

FRAMEWORK BUSINESS PLAN

for the

TERTIARY EDUCATION DEVELOPMENT PROGRAMME

between

THE REPUBLIC OF SOUTH AFRICA

and

THE KINGDOM OF NORWAY

for the period

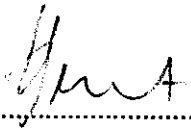
1 JULY 2006 TO 31 MARCH 2010

hs 4

**BUSINESS PLAN FOR THE TERTIARY EDUCATION DEVELOPMENT PROGRAMME
BETWEEN THE REPUBLIC OF SOUTH AFRICA AND THE KINGDOM OF NORWAY
FROM 1 APRIL 2006 TO 31 MARCH 2010**

SIGNATORIES

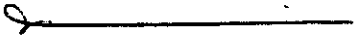
On behalf of the Republic of South Africa


.....

**Shaheed Rajie
Chief Director: International Development
Cooperation
National Treasury**

16 August 06.
.....

Date


.....

**Duncan Hindle
Director-General
Department of Education**

08 August 2006
.....

Date

On behalf of the Kingdom of Norway

Inger Le Stou, chargé d'affaires
.....
for Ove Thorsheim

**Ambassador
The Royal Norwegian Embassy**

21 July 2006
.....

Date

PREAMBLE

With reference to the Memorandum of Understanding between the Government of the Kingdom of Norway ("Norway") and the Government of the Republic of South Africa ("South Africa") on development co-operation, signed in Oslo on 1 December 1994;

With reference to the Agreement between Norway and South Africa regarding development cooperation (the Agreement) signed on 3 July 2006.

With reference to the Declaration of Intent, signed on 26th March 2004, in which South Africa and Norway declared their intentions to strengthen the bilateral political consultations and extend the development cooperation for a further period of five years,

With reference to the Business Plan, Norwegian-funded Tertiary Education Development Programme for the RSA from 2000 to 2005, dated 28 November 2000 (SANTED I),

EXPRESSING their desire to strengthen the friendly relations between both States and to develop co-operation within the fields of environment.

ACKNOWLEDGING that a meaningful way to enhance progress is by way of institutional co-operation between Norwegian and South African institutions,

EXPRESSING their intention to enhance the cooperation as to the development of tertiary education, with an emphasis on access and retention, institutional capacity-building and regional co-operation,

South Africa and Norway have agreed on a new Business Plan regarding the Tertiary Education Development Programme between South Africa and Norway from 2006 to 2010 (SANTED II) ("the Programme").

The Norwegian Grant shall be used exclusively to finance the implementation of the Programme, as outlined in this Business Plan.

In matters pertaining to the implementation of the present Business Plan, the Royal Norwegian Embassy in Pretoria ("NEP") and the South African Department of Education ("DoE") shall be competent to represent Norway and South Africa respectively, and shall there under be authorised to decide on projects or activities to be included in the Programme. DoE shall have the overall responsibility and is accountable for the operational planning and implementation of the Programme.

The Parties will promote cooperation between the countries in areas of mutual interests also in connection to the Programme.

In the case of discrepancy between the Agreement and the Business Plan, the provisions of the Agreement shall prevail.

1 PURPOSE OF THE PROGRAMME

1.1 Programme Description

The Programme supports the South African Department of Education in meeting its national objective of building a higher education system that is based on principles of social justice and equity and that has the capacity to operate effectively and efficiently to meet the educational, cultural and economic needs of a diverse society. The transformation of the higher education system to address the legacy of the (apartheid) past and to respond to the reconstruction and development agenda of a democratic South Africa has been the key focus of policy development and implementation post-1994. This is reflected in *Education White Paper 3: A Programme for the Transformation of the Higher Education System*, which was released in July 1997 and the *National Plan for Higher Education of 2001*.

