



Province of the
EASTERN CAPE
EDUCATION

ANNUAL REPORT

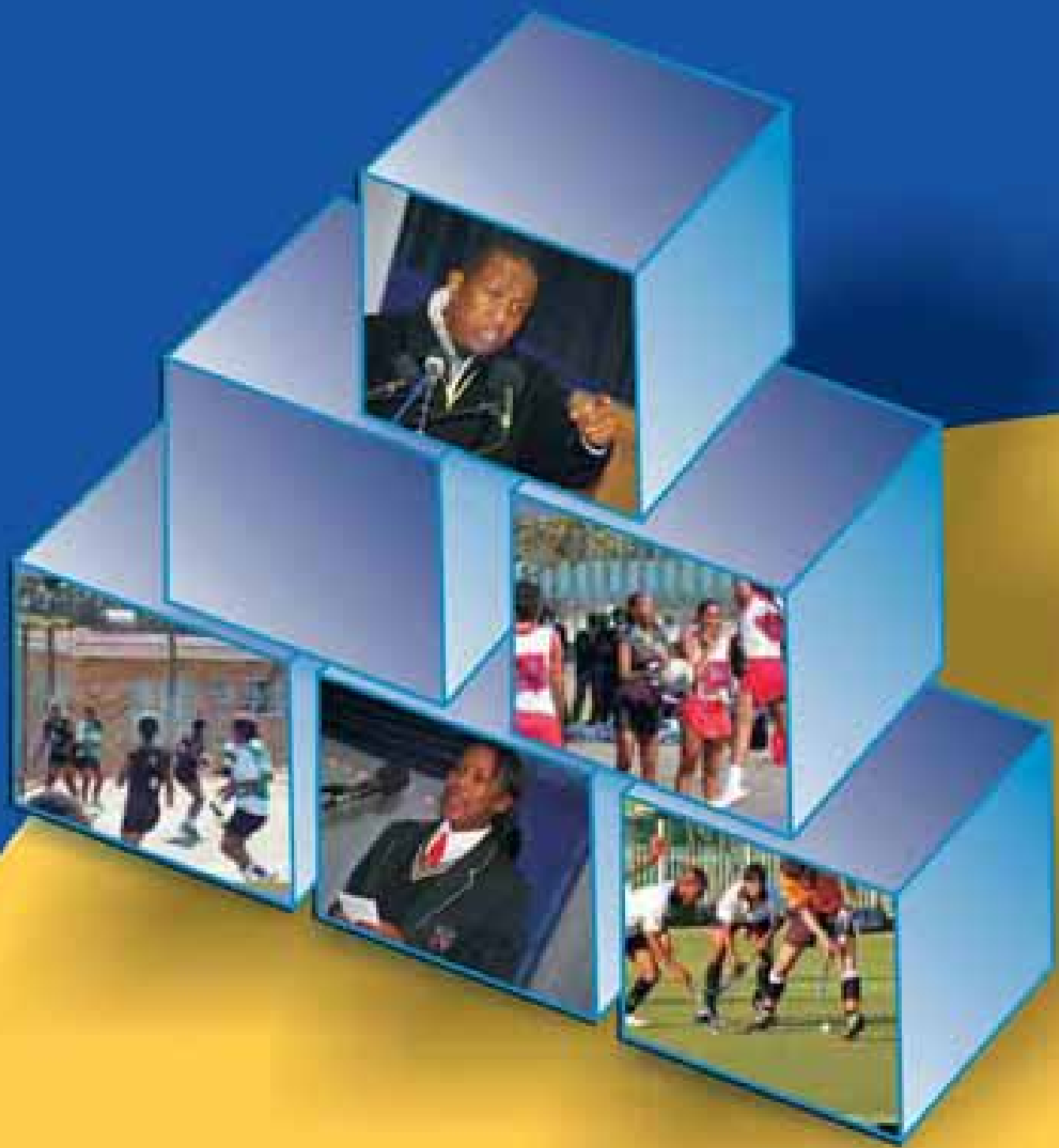
2009 / 2010

Our Pledge

As an official of the Department of Education and servant of the public I pledge to serve with integrity and at all times endeavour to treat learners, my colleges and all other stakeholders with respect and courtesy, always ensure in the spirit of all hands on deck to continuously strive for excellence as I demonstrate focus, passion for all I undertake so as to inspire and uplift in government services and faithful the fundamental principals of justice and equity as enshrined in the Constitution of the Republic whilst Honesty and Accountability are the essence of my being when called upon to display a high level of integrity and Accountability in my daily operations instilling all around me a culture of respect and Humility as I make my contribution in moulding the future leaders of our beloved

Empathy
Dignity
Unity
Confidence
Access
Trust
Integrity
Ownership
Nation

in doing so making the Eastern Cape
a compelling place to live, work and invest in.





Foreword by the Member of the Executive Council

In the year under review, Education was flagged by both the ruling party's manifesto and the State President's State of the Nation address, as a critical priority discipline that must be upscaled for the current five year planning cycle, if the country hopes to be in a position to meet its minimum development imperatives. This position affirms the necessary symbiosis between social and economic development on the one hand, and the critical role that education must play in enabling the required structural transformation. These lofty ideals have to contend with an ever-tightening fiscal position especially in the aftermath of the unraveling world financial markets precipitated by wholesale banking meltdown in the second half of 2008. South Africa's sound financial regulatory environment may have shielded us from the worst effects of the crisis, but the overall economic slowdown has affected the national fiscus's overall national purse, thus invariably affecting individual government entities' equitable share allocations.

These challenges notwithstanding, for the year under review, I committed the Department and myself to deliver on the following identified APEX policy priorities:

- Resolving Organisational Issues of Skills Development (Further Education and Training (FET) Colleges);
- Resourcing Poor Schools and Monitoring Outcomes;
- Implementing the Interim Anti-Poverty Campaign (School Nutrition Programme);
- Self-Employment Interventions in the Second Economy (Adult Basic Education & Training (ABET));
- Ratcheting up the implementation of Early Childhood Development (ECD);
- Intensifying the Campaign against Communicable Diseases (HIV & Aids and TB);
- Implementing the Social Cohesion Campaign (National Curriculum Statement (NCS)); and
- Regularising Employment and Key Performance Areas at Designated Levels (Performance Management & Development System (PMDS)).

These priorities fully supported, implementation on the seven National Department of Education priorities during the 2009/10 financial year, namely: Massification of Grade R; Lowering of learner: educator ratios/class size; Inclusive and Special Education; Extension of no-fee schools to 60% (or Quintile 3) and fee exemption of poor Learners in Quintiles 4 and 5; School Infrastructure; District Development; and Learner Textbooks.

The Department maintained delivery on the following three Social Needs Cluster priorities, namely: Scaling-up Prevention and Treatment of HIV & AIDS; 2010 FIFA World Cup by Intensifying Role-player and Stakeholder Support and Promoting Cultural Industries (including In-School Sport); and Community Mobilisation against Crime (including safety at schools). As far as the provisioning of school furniture to all schools is concerned the cooperation with designated FET colleges assisted in the delivery of much-needed furniture to more schools. The Education Management Information System data cleaning project made significant progress by generating verified data to effectively support planning, decision-making and targeted resourcing in the Department. The planned extension of the School Nutrition Programme to secondary schools took place notwithstanding budget constraints. The roll-out of information-communication technology (ICT) to additional schools was implemented, as well as the transfer of funds to schools, to improve Maths, Science and Technology teaching. Tight monitoring ensured that all learning and teaching support material was delivered to the majority of schools before they reopened in January 2010, despite the stationary tender being awarded in



December 2009. The commitment to the enhancement of the Supply Chain Management (SCM) and procurement systems in relation to black economic empowerment (BEE) is well under way.

Despite a very difficult year as far as funding was concerned the Department succeeded in delivering on the majority of the set priorities. A slight increase of 0.4% in the National Senior Certificate pass rate was achieved. It is realized that intense interventions are needed in order to ensure enhancement of the integration of planning, budgeting and resourcing through the development and maintenance of more effective business processes and monitoring and evaluation systems. The Department succeeded in promoting labour peace by strengthening the Provincial Labour Relations Council and in improving relations with our social partners. However joint agreement on the holding of every employee accountable for planned outputs and a satisfactory level of performance is a crucial priority for the coming reporting period.

I am personally extremely disappointed that the Department received a disclaimer, which is a regression to the 2008/09 Auditor-General's opinion on financial management, even though high quality support was made available to the department and the exact areas of recurrent weakness had been identified. This setback, while unsettling and disconcerting, has strengthened mine and the Department's resolve, and as such I remain even more committed to a significant structural overhaul and managerial accountability, aspects critical for an improvement in the audit outcome in the 2010/11 financial year.



M D Qwasa, MPL
MEC for Education
Eastern Cape Department of Education





PRESENTATION OF THE REPORT TO THE MEC

I, Ronald Swartz, acting Head of Department, have the honour of submitting the 2009/10 Annual Report of the Department of Education in terms of the Public Finance Management Act, 1999.

Ronald Swartz
HEAD: EDUCATION

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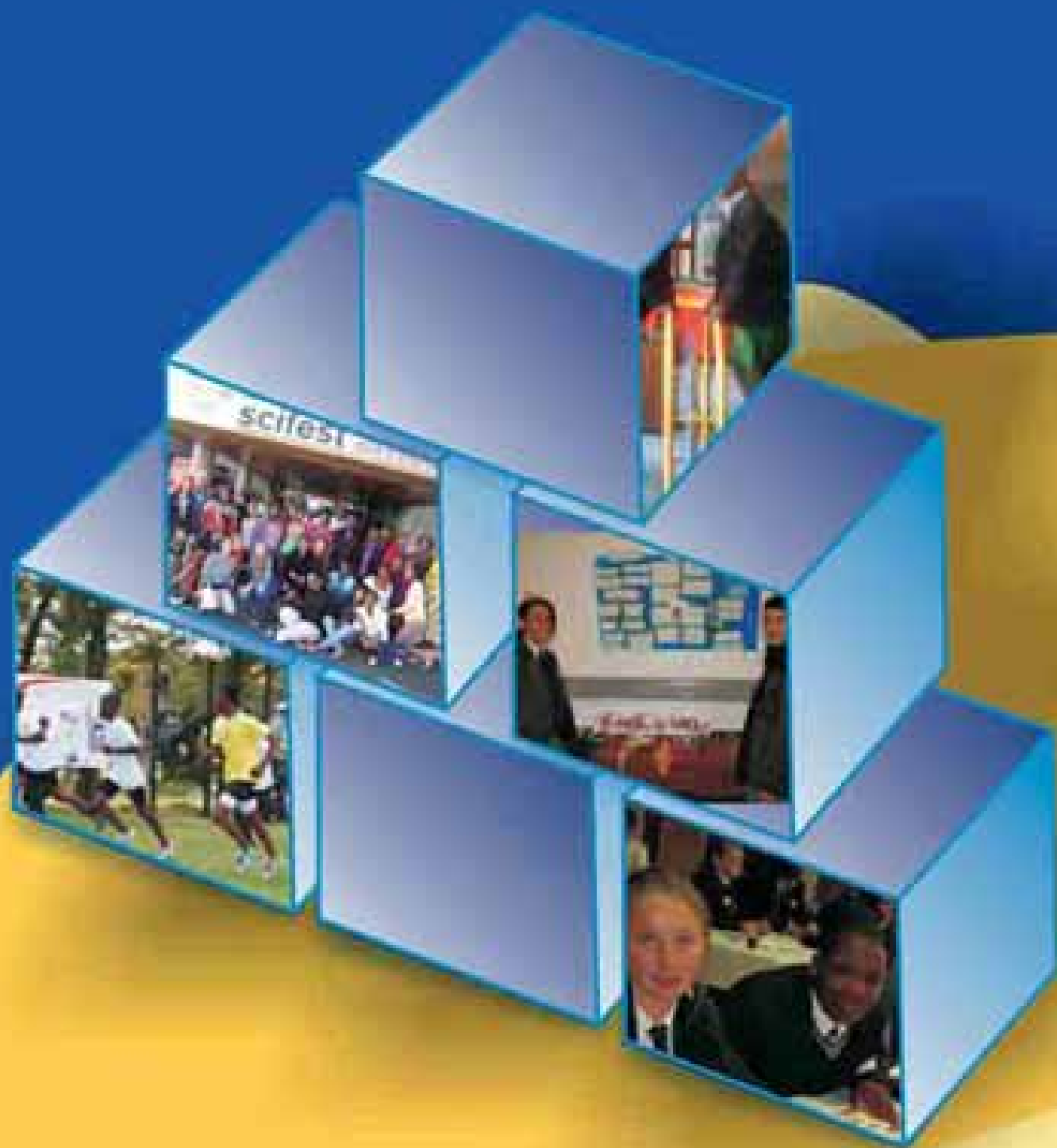


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SECTION 1 GENERAL INFORMATION



1.1 Submission of the Annual Report to the Executive Authority

I, Ronald Swartz, acting Head of Department, have the honour of submitting the 2009/10 Annual Report of the Department of Education in terms of the Public Finance Management Act, 1998.

Ronald Swartz

HEAD: EDUCATION

1.2 Introduction by the Head of Department

In line with its continuous effort of improving the quality of learning and teaching in schools in the Province, the Department refined the Learner Attainment Improvement Strategy (LAIS) for the 2009/10 Medium Term Expenditure Framework (MTEF) period. LAIS is the *modus operandum* for ensuring quality education outcomes over the entire schooling system from Grades R to 12. The challenge is to align the National Curriculum Statement (NCS) quality indicators with Departmental performance measures and/or service standards as required by the Batho Pele policy framework in order to make a holistic and integrated or systems approach to management a reality.

The LAIS was strengthened through the identification of projects that would enhance teaching and learning. These include significant upscaling of Learning and Teaching Support Materials (LTSM); provision of furniture in schools; eradication of mud structures and improvement in school functionality; extension of the school nutrition programme to secondary schools; ensuring that more schools have access to Information Communication Technology (ICT); rationalisation and re-alignment of schools in order to make schools more effective; professional development of educators through the Education Leadership Institute programmes and the establishment of the Mthatha Science Academy.

The following were key programme deliverables for the 2009/10 financial year:

- Enhancement of Education Management Information Services (EMIS) data integrity
- Continued implementation of the SA Schools Administration and Management System (SASAMS) as the basis for e-Administration;
- Implementation of a Business Intelligence System and Learner Unit Record Information Tracking System (LURITS);
- The declaration of Quintile 3 schools as no-fee schools in the 2009 academic year resulted in an additional 400,000 learners in the Eastern Cape benefiting from the policy. The increase in learner per capita funding for all Quintiles is in line with national targets;



- Enhancement of learning capacity by means of school feeding through the promotion and support of the implementation of the food production initiative in schools in order to improve household food security and to strengthen school nutrition education for school communities. Compliance with the national norm for feeding of 1.076 million learners in Quintile 1 to 3 schools, aided by 5 380 meal servers, and the provision of gas to 5 000 schools. The number of existing school food gardens was increased from 1 211 to 1 411 to ensure sustainability of the School Nutrition Programme (SNP). The rollout of a school nutrition model that serves a nutritious meal to cover all target learners in the Eastern Cape was finalised. Monitoring and evaluation of the SNP was strengthened and impact studies were conducted as a basis for enhancing the efficiency, effectiveness and sustainability of the SNP.
- Increased access to Learner Transport Services was achieved by increasing the number of deserving learners benefiting from the programme;
- Mobilization of out of school children and youth including disabled children, street children, and children in conflict with the law (in prisons and awaiting trial children in places of safety) in accordance with White Paper 6;
- Rendering sufficient institutional support and guidance for the development of FET Colleges, and the enhancement of the effectiveness and efficiency of their structures, systems and procedures;
- Ensuring that FET Colleges are sensitive and responsive to the social needs and transformation agenda of the National and Provincial Department in line with the FETC Act No. 18 of 2006;
- Expansion of the reach of ABET through the implementation of the Provincial Literacy Programme by increasing the number of ABET centres from 297 to 333, and the number of supervisors and educators from 4 835 to 6 735
- Ensuring that residents of rural, difficult-to-access and disadvantaged areas also have access to Early Child Development (ECD) centres of high quality.



