	Ms J Oki Computer Software in Filing Cabinet	R	830.00	R	116.20	R	946.20	0.14926	$ 141.22
171	Johnson Information Technology	GFP	SW035	24-Nov-03	MS Office 2003 SBE (Small Business Edition) with Business Contact Manager (BCM)	00113951459500	1	Ms J Oki Computer Software in Filing Cabinet	R	2,130.00	R	298.20	R	2,428.20	0.14926	$ 362.41

Equipment

Item No	Name of Vendor	GFP or CAP Desingnated	Site Tag No	Date Purchased	Description	Serial No	Quantity	Office Location	Unit Price (ZAR) - Excluding VAT	V
1 Trade Inn	*Nashua Ltd*	*GFP*	*E0001 Trade Inn*	*13-Nov-97*	*1 x Nashua 4527 Photocopier (Trade-Inn on 23 november 2000 to ITEC for new Konica Item 143)*	*3716891145*	*1*	*TRADE INN (R10 000.00)*	*R 54,100.06*	*R 7,*
22	Nashua Ltd	GFP	E0002	27-Nov-97	Nashua Fax 1700L	E0776601954	1	Server Room	R 6,900.00	R
23	Panasonic	GFP	E0003	27-Nov-97	1 x Panasonic Switchboard System, Model KX-TD180 SA which includes 8 extensions ports	2FBHA001183	1	Server Room	R 20,500.00	R 2,8
24	Panasonic	GFP	E0004	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042539	1	Reception	Included in Price of It	
25	Panasonic	GFP	E0005	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042340	1	Meeting Room	Included in Price of Iter	
26	Panasonic	GFP	E0006	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042540	1	Ms J Oki	Included in Price of It	
27	Panasonic	GFP	E0007	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042509	1	Ms N Ketye	Included in Price of Iter	
28	Panasonic	GFP	E0008	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042503	1	Mr E Oelofsen	Included in Price of It	
29	Panasonic	GFP	E0009	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042330	1	Mr TP Rajah	Included in Price of Iter	
30	Panasonic	GFP	E0010	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042542	1	Ms Z Nxumalo	Included in Price of It	
31	Panasonic	GFP	E0011	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042326	1	Guest Room	Included in Price of Ite	
32	Panasonic	GFP	E0012	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042530	1	Ms M Lehohla	Included in Price of Ite	
33	Panasonic	GFP	E0013	27-Nov-97	Grotel GT-801 - Single Line Telephone	AT042536	1	Guest Room (1)	Included in Price of It	
34	Panasonic	GFP	E0014	27-Nov-97	Multisuns Automated Attendant Model MIT-1000 A2 with Power Supply	1M06????	1	Server Room	Included in Price of Ite	
35	Panasonic	GFP	E0015	27-Nov-97	Panasonic Answering Machine Model KX-T1455B	6AAHB030637	1	Reception	Included in Price of It	
36	Panasonic	GFP	E0016	27-Nov-97	KX-T7230 Operators Console	7CAVA002910	1	Reception	Included in Price of Iter	
109	Makro	GFP	E0017	28-Jan-98	Standard Flip Chart	6002305001465	1	Meeting Room	R 218.42	R
110	Makro	GFP	E0018	28-Jan-98	3M Overhead Projector Model 4408 BHDR	153432	1	Store Room	R 1,095.61	R 1
111	Panasonic	GFP	E0019	2-Feb-98	KX-T7230 Operators Console	7CAVA003299	1	Board Room	R 965.00	R
112	Bheki Computer Systems	GFP	E0020	12-Feb-98	3 Com Office Connect HUB 8/TPO Cable & Hub Installation	7TKV082EF0	1	Reception	R 1,572.00	R 2
113	Bheki Computer Systems	GFP	E0021	12-Feb-98	1 x Hewlett Packard Model C4555A - DeskJet 870 Cxi	SG76R1K0Q0	1	Store Room	R 2,609.00	R
136	Mini Alarms CC	GFP	E0022	29-Apr-98	Installation of Strike Lock and Buzzer System	SM4B	1	Reception	R 1,200.00	R
137	OK Bazaars	GFP	E0023	6-Aug-98	Fridge Master SD140 - 140 Liter	1287718	1	Kitchen	R 1,298.00	R
138	ICL	GFP	E0024	14-Dec-98	APC (American Power Conversions) BK300MI Back UPS300 (Uninterrupted Power Supply)	NB9821067785	1	Server Room	R 837.20	R
140	Johnson Information Technology	GFP	E0025	25-Jan-00	Vuego 6696 A4 Flatbed Scanner 600 x 1200 Dpi with Power Supply and Printer Serial Cable	916752410E944 00086SS2000	1	Store Room	R 1,370.00	R 1