The central policy goals of the White Paper are to:

- “promote equity of access and fair chances of success to all who are seeking to realise their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress of past inequalities;
- meet, through well-planned and co-ordinated teaching, learning and research programmes, national development needs;
- support a democratic ethos and a culture of human rights through educational programmes and practices conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order;
- contribute to the advancement of all forms of knowledge and scholarship, and in particular address the diverse problems and demands of the local, national, southern African and African contexts, and uphold rigorous standards of academic quality” (White Paper: 1.14).

The policy framework for the transformation of the higher education system provides the context within which the Norwegian Government, in 1999, indicated its willingness to provide development aid in support of the transformation agenda in higher education. The relevance and strategic thrust of the Programme should be assessed in relation to the performance of the national system as a whole.

The Department of Education derived a number of goals for the National Plan on Higher Education from the 1997 White Paper on higher education transformation, covering the broad areas of the size and shape of the system, student and staff equity, academic staffing, teaching and research outputs, and financial sustainability. These goals are employed to measure the performance of the system and of its constituent institutions.

Institutional data for the ten year period 1995 – 2004 have been used in performance assessments. The data will be used to assess the performance of the public higher education system and of those institutions which receive funding under the Programme.

Goals relevant to the Programme are these:

- The participation of disadvantaged students in higher education must increase.
- Imbalances in student success rates must be redressed.
- The output of graduates must improve.
- There should be a better balance of racial and gender distribution of enrolments across different fields of study.

The four goals are directly relevant to the projects in access, retention, and success and in capacity building.

SANTED I consisted of a limited number of strategic projects centred on the historically disadvantaged institutions that would further the transformation agenda, as well projects that would promote regional co-operation to strengthen higher education in Southern Africa in the light of the SADC Protocol on Education.

The independent review of SANTED I concluded that it is:

"highly relevant in terms of areas chosen and project components selected for implementation [as it] is largely a demand driven programme. It is *effective* in terms of goals achievement, and *efficient* in its organization of implementation and monitoring.....*Significant impacts* have been achieved in the areas stated as priority fields for turning around the deteriorating administrative-, finance-, and human resources trends towards *sustainable* operations observed at the SANTED-supported institutions. The three focus areas have been selected and formulated in such a way that they provide for exchanges of experience in ways that can prevent reinvention of costly solutions (2005: p.8).

The review recommends that SANTED should continue, which is in line with the outcomes of the joint review of Norwegian – South African Development Co-operation: 1995-2001, *From Aid to Partnership*, which was commissioned by Norad and the South African National Treasury, which recommends that Norway should, if required, expand its current funding to the Department of Education for its targeted interventions to facilitate institutional restructuring in the higher education sector. The report also states that South Africa's higher education sector has a particularly important role to play in relation to the higher education sector in the SADC region and in the further implementation of the SADC protocol.

The Programme, within the context of the evaluation of SANTED I, and in collaboration with the Department of Education, decided to focus on the following:

- (i) Improving access and the retention of students in higher education from historically disadvantaged communities;
- (ii) Capacity-building, with a focus on access and retention;
- (iii) Institutional co-operation in the SADC region in support of the SADC Protocol on Education.

1.1.1 Name

South Africa - Norway Tertiary Education Development Programme ("SANTED").

1.1.2 Programme Location

Centre for Education Policy Development ("CEPD"), Johannesburg, on behalf of the Department of Education ("DoE").

1.2 Programme Beneficiaries

The Programme beneficiaries shall include the following:

- South African higher education institutions.
- SADC higher education institutions.
- Staff and students from disadvantaged backgrounds, especially women, in South African higher education institutions.
- Staff and students in SADC higher education institutions.