Ronald Skwartz

HEAD: EDUCATION



1.3 Information on the Ministry

1.3.1 Visits Abroad

The MEC lead a delegation to Tallin, Estonia and Baden-Wuerttemberg from 29 September to 10 October 2008. The delegation consisted of the following:

- 4 Representatives from the Eastern Cape Department of Education
- 2 Representatives from the FET Colleges Sector
- A Representative from merSETA
- A Representative from the Office of the Premier
- 2 Representatives from JIPSA (ECSECC)
- 2 Representatives from the private sector

A Memorandum of Understanding (MoU) was signed during this visit and the Department is pleased to report the following progress with regards to the implementation of the agreement:

Public Private Partnership and Lecture Training

One of the after-effects of the apartheid regime is that there are still huge inequalities in standards of education in South Africa. Consequently, most high-school leavers attend one of the country's many universities. South Africa's state education system does not produce enough artisans and engineers, particularly in regard to automotive engineering. The comprehensive and sustained establishment and expansion of hands-on and practical vocational training is, therefore, fundamental to the further expansion of regional infrastructure.

Daimler AG in Germany and Mercedes-Benz South Africa (MBSA) (Ltd) has a long history of working together in the field of vocational training and had firmly pledged their support in this regard as early as 1981. To date, approximately 900 skilled workers (of all races) have been trained. MBSA local training partner is Buffalo City FET College in East London. However, the training centre can only meet the East London production plant's requirement for specialist workers. It is not able to supply the labour market with enough qualified automotive mechatronic engineers for the after-sales sector. In view of this situation, Mercedes-Benz South Africa Ltd, in close cooperation with Daimler AG in Stuttgart (Germany), supports the establishment of a hands-on, practical vocational training centre for automotive mechatronic engineers in cooperation with merSETA and the Eastern Cape Department of Education.

To date progress has been made with the establishment of a pilot project based at the Buffalo City FET College, which has identified 9 teachers and 2 ELI planners who will receive training in Baden-Wuerttemberg. Phase 1 will see the enrolment of 12-15 students in January 2010.



Cooperative/Dual University Concept

During a visit from the Ministry of Education and Daimler AG from Baden-Wurttemberg (Germany) in February 2010 the Dual/Cooperative University concept was presented in East London and Port Elizabeth to representatives from Higher Education Institutions, industry, SETAs and professional bodies. The concept being similar to the apprenticeship training but on a higher NQF level than the artisan training, thus promoting an integrated approach between theory (University) and practical (workplace).

After the presentation the stakeholders felt it would be interesting to discuss the development of an initiative with a similar approach for South Africa. The objective of the initiative being to enhance employability and to address transformation. The two areas the initiative will focus on are Finance and Engineering (Civil, Mechanical later it was suggested to include Electrical). In all these areas there are strong professional bodies in South Africa, and therefore reliable standards. Also, the programme(s) does not require a different curriculum; it is rather a new mode of delivery. The programme will not focus specifically on new graduates for the pilot and should focus on students who will be going into their second year of academic study, ensuring that the university is aware of their capabilities so that they can support the companies with a suitable selection of candidates.

Stakeholders involved on the Eastern Cape initiative, which at this point contribute towards the conceptualization and planning through two Working Groups are:

- Walter Sisulu University, University of Fort Hare and Nelson Mandela Metropolitan University
- merSETA, Bank SETA, FASSET, CETA
- Employers
- Professional bodies: ECSA, South African Institute for Chartered Accountants (SAICA)

1.4 Mission statement

Vision

The vision of the Eastern Cape Department of Education is to offer a quality education and training system that transforms schools into centres of community life and promotes shared moral values, good governance and sustainable development.

Mission

The Department of Education strives to provide quality education for sustainable development by:

- Providing socially relevant and economically responsive programmes that address the human resource needs of the province and the country.
- Enhancing the skills base for agrarian transformation, manufacturing diversification and tourism in order to meet the needs of the second economy.
- Providing quality programmes to build the capacity of all employees.
- Encouraging participatory decision-making processes which strive to empower the whole community at all levels.



Values

The vision and mission are supported by the following values, which are based upon Section 195 of the Constitution (Act No. 108 of 1996) and the Batho Pele principles:

- Continuous improvement towards excellence in the standards of performance and professionalism through our work ethos.
- Mutual trust, respect and moral values that promote human dignity as reflected in the concept of Ubuntu.
- Participatory processes in policy-making.
- Public administration that promotes sustainable development.
- The provision of value for money and accountability of the people of the province in line with the Constitution and the Bill of Rights.
- Transparency, equity and redress through the provision of timely accessible and accurate information.
- Good human resource management and career development practices for all employees to maximize human potential.

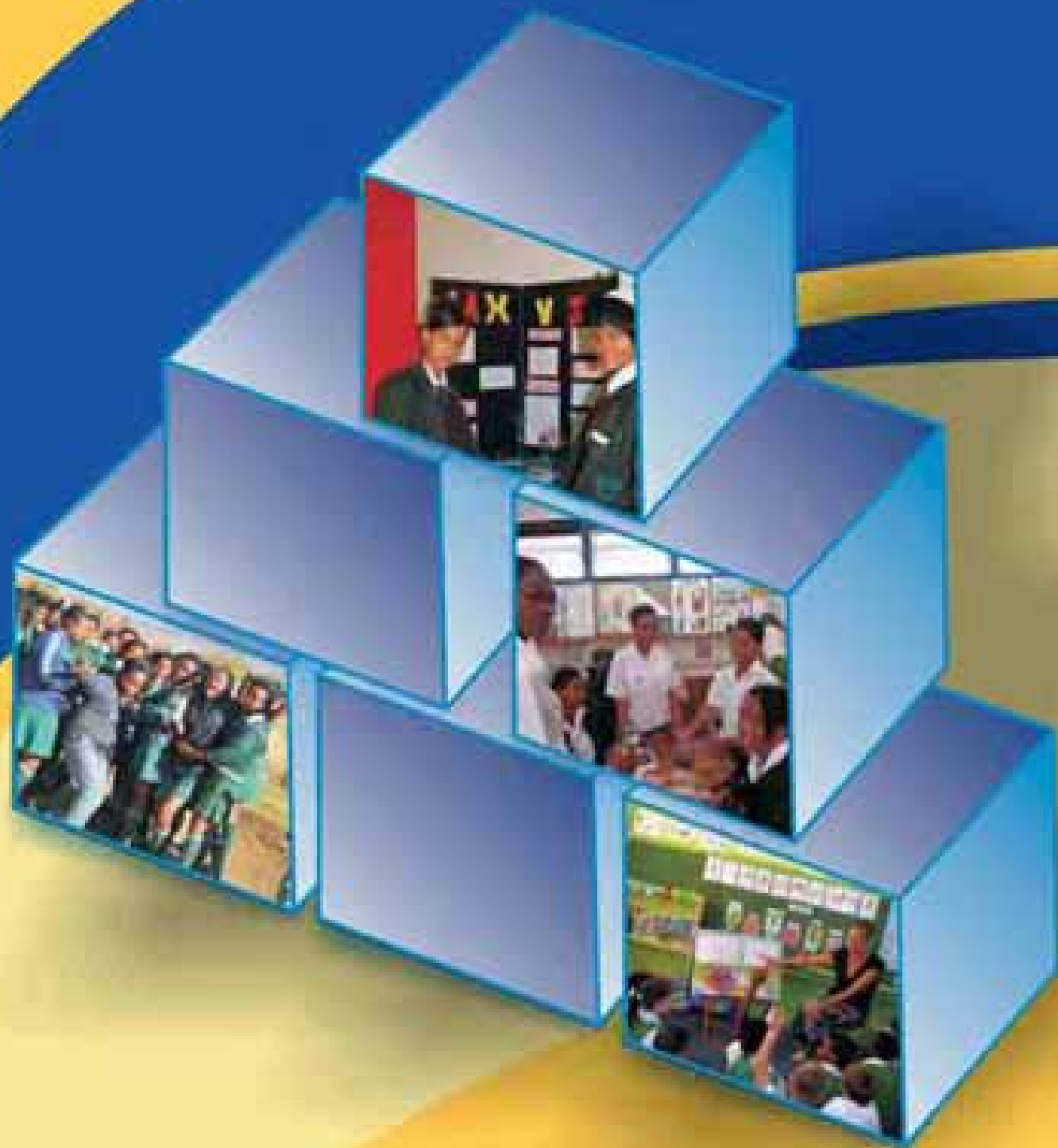
1.5 Legislative mandate

The legislative mandates of the department emanate from the following acts, rules and regulations:

- The Constitution of the Republic of South Africa Act, 1996 (Act No. 108 of 1996), as amended
- The National Education Policy Act, 1996 (Act No. 27 of 1996) , as amended
- The South African Schools Act, 1996 (Act No. 84 of 1996) , as amended
- The Adult Basic Education & Training Act, 2000 (Act No. 52 of 2000)
- The Employment of Educators Act, 1998 (Act No. 78 of 1998) , as amended
- The Public Service Act, 1994 (Proc No. 103 of 1994)
- The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)
- The South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)
- Education White Paper 5 on Early Childhood Education (May 2001) and Education White Paper 6 on Special Needs Education – Building an Inclusive Education & Training System (July 2001)
- Curriculum 2005 (C2005)
- The Eastern Cape Schools Education Act, 1999 (Act No. 1 of 1999)
- The Education Laws Amendment (Conduct of Matriculation Examinations) Act, 1995 (Act No. 4 of 1995)
- The Education Laws Amendment (Conduct of Matriculation Examinations) Act
- The White Paper on Transforming Public Service Delivery (Batho Pele) (General Notice 18340 of 1 October 1997)
- The Public Finance Management Act, 1999 (Act No. 1 of 1999) , as amended
- The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)
- The Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)
- The Electronic Communications and Transactions Act, 2002 (Act No. 25 of 2002)
- The Draft White Paper on e-Education, August 2003
- Further Education and Training Colleges Act, 2006 (Act No 16 of 2006)









SECTION 2 PROGRAMME PERFORMANCE

Introduction

This section presents a programme based reports on the progress that the Department has made in achieving its objectives as set out in the 2009/10 Annual Performance Plan, Budget Statement II and the 2009 MEC's Budget and Policy Speech as tabled in the Provincial Legislature. Each programme performance is reported against service delivery objectives and targets as outlined in the above-mentioned plans. Every effort has been made to ensure that the information presented is balanced and reliable to give the legislature as well as the general public an accurate assessment of the Department's performance for the financial year under review.

2.1 Voted Funds

| Department | Main Appropriation | Adjusted Appropriation | Actual Amount Spent | Over/Under Expenditure |
|----------------------|-------------------------------------|------------------------|---------------------|------------------------|
| Education | 19 447 507 | 20 529 488 | 21 165 545 | 638 507 |
| Responsible Minister | MEC for Education | | | |
| Administering Dept | Provincial Department of Education | | | |
| Accounting Officer | Superintendent-General of Education | | | |

2.2 Aim of vote

To offer a quality education and training system that transforms schools into centres of community life and promotes shared moral values, good governance and sustainable development

2.3 Strategic Goals, Objectives and Programmes of the Department

The following table presents the Department's Strategic Goals and Objectives and how these are aligned to the Department's Programmes

1: Strategic Goals and Objectives with Programme and Sub-programme Assignment

| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|---|--|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location | |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN | 2.1 Public Primary Schools 2.2 Public Secondary Schools 4.1 Public Special Schools 5.1 & 5.2 Further Education & Training 6.1 Adult Basic Education & Training 7.1 & 7.2 Early Childhood Development 8.4 External Examinations |
| Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities | 2.1 Public Primary Schools 2.2 Public Secondary Schools 6.1 Adult Basic Education & Training 7.1 & 7.2 Early Childhood Development |
| Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and | 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services |



| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|---|--|
| rural learners | 5.1 & 5.2 Further Education & Training 6.1 Adult Basic Education & Training |
| Strategic Objective 1.4: Increased access to and utilization for ICTs also in rural schools, in order to exploit the transformative equalizing potential of eEducation | 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services |
| Strategic Objective 1.5: High quality relevant teaching, learning and assessment materials and equipment reach the poorest schools | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 6.4 External Examination |
| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society | |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT | 2.2 Public Secondary Schools 4.1 Public Special Schools 5.1 & 5.2 Further Education & Training 6.1 Adult Basic Education & Training 3.1 & 3.2 Independent School Subsidies |
| Strategic Objective 2.2: School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers | 2.1 Public Primary Schools 2.2 Public Secondary Schools 5.1 & 5.2 Further Education & Training 6.1 Adult Basic Education & Training 3.1 & 3.2 Independent School Subsidies |
| Strategic Objective 2.3: Increased access, throughput and success through quality, relevant learning programmes in well resourced FET Colleges | 5.1 & 5.2 Further Education & Training |
| Strategic Objective 2.4: Potential of FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills training programmes | 5.1 & 5.2 Further Education & Training |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province | |
| Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies | 1.3 Education Management 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 3.1 & 3.2 Independent School Subsidies |
| Strategic Objective 3.2: A developed and supported professional, committed and well trained teaching corps | 1.4 Human Resource Development 2.3 Professional Services 2.4 Human Resource Development 6.1 Payment to SETA |



| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|--|--|
| Strategic Objective 3.3: Teacher utilization and performance improved and managed | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 5.1 & 5.2 Further Education & Training 7.1 & 7.2 Early Childhood Development 8.1 Payment to SETA |
| Strategic Objective 3.4: A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools | 2.1 Public Primary Schools 2.3 Professional Services 7.1 & 7.2 Early Childhood Development |
| Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes | 6.1 & 6.2 Adult Basic Education & Training |
| Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with the policy and principals of inclusive education | 4.1 Public Special Schools |
| Strategic Objective 3.7: Enhanced integration of HIV and AIDS and life skills into and across the curriculum | 2.1 Public Primary Schools 2.2 Public Secondary Schools 4.1 Public Special Schools 8.2 Conditional Grant (HIV & AIDS) |
| Strategic Objective 3.8: Improved literacy and proficiency in the language of learning and teaching (LoLT) | 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 6.1 Adult Basic Education & Training |
| Strategic Goal 4: Increased levels of service integration at the local level | |
| Strategic Objective 4.1: Well managed schools with strong community involvement | 1.3 Education Management 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Objective 4.2: Effective professional support services from EDOs, Subject Advisors, Special Needs and School Nutrition Programme Staff | 1.3 Education Management 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 2.6 Conditional Grant- SNP |
| Strategic Objective 4.3: The range and intensity of training and development programmes offered to high priority head office and district staff increased, and well articulated, comprehensive and accredited training programmes available | 1.2 Corporate Services 1.3 Education Management 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 8.1 Payments to SETA |



| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|--|--|
| Strategic Objective 4.4: Well managed education districts with strong links to municipalities and education stakeholders | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Objective 4.5: Improved service delivery in education: develop and implement a decentralization plan in line with the Provincial Decentralization Plan (PGDP) | 1.2 Corporate Services 1.3 Education Management |
| Strategic Objective 4.6: Strengthened coordination and partnerships within the Department and with government, social partners and civil society | 1.1 Office of the MEC 1.2 Corporate Services 4.1 Public Special School Education |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced | |
| Strategic Objective 5.1: Strong, locally-based corporate services established in District offices | 1.2 Corporate Services |
| Strategic Objective 5.2: Effective performance management and accountability processes for all employees | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 5.1 & 5.2 Further Education & Training |
| Strategic Objective 5.3: Incentives proved to make rural areas more attractive for educators and other public servants, e.g. access to housing, land tenure, schooling, etc. | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Objective 5.4: Strategic role of the Department enhanced by making management and administration systems work effectively | 1.2 Corporate Services |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 4.1 Public Special School Education 5.1 & 5.2 Further Education & Training 6.1 Adult Basic Education & Training 7.1 & 7.2 Early Childhood Development |
| Strategic Objective 5.6: HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department | 6.2 Conditional Grant (HIV & AIDS) |
| Strategic Objective 5.7: Strategic management of the Department that promotes the transformation agenda | 1.2 Corporate Services |
| Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency | |
| Strategic Objective 6.1: Reassignment of schools to comply with the national phases (Grade R-7 Primary, Grade 8-12 secondary) | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Objective 6.2: School construction redirected in order to facilitate reconfiguration | 1.2 Corporate Services 2.1 Public Primary Schools |



| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|---|--|
| | 2.2 Public Secondary Schools |
| Strategic Objective 6.3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrollments per school | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Goal 7: Balanced funding and deployment of resources to maximize discretionary support to strategic priorities | |
| Strategic Objective 7.1: Appropriate determination of post-baskets and ensuring that every staff member is optimally utilized | 1.2 Corporate Services |
| Strategic Objective 7.2: Closely managed appointment of additional staff so that resources can be freed up for non-personnel expenditure intended to improve quality and service delivery meeting nationally set targets for personnel ; non-personnel expenditure | 1.2 Corporate Services |
| Strategic Objective 7.3: Carefully targeted additional resources to improve physical facilities, increase supply of teaching and learning resources and equipment to schools, to train, develop and support existing personnel better, and to implement the norms and standards for school funding | 1.2 Corporate Services |
| Strategic Objective 7.4: International and local donor community harnessed as partners in education delivery and access additional resources | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools |
| Strategic Goal 8: Social issues affecting schooling addressed | |
| Strategic Objective 8.1: Schools and departmental structures and processes established to respond adequately to the social issues which affect schools and schooling | 2.6 Conditional Grant (SNP) 4.1 Public Special School Education 8.2 Conditional Grant (HIV & AIDS) |
| Strategic Objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 8.2 Conditional Grant (HIV & AIDS) 8.3 Special Projects- Health Promotions in Schools |
| Strategic Objective 8.3: A safe and healthy environment and employee wellness in the workplace | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 8.2 Conditional Grant (HIV & AIDS) 8.3 Special Projects- Health Promotions in Schools |
| Strategic Objective 8.4: A new model developed and introduced for the School Nutrition Programme which involves community participation as a cost effective mode of delivery. | 1.2 Corporate Services 2.6 Conditional Grant- School Nutrition Programme 8.2 Conditional Grant (HIV & AIDS) |
| Strategic Objective 8.5: Care and support for those who are | 8.2 Conditional Grant (HIV & AIDS) |



| Strategic Goals and Objectives | Programme and Sub-programme Reference |
|--|--|
| Infected or affected by HIV and AIDS | 8.3 Special Projects- Health Promotions in Schools |
| Strategic Objective 8.6: Promotion of a safe environment for teaching and learning | 1.2 Corporate Services |
| Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels | |
| Strategic Objective 9.1: Adequate school buildings appropriately placed and conducive to teaching, learning and administration | 1.2 Corporate Services |
| Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate | 1.2 Corporate Services 2.1 Public Primary Schools 2.2 Public Secondary Schools 8.2 Conditional Grant (HIV & AIDS) 8.3 Special Projects- Health Promotions in Schools |
| Strategic Objective 9.3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society | 1.2 Corporate Services |
| Strategic Objective 9.4: FET Colleges properly upgraded and recapitalized in order to respond to labour market needs | 1.2 Corporate Services 5.1 & 5.2 Further Education & Training |
| Strategic Objective 9.5: Education District Offices upgraded to provide adequate space and facilities | 1.2 Corporate Services |

2.4 The Department's Achievements

The detailed account of achievements is provided under Section 2: Programme Performance Section.

2.5 Overview of the Service Delivery Environment for 2009/10

The year under review is the last year of the five years of the Department's Strategic Plan: 2005/06 to 2009/10 and the first five years of the Transformation Agenda for the Eastern Cape Department of Education: 2005 to 2014, during which the following key challenges or transformational issues had to be addressed:

- Access
- Unemployment
- Employability
- Social issues which affect schools & schooling
- Differential access to and application of technology
- Language and learning
- Equity

Although the Department has a legacy of under-resourcing dating back to pre-1994, especially in the former Transkei, it is making steady progress towards improving learners' access to compulsory basic education. Statistics South Africa's General Household Survey (2008) indicates that there are 1 547 048 children aged between 6 and 15 in the Province. Of these 1 478 519 are attending school. This represents approximately 90% of the population of children of school going age.



The high drop-out and repetition rates in particularly Grades 10 and 11 have to receive urgent attention. Overall the quality of teaching and learning in eighty percent of our public schools leaves much to be desired. The level of literacy in the Province remains high in comparison with other provinces in the country. The Statistics South Africa's General Household Survey estimate that about 7.14% of the adult population (20 years and older) are still not able to read and write. Hence the signing of the Quality Learning and Teaching Campaign (QLTC) agreement in April 2009 and the adoption of the Education Ten Point Plan, both at national and provincial level.

This status quo demands that the Department expand the reach of the School Nutrition Programme, Learner Transport Programme, and No-fee-school policy, school building and ABET programmes, all of which are the Department's programmes to facilitate and improve. The current efforts to rationalise schools, realign the school phases and the recapitalisation of FET Colleges are also critical in ensuring optimal configuration of the school system to balance access to education as well as efficiency. The backlog in school infrastructure amounts to about R27 billion. There are 58 797 classrooms in total in Provincial schools audited by the National Education Information Management System (NEIMS). Cluster C has the most classrooms. Port Elizabeth District has the highest number of classrooms (5 945 or 21 per school on average), followed by East London (4 463 or 14 per school on average). King Williams Town has a high number of classrooms in total (4 112), but only 9 per school on average. Many districts in Clusters A and B have smaller schools with less than 10 classrooms per school. Libode, for example, which has the highest learner enrolment, has 3 168 classrooms – 2757 fewer than Port Elizabeth. High learner enrolments and low numbers of classrooms could indicate instances of overcrowding. 79.2% of the key components of classrooms were considered to be in good condition, or reasonably good condition. There are now 1 463 schools in the province with one or more mud/clay constructed classrooms. It is important to recognise, in addition, that the definition changed to include any structures that included mud, rather than mud-only structures. Districts with the highest number of schools with mud structures are Libode, Luskitsi and Duiysa.

2.6 Overview of the organisational environment for 2009/10

The 2009/10 financial year was challenging for the Eastern Cape Department of Education in that for the better part of the year a number of significant senior management posts were not filled. Whereas some of these posts have since been permanently filled, (for example, the Chief Financial Officer and the Deputy Director-General Institutional Operations Management) some key posts remained vacant. As an illustration, mention can be made of the Superintendent-General's post, the Financial Management Chief Director post, the Supply Chain Management Chief Director post and some District Director posts. All these posts are crucial for the sound and effective operation of the Department as an organisation. Thus, their non-filing had an impact on service delivery in one way, or another.

To ensure that the vacancy rate at senior management level is reduced the Department has prioritised the filling of the District Director posts, Supply Chain Management and Financial Management Chief Director posts in the coming financial year [2010/11]. The post of the Superintendent-General, which was vacant for the whole of the financial year under review, was advertised and the appointment process will be finalised in the 2010/11 financial year.

Worth noting is that due to financial constraints the Department placed a moratorium on the filing of office-based posts and non-teaching support staff posts in schools during 2009/10. Notwithstanding the positive impact of this cost containment measure on financial performance of the Department, the service delivery was to a lesser extent affected, as alternative means of rendering services were explored.

Affecting the organisational environment and operations in the Department during the year under review was the absence of some key personnel due to an unsound labour climate that led to the displacement of such officials: some for the whole financial year and others for the three quarters of the year. The Department has put in place measures for resolving such displacements and for finalising outstanding disciplinary actions in the 2010/11 financial year.



The Department started a process of organisational restructuring through an organogram review process that saw a revision of the Department's service delivery landscape with a view to ensure that service delivery is enhanced and services are easily accessible to the clients of the Department. This process will be finalised in the 2010/11 financial year.

In line with the Provincial Education Labour Relations Council (ELRC) Collective Agreement 1/ 2008 the Department appointed 6 000 professionally qualified temporary educators into permanent posts as a measure to improve stability and reduce vacancies in schools.

2.7 Strategic overview and key policy developments for the 2009/10 financial year

The Establishment of the Ministry and Department of Higher Education and Training

In his announcement of the Cabinet ministers and government departments, the President announced the establishment of the new Ministry and Department of Higher Education and Training. This Department was formally established in law in terms of the Presidential Minute No. 690 of 6 July 2009. Under Proclamation No. 44 of 1 July 2009, the concurrent functions under the FET colleges Act, 2006 were transferred from the Minister of Education to the Minister of Higher Education and Training. Consequently, Provinces are required to prepare for the handover ensuring compliance with the various legislative prescripts and in anticipation of this, the following memorandum of agreement has been consulted on and prepared.

The Minister indicated that at a special Council of Education Ministers (CEM) meeting of 28 July 2009, he discussed the Cabinet's decision to transfer the concurrent functions under the FET Colleges Act, 2006 and Schedule IV of the Constitution to the exclusive competency of the Ministry and Department of Higher Education and Training. But, be that as it may, currently the Provincial MEC's are responsible for the management and administration of the FET Colleges until the whole process is finalized. It is envisaged that even after the transfer Provinces will still play a major role because colleges will always exist in Provinces.

A Transfer Oversight Committee (TOC) comprising the Programme Heads of Planning, FET, Higher Education and one HOD nominated by Head of Education Department Committee (HEDCOM) was also established nationally to assist with the oversight of the transfer. The Eastern Cape Department has been very much proactive and has established the same committee called the Provincial Transfer Oversight Committee (PTOC). This will be a Provincial Ministerial Task Team comprising of representatives from Department of Higher Education and Training (DHET), Colleges, FET Chief Directorate, Governing Councils, SETA's, Labour and Abet representatives. PTOC is accountable to the MEC for Education in the Province.

A Steering Committee has been established nationally. It consists of members from the following organizations: National Board for Further Education and Training (NSFET, ETDP SETA, South African Council of Educators (SACE), Education Labour Relations Chamber (ELRC), Further Education and Training Colleges Employee Organisation (FETCEO), SAOTU, Independent Teacher Union (ITU), South African College Principals Organisation (SACPO) and the private sector. Provincially, the same steering committee will be established to oversee the activities of Provincial Transitional Oversight Committee (PTOC). Seven work-stream committees have been established nationally to fast track the process of transition. The same work-streams committees have been established provincially as well. They are as follows:

1. Models of autonomy
2. Policy and Legislation
3. Programmes
4. Immediate planning for 2011 academic year
5. Funding
6. Examinations
7. Communications



2.8 Policy Developments and Legislative Changes

Amendment to Policy and Regulations pertaining to the National Senior Certificate ON No 32678 of 3 November 2009. These were amended in terms of Sections 3 (4) (1) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996) and together with section 6 (A) of the South African Schools Act 1996 (Act No 84 of 1996), amended the following policy documents:

- National policy on the Conduct, Administration and Management of the National Senior Certificate, a qualification at Level 4 on the National Qualifications Framework (NQF) as promulgated in Government Gazette, No. 30048 as Government Notice, No. 564 on 6 July 2007.
- National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government gazette No. 27819 as Government Notice, No 744 of 20 July 2005.

Government Notice No 1227 in the Government Gazette of 29 December 2009 gives legislative authority to some of the recommendations of the Task Team appointed to review the Implementation of the National Curriculum Statement. These recommendations are now considered to be official policy in terms of sections 3 (4) (1) of the National Education Policy Act, 1996. Recommendations approved with immediate effect for implementation in 2010 are the following:

- Discontinuation of Learner Portfolio Files
- Requirements for a single teacher file for planning the number of Learning Areas in the Intermediate Phase reduced
- Reduction in the number of projects required by learners
- Discontinuation of the Common Tasks for Assessment (CTA's)

2.9 Departmental Revenue, Expenditure, and other Specific Topics

2.9.1 Collection of Departmental Revenue

| | 2006/07 Actual | 2007/08 Actual | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | % Deviation from Target |
|---------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|
| Non-tax Revenue | 30 355 | 44 982 | 58 566 | 52 487 | 47 436 | 5.03% |
| Total Department Receipts | 30 355 | 44 982 | 58 566 | 52 487 | 47 436 | 5.03% |

2.9.2 Departmental Expenditure

| Programmes | Voted for 2009/10 | Roll-overs and adjust... | Virement | Total voted | Actual Exp... | Variance | Variance (%) |
|----------------------------|----------------------|--------------------------------|-----------|-------------|------------------|-----------|-----------------|
| Programme 1 | 1 727 463 | | (138 311) | 1 589 152 | 1 548 665 | 42 487 | 2.67% |
| Programme 2 | 17 089 029 | 45 583 | 237 963 | 17 326 992 | 18 009 872 | (682 880) | (3.94%) |
| Programme 3 | 50 124 | | 0 | 50 124 | 48 692 | 3 432 | 6.85% |
| Programme 4 | 457 237 | | (36 579) | 420 658 | 417 568 | 3 100 | 0.74% |
| Programme 5 | 484 716 | | (34 476) | 450 238 | 450 238 | 0 | 0.00% |
| Programme 6 | 173 441 | | 13 875 | 187 316 | 213 427 | (26 111) | (13.94%) |
| Programme 7 | 307 816 | | (24 626) | 283 190 | 267 621 | 15 569 | 5.50% |
| Programme 8 | 238 241 | | (17 844) | 220 397 | 212 051 | 8 346 | 3.79% |
| Statutory appropriation | 1 421 | | 0 | 1 421 | 1 421 | 0 | 0.00% |
| Totals | 20 529 488 | 45 583 | 0 | 20 529 488 | 21 165 545 | (636 057) | (3.10%) |



Programme 1: The variance of R42 467 is an under expenditure in goods and services. It is mostly as a result of delays in payments due to the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.