142	Johnson Information Technology	GFP	E0026	22-Nov-00	Hewlett Packard C4170A - HP Laser Jet 2100 Printer	FRGT375468	1	E Oelofsen	R	6.570.00	R
143	Itec	GFP	E0027	23-Nov-00	Konica Copier 7024	13AL00081	1	Server Room	R	65.265.00	R
146	Corporate Office Solutions	GFP	E0028	17-Apr-01	Prima, Opera 25 - Binding Machine	167520350	1	Open Area	R	2.885.00	R
148	Johnson Information Technology	GFP	E0029	18-Feb-02	Accton 3008A - Cheetah 8port Switch	FK00300802	1	Server Room	R	750.00	R

Furniture

Item No	Name of Vendor	GFP or CAP Designated	Site Tag No	Date Purchased	Description	Serial No	Quantity	Office Location	Unit Price (ZAR) - Excluding VAT	VAT
2	Business Furniture Centre	GFP	F0001	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Meeting Room	R 1,442.00	R 201.8
3	Business Furniture Centre	GFP	F0002	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms J Oki	R 1,442.00	R 201.88
4	Business Furniture Centre	GFP	F0003	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms N Ketye	R 1,442.00	R 201.88
5	Business Furniture Centre	GFP	F0004	7-Oct-97	Sable Desk Shell 1600 x 900	10-V50-2	1	Ms Z Nxumalo	R 1,442.00	R 201.8
6	Business Furniture Centre	GFP	F0005	7-Oct-97	Sable 90 Degree Link Desk To L-Extension	10-V50-6	1	Store Room	R 452.00	R 63.2
7	Business Furniture Centre	GFP	F0006	7-Oct-97	Sable 90 Degree Link Desk To L-Extension	10-V50-6	1	Ms N Ketye	R 452.00	R 63.28
8	Business Furniture Centre	GFP	F0007	7-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms J Oki	R 772.00	R 108.
9	Business Furniture Centre	GFP	F0008	7-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms N Ketye	R 772.00	R 108.
10	Business Furniture Centre	GFP	F0009	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Ms J Oki	R 1,141.00	R 159.74
11	Business Furniture Centre	GFP	F0010	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Ms N Ketye	R 1,141.00	R 159.
12	Business Furniture Centre	GFP	F0011	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Mr E Oelofsen	R 1,141.00	R 159.
13	Business Furniture Centre	GFP	F0012	7-Oct-97	Sable Mobile 3 Drawer Pedestal	10-V50-8	1	Ms Z Nxumalo	R 1,141.00	R 159.74
14	Business Furniture Centre	GFP	F0013	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms G Jackson	R 721.00	R 100.
15	Business Furniture Centre	GFP	F0014	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms N Ketye	R 721.00	R 100.
16	Business Furniture Centre	GFP	F0015	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Mr TP Rajah	R 721.00	R 100.94
17	Business Furniture Centre	GFP	F0016	7-Oct-97	Leopard M/B S/T Chair Blue	28-C02-4	1	Ms M Lehohla	R 721.00	R 100.
18	Business Furniture Centre	GFP	F0017	15-Oct-97	Sable 90 Degree Link To L-Extension	10-V50-6	1	Ms Z Nxumalo	R 452.00	R 63.
19	Business Furniture Centre	GFP	F0018	15-Oct-97	Sable 90 Degree Link To L-Extension	10-V50-6	1	Ms M Lehohla	R 452.00	R 63.28
20	Business Furniture Centre	GFP	F0019	15-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms Z Nxumalo	R 772.00	R 108.