2 DEVELOPMENT PATH OF THE PROGRAMME

The goal and purpose of the Programme would be given effect through supporting the development and implementation of projects in three focus areas. Each project shall fit into the broader institutional strategic plan and be integrated into or aligned with the organisational structures and programmes of the institution.

a) Access, Retention and Success of students

The access, retention and success of students, in particular, women and students from disadvantaged communities, remain key national policy goals and priorities. The access of disadvantaged students and of female students has improved over the ten year period 1995-2004. For example, African students in 1995 had a 45% share of enrolments in the public higher education sector, and by 2004 they had a 61% share. The share female students have of the total enrolment increased from 45% in 1996 to 54%. Problems of student retention and success nevertheless remain serious problems in the sector. The clearest evidence of these problems can be seen in the different success rates of White and African students. The average success rate of White students across all undergraduate and postgraduate levels was 76% in 1995 and 78% in 2004. The comparable success rates for African students were 62% in 1995 and 64% in 2004. The sharp differences between these success rates are indicators of high attrition rates among African students, and of major inequities in the delivery of higher education teaching services. The Department of Education is employing a number of different strategies to address these problems. Over the three year period 2007-2009, it will allocate approximately R1 000 million to public higher education institutions for special access programmes for disadvantaged students, and for teaching and curriculum development.

The following projects shall be considered for support under the Programme:

- (i) The Universities of KwaZulu-Natal and the Western Cape will be invited to submit proposals that seek to consolidate and build on the projects from SANTED I. The proposals would focus on activities that were initiated under SANTED I, but require additional support to address gaps and/or weaknesses, as a condition for consolidation, and which cannot be supported either from the State funding for academic development or from institutional funds. This is consistent with the recommendation of the SANTED 1 review that access and retention activities continue at these two institutions in the Programme to ensure sustainability.
- (ii) The University of Fort Hare will be invited to collaborate with the University of the Western Cape to develop a proposal for, and to implement, an access, retention and success project that would draw on the experiences of, and the lessons learned by, the University of the Western Cape in SANTED I. This is consistent with the recommendation of the review that the "experience from the access activities in SANTED I must now be spread to other institutions for use in their access activity planning", as well as the recommendation that the University of Fort Hare would benefit from an access and retention project. Once the access and retention activities

are well established and functional at the University of KwaZulu-Natal, it may also be possible for that institution to assist the University of Zululand to embark on an access and retention project.

- (iii) All higher education institutions will be invited to submit proposals that seek to develop projects that address the use of multilingualism within institutions to facilitate student retention and success. Project proposals in this area may be jointly developed at a regional level. This is a new area of activity within this focus area and is consistent with national language policy goals and priorities.

b) Capacity-building at the Institutional Level

The building of institutional capacity in the context of the overall restructuring of higher education remains a key national goal and priority (White Paper 1997; National Plan, 2001). This is essential in order to enable the institutions historically disadvantaged by apartheid to get the maximum benefit from the opportunities provided by the restructuring process, including the availability of additional government to support this process. Government has so far allocated approximately R1 200 million as special funds during the institutional restructuring process.

The pre-condition for accessing restructuring funds is the development of an approved institutional operating plan. However, most of the historically disadvantaged institutions do not have the capacity to develop appropriate institutional operating plans. This is due to a paucity of both expert human resources, and appropriate administrative, academic and management systems. The following project shall be considered for support under the Programme:

- (iv) The University of Venda will be invited to submit a proposal regarding the management of its recovery plan to address years of poor management and neglect of its fabric and infrastructure. The university has experienced governance and management disruptions, and has at present inadequate administrative, management and academic systems. The Council of the University of Venda is committed to addressing these problems and has, with the appointment of an external Acting Vice-Chancellor, laid the basis for rebuilding these essential systems. DoE has agreed to provide funds for major renovations of buildings, teaching facilities, and student housing spaces. The institution does not have the internal capacity to manage a project of this scale, given that it has to focus much of its attention on the rebuilding of its administrative, management and academic systems and capacity. Support from SANTED would be used to engage the requisite project management expertise externally, to manage and direct the recovery plan. This is consistent with the recommendation of the SANTED I review that capacity-building projects "should be expanded to provinces not included at present."