Programme 2: The variance of R682 583 is an over expenditure of R530,140 million in compensation of employees and an under expenditure in goods and services, non-profit institutions and buildings amounting to R19,325million; R51,051 million and R77,221 million respectively. The over expenditure in compensation of employees is due to underfunding in the budget for the Occupational Specific Dispensation (OSD) and improvements of conditions of service (ICS). The Department received smaller amounts than requested both for the carry through costs of the OSD¹ collective agreement 01 of 2008 and the funding for the OSD2 and ICS for 2009/10. There has been an increase in the number of temporary educators appointed in the system - this is due to double-parted educators in some schools. Under-expenditure in goods and services, non-profit institutions and buildings were as a result of non-payments mostly due the strict controls on payment processes that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure. The unspent funds in respect of the School Nutrition and the Provincial Infrastructure Grants have been surrendered to Treasury and a request for a rollover has been applied for. The rol-over and adjustment of R45 563 million under this programme is in respect of the School Nutrition Programme which accounted for R20 170 and 25 413 for maintenance of buildings.

Programme 3: The under expenditure is in respect of the transfers to the independent schools where some schools had not submitted their previous annual financial statements. There were transfers to schools that were delayed as a result of the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.

Programme 4: The variance is an under expenditure in compensation of employees and non-profit institutions at R2,177 million and R923 thousand respectively. The under expenditure in compensation is a savings realized due to the non-filing of posts. The under expenditure in non-profit institutions is due to funds that were not completely paid to schools.

Programme 6: The over expenditure is in Compensation of Employees and is due to the improvement in the conditions of service for ABET educators from being paid at a rate of 1 and 1/2 hours per day to being paid at a rate of 3 hours per day. they have been working for three hours a day doing both preparation and teaching in class. This was implemented during the year and had not been budgeted for.

Programme7: The under expenditure is in both goods and services and transfers to non-profit institutions at R12,9million and R2,9million respectively. The under expenditure in goods and services is due to delays in procurement processes as the tender for Level 4 and Level 5 training was delayed. The under expenditure in transfers to non-profit institutions is also linked to the delays in training as the ECD practitioners are given a stipend for attendance of training.

Programme 8: The variance is an under expenditure in goods and services and transfers to non-profit institutions amounting to R2,991million and R5,754 million respectively. The goods and services under expenditure is in respect of HIV/AIDS conditional grant and the funds were not spent due to delays in procurement and the stringent controls on payments put in the Department to minimise over expenditure. The unspent funds have been surrendered to Treasury and an application for a Rollover has been made. The under expenditure in non-profit institutions is in respect of funds for examination marking centres. The payments were delayed due to the controls in spending put on the Department in an effort to control over expenditure by the Department.



2.5.3 Transfer Payments (if applicable)

| Name of Institution | Amount Transferred | Estimated Expenditure |
|---------------------|--------------------|-----------------------|
| SETA | 8 011 | 8 011 |

2.10 Conditional Grants and Earmarked Funds

Overview of departmental grants, total allocations, and transfer trends.

Conditional Grants and Earmarked Funds

| Name of Conditional Grant and Purpose | Grant Type | Total Allocation | Total Transfer |
|--|---|------------------|----------------|
| School Nutrition Programme: To provide one nutritious meal to learners every school day. | Conditional: National Department of Basic Education | 486 695 | 479 760 |
| HIV/AIDS: to provide access to an appropriate and effective integrated system of prevention, care and support for learners, educators and support staff infected and affected by HIV and AIDS. | Conditional: National Department of Basic Education | 30 168 | 27 576 |
| Provincial Infrastructure Grant | Conditional: Provincial Treasury | 202 297 | 125 078 |
| Total | | 719 160 | 632 412 |



2.11 Capital Investment, Maintenance and Asset Management Plan

The year under review has been characterized by a concerted effort to reduce over expenditure on the infrastructure budget, in a similar way as 2008/09 financial year. The financial constraints of the year under review meant that, we could not declare any new projects. However, the cost containment measures, introduced by the Provincial Treasury, impacted negatively on these efforts. The budget was not entirely spent, as a result of the cost containment measures, introduced at the beginning of the third quarter of 2009/10 financial year. It is predicted that the cost containment measures will also have an adverse effect on the 2010/11 financial year's infrastructure plan.

However, be that as it may, listed below, are the achievements for the year under review:

- 43 Schools were fenced.
- 48 Early Childhood Development Centres were completed
- 72 Mud structures were eradicated
- 14 Schools from the previous financial years were completed
- 29 Schools under emergency programme were completed
- 10 Schools were provided with emergency classrooms.
- 1 School funded jointly by the DoE and Vodacom Foundation was completed
- 14 534 jobs were created during the year under review
- 84 FET/University interns were placed in the projects for experiential training
- 6418 training opportunities were created. Intervene

In total, 216 projects were completed in the 2009/10 financial year. The year under review has not gone by without its challenges and problems. There are currently 59 projects, which could be classified as problematic. However, there are remedies in place to deal with such problematic projects. Amongst the challenges we had, was the inability to deal with disasters timeously, due to budget constraints.

2.11.1 Capital Investment

Capital investment can be split into three categories, namely:

- Replacement of existing facilities, which is normally referred to as upgrading.
- Major repairs and renovations to existing facilities.
- Construction of additional facilities.

In the year under review, there were no new projects under the capital investment, however 216 projects from the previous financial years, were completed. The expenditure incurred in the 2009/10 financial year, was for carry through projects of the previous financial years.

Shortages of Facilities (Backlogs)

Based on the norms and standards, which were current in the year under review, an analysis of a number of learners with insufficient access to the desired levels of service was conducted. The results yielded by the analysis, amounted to R28 bn. However, the introduction of new norms and standards, in November 2009, places a further burden, on the demand. It must be noted that, the pending rationalization and re-alignment of schools, has not been taken into account, when costing the backlog, since it is still at advocacy stage. The costing of the backlog is based on the current building costs. The amount of R28bn is inclusive of capital investment, upgrading and repairs and maintenance.

2.11.2 Maintenance

To date routine maintenance has been fairly limited, as the emphasis of the infrastructure programme has been on eliminating historical backlogs and replacing uninhabitable buildings, such as inappropriate structures. The annual routine maintenance budget was in the order of R147m, which is about 0, 2% of the replacement cost of the current asset stock. The industry norms suggest that, at least 2% of the replacement cost should be set aside annually, for maintenance.

2.11.3 Asset Management

The Department of Education did not dispose of any of its physical assets, during the year under review. Where the Department replaces a dilapidated or unsafe structure, the said structure is required to be demolished to prevent any form of accident. During the year under review, all the Implementing Agents have been requested to adhere to the National Department of Public Works' consultants' manual, which stipulates guidelines to be followed, when demolishing any unsafe government funded building. The Education Facilities Management System (EFMS) is a tool that is used, to maintain all physical facilities data.

The data on the EFMS is maintained from feasibility to completion, which is then transferred to the physical asset register, on completion. The User Asset Management Plan of the Department has started to take shape in the 2009/10 financial year. During the year under review, no major maintenance projects were undertaken and there are no facilities that were either closed down or down-graded. This could be ascribed to the pending rationalization that is still at advocacy stage.

The Department is still carrying a sizeable number of projects, undertaken during the year under review, to the 2010/11 financial year, which were not new projects either. This puts a limitation on rolling out any new projects in the 2010/11 financial year.

2.12 Programme Performance

In this section, the Department will report on every performance measure and target specified in its 2009/10 strategic and performance plan. In instances where this has not been possible due to lack of data or because a measure was poorly specified, a footnote has been appended to explain such discrepancies. To facilitate comparisons and to ensure that none of the performance measures are omitted the report has presented the performance measures and targets as they appear in the 2009/10 Annual Performance Plan. In instances where the performance measure was assessing impacts on the overall population, the Statistics South Africa's 2007 data has been used in conjunction with EMIS data. The 2009 EMIS data has been extensively used to report on most national performance measures (PM) while operational databases have been used to report on Provincial Performance Measures (PPM). The following table present some of the basic statistics regarding the scope of the education sector in the Province (EMIS 2009)

Basic Statistics about the scope of education in the Province

| Institutions Statistics | Actual Numbers as at 4 May 2010 |
|---|---------------------------------|
| 1) Number of Schools in the Province (including Public Ordinary, Special Schools and Independent Schools) | 5 778 |
| 2) Number of Public Schools (ordinary and Special Schools) | 5 665 |
| 3) Number Special Schools | 41 |
| 4) Number of Independent schools | 164 |
| 5) Number of primary schools | 2278 |
| 6) Number of secondary schools | 841 |
| 7) Number of combined schools | 2 405 |
| 8) Number of ABET centres | 295 |
| 9) Number of ECD centres | 891 |
| 10) Number of schools with Grade R classes | 4 413 |
| 11) Number of full-service schools in the province ¹ | 4 |

¹ Full-service schools are schools that cater for learners who experience barriers to learning and are in need of low or medium support



| Learner Statistics | |
|---|-----------|
| 12) Number of learners in the Province (inclusive of Public Ordinary schools, Independent Schools and Special Schools, and Grade R) | 2 680 978 |
| 13) Enrolment at Grade R | 161 859 |
| 14) Number of learners in Public Ordinary Schools (Programme 2) | 2 034 902 |
| 15) Number of learners in Public Primary Schools (Sub-Programme 2.1) | 586 344 |
| 16) Number of learners in Public Secondary Schools (Sub-Programme 2.2) | 414 223 |
| 17) Number of learners in Public Combined Schools | 414 223 |
| 18) Number of learners in independent schools | 43 079 |
| 19) Number of learners in special schools | 8 973 |
| 20) Number of learners in ASET centres | 35 691 |
| 21) Number of Learners in FET Colleges | 11 428 |
| 22) Number of learner in Public Ordinary Schools with special needs (Please note this is not the number of learners in Special Schools) | 17 614 |
| Educators | |
| 23) Number of educators in Primary Schools | 19 484 |
| 24) Number of educators in Secondary Schools | 16 414 |
| 25) Number of educators in Combined Schools | 33 335 |
| 26) Total number of educators | 69 233 |
| Educator Ratio | |
| 27) Primary | 1:30 |
| 28) Secondary | 1:25 |
| 29) Combined | 1:31 |
| 30) Average learner educator ratio | 1:29 |
| Infrastructure | |
| 31) Number of schools using SA-SAMS | 873 |
| 32) Number of schools Trained on SA-SAMS | 2 541 |
| 33) Number of Schools with email | 728 |
| 34) Number of Schools without water supply | 1 073 |
| 35) Number of Schools without functional toilets | 552 |
| 36) Number of Schools without electricity | 1 132 |
| 37) Number of primary public ordinary schools with an average of more than 40 learners per class unit | 608 |
| 38) Number of secondary public ordinary schools with an average of more than 35 learners per class unit | 373 |
| 39) Number of combined public ordinary schools with an average of more than 37 learners per class unit | 1 428 |

Source, Education Management Information System (EMIS, 2008)



2.13 Summary of programmes

The activities of the Department of Education are organised in the following five programmes:

| Programme | Sub-Programmes |
|---------------------------------------|--|
| 1. Administration | 1.1 Office of the MEC 1.2 Corporate Services 1.3 Education Management 1.6 EMS |
| 2. Public Ordinary School Education | 2.1 Public Primary Schools 2.2 Public Secondary Schools 2.3 Professional Services 2.4 Human Resource Development 2.5 In-school Sport and Culture 2.6 Conditional Grants (SNP) |
| 3. Independent School Subsidies | 3. Independent Schools Subsidies |
| 4. Public Special School Education | 4.1 Schools 4.2 Professional Services 4.3 Human Resource Development 4.4 In-School Sport and Culture |
| 5. Further Education and Training | 5.1 Public Institutions 5.3 Professional services 5.4 Human Resource Development 5.5 In-College Sport and Culture 5.6 Conditional Grant (FET Recapitalisation) |
| 6. Adult Basic Education and Training | 6.1 Public Centres 6.2 Subsidies to Private Centres 6.3 Professional Services 6.4 Human Resource Development |
| 7. Early Childhood Development | 7.1 Grade R in Public Schools 7.2 Grade R in Community Centres 7.3 Pre-Grade R 7.4 Professional Services 7.5 Human Resource Development |
| 8. Auxiliary and Associated Services | 8.1 Payments to SETA 8.2 Conditional Grant Projects (HIV and AIDS) 8.3 Special projects (Employee Wellness) 8.4 External Examination |



2.14 Provincial Education Sector Performance

National Performance Measures, Performance Targets and Actual Outputs for the Provincial Education Sector.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|--------------------------------|---------------------------------|-----------|--------|
| | | | Unit | % |
| PM001: Percentage of the population aged 6 to 15 attending schools | 94% (1 544 401) | 88% ² (1 459 488) | - 6 | 6.4% |
| PM002: Percentage of the population aged 16 to 18 attending education institutions | 90% (483 219) | 80% ³ (488 224) | - 10 | 11.1% |
| PM003: Public non-personnel expenditure on learners in quintile 1 schools as a percentage of public non-personnel expenditure on learners in quintile 5 schools | 600.7% | 2 186.9% | 1 586.2 | 265.6% |
| Literacy and Adult Education | | | | |
| PM004: Percentage of adults that have completed Grade 9 | 6.9% ⁴ (234 652) | 14 726 | - 219 926 | 93.7% |
| PM005: Percentage of adults that have completed Grade 12 | 9.2% ⁵ (319 948) | 104 | - 319 844 | 100% |
| PM006: Adult literacy rate | 6.8% (231 659) | 14.8% ⁶ | 8 | 117.6% |
| PM007: Number of participants in Kwa Ri Guide literacy campaign/programme | 139 424 | 142 671 | 3 247 | 2.3% |
| PM008: Number of participants in the Provincial literacy campaign/programme (excluding Kwa Ri Guide) | 31 050 | 19 472 | - 11 578 | 37.3% |

² According to EMIS (2009) there are 1 459 498 learners between the ages of 6 and 15 while there are 1 656 469 children of the same age cohort in the Province according to Statistics South Africa (2007) on which this target was set.

³ According to EMIS (2009) there are 346 446 learners between the ages of 16 to 18 while there are 488 224 children of the same age cohort in the province according to Statistics South Africa (2007) on which this target was set.

⁴ The target refers to the actual number of adults expected to complete Grade 9 (ABET Level 4) in the planned academic year. 14 726 adults were actually enrolled in the ABET level 4 Programme which equivalent to Grade 9. According to the Statistics South Africa's General Household Survey the province has 19 468 829 who have not completed Grade 9. This constitutes 56.1% of this cohort.

⁵ This target refers to the number of adults expected to be enrolled in the Secondary Education Curriculum for Adults Programme during the financial year under review. Only 104 adults were enrolled in the ASECA Programme in the 2009/10 financial year.

⁶ There were 1.2 million illiterate adults in the Province according to the 2001 Population Census. The PGDP target was half this number by 2014. The Department has since achieved 298 852 towards this target. Due to lack of data the Department is not able to ascertain the exact status of adult illiteracy in the province. However, according to the 2007 Community Survey it is estimated that about 15.6% of adults are illiterate.



2.15 Programme 1: Administration

Overall Programme Purpose: To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act, and other policies.