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21	Business Furniture Centre	GFP	F0020	15-Oct-97	Sable Free Standing L-Extension 1000 x 500	10-V50-5	1	Ms M Lehohla	R	772.00	R	1
37	Prime Office Furniture	GFP	F0021	18-Dec-97	Executive 1600 x 900 Single Ped Desk	1987	1	Ms M Lehohla	R	1,312.98	R	
38	Prime Office Furniture	GFP	F0022	18-Dec-97	Executive 1600 x 900 Single Ped Desk	1987	1	Mr TP Rajah	R	1,312.98	R	
39	Prime Office Furniture	GFP	F0023	18-Dec-97	Executive 1600 x 900 Single Ped Desk	1987	1	Mr E Oslofsen	R	1,312.98	R	
40	Prime Office Furniture	GFP	F0024	18-Dec-97	Executive 90 Link Top - Left Hand Side	1983	1	Mr TP Rajah	R	589.00	R	
41	Prime Office Furniture	GFP	F0025	18-Dec-97	Executive 90 Link Top - Right Hand Side	1983	1	Mr E Oslofsen	R	589.00	R	
42	Prime Office Furniture	GFP	F0026	18-Dec-97	Executive 90 Link Top - Right Hand Side	1983	1	Store Room	R	589.00	R	
43	Prime Office Furniture	GFP	F0027	18-Dec-97	Executive L-Extension 1200 x 650	1981	1	Mr TP Rajah	R	925.83	R	
44	Prime Office Furniture	GFP	F0028	18-Dec-97	Executive L-Extension 1200 x 650	1981	1	Mr E Oslofsen	R	925.83	R	
45	Prime Office Furniture	GFP	F0029	18-Dec-97	Executive L-Extension 1200 x 650	1981	1	Ms G Jackson	R	925.83	R	
46	Prime Office Furniture	GFP	F0030	18-Dec-97	Executive Mobile Pedestal - 3 Drawer	1984	1	Ms M Lehohla	R	1,430.00	R	
47	Prime Office Furniture	GFP	F0031	18-Dec-97	Executive Mobile Pedestal - 3 Drawer	1984	1	Reception	R	1,430.00	R	
48	Prime Office Furniture	GFP	F0032	18-Dec-97	Piccolo High Back S&T Chair	2750	1	Ms J Ola	R	743.13	R	
49	Prime Office Furniture	GFP	F0033	18-Dec-97	Piccolo High Back S&T Chair	2750	1	Mr E Oslofsen	R	743.13	R	
50	Prime Office Furniture	GFP	F0034	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	
51	Prime Office Furniture	GFP	F0035	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	
52	Prime Office Furniture	GFP	F0036	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	
53	Prime Office Furniture	GFP	F0037	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	
54	Prime Office Furniture	GFP	F0038	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Meeting Room	R	305.23	R	
55	Prime Office Furniture	GFP	F0039	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	
56	Prime Office Furniture	GFP	F0040	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	
57	Prime Office Furniture	GFP	F0041	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	
58	Prime Office Furniture	GFP	F0042	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	
59	Prime Office Furniture	GFP	F0043	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R	

60	Prime Office Furniture	GFP	F0044	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R -
61	Prime Office Furniture	GFP	F0045	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R -
62	Prime Office Furniture	GFP	F0046	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R -
63	Prime Office Furniture	GFP	F0047	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R -
64	Prime Office Furniture	GFP	F0048	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Conference Room	R	305.23	R -
65	Prime Office Furniture	GFP	F0049	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R -
66	Prime Office Furniture	GFP	F0050	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R -
67	Prime Office Furniture	GFP	F0051	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R -
68	Prime Office Furniture	GFP	F0052	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R -
69	Prime Office Furniture	GFP	F0053	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms J Oki	R	305.23	R -
70	Prime Office Furniture	GFP	F0054	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms N Ketye	R	305.23	R -
71	Prime Office Furniture	GFP	F0055	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms N Ketye	R	305.23	R -
72	Prime Office Furniture	GFP	F0056	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Mr E Oelofsen	R	305.23	R -
73	Prime Office Furniture	GFP	F0057	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Mr TP Rajah	R	305.23	R -
74	Prime Office Furniture	GFP	F0058	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms Z Nxumalo	R	305.23	R -
75	Prime Office Furniture	GFP	F0059	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms Z Nxumalo	R	305.23	R -
76	Prime Office Furniture	GFP	F0060	18-Dec-97	Melody Visitors Arm Chair 103-3	2423	1	Ms M Lehohla	R	305.23	R -
77	Prime Office Furniture	GFP	F0061	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms G Jackson	R	743.13	R -
78	Prime Office Furniture	GFP	F0062	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms J Oki	R	743.13	R -
79	Prime Office Furniture	GFP	F0063	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms J Oki	R	743.13	R -
80	Prime Office Furniture	GFP	F0064	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms N Ketye	R	743.13	R -
81	Prime Office Furniture	GFP	F0065	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Ms N Ketye	R	743.13	R -
82	Prime Office Furniture	GFP	F0066	18-Dec-97	Trenline Bookcase - 3 Teier 1200 x 1000	3632	1	Filing Room	R	743.13	R -