The restructuring outlined in the National Plan (2001), and implemented through a process of mergers, beginning in 2004, has resulted in other capacity-building needs. This is particularly true in the cases where a former technikons have been merged with universities to form the new comprehensive universities. Each of the new comprehensive institutions is required to submit to DoE an academic plan which reflects a coherent academic framework within which career-focused diploma programmes, career and professional degree programmes, as well as the more traditional general-formative degree-level programmes are offered. In particular, the new comprehensive institutions need to develop new curricula which offer appropriate articulation pathways between diploma and degree-level programmes in the same fields and with similar orientations.

Funds made available by DoE to facilitate the merger process are generally targeted at institutional systems-level integration but they do not provide for the intensive curriculum work needed in situations where a former technikon has been merged with a university. The following project shall be considered for support under the Programme:

- (v) The Nelson Mandela Metropolitan University and the University of Johannesburg, both of which have been established through a merger between a university and a technikon, will be invited to submit a common proposal that seeks to develop a collaborative project to address the development of a new academic structure and new curricula for comprehensive institutions. This is consistent with the recommendation of the SANTED I review that the Programme should ensure a "sound and valuable balance between the continuation of old projects and the provision of new initiatives."

c) SADC Institutional Co-operation

The importance of facilitating institutional co-operation at the SADC-level has gained added significance given the broader developments in relation to the establishment of the African Union, the New Partnership for Africa's Development (NEPAD), as well as the establishment of the Southern African Universities' Association (SARUA). Institutional co-operation would not only contribute to building capacity, but would also enable the higher education sector to play a central role in regional development processes. The Department of Education supports these collaborative efforts by subsidising SADC student enrolments at the same levels as South African students.

Therefore, the Programme shall continue to support SADC institutional co-operation through projects in the following areas:

- (vi) The University of Zambia and University of the Western Cape project on HIV and AIDS Peer Education, which will be broadened to include two additional institutions from SADC, as well as to enhance the existing co-operation between the two institutions to include other areas of collaboration. This project feeds into the broader Higher Education Aids Programme (HEAIDS) in South Africa, which represents a nationally co-ordinated large-scale effort to develop and strengthen the capacity, systems and structures of all higher education institutions in South Africa to prevent, manage, and mitigate the causes, challenges and consequences of HIV&AIDS in the sector. It is consistent with the SANTED I review, which recommends that the two projects should be given the opportunity to continue and consolidate as they "show potential for establishing broad-based longer-term institutional co-operation".
- (vii) The University of Namibia, Eduardo Mondlane and the Witwatersrand (NEW) project in Biological Sciences, Economics and Engineering which has focused on curriculum and materials development to improve the capacity of institutions to offer higher degrees, staff and student exchange, and joint research. This project has not realised its full potential given the shortened time-frame for its implementation in the first phase of SANTED I. The shortcomings in relation to institutional commitment, integration into faculty programme activities, staff-time and other issues identified in the review report will be addressed as part of the development of the detailed project business plan.
- (viii) The UNISA and University of Agostinho Neto collaborative project in nurse leadership will be deepened to include curriculum and materials development to enable UAN to offer its own postgraduate qualification in the health sciences.

In different ways, the projects outlined above, will contribute to the key policy aims of the South African Department of Education, to improve access, retention and success, build institutional capacity to support this goal and to promote collaboration, amongst institutions within South Africa and in Southern Africa (SADC).

The particular projects chosen are within the context of the recommendations of SANTED I and through collaboration with the South African Department of Education and higher education institutions with which working relationships have been established. Other projects in this area will be considered should there be sufficient funding to support further collaboration.

3 SCOPE OF THE PROGRAMME

3.1 Goal

The goal of the Programme is:

- To contribute to the national Department of Education's objective to improve retention and success rates in the higher education system;
- To contribute to building sustainable partnerships between South African universities and universities in other countries.