The programme is divided into 5 sub-programmes, namely: 1.1 Office of the MEC; 1.2 Corporate Services; 1.3 Education Management; 1.4 Human Resource Development and 1.6 Education Management Information Services (EMIS). Accordingly, the report for this programme has been set out in line with this framework.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|---|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.5: High quality relevant teaching, learning and assessment materials and equipment reach the poorest schools |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies |
| Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps |
| Strategic Objective 3.3: Teacher utilization and performance improved and managed |
| Strategic Goal 4: Increased levels of service integration at the local level |
| Strategic Objective 4.1: Well managed schools with strong community involvement |
| Strategic Objective 4.2: Effective professional support services from EDCs, Subject Advisors, Special Needs and School Nutrition Programme Staff |
| Strategic Objective 4.3: The range and intensity of training and development programmes offered to high priority head office and district staff increased, and well articulated, comprehensive and accredited training programmes available |
| Strategic Objective 4.4: Well managed education districts with strong links to municipalities and education stakeholders |
| Strategic Objective 4.5: Improved service delivery in education: develop and implement a decentralization plan in line with the Provincial Decentralization Plan (PGDP) |
| Strategic Objective 4.6: Strengthened coordination and partnerships within the Department and with government, social partners and civil society |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.1: Strong, locally-based corporate services established in District offices |
| Strategic Objective 5.2: Effective performance management and accountability processes for all employees |
| Strategic Objective 5.3: Incentives proved to make rural areas more attractive for educators and other public servants, e.g. access to housing, land tenure, schooling, etc. |
| Strategic Objective 5.4: Strategic role of the Department enhanced by making management and administration systems work effectively |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources |



| Associated Strategic Goals and Objectives for the Programme |
|--|
| Strategic Objective 5.7: Strategic management of the Department that promotes the transformation agenda |
| Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency |
| Strategic Objective 6.1: Realignment of schools to comply with the national phases (Grade R-7 Primary, Grade 8-12 secondary) |
| Strategic Objective 6.2: School construction redirected in order to facilitate reconfiguration |
| Strategic Objective 6.3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school |
| Strategic Goal 7: Balanced funding and deployment of resources to maximize discretionary support to strategic priorities |
| Strategic Objective 7.1: Appropriate determination of post-baskets and ensuring that every staff member is optimally utilized |
| Strategic Objective 7.2: Closely managed appointment of additional staff so that resources can be freed up for non-personnel expenditure intended to improve quality and service delivery meeting nationally set targets for personnel : non-personnel expenditure |
| Strategic Objective 7.3: Carefully targeted additional resources to improve physical facilities, increase supply of teaching and learning resources and equipment to schools, to train, develop and support existing personnel better, and to implement the norms and standards for school funding |
| Strategic Objective 7.4: International and local donor community harnessed as partners in education delivery and access additional resources |
| Strategic Goal 8: Social issues affecting schooling addressed |
| Strategic Objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools |
| Strategic Objective 8.3: A safe and healthy environment and employee wellness in the workplace |
| Strategic Objective 8.4: A new model developed and introduced for the School Nutrition Programme which involves community participation as a cost effective mode of delivery. |
| Strategic Objective 8.6: Promotion of a safe environment for teaching and learning |
| Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels |
| Strategic Objective 9.1: Adequate school buildings appropriately placed and conducive to teaching, learning and administration |
| Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate |
| Strategic Objective 9.3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society |
| Strategic Objective 9.4: FET Colleges properly upgraded and recapitalized in order to respond to labour market needs |
| Strategic Objective 9.5: Education District Offices upgraded to provide adequate space and facilities |

Overall Programme's Key Outputs

National and Provincial Performance Measures, Performance Targets and Actual Outputs for this

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|--------------------|-------------------|-----------|-------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period | 350 (6%) | 573 (15%) | 523 | 149% |
| PM102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (School Information, Learner Information and Educator Information) | 2 500 (42%) | 2 541 (44%) | 41 | 1.6% |
| PM103: Number of schools that can be contacted electronically (e-mail) by the department | 1 225 (20.7%) | 726 (12.6%) | -497 | -58% |
| PM104: Percentage of office based women in Senior Management Service | 34.1% (26) | 31% | -3.1 | 9.1% |
| PM105: Percentage of women school principals | 36% (2 155) | 43.6% | 7.6 | 21.1% |
| PM106: Percentage of current expenditure going towards non-personnel items in schools | 13% (1 843 487) | 14% | 1 | 7.7% |
| Provincial Performance Measures | | | | |
| PPM107: Number (percentage) of quarterly bulletins issued for vacancies in schools. | 4 (100%) | 5 (125%) | 1 | 25% |
| PPM108: Number (percentage) of complaints to be acknowledged within 7 working days and responded to within 21 working days to ensure a good and sound relationship is maintained with the education community and the public at large and change negative public perceptions about the Department | 100% | 100% ⁷ | 0 | 0 |
| PPM109: Number (percentage) of funded post filled from the beginning of the financial year (April) | 6 533 (100%) | 4 597 (70.6%) | -1 936 | 29.4% |
| PPM110: Percentage of funded vacancies filled within 12 months of becoming vacant | 100% | 0 ⁸ | 100 | 100% |

⁷ During the 2009/10 financial year 1 152 complaints were recorded at Head Office and acknowledged within the recommended time frame. 587 were received through email 76 were received from the Presidential Hotline while 489 can be categorised as general complaints.

⁸ The Department placed a moratorium on the filling of posts due to the review of the organizational structure and budget limitations.



| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|----------------|---------------------|-----------|-------|
| | | | Unit | % |
| PPM111: Number of schools externally evaluated annually through the Whole School Evaluation process | 10 | 8 | -2 | 20% |
| PPM112: Number (percentage) disciplinary cases both at District and Head Office resolved in line with the disciplinary code and procedures | 100% | 71% | -29 | 29% |
| PPM113: Post basket declared by the MEC by 30 September annually for the following academic year | 88 450 | 88 300 ^a | 2 940 | 4.4% |
| PPM114: Percentage of schools that receive their indicative budget (Funding Norms and Standards Budget) by 30 September annually for the following academic year | 100% | 100% | 0 | 0% |
| PPM115: Number (percentage) of SMS and MMS members who sign performance contracts | 212 (100%) | 208 | -4 | 2% |
| PPM116: Number (percentage) of SMS and MMS members whose performance contracts subsequently reviewed quarterly and evaluated annually | 212 (100%) | 135 | -77 | 36% |
| PPM117: Number (percentage) of Service Level Agreements (SLA) signed by the designated officials of the Department within 14 calendar days after the awarding of the tender | 108 (90%) | 23 (18.4%) | 85% | 72.5% |
| PPM118: Percentage of procurement by means of bids which are completed within 3 month of commencement (after closing day of the advert) | 85% | 45% | -40 | 47% |
| PPM119: Percentage of all other Procurement (Quotations) completed within 10 days of commencement | 80% | 70% | -10 | 12.5% |
| PPM120: Percentage of all invoices submitted to the Department paid within 30 calendar days in line with the PFMA | 85% | 75% | -10 | 11.8% |
| PPM121: Number of reports tabled at FINCOM on procurement spending | 70% (12) | 56% (7) | -12 | 17% |
| PPM122: Claims are reconciled and payment processed within 10 working days of submission of subsidized and leased (GG) | 80% | 70% | -10 | 12.5% |

^a Due to delays in the confirmation of budget allocation the Department was only able to declare the Post Basket in December 2009.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|------------------|---------------------------|-----------|-------|
| | | | Unit | % |
| vehicles. | | | | |
| PPM123: To ensure that Departmental records are kept in a safe and secure place for verification purposes. | 60% | 40% | - 20 | 33.3% |
| PPM124: To provide efficient office services and payment of services rendered within 30 days | 85% | 73% | - 10 | 11.7% |
| PPM125: Provision of authentic and reliable consolidated Asset Register of the department on LOGIS | 10 | 4 | - 6 | 60% |
| PPM126: Committees appointed and functional to ensure that the sourcing and procuring of goods and services is effectively and efficiently executed. | 70% | 70% | 0 | 0 |
| PPM127: Percentage of employees leaving the Department receiving their leave gratuities and pro-rata bonuses (where applicable) within 30 calendar days of termination of service | 68% | 11% ¹⁰ (24) | - 56 | 80% |
| PPM128: A system average Learner/educator ratio of 40:1 in primary, 35:1 in secondary and 37:1 in combined schools across the province by 2010 | Primary = 29:1 | 30:1 | 1 | 3.3% |
| | Secondary = 28:1 | 25:1 | 3 | 10.7% |
| | Combined = 30:1 | 31:1 | 1 | 3.33% |
| PPM129: Number (percentage) of sites assessed for health hazards. | 1200 (18%) | 68 | -1 134 | 94.5% |
| PPM130: Number (percentage) of employees accessing departmental care and support for all chronic disease including HIV and AIDS | 10% | 0.44% (351) | -9.6 | 95.6% |
| PPM131: Number (percentage) of employees accessing departmental health and wellness promotion programmes | 30% | 5.1% (4047) | -24.9 | 83% |

Note: PPM 130, PPM 131 were calculated from 79 082 which was the total number of employees in the Department in 2008.

¹⁰ 421 former employees qualified for gratuities in terms of termination type but not necessarily having leave credits. 179 former employees were paid their gratuities of which 24 were paid within 30 days after termination of their employment.



2.15.1 Sub-programme 1.1: Office of the MEC

Sub-programme Purpose: To provide monitoring and general oversight function on behalf of the Member of the Executive Council (MEC) for Education through strategic engagement with programme managers of the Department.

Sub-programme Priorities for the 2009/10 Financial Year

The priorities for the Sub-programme for the financial year under review were two-fold: the implementation and monitoring of transformatory programmes and the mobilisation of communities and stakeholders to be involved in education matters. In line with the Provincial Gender policy and the Employment Equity Act, the Department set out to facilitate the development of strategies and programmes to enhance the recruitment and selection of people with disabilities and women to senior management positions as well as revitalizing Boys and Girls Education Movement (BOEM) Clubs, developing a database of learners and officials aggregated according to race, gender, district, grade, disability.

The Department set stakeholder mobilisation as a priority for the financial year under review to galvanize support for the implementation of all its programmes. This was to be achieved through a number of activities including the following: establishment of an Education Advisory Council consisting of different stakeholders;

- establishment of policies and systems that underpin stakeholder engagement and interaction
- strengthening coordination and partnerships with social partners and society
- developing a clear plan of interaction with various key stakeholders and
- providing support and protocol to all ministerial mandates, lead projects and community outreach programmes

Sub-programme Achievements and Impacts

- a) Establishment of Boys and Girls Education Movement Clubs** Boys and Girls Education Movement Clubs were established where issues such as leadership, HIV/AIDS, Child Trafficking, entrepreneurship, violence and sexual abuse, drug abuse and teenage pregnancies were discussed. These programmes resulted in a reduction of violence and sexual abuse at schools and in some cases an improvement in the matric pass rate as for example, Ekuphumleni Senior Secondary school in the Cradock District.
- b) Building of Ramps for People with Disabilities**
The department co-ordinated the building of ramps at the Provincial Office complex to make access to buildings easier for people with disabilities.
- c) Child Rights Campaign**
The Lusikisiki District experienced an increase in the abuse of the Ukhubeka custom whereby girls as young as twelve years old were, without their consent, "sold" to men as their wives. A total number of 120 learners attended an awareness session that was arranged by the Department. Flaws were identified in the current learner pregnancy management guideline when a learner who fell pregnant and delivered her baby in August last year was refused re-admittance to Chapman High School in Port Elizabeth. The Department intervened and the learner was re-admitted to the school. To date, the Teenage Pregnancy Management Guidelines are now being reviewed through a process that involves all the nine provincial Education Departments under the leadership of the National Department of Education.

As part of an awareness campaign to make children more aware of their rights and responsibilities, the annual Children's Day was held in the Nelson Mandela Metro. A total of 160 children from the Eastern Cape attended the event.

d) Eastern Cape Education Advisory Council (ECEAC)

Community Liaison highlights government requirement to enable citizens to become active and conscious participants in social transformation. As per Extraordinary Government Gazette No 2095 of 26 March 2009, Community Liaison facilitates inter alia the establishment of an Education Advisory Council that will advise the MEC and the Department on the perspective and the needs of civil society in respect of education services, its policies and priorities was established. Engagement of stakeholders and communities is the cornerstone of our quest to improve the quality of education in our province.

The Education Advisory Council (ECEAC) was launched on 16 April 2009 and the Executive Committee has been elected. The purpose of the ECEAC is to establish a forum for inclusion and a forum for debate and serious consideration of different views. This forum is a platform for Government to persuade and convince people of the effectiveness of the initiatives they are undertaking. Members of the Council have been inducted.

e) Launch of the Quality Learning and Teaching Campaign (QLTC)

The MEC launched a Quality Learning and Teaching Campaign on the 2 April 2009. The campaign calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign are to inform citizens about the importance of education, and their roles, responsibilities and obligations towards education; mobilize communities to monitor and support schools, teachers and learners; improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through better learner achievements. There is quarterly engagement with stakeholders such as Traditional Leaders, South African Council of Churches, School Governing Bodies and social partners. As a result of these engagements the Department resolved that Traditional Leaders be involved in SGBs as ex-officio members as the current regulations do not accommodate them.

f) Outreach and Imbizos

The MEC has had meetings with school principals and SGBs across the Province. He had at least three (3) Departmental Imbizos which were the platform for him to interact with the staff at Head Office. The Department also participated in the EXCO outreach programmes and stakeholder engagements in all District Municipalities. Through this interaction the MEC was apprised of stakeholders' challenges with regards to a number of service delivery areas which include infrastructure provisioning, learner transport, the school nutrition programme and non payment of service providers. These issues were placed high on the agenda of the Department and measures were put in place to address these challenges. These measures are indicated later in this report.

g) District Education Fora (DEFs)

District Education Fora (DEF) have been launched in 15 districts. DEF comprises stakeholders in each district and they assist the District Director by taking education to the communities and ensuring that everyone is involved and informed about education matters. Stakeholders that form part of the DEF are now part of education as they are well informed of what is happening.



Sub-programme Challenges and Responses

| | |
|--|--|
| <p>Challenge 1: Identification of People with Disabilities</p> <p>The Department experienced difficulty in identifying people with disabilities as most do not disclose their status when applying for employment due to the fear of victimization. As a result the Department is far from meeting the target of 2% of employees with disabilities. A similar challenge is also being experienced with regards to suppliers and service providers as companies do not declare their profile in terms of disability.</p> | <p>Response to Challenge 1</p> <p>A campaign involving disability organizations will be launched to encourage people with disabilities to apply and declare their status. A similar campaign involving disability organizations will also be launched to encourage companies owned by people with disabilities to register on the Department's supplier database.</p> |
| <p>Challenge 2: Poor coordination of ECEAC meetings</p> <p>Lack of secretariat for the Council has had a negative impact on the coordination of the meetings. Disseminating of information to members as well as making follow ups to invitations to meetings has been a challenge as the secretariat of the Council is operating with skeleton staff.</p> | <p>Response to Challenge 2</p> <p>Appointment or secondment of personnel who will form the secretariat of the Council.</p> |
| <p>Challenge 3: District Education Fora</p> <p>The slow pace of launching the DEFs has resulted in an unco-ordinated and ad hoc involvement of stakeholders in some districts. This has resulted in instability in, for example, districts like Fort Beaufort.</p> | <p>Response to Challenge 3</p> <p>Engagement with the districts that have not yet launched.</p> |
| <p>Challenge 4: Weak School Governing Bodies</p> <p>Despite efforts to capacitate SGBs some are still challenged in terms of performing their duties particularly in playing an oversight role in financial management of their respective schools. The result is that most schools have failed to produce unqualified audit reports. Involvement of traditional leaders in the SGB structures may alleviate some of these challenges. However the current legislation does not provide for their inclusion.</p> | <p>Response to Challenge 4</p> <p>Revision of the current Schools Act in order to allow the inclusion of the traditional leaders on SGBs. The revision could also consider the issue of appropriate skills (entry level) for SGB members.</p> |
| <p>Challenge 5: Departmental Imbizos</p> <p>The Department had planned to conduct four imbizos (MEC and staff) during the 2009/10 financial year. However due to the tense labour climate these had to be cancelled.</p> | <p>Response to Challenge 5</p> <p>Speeding up resolution of labour disputes will be prioritised.</p> |



2.15.2 Sub-programme 1.2: Corporate Service

Sub-programme Purpose: To provide management services which are not education specific for the education system.