83	Prime Office Furniture	GFP	F0067	18-Dec-97	Tranline Bookcase - 3 Teier 1200 x 1000	3632	1	Filing Room	R	743.13	R
84	Prime Office Furniture	GFP	F0068	18-Dec-97	Tranline Bookcase - 3 Teier 1200 x 1000	3632	1	Filing Room	R	743.13	R
85	Prime Office Furniture	GFP	F0069	18-Dec-97	Exsculine Sliding Door Credenza - 1 Shelf	1989	1	Meeting Room	R	1,156.38	R
86	Prime Office Furniture	GFP	F0070	18-Dec-97	Exsculine Sliding Door Credenza - 1 Shelf	1989	1	Ms Z Nbumalo	R	1,156.38	R
87	Prime Office Furniture	GFP	F0071	18-Dec-97	Exsculine Oval Boardroom Table 4200 x 1200	1980	1	Boardroom	R	5,388.90	R
88	Prime Office Furniture	GFP	F0072	18-Dec-97	Delheim Chair Belvedera Forest	1671	1	Reception	R	743.13	R
89	Prime Office Furniture	GFP	F0073	18-Dec-97	Delheim Chair Belvedera Forest	1671	1	Reception	R	743.13	R
90	Prime Office Furniture	GFP	F0074	18-Dec-97	Delheim Chair Belvedera Forest	1671	1	Reception	R	743.13	R
91	Prime Office Furniture	GFP	F0075	18-Dec-97	Delheim Chair Belvedera Forest	1671	1	Reception	R	743.13	R
92	Prime Office Furniture	GFP	F0076	18-Dec-97	Maxi Medium Back Typist Chair - 103-3	2416	1	Guest Room	R	412.53	R
93	Prime Office Furniture	GFP	F0077	18-Dec-97	Entrawood Desk 1500 x 750 - Work Desk	1861	1	Guest Room	R	352.35	R
94	Prime Office Furniture	GFP	F0078	18-Dec-97	1800 High Steel Stationery Cabinet	1001	1	Large Open Area	R	683.00	R
95	Prime Office Furniture	GFP	F0079	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Ms J Olo	R	683.00	R
96	Prime Office Furniture	GFP	F0080	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr E Oelofsen	R	683.00	R
97	Prime Office Furniture	GFP	F0081	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr E Oelofsen	R	683.00	R
98	Prime Office Furniture	GFP	F0082	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R
99	Prime Office Furniture	GFP	F0083	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R
100	Prime Office Furniture	GFP	F0084	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Mr TP Rajah	R	683.00	R
101	Prime Office Furniture	GFP	F0085	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R
102	Prime Office Furniture	GFP	F0086	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R
103	Prime Office Furniture	GFP	F0087	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R
104	Prime Office Furniture	GFP	F0088	18-Dec-97	4 Drawer Filing Cabinet - Steel	1014	1	Filing Room	R	683.00	R
105	Prime Office Furniture	GFP	F0089	18-Dec-97	Regency 1200 x 600 Coffee Table Oak Veneer	2880	1	Reception	R	544.48	R
106	Prime Office Furniture	GFP	F0090	18-Dec-97	Regency 600 x 600 Coffee Table Oak Veneer	2882	1	Reception	R	379.90	R

107	Prime Office Furniture	GFP	F0091	18-Dec-97	Conference Table Hexangonal 1350 Diametre	3556	1	Meeting Room	R	1,569.63	R	-
108	Prime Office Furniture	GFP	F0092	18-Dec-97	Conference Table Hexangonal 1350 Diametre	3556	1	Ms J Oki	R	1,569.63	R	-
134	Prime Office Furniture	GFP	F0093	12-Feb-98	Trentline Counter Top 1600 (3 Piece)	3638	1	Mr E Oelofsen	R	2,324.23	R	325.39
172	Waltons Office Supplies	GFP	F0094	12-Jan-98	Steel Four Drawer Filing Cabinet with SEC BAR		1	E Oelofsen	R	834.48		