3.2 Purpose

The purpose of the Programme is within the focus? areas access, retention and success, capacity building and SADC co-operation:

- Improved equity of student access, retention and success rates
- Well functioning institutions in terms of administrative, academic and management capacity and systems
- Formal collaborative partnerships between higher education institutions in South Africa and other SADC countries.

3.3 Outcomes

The expected Programme outcomes are:

Access, Retention and Success

- Improved pass rates at individual course or module level in the disciplinary areas or fields where interventions have been made. Over time this should translate into improved throughput and graduation rates. The corollary is that there should be reduced attrition (drop-out) rates
- Higher levels of proficiency in indigenous languages among staff and students.

Capacity Building

- Efficient management and implementation of the recovery plan for the University of Venda.
- Developed academic plan and/or qualification structure and programme profile.

SADC Co-operation

- Enhanced academic capacity in SADC institutions.

3.4 Outputs of Projects

The following outputs in each of the three focus areas are expected at institutions with projects supported by the Programme:

a) Access, Retention and Success

- I. Established relationships with local feeder institutions such as high schools or FET colleges;
- II. The development and implementation of retention policies and/or strategies;
- III. Teaching and learning support programmes;
- IV. Tracking and monitoring of student performance, and of interventions;
- V. Short courses for staff in indigenous languages;
- VI. Language courses for students in selected professional fields;
- VII. Use of multiple languages in official communications, signage and public events.

b) Capacity Building

- I. Management capacity being built at the University of Venda;
Comprehensive universities:
- II. Case studies on curricula appropriate to different types of knowledge and the purposes for which they are intended;
- III. Articulation pathways that enable students to move vertically and horizontally between qualifications;
- IV. Improved academic management capacity;
- V. Access and retention strategies for comprehensive universities.

c) SADC Co-operation

- I. Formal links (e.g. MOUs) between South African universities and universities in other SADC countries;
- II. Collaborative HIV and AIDS preventative programmes;
- III. Collaborative curriculum and materials development;
- IV. Joint research;
- V. Staff and student exchanges;
- VI. Staff development.

3.2 Baseline data

Each institution participating in the Programme is expected to provide baseline data pertinent to the nature of the project.

3.3 Time lines

The Programme will run for the planned period..

4 PROGRAMME IMPLEMENTATION AND MONITORING

4.1 Programme Management

4.1.1 Programme Management

Norway and South Africa shall cooperate fully to ensure that the Programme is accomplished successfully. To that effect, each party shall furnish to the other all information that may be reasonably required. Further, each party shall partly inform the other of any condition that interferes or threatens to interfere with the successful implementation of the Programme.

The Programme shall be reflected in DoE's annual report to Parliament. The projects under the Programme shall figure in the public annual reports of the institutions receiving project funding.

DoE represented by the Deputy Director-General: Higher Education shall be responsible for the direction, monitoring and implementation of the Programme. The Director: Higher Education Management Support shall be the responsible person for day-to-day management and liaison with the CEPD and the SANTED Programme Director.

4.1.2 Implementing Agency

The CEPD shall, based on a contract with DoE, administer and manage the Programme funds.

A Programme Director, approved by DoE, shall manage the Programme from offices located in the CEPD with the necessary administrative support. The Programme Director shall be responsible for managing and co-ordinating all aspects of the Programme on a day to day basis. This shall include regular field visits to the institutions benefiting from the Programme and regular liaison with the Department of Education. DoE shall provide the Director and the Norwegian Embassy with statistical and other information and reports on the national system necessary for reporting on the Programme.

Assisting the Director in fulfilling his/her duties, and comprising the SANTED Secretariat, shall be a Project Co-ordinator, an Assistant Project Co-ordinator and an Office Manager. They shall be responsible, *inter alia*, for arrangements for all meetings and workshops, travel and accommodation, the soliciting of reports from institutions and the keeping of accurate records.

CEPD shall be responsible for the accounts of the Programme during the Programme period.