The priorities and report presented here have been arranged according to the respective Chief Directorates/Directorates within which they were implemented and monitored. The Chief Directorates/Directorates are Human Resource Management, Financial Management, Legal Services, Supply Chain Management, Internal Audit and Communication and Customer Care.

Sub-programme Priorities for the 2009/10 Financial Year

Human Resource Management

The Human Resource Management priorities for the 2009/10 financial year can be summarised as follows:

- Review of the departmental Organogram
- Update of PERSAL data
- Strengthening of leave management throughout the system
- Recruitment of foreign educators
- Filing of HOD, Deputy Principal and Principal posts
- Human Resource Records Management
- Incentivizing posts in Quintile 1 schools
- Conversion of professionally qualified temporary educators
- Attraction and retention of professionally qualified educators
- Employee Health and Wellness
- Eradication of HR backlogs
- Increase in the number of support staff in Head Office, districts and schools
- Upgrading of under and unqualified educators
- Post provisioning – determination and declaration of the post basket for 2010

Please note that the priorities on reduction of unemployment of unemployment especially among the youth, via the Internship and Learnership Programmes; skills development and improvement of PMOS implementation; and capacity building at District level have been reported under Sub-programme 1.4: Human Resource Development.

Financial Management

The priorities for this Chief Directorate are as follows:

- Implementation of the Audit Intervention Plan
- Implementation of the Fraud Prevention plan
- Payroll management
- Management of journals and suspense accounts
- Monitoring budget utilisation and
- Strengthening capacity of finance staff (please note that this priority has been reported under Sub-programme 1.4 Human Resource Development)

Legal Services

Five priorities were identified for the 2009/10 financial year and these are:

- Provision of pro-active legal service to the Provincial Executive and Administration
- Provision of specialized legal service to the Department
- Co-ordination of litigation to improve provincial effectiveness and efficiency of co-operative governance
- Provision of a contract service to improve Departmental Administrative efficiency and effectiveness and
- Provision of legislation services that facilitate sound, effective, appropriate and integrated departmental policies

Supply Chain Management

This function was recognised as an important contributor to the realisation of improved quality of education in the Department. Learning from its past experiences, it became clear that the Department needed to strengthen the supply chain processes to facilitate and allow timely and effective procurement of goods and services in line with the relevant statutes. In this regard decentralisation of these processes were planned in order to devolve functions closer to where goods and services are needed the most, i.e. in schools. The process of decentralising supply chain management processes inevitably required the Department to ensure that there is appropriate capacity to manage. A number of capacity-building initiatives, particularly on monitoring and evaluation, contract management, document management and system audit, were planned to compliment this process.

Equally important is the management of Departmental assets to ensure they are optimally utilised and accounted for. The Department set out to strengthen this function, particularly through re-distributing these to where they were needed most.

Internal Audit

The priorities for the Directorate were set out as follows:

- To implement the Internal Audit Coverage Plan approved by the Audit Committee. The execution of the Internal Audit Activity Plan in the ECDoE is underpinned by the principles of independence, objectivity, integrity and accountability to examine and evaluate the efficiency and effectiveness of the Internal Control systems.
- To ensure that the Audit is resourced adequately by management to ensure that all auditable risk areas such as Schools, Districts and Head Office are covered. A suitably qualified and multi-skilled service provider was procured in August 2008 for the 2009/2010 financial year. The current low Internal Audit staff capacity as well as insufficient budget makes it extremely difficult to engage the Internal Audit Activity in either the internal or the external quality assurance reviews.
- Provide reasonable assurance that the system of internal control, risk management and governance processes of the Department of Education are reliable, efficient and effective. An effective system of internal control therefore aims to provide reasonable assurance with respect to safeguarding of state assets, compliance to established laws, policies regulations and procedures, reliability and integrity of financial and operational information and the efficiency in the organization which must be evaluated by conducting substantive audit reviews on test basis.
- To attain, retain and develop Internal Audit staff on professional programmes in order to meet the organization challenges of the 21st Century. Internal Audit Services planned to embark on the continuous development program in line with the Internal Audit Improvement programme to acquire, develop and retain human resources.
- Effectively co-ordinate the mandate of the Audit Committee to add value to the accomplishment of organizational objectives. The function of the Audit Committee is primarily to assist the Head of Department in discharging his/her duties relating to the safeguarding of assets, effective management of liabilities and working capital, the operation of adequate systems and processes of internal control, and the preparation of financial reports and annual statements.

Communication and Customer Care

The Communications and Customer Care Unit, through its Customer Care component, sought to enhance the capacity of the Department's clientele' access to a responsive complaints engagement mechanism in line with stated service

standards and the Balho Pais principles. For the year under review this pursuit was undertaken through the following avenues:

- For customer convenience we initiated an in-house Call Centre, with a share call capacity for enhanced access, which enabled our clients to voice their concerns over the telephone, and thus provide them with solutions without costly physical visits. The workshops that were held included districts. However, the challenge of budget constraints hindered a full rollout of the programme to all our District Offices
- In realizing a more customer focused approach we initiated a knowledge hub (Complaints Management System) for our customers, which, in the long term, aims to transform service delivery and improve customer experience.
- For a consistent customer experience the Directorate standardized all its work both in management of events and in internal and external communication through uniform platforms meant to provide a consistently branded customer experience throughout the department.

Sub-programme Achievements and Impacts

Financial Management

a) Audit Intervention programme

The Department implemented a focused programme towards achieving its target of an unqualified audit report. While achieving this target will not be immediate, significant progress has been recorded in a number of areas, which if sustained, will result in an improved audit opinion. Unusual transactions have been identified and rectified and the Department has subsequently implemented processes to ensure that those are resolved to reduce the number of errors and misclassifications in the accounting records.

A consolidated register of moveable assets has been developed and is being constantly updated to provide a more controlled system. This will go a long way in assisting the Department to improve the quality of its reports. Reconciliation of BAS and asset registers have been completed to improve reliability of information and there has been a significant improvement in the management of infrastructure expenditure. Suspense accounts were cleared and summarised, a measure that has seen the Department reducing the risk of losses.

Improving the quality and speed of responses to the Auditor-General during the auditing process has been a major issue for the Department. The Department put measures in place to reduce the level of outstanding issues and management report items and ultimately improve the quality of Annual Financial Statements. Mechanisms were also put in place to ensure completeness of information to improve compliance with legislation and provide information to auditors and other parties.

b) Implementation of the Fraud Prevention Plan

The Department is at a stage where it is able to investigate and to report on cases referred to the Risk Management Unit at a much faster pace. The number of cases investigated and reported has decreased when compared to the previous financial period. In the 2007/2008 financial year, for instance, a total number of 85 cases were reported and 65 (76%) of the reported cases were investigated while in the 2009/2010, 68 cases were reported. 17 (25%) of the reported cases were investigated and 13 (76%) of these investigated were finalised and closed.

The remaining cases are still being considered by the Labour Relations Directorate. The number of cases submitted to the Law enforcement agencies has remained relatively stable from 12 to 13 from the 2008/09 to the 2009/2010 financial year. One departmental official has been dismissed from service and another has been demoted, one has been suspended whilst 10 others are still under investigation.

The Department has initiated the Special Investigation Unit (SIU) to assist with the investigative activities. In addition, all applicants for senior appointments (SMS) would have to be vetted by the National Intelligence Agency (NIA) before a job offer is made to any prospective employee. All these are measures that we hope will go a long way in reducing fraud and corruption.



c) Suspense accounts

All accounts that were supposed to be cleared to zero at year end were successfully cleared allowing the Department to close on the system at the end of the financial year with no assistance from Treasury. This implies that The Department now has the capacity to manage its financial year end procedures. On journals the Department had noted with concern the excessive number of journals processed in the system. The journals in most cases did not have adequate supporting documents resulting in poor audit outcome. In the financial year under review, the number of journals was significantly reduced because checklists were developed to assist in the completeness of supporting documentation. These achievements will go a long way in improving the accuracy of the Department's Annual Financial Statement.

d) Certification of Payroll returns

In the 2008/09 financial the Department achieved 66% certified payroll returns and in 2009/10 this improved to 83%. This has enabled the Department to recall salaries to the value of R11m which were due to late service terminations on PERSAL. An amended internal control procedure on the changing of banking details was issued to minimise fraud. In instances where there were discrepancies on the payroll the Department paid staff via cheque so that a verification process could take place. If cheques were not collected for a period of 3 months investigations were done to assess whether services should be terminated. This has resulted in over 400 "ghost employees" being identified, of these 116 services have been terminated. Investigations are still underway for the remaining cases.

e) Tax reconciliations

Since 2001 when tax was transferred from Treasury back to the Department no tax reconciliations were done. This resulted in the Department being liable to paying penalties of approximately R160m per year. The Department negotiated with SARS for lenience and started a tax office. Since 2008 to date the Department was able to submit tax returns on time thereby preventing the penalties. In addition to the current work the Department has completed the backlog accumulation of 2006 and 2007.

Human Resource Management

f) Review of the Departmental Organogram

As part of the organogram review a new service delivery model which seeks to bring services closer to the clients thereby enhancing service delivery by establishing a fully fledged Circuit level was developed. The organogram review process will be finalised in the next financial year.

g) Conversion of Temporary educators

In line with the Provincial Education Labour Relations Council (ELRC) Collective Agreement 1/ 2008 the Department appointed 6 000 professionally qualified temporary educators into permanent posts as a measure to improve stability and reduce vacancies in schools.

h) Post Provisioning determination and declaration of the post basket for 2010

2009/10 saw an increase in the number of school based educator posts declared for the 2010 school year from 65 313 to 68 396. The declaration was made in consultation with the affected labour unions and marked a breakthrough in the recent history of post provisioning in the Department. The post basket increase marks a move towards the gradual reduction of multi-grade teaching in schools. The increase also includes provision of 200 additional substitute educator posts which will be utilised to provide replacement educator for educators undergoing long in-service training courses.

i) Leave entitlement of employees

This aspect was one of the priority areas that was identified that required restoration by way of an intervention program, headed by a contracted Leave Project Manager, with the ultimate objective being the correct payment of leave entitlements to employees. Under the leadership of the Leave Project Manager who conducted onsite leave training to District staff while dealing with actual cases, significant progress was made regarding the correction of

employee leave entitlements. The difference between the pre and post re-auditing of leave entitlements of 803 employees totaled 35,538.09 days that amounted to R 21,762,432.46. The aforementioned impacted directly upon the correctness of payments of entitlements to employees, which is in line with fair labour practice, while overpayments are prevented which ultimately results in savings.

j) Filling of vacant educator posts in schools

The Department was able to appoint 1 509 professionally qualified educators on a permanent basis. A total of 1 491 Temporary educators were also appointed. Bulletins issued with 241 Principals, 835 HOD's & Deputy Principals and 506 Post Level 1 Educator posts; 130 Funza Lushaka Graduates were placed in schools with specific curriculum needs. The pool of permanently employed educators has increased and key School Management Team (SMT) posts were filled.

k) Records Management

20% out of 80% of all HR Records (files vs Pensal) meets National Minimum Information Requirement. Filing is continuously forwarded to respective districts for filing and provincial office receive from eight districts non-current employees that are five years and older. The sub-directorate ensures that all the auditors requests for information are prioritised and forwarded to Auditor-General on due dates. Filing statistics reports from all HR Registries are submitted.

Legal Services

l) Vetting of Contracts, Agreements and MOUs

The Honourable MEC, in his budget speech, mentioned that the challenge faced by the Department was to manage available resources more effectively and efficiently. Legal Services, as a support structure to Directorates that deal with the core function of the department, assisted various directorates in drafting and vetting service level agreements/contracts and Memoranda of Understanding, thus assisting the said directorates to avert the incurring of costs for drafting and vetting such contracts. A total number of 42 contracts were either drafted and/or vetted by Legal Services in the year 2009/2010 which resulted in effective and efficient usage of budget in that the budget was spent on the core function of the Department.

m) Successfully Defended Legal Challenges on LTSM Delivery

An unprecedented improvement in the delivery of learner and teacher support material in the past year was one of the highlights for the Department. Timorous delivery of school stationery assisted schools to embark on teaching and learning from the first day of the academic year. However, good planning by the Department, to have such learning material delivered timously, was hampered by various disgruntled suppliers who took the Department to court, challenging the award of bids relating to delivery of school stationery to schools in the province. The year under review was no exception because Legal Services successfully defended two applications where attempts were made to disrupt delivery of stationery to schools. This was a great achievement for the Department, thus preventing any disruption in the operation plan for supply and delivery of Learner Support Material especially to disadvantaged rural schools. Therefore effective co-ordination of litigation in this regard assisted to improve Departmental efficiency and effectiveness.

n) Recovery of Favourable Costs

The Legal Services Directorate was engaged in putting a strategy together in consultation with the State Attorney's Office for collection of favourable legal costs which resulted in 300% recovery of legal costs granted in favour of the Department. As budgetary constraints across all departments is a serious challenge this achievement will go a long way in ensuring that state revenues are collected to boost state coffers.

Supply Chain Management

o) Delivery of LTSM

Through a most effective procurement plan system, learner support materials were able to be delivered to schools to enable effective teaching and learning to take place.



p) Management of Assets

The asset register has been compiled such that it complied with Treasury requirements. The impact of this on Departmental function was that we were able to identify all redundant and underutilized assets for re-distribution to areas of need and priority.

q) Telephone Savings

The telephone management system was effective in the sense that the Department realised a saving of R5 487 491 for the year under review.

r) Fleet Management

In order to enhance service delivery at District level the Departmental fleet was augmented through the provisioning of 300 subsidized vehicles to EDO's and Subject Advisors and payment of fuel claims for subsidized owners was decentralised to Districts during the year under review. Officials performed their functions in support of schools without wasting their time by coming to Head Office to follow up on their claims.

Internal Audit

s) Improved implementation of corrective actions.

The Internal Audit Unit performed reviews on critical business operations and financial transactions to monitor and evaluate the prescribed procedures in line with the PFMA and Treasury Regulations but in all materiality realized that there were significant risks or control weaknesses upon which reliability cannot be placed. Head Office audits and follow up audits were conducted on EMS, Conflict of Interests, Facilities and Infrastructure Management, Learner and Teacher Support Material and Journals and Suspense Accounts. Follow up reports reflect an average of more than 65% of audit findings were corrected. With the increasing level of implementation of findings, the Department stands a better chance of a positive audit opinion.

t) Risk exposure

The independent risk assessment processes has on a reasonable scale at both Head Office and Districts been undertaken to enable management to effectively identify, evaluate and assess inherent risks that may affect the performance of the DoE. The process was conducted at Head Office Chief Directorates HRM, Financial Management, Institutional Development Management and Governance, Educational Social Support Services and Supply Chain Management, Cluster A and Cluster C. The department is alert about the extent of risk exposure.

u) Strengthening the Performance of the Audit Committee.