4.1.3 Reporting and Accountability Lines

The institutions receiving project funding under the Programme shall report to the Programme Director at least twice a year. The reports shall be both narrative and financial. Institutions shall report annually on trends and current status with regard to the original baseline data provided, and progress towards achievement of the project goal, objectives and outputs. The institutions shall be responsible for executing the approved projects in accordance with the approved project business plans and budgets, and in accordance with the institutions' own procedures. Continued funding support for the projects is dependent on satisfactory implementation of the projects and adequate reporting and accountability structures being in place at the institutions, including internally audited financial reports at year end, and independently audited reports at the close of the project.

The Programme Director shall report regularly to DOE and shall be responsible for writing the progress report on the Programme for the annual meeting. The CEPD shall submit certified half-yearly financial reports to DoE. DoE shall submit annual progress and financial reports, signed by the Director General, to the Norwegian Embassy in Pretoria, and an annual audit of the Programme accounts. The cost of

the audit shall be covered by the Grant. DoE shall call for and chair the Annual Meeting at which Norway's MFA shall be represented by NEP.

4.2 Fund Management

4.2.1 Resources required for Programme implementation

South Africa, through DoE, will ensure that the necessary administrative and managerial support are provided over the duration of the Programme to ensure the successful implementation of the Programme.

Subject to Parliamentary appropriations and procedures as per the preamble, Norway shall make available to South Africa a financial grant of up to NOK 60 million (sixty million Norwegian kroner) for the planned period 2006-2010 ("the Norwegian Grant").

Any accrued interest of the Norwegian Grant may be used for the benefit of the Programme, as agreed by the parties in writing.

Any unspent funds and any unspent accrued interest shall be returned to Norway upon completion of the Programme.

The Norwegian Grant shall be used exclusively to finance the implementation of the Programme.

4.2.2 Budget

The tentative allocation of the available funds between the different components of the Programme, which may be adjusted on review of the project business plans, shall be as follows:

- | | |
|-------------------------|----------|
| • Access and Retention: | NOK 22 m |
| • Capacity Development: | NOK 16m |
| • SADC Partnerships: | NOK 21m |
| • Programme Management: | NOK 7m |

Total:	NOK 66m
--------	---------

Unspent monies from SANTED I, amounting to NOK 6m have been used to supplement the Programme budget.

4.2.3 Disbursement Procedures

DoE shall submit the first request for disbursements from the Norwegian Grant after the Business Plan has been signed by the Parties. The request shall be based on the liquidity needs of the Programme. Thereafter, DoE shall twice a year submit a written request for disbursement from the Grant. The request shall be based on approved work plans and budgets for the coming year and shall be accompanied by a statement of accounts certified by the CEPD financial manager. When determining the amount to be requested, DoE shall take into account unspent disbursed amounts and income from all sources as well as any accrued interest. Along with the requests, except the first request, DoE shall state the cash balance of the Programme and the projects and submit financial statements of the accounts for the previous period.

The funds shall be transferred to a separate account operated by the CEPD. The CEPD shall immediately, in writing, acknowledge receipt of the funds. The date of receipt shall be stated as well as the Rand amount received.

The CEPD shall disburse funds according to the Programme budget on instruction from DoE. Disbursements to the institutions for the approved institutional projects

shall occur twice a year, subject to satisfactory reports and audits, accounts, plans and budgets.

4.3 Procurement Procedures

All procurement shall be performed in accordance with generally accepted principles and good practice in line with the procurement policies and procedures of the DoE (where relevant) and the CEPD.

Invitations to tender or to make an offer, as well as procurement contracts shall, respectively, include a clause stating that the tender/offer shall be rejected and the contract cancelled, in case any illegal or corrupt practices have been connected with the award or the execution of the contract.

No offer, gift, payment or benefit of any kind, which would or could be construed as an illegal or corrupt practice, shall be accepted, either directly or indirectly, as an inducement or reward for the award or execution of procurement contracts. Any such practice shall be grounds for the cancellation of this Business Plan and/or the procurement contract concerned.

4.4 Programme Monitoring, Evaluation and Reporting

4.4.1 Procedures for Monitoring and Evaluation

The monitoring and reporting cycle for the Programme shall be undertaken annually through a meeting between the representatives of Norway and South Africa in accordance with the Business Plan, in the last quarter of the calendar year ("the SANTED Annual Meeting"). In addition, the Parties shall agree upon measures to conduct a mid-term review. The Grant shall finance the mid-term review.

Each project to be supported under the Programme shall be presented to NEP for information and possible comment prior to approval by the DoE .

4.4.2 Reports

DoE shall submit an annual narrative report for the Programme to Norway four weeks before the Annual Meeting. This shall include an overall report with a description of actual outputs compared to planned outputs and an assessment of the risks to achieving the Programme goal and purpose, as well as of the Programme's contribution to DoE's Strategic Plan.

The annual report shall also include short reports on each thematic component within the Programme. The reporting should focus on the main components and outputs of the Programme and avoid detailed reporting on the activities undertaken.

The regular reporting shall also include semi-annual certified statement of accounts showing all sources of income and expenditure linked to the budget, ref para 4.2.3.

A final report of the Programme is to be submitted to Norway within one year of the completion of the Programme. The final report shall give a summary of results achieved in relation to:

1. The *Programme*, its relevance and efficiency, as well as its contribution in addressing the strategic plans of DoE.
2. The individual *projects*, their main achievements and their relevance to the Programme goal and purpose.

The SANTED website will be maintained and extended. It will highlight and provide information on the different projects, including results and lessons learnt, and provide access to pertinent documents and articles. It could serve as a basis for sharing experiences with other institutions both in South Africa and Norway. Institutions that are the beneficiaries of SANTED funding will be encouraged to foreground SANTED projects on their own websites and establish links to the SANTED website www.cepd.org.za/santed.

4.4.3 Annual Meetings

The Annual Meeting shall, *inter alia*:

- Review the results and the progress of the Programme and the projects, i.e. review the Programme report, including the statement of accounts.
- Approve the Annual Report and the certified statement of accounts.
- Discuss and decide proposals for extension of ongoing projects, closure of ongoing projects or new projects to be included in the Programme.
- Discuss and decide possible revisions of annual work plans and budgets for the Programme.
- Approve annual work plans and budgets for both the Programme and the thematic components for the next year.
- Discuss issues of special concern for the implementation of the Programme and the projects. Review the risk factors of the Programme and the mitigating measures and circumstances.
- Make recommendations and decisions for the future implementation of the Programme.

The Meeting shall be called and chaired by the DoE. The Programme Director shall also be present. Representatives from South African and Norwegian co-operating partners may also be present as observers if agreed upon by the Parties.

The main issues discussed and the decisions made at the Annual Meeting, including commitments on work plans and budgets, shall be recorded in the Agreed Minutes of the Annual Meeting. The Agreed Minutes shall be drafted by the SANTED Secretariat and submitted to the Parties for comment not later than fourteen days after the meeting. Both Parties shall sign the Agreed Minutes.

4.4.4 Annual Work Plans and Budgets

Annual work plans and budgets shall be developed in line with the calendar year as followed by all South African universities, that is, 1 January to 31 December. The annual work plans and budget shall be submitted by DoE to NEP four weeks prior to the Annual Meeting for approval.

4.4.5 Audits

The audit report for the Programme for the South African financial year, that is, 1 April to 31 March, shall be provided to Norway by 30 September each year. The requirements for the audit are described in the Agreement. If South Africa cannot provide the audit by 30 September there shall be a written agreement on an alternative date.

In accordance with the Agreement, the South African Auditor-General or his delegated sub-contractor shall perform the audit on Norwegian funds under the Programme and