The Audit Committee had strategic interactive sessions with the Accounting Officer and the Executive Authority (MEC). The presence of the Auditor General's Office and the National Treasury Office of the Accountant General in the Audit Committee meetings strengthened the performance of the Audit Committee and the accountability of the Department. In the Annual Report of the Department of Education, the Audit Committee expressed its opinion about the effectiveness of internal controls, and the quality of the quarterly financial reports submitted in terms of the PFMA and DORA.

Communication and Customer Care

v) Recruitment of Customer Care Staff

The recruitment of dedicated customer care officials significantly increased the Department's capacity to respond meaningfully to both internal and external complaints by clients. The officials' brief also included interventions in matters that required responses to both provincial and national centres of political power thus increasingly putting the work of the unit at the forefront of the Department's turnaround endeavours.



w) Batho Pele Mainstreaming

A team-building exercise that emphasised customer orientation, focus and ethics, targeted 21 District Customer Care Officers, helped in creating a singular and linear understanding of the nature of challenges to be responded to in the customer care environment. This is critical in the mainstreaming of Batho Pele Principles if it is going to be a success throughout the Department.

x) Complaints Management System

A blueprint for a planned Walk-in Centre to be realized in the 2010/11 financial year was developed during the period under review. It is modeled on the Western Cape Department of Education's structure which was studied during a visit by an inter-sectoral team made up of Customer Care, Wellness, and School Safety officials. The procured Complaints Management System will be fully utilized in conjunction with the upcoming developments that will also include the full installation of ICT systems in all the District Offices.

Sub-programme Challenges and Responses

| Financial Management | |
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| Challenge 1: Poor standards of reporting Despite all the measures put in place to manage this, the standard of reporting is still poor. Information contained in some reports is still far from being accurate. This places limits on the ability of the Department to achieve an unqualified audit in the near future. | Response to Challenge 1 Subsequent to the financial year end, monitoring and follow up was lightened up consequently the quality and timeliness of reporting improved. |
| Challenge 2: Long lines of communication Delays in getting information for either internal or external use. This is particularly the case where information has to come from Districts, who may have to receive the information from Circuit offices. This makes it almost impossible for the Department to meet tight deadlines set by the Auditor General. | Response to Challenge 2 Further reduce the number of processes involved to provide quicker more focused responses. |
| Challenge 3: Lack of ownership of the plan. Although concerted efforts were expended to ensure that buy-in of the plan by all staff across all levels, more still needs to be done to get full cooperation. Delays in compliance with the plan resulting in predetermined targets. | Response to Challenge 3 Convert the plan to a series of internal processes rather than an externally imposed process. |
| Challenge 4: Increased complexity of Fraud and Corruption The profile of fraud and corruption perpetrators is diverse as they come from all walks of life, economic circumstances and social classes. Consequently, an increased level of complexity of fraud and corruption has been observed lately. This demands a high level of sophistication on the part of the Department's staff to enable them to successfully investigate these cases. | Response to Challenge 4 The department has already engaged the Special Investigating Unit (SIU) to be our business partners in the fight against fraud & corruption in the department. Our expectation is that during this process of partnership our employees will benefit immensely through a process of skills transfers from the SIU. We shall also be engaging the SIU to assist us particularly in areas of cyber fraud - an area which has become pivotal in the quest against fraud. |
| Challenge 5: Weak Control Systems The weak control systems, particularly in Procurement of services at the School level (The Learner Transport | Response to Challenge 5 A new organic structure is being developed and it is expected to be implemented soon. This structure is |



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| <p>System, The School Nutrition Program, The Early Childhood Development (ECD) program etc) have also been exploited by perpetrators of fraud and corruption. Unfortunately, the Risk Management unit of the Department is constrained and limited both in number of staff as well as their level of expertise.</p> | <p>seeking to take care of the current personnel shortfall. We should be in a position to operate at an overall percentage average of 60% of our optimum capacity when implemented. This should assist the unit in terms of numbers and also levels of skills competence.</p> |
| <p>Challenge 6: Delays in Prosecution Processes A significant delay in the prosecution process by the law enforcement agencies has resulted in the slow resolution of many cases. It has come to the point where the Political leadership of the Department of Education would be encouraged to interact with the Provincial political leadership to discuss with the senior management of the SAPS ways of prioritising cases referred to the SAPS by the Department of Education. This, it is believed, would go a long way in shortening the case-process cycle.</p> | <p>Response to Challenge 6 This should be an ongoing process of consultation with the traditional law enforcement agencies. The unit should never stop asking and our management should not stop consulting these institutions. This is the only way through which a meaningful remedy could be secured. The problem appears to be a national one and therefore not specifically limited to our unit. We only have to try and maximize any opportunity available.</p> |
| <p>Challenge 7: Constant Changes of financial systems Prior 2002 the Department used Financial Management System (FMS) until 2004 when financial management was decentralised to Departments. In the process moving documents from the centralised FMS to the decentralised Basic Accounting System document were lost. This non-availability of source documents makes it impossible to clear old balances in the suspense accounts.</p> | <p>Response to Challenge 7 The Department will identify old balances originating from previous systems, quantify and apply for write offs. Where possible the Department will generate savings to clear these balances.</p> |
| <p>Challenge 8: Misallocation of Expenditure This is mainly due to inaccuracies in capturing payments on the various segmentations on the system. This result in misalignment of expenditure versus budget leading to over or under expenditure on the affected programmes.</p> | <p>Response to Challenge 8 The Department for the first time has introduced budget blocking on BAS. This allows the Department to prevent misallocations</p> |
| <p>Challenge 9: Payroll Many pay-point managers are not complying with PFMA and the Treasury Regulations. Human Resource and Finance personnel at District level are not submitting discrepancy reports to allow Head Office to effectively monitor compliance. This makes it difficult for the Department to account for all its compensation of employee expenditure.</p> | <p>Response to Challenge 9 The Department will work towards enforcing compliance with pay-point managers. Furthermore the use of cheques to pay "unknown" employees will be done consistently to root out fraud.</p> |
| <p>Challenge 10: Manual Payroll Spread sheet The Department currently uses a manual excel payroll spreadsheet for tracking purposes. This system is open to manipulation and it also not easy to update and monitor. Due to financial constraints the procurement of an electronic database was stalled.</p> | <p>Response to Challenge 10 The Department will explore other funding avenues</p> |
| <p>Human Resource Management and Development</p> | |
| <p>Challenge 11: Moratorium on the Filling of Posts The most remarkable challenge facing the Human Resource Management unit was the placement of a moratorium on all posts except for school based educator</p> | <p>Response to Challenge 11 The affected units re-arranged their work operations and re-assigned jobs to their staff members during the 2009/10 financial year.</p> |

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| posts and other critical posts. This affected not only the vacancy rate of the Department but also the operations within some units in the Department. | |
| Challenge 12: Lack of Monitoring to Districts While progress (indicated above) was made towards the achievement of the set objectives, the department was obliged to implement cost containment measures that limited District visits of the Leave Project Manager who therefore could not complete her program. Consequently less than 50% of the total number of District Offices were visited where leave entitlements remained incorrect and where training on the required skills and knowledge on the auditing process of leave remained a dire need. | Response to Challenge 12 The contract of the Leave Project Manager that expired on 31 March 2010 was extended until 31 March 2011 |
| Challenge 13: Inadequate Organisational Structure The non-existence of a leave section with a sufficient supply of staff at District Offices that could prioritize a complete re-audit of leave records and ensure the achievement and sustaining of our objectives as outlined above | Response to Challenge 13 A proposal was made that the revised organogram should include a sufficiently staffed leave section at each District Office |
| Challenge 14: Non implementation of teacher incentive policy The policy on incentives for the recruitment and retention of professionally qualified educators in rural areas could not be implemented due to limited budget allocation and failure of parties in the PELRC to agree on criteria to be used for the identification of educator posts to be incentivized. | Response to Challenge 14 Request for allocation of additional funds and continuation of discussions in the PELRC for a phased-in approach in the implementation of incentives. |
| Challenge 15: Malfunction of the (Records Management System (ReMS) Deputy directors HRA & P do not monitor and report accurately on filing statistics reports. HR ReMS not functioning due to suspension by SITA Inability to visit districts due to moratorium. Districts are not in a position to meet deadlines on auditors request for information due to logistical problems regarding lack of transport and drivers. No training was held due to moratorium on district visits. | Response to Challenge 15 Recommendations are regularly made to District Directors and Cluster Chief Directors to discipline Deputy Directors for misrepresenting the reality. Submission to SG for the approval of the Service Level Agreement (SLA) with SITA. Monitoring via faxed filing statistic reports. Negotiate later due date of at least 7 days instead of 3 days response if district files are requested. AG to co-ordinate requests considering the distances to be travelled by districts. |
| Legal Services | |
| Challenge 16: Non compliance with (Procedure for Incapacity Leave ill-health Retirement (PLIR) Failure to comply with the policy on incapacity leave and ill health retirement increased litigation against the Department. | Response to Challenge 16 Training has been organized for Departmental officials dealing with applications for incapacity leave and ill health retirement. |
| Challenge 17: Failure by originating Directorates Failure by originating Directorates to identify legislation to be amended or repealed at the beginning of the year, affect the project plan for amendment / repeal of legislation. | Response to Challenge 17 A list of legislation to be repealed for the year 2010/2011 has been identified and a memorandum to the Honourable MEC has been prepared for his approval. Legislation project plan is being prepared by Shared Legal Services for the year 2010/2011 |



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| <p>Challenge 18: Positioning of Legal Services Positioning of Legal Services sub-directorate within the Department so as to fully support the goals, objectives and priorities of the Department effectively and efficiently.</p> | <p>Response to Challenge 18 Transfer of Legal Services from the Office of the Premier to the Department of Education will assist in aligning its strategic goals, objectives and the Annual Performance Plan to that of the Department of Education. The proposed organogram will respond positively to this challenge.</p> |
| <p>Supply Chain Management</p> | |
| <p>Challenge 19: Inadequate organisational structure The current SCM does not comply with the PFMA and Treasury Regulations. Contract management, asset management and supply performance review components are not included in the current organisational structure.</p> | <p>Response to Challenges 19 The Chief Directorate will seek an approval from the Superintendent General to appoint staff on contract to perform the functions. Inputs for SCM organisational structure were forwarded to the Organogram Review Task Team.</p> |
| <p>Challenge 20: Supplier Database The Department does not have an accredited supplier database in place. This has a negative effect with regards to the implementation of government policy on SMME and BSEE reporting as rotating suppliers and service providers is not possible.</p> | <p>Response to Challenges 20 Provincial Treasury is finalizing the implementation of accredited database for readiness by May 2010.</p> |
| <p>Challenge 21: Poor document management The Department is not complying with the regulations in terms of custody, archiving and disposition as a result of lack of a proper document management system. This has resulted in poor audit findings as documents cannot be found or retrieved in time for the audit process.</p> | <p>Response to Challenge 21: Funds have been set aside for the renovation of the identified building although funds are not sufficient.</p> |
| <p>Challenge 22: Decentralisation of telephone budget to districts Due to budget limitations, the Department could not install a modern telephone system to Districts, a measure that could have resulted in major savings.</p> | <p>Response to Challenge 22: Acquisition of new a telephone system is in process the telephone policy will be reviewed to be in line with the functions of officials and not with their ranks. Additional funding will be requested to assist the District for installation of the system.</p> |
| <p>Challenge 23: Manual Systems in Districts The Department has not fully implemented the LOGIS system in all Districts. This has led to different systems, procedures and practices being adopted across the affected Districts hampering efforts to monitor risks, expenditure trends at Head Office level.</p> | <p>Response to Challenge 23: The Project Team is in place composed of LOGIS specialists who are tasked with the implementation of LOGIS.</p> |
| <p>Internal Audit</p> | |
| <p>Challenge 24: Non-implementation of corrective actions Inability of Department of Education Management to implement corrective measures to reduce or to mitigate audit findings and recommendations' risks.</p> | <p>Response to Challenge 24 Conduct follow up audits, strongly recommend for implementation and report non compliance.</p> |

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| <p>Challenge 25: Lack of internal controls</p> <p>It has been observed from the general reviews that have been conducted during the year under review that there are weak controls and lack of monitoring and support of district offices by the head office through cluster chief directors leading to opportunities for gross mismanagement of funds not detected as early as possible. In many instances the control measures set by the Department suffer from misinterpretation of and non compliance to policies and procedures or lack thereof.</p> | <p>Response to Challenge 25</p> <p>Effective implementation of internal audit and recommendations by Labour Relations and relevant line managers can yield sound internal controls and minimises risks.</p> |
| <p>Challenge 26: Poor Resourcing</p> <p>The current low Internal Audit staff capacity and insufficient budget made it extremely difficult to engage the Internal Audit Activity in either the internal or the external quality assurance reviews.</p> | <p>Response to Challenge 26</p> <p>The approval of the proposed minimum structure of Internal Audit Services remains critical and the provision of adequate financial resources as well as technical support would help a great deal to enhance the performance of its strategic role in the organization without which the department will find itself unable to achieve the set objectives.</p> <p>Management is encouraged to fast track the appointment of a service provider to increase the capacity of internal audit and enhance its performance.</p> |
| <p>Challenge 27: Non-review of financial statements</p> <p>The Audit Committee was unable to review and evaluate the accuracy, reliability and credibility of statutory financial reporting in the Annual Financial Statements of the Department. The financial statements were not always readily available to the committee for review and hence the financial statements continued to misrepresent the true financial state of the department.</p> | <p>Response to Challenge 27</p> <p>The Department should ensure that the Financial Statements are made available for review before they are due for submission to Treasury.</p> |
| <p>Challenge 28: Poor Attendance at Audit Committee Meetings</p> <p>The Audit Committee requested all Chief Directors to attend Audit Committee Meetings. The request could not be acceded to satisfactorily and this compromised the level of accountability of management performance.</p> | <p>Response to Challenge 28</p> <p>Management is strongly encouraged to prioritise attendance at Audit Committee Meetings.</p> |
| <p>Communication and Customer Care</p> | |
| <p>Challenge 29: Inefficient utilization of Customer Care custodians in the District Offices</p> <p>Lack of dedicated and capacitated customer care officials in the districts overburdens the provincial component which is consequently compelled to do the work of their district colleagues in the interest of timeous responses to queries.</p> | <p>Response to Challenge 29</p> <p>Audit of the current resources, infrastructure and systems, with the intention of establishing viable walk-in Front Offices at District Level.</p> |



2.15.3 Sub-programme 1.3: Education Management

Sub-programme Purpose: To provide management services for the education system. This sub-programme addresses the Education Management Services provided through the three District Co-ordination and Management Clusters and the Chief Directorate: Institutional Management Development and Support (IMDS)

Sub-programme Priorities for the 2009/10 Financial Year

In line with the set Departmental priorities as reflected in the MEC's Budget and Policy Speech 2009/10, and the Annual Performance Plan, this sub-programme set out to emphasize the following priorities:

- School Governance, Management and Administration
- Improved Audit and Financial Management Outcomes
- Improved Learner attainment outcomes (LAIS)
- Improved access to Institutions of Learning
- Resourcing of Schools
- Effective Implementation of NCS
- Improved School Safety programmes
- Improved Maths and Science outcomes

Sub-programme Achievements and Impacts

It is worth noting that Education Management achieved the following in the 2009/10 financial year:

a) Improved Management support to schools

Through the Chief Directorate: IMDSG there was an aggressive drive to train EDOs across Clusters for management support to schools as well as mentoring to school principals. 242 EDOs were trained under this programme. These efforts resulted in increased confidence to support schools and manage individual Circuits. The mentorship training programme in particular will assist principals of underperforming schools where leadership is a challenge.

b) SGB Elections and Training

By law, the term of SGBs expired in June 2009. The sub-programme subsequently put systems in place to ensure the election of new SGBs. Widespread advocacy was undertaken and all schools and EDOs were trained with regards to the conduct of these elections, particularly that they were to take place shortly after the election for National and Provincial Assembly and Legislatures. The fact that a substantial majority of schools were successful in electing SGBs at their first attempt bears testimony to the success of the advocacy campaign and training. A few schools had to reschedule due to poor turn-out by parents. These processes will ensure legitimate governance in our schools as per SASA. The second phase was immediate training of the newly elected SGBs to prepare them for the work ahead.

c) Financial Management

There was a continuation of the 2008/09 programme of ensuring improved financial accountability of Districts. The regular extended FINCOM meetings in Districts as well as the link between procurement and budget controls are ensuring sound management of finances in Districts and are bound to pay dividends in the Department's Audit Outcomes in the near future. District consumes more than 80% of the Department's budget and therefore it is imperative that we ensure financial control and accountability. In 2009/10 we also began to extend financial management and controls to schools, by setting in place a mechanism for Circuit FINCCMS where all schools budget utilisation was reported on on a monthly basis. Exposure and training of principal and EDOs to FINCOM expectations is currently taking place.

d) Subject Moderation for NCS Compliance

Due to the relatively improved labour peace with teacher unions, Districts were able to moderate Grade 12 CASS work and practices in compliance with NCS requirements. This ensured that the Province was able to submit 100% of these marks to NDoE. This was a collective effort by this sub-directorate and the Chief Directorate: Curriculum Management. This meant that the Eastern Cape results were released on time and was equally a confidence booster.

e) LAIS Programme

Whilst the Learner Attainment Improvement Strategy could not be adequately funded, every effort was made to ensure that the plan targeted the neediest (under-performing) schools and their feeder schools. Each District designed a costed plan for the targeted group of schools, provided extra-tuition and some resources in the form of Study Guides and DVDs as well as Winter and Spring School Programmes. In some areas of the Province some Grade 12 learners from various schools were housed in school hostels for intensive tuition daily including weekends. In others, for short and long term goals, feeder schools are receiving intensive exposure and training through a Focus Schools Programme (Cluster C). Such a programme is gradually ensuring excellence in primary schooling as evidenced by the fact that for the first time the EC featured prominently in the National Teacher Awards (NTA) under the Category of Primary School Leadership (1st place 2008; 2nd place 2009). Overall, with respect to Grade 12 results, the Province was one of only two to show an improved Matric pass rate.

f) School Furniture Provision

The contractual challenges that befell the provision of the school furniture in 2008/09 were resolved in December 2008, paving the way for a new programme of furniture delivery by three (3) suppliers for a 2 year period as per SLA. In the 2009/10 financial year 34 593 units for learners and 532 units for educators were delivered to 368 schools that benefited at a cost of R22 913 807. Further to the above new furniture orders, furniture refurbishment was done for some of the Districts by 3 FET Colleges namely, Lovedale, Ichala and King Sabata Dalindyebo (KSD). These combined efforts have gone a long way to relieving furniture needs in schools and will continue to do so in the current financial year.

Sub-programme Challenges and Responses

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| <p>Challenge 1: HR Provision</p> <p>The momentum that was experienced in 2008/9 with respect to populating District Offices in key areas such as EDOs, Subject Advisory Services, and Corporate Service Units was brought to an end in the 2009/10 financial year through a moratorium on appointments.</p> <p>Equally so, due to financial constraints on the personnel budget, non-teaching staff in schools could not be appointed. This hugely affected the ability of Districts and schools to discharge their responsibilities.</p> | <p>Response to Challenge 1</p> <p>Districts had to curtail training programmes and restructure service delivery units. Administrative duties in some schools continued to be shared amongst educators, thus limiting time for the core business of teaching and learning.</p> |
| <p>Challenge 2: Constraints on travelling/ workshops</p> <p>Ongoing improvements in education delivery systems or models necessitate continued in-service training. Curtailment of travelling and workshops as part of cost-cutting measures had the effect of minimizing capacitation at all levels, particularly in relation to leadership and management skills. Clusters could not effectively realise one of their key functions which is to co-ordinate activities and give on-site support to Districts.</p> | <p>Response to Challenge 2</p> <p>To ensure monitoring of District performance and evaluate outcomes, the usual quarterly visits by Integrated teams from Head Office were replaced by semester visits by Cluster-sponsored curriculum focused teams.</p> <p>Cluster Offices strengthened monthly reporting by Districts on various aspects, e.g. finances and audit-related controls. Monthly Cluster meetings provided platforms for one-on-one support to District Directors.</p> |



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| <p>Challenge 3: Vandalism and tornadoes</p> <p>A number of areas in the eastern part of the Province are affected by seasonal tornadoes which destroy houses, schools and clinics. In urban and semi-urban areas there is increased vandalism of schools particularly during school vacations. Due to the extent of such damages schools are unable, to undertake repairs themselves. Due to the ongoing shortages of funding of the infrastructure budget the rate of repair is very slow. Quality teaching and learning becomes compromised.</p> | <p>Response to Challenge 3</p> <p>The Department engages local government through disaster management forums. Further to that we have begun to top-slice funds for disaster intervention and engage agencies such as Coega for rapid planning and execution of the repair programme.</p> <p>In relation to vandalism, public awareness programmes, involvements of CPF's (Community Police Forums) as well as internal programmes of School Safety are promoted. There is an ongoing campaign to get communities to own and protect schools.</p> |
| <p>Challenge 4: Municipal Service Payments</p> <p>Urban schools in the lower quintiles, because of their large enrolments, effectively receive a reduced per child capita payment than their rural counterparts, as they have to pay large municipal services bills. These cannot be off-set by NSF allocations and, due to high unemployment rates, parents are unable to afford school fees. This has resulted in persistent discontinuation of electricity and other amenities, ultimately disrupting programmes of teaching and learning in these schools.</p> | <p>Response to Challenge 4</p> <p>Limited fundraising programmes by schools. Schools continue to make use of the contestation process to improve their Quintile standing. On the National front there is a move to find a mechanism of off-setting the fee-exemption requirement by subsidizing schools. This will improve the finances of the schools and enable them to meet service obligations. As this largely affected Cluster C, under-utilised funds from other Clusters were used to off-set shortfalls. Districts also had to ensure that Section 21 schools had paid all municipal service allocations in their budgets to the respective local municipalities to reduce accounts.</p> |
| <p>Challenge 5 – Transportation</p> <p>This relates to the provision of the subsidized vehicles and pool cars in the Districts. With the increased numbers of staff in District Offices the transport available was unable to satisfy the demand and restricted the mobility of professional staff in order for them to service schools and attend development programmes. The larger impact of this was limited programme provisioning monitoring and evaluation. This affected the quality of education delivery and its projected outcomes.</p> | <p>Response to Challenges 5</p> <p>Improved planning of programmes and the setting up of multi-disciplinary teams has limited the number of trips and maximised the use of the limited vehicles. In very critical and urgent circumstances private vehicles are used. In some Districts the limited pool vehicles are proportionally (based on the extent of field work) allocated to Sections and the latter are able to integrate and structure programmes for maximum effect.</p> |

2.11.4 Sub-programme 1.4: Human Resource Development

Sub-programme Purpose: To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools and to enhance organizational performance through an integrated approach to Employee Health and Wellness.

Sub-programme Priorities for the 2009/10 Financial Year

The sub-programme had three major focal areas for the 2009/10 financial year. These were the implementation of a Performance Management and Development System, implementation of skills development programmes and the implementation of employee health and wellness programmes. The following is a brief description of these:

a) Performance Management and Development System

- **Resuscitation of PMDs Committees:** PMDS committees are key in the moderation and validation of scores and performance agreements. These structures have to ensure that the contents of the agreements and the processes followed in the implementation of PMDS are according to policy.
- **Roll out of Collective Agreement No 2 of 2003 in 23 districts & Head Office:** Collective Agreement No.2 of 2003 is a performance evaluation tool for all office based educators. Currently the Department is subjecting office based educators to the Public Service tool. It is therefore, important that this matter be addressed.
- **Development of Departmental PMDS Policy:** Since the inception of PMDS, the Department has been using a Provincial policy which is not aligned to the unique nature of the Department. It is important that the Department, whilst it upholds the Provincial policy, owns a Departmental policy that will address internal matters. This is one of the requirements stipulated by the oversighting structures.
- **Strengthening of SMS Contracting:** Senior Managers have to set the tone in all performance management and evaluation matters. This is one of the reasons for having to strengthen their participation in PMDS issues so that they lead by example.
- **District support visits:** The Head Office has a role of monitoring, evaluating and supporting districts in their implementation of PMDS. Head Office teams do quarterly support visits to districts in order to fulfil their role.

b) Skills Development Programmes

- **Integration and enhancement of training initiatives through an Integrated HRD Strategy:** Work was started in the 2008/2009 financial year on integrating training and teacher development activities within a single integrated HRD strategy and co-ordinated by a single directorate and this process was prioritised for further attention in the 2009/2010 financial year.
- **Massified Induction Programme:** This is a national programme that is initiated by DPSA. This programme was rolled out with the assistance of ODP and is meant for newly appointed employees with the objective to confirm permanency of the new appointees at the end of their probation. Presently, this programme concentrates on the Public Service Act appointees.
- **Co-ordination of training for office based and school based admin staff:** It was imperative that school based admin staff be empowered with skills and knowledge in order to enhance performance and productivity.
- **Co-ordination of the Internship programme:** This programme seeks to build capacity of the unemployed graduates by exposing them to the work environment and to assist the understaffed sections.
- **Employee Health and Wellness:** The Department has an obligation to address issues that affect employee wellbeing through a safe and healthy environment and employee wellness programmes. The roll-out of HIV and AIDS programmes for learners, educators and other employees is critical in contributing to addressing this priority.



Sub-programme Achievements and Impacts

- a) **Resuscitation of PMDs Committees:** PMDS Committees have been resuscitated in all Districts. This resulted in the improvement of management of PMDS at District level. In addition to this, participation of the SMS members in PMDS has improved. 73 out of 77 SMS members contracted and were subsequently reviewed and evaluated. The assistance that was provided by the Office of The Premier through PricewaterhouseCoopers (PwC) went a long way in assisting with the achieving of this priority.
- b) **Massified Induction Programme:** The Department has 16 officials that have been trained as trainers of the Massified Induction Programme. The Massified Induction Programme was rolled out in 9 districts with 762 officials confirmed as permanent employees at the end of their probation. The programme focused on two key themes, namely, the value system underpinning South African Public Service and key government programmes and policies. Thus, participants were exposed to Sadho Pele Principles, Service Standards and to the performance management, development and evaluation processes. The affected offices, as a result of this induction programme, reported a boosted morale and enhanced productivity of the inducted officials.
- c) **Co-ordination of training:** 2 512 office-based personnel were trained through Transversal and other skills training programmes using the Skills Development Levy. The employees come from diverse race, gender, districts, functions and age. Women employees were prioritised for these training programmes, thus increasing the potential of the Department to meet its equity targets. The Workplace Skills Plan (WSP) for office based personnel was extensively used to inform the programmes that were offered during the financial year under review.
- d) **Co-ordination of the Internship programme:** This programme is aimed at building capacity of the unemployed graduates by exposing them to the work environment. In the financial year under review 48 out of 367 interns exited the programme after having been appointed in the Department and elsewhere. Plans are afoot to absorb the remaining interns in the Department. This demonstrates that the programme has assisted the youth in proving them with skills and work experience necessary for employment. Interns have also assisted the Department in areas where there was serious shortage of staff. These areas include SCM, Finance, Internal Audit, IT, LTSM, HRM & D, Communication and CFO offices which had huge workloads due to vacant posts. A similar initiative is carried out by ETDI-SETA, as contained under Sub-programme B.1.
- e) **Increased Utilisation of the Programme:** There has been an increased drive by employees in their willingness to understand their predisposition to health risks. A marked reduction in the fear of HIV stigmatization has become evident during the course of the financial year. Significant strides have been recorded, as evidenced by an increase in the number of employees who participated in the Baseline Health Screening and Voluntary Counselling and Testing activities in 2009. 645 employees have participated in the Basic Health Screening and VCT Programme, which represent a 26% increase from the 511 recorded in 2008. 427 of these employees were tested for HIV & AIDS during the 2009/10 financial year. 33 of them were reactive.

The number of employees who have participated in the Employee Health and Wellness Care and Support Programme rose from 251 in 2008 to 291 in 2009. The Department has empowered managers through a Supervisory Training to enable them to identify and refer troubled employees to Employee Health and Wellness for assistance. This has resulted in the increase of the number of Supervisory Referrals received in 2009 from 0 to 44.



Sub-programme Challenges and Responses

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| <p>Challenge 1: Resuscitation of PMDs Committees at Head Office.</p> <p>The Head Office PMDS structures were not resuscitated. This meant that there were no oversight structures at Head Office that would monitor the implementation of the programme and resolve matters arising.</p> | <p>Response to Challenge 1</p> <p>A process of resuscitating the Head Office structures has been started. Concurrent capacity building initiatives for these committees are underway.</p> |
| <p>Challenge 2: Disputes around Collective Agreement No 2 of 2003.</p> <p>The fact that office-based educators had to be subjected to Collective Agreement No 2 of 2003 as against PMDS for PSA employees has led to conflicts with labour unions. The difference of benefits between the two systems has created a dispute between the Department and its social partners.</p> | <p>Response to Challenge 2</p> <p>The Department is currently intensively engaging labour unions to solicit their support and understanding on this matter.</p> |
| <p>Challenge 3: Non-completion of the Integrated HRD Strategy</p> <p>The Department is yet to adopt the Draft HRD Strategy. This results in an uncoordinated approach to training and development of staff. Furthermore the Department is yet to put in place a policy on PMDS. This has also resulted in inconsistency in the implementation of PMDS.</p> | <p>Response to Challenge 3</p> <p>A steering committee comprising HRM&D, Curriculum Management, ESSS, Education Professional Services, Stakeholders and all relevant Chief Directorates has been established to spearhead the process of completing Integrated HRD Strategy. This document will be a blueprint for all training within the Department. The Department has also prioritised the adoption of the policy after which a request for a budget for management and implementation of PMDS will be done.</p> |
| <p>Challenge 4: Slow pace of implementation of the Massified Induction Programme</p> <p>The implementation of the Massified Induction Programme is very slow, resulting in non-confirmation of permanency of some officials at the end of their probation period. This is due to budget constraints and the limited number of trainers. Presently the Department is sitting with 1 024 backlog cases.</p> | <p>Response to Challenge 4</p> <p>The Department must allocate budget for this programme. It is also recommended that more trainers be trained in order to fast track training processes.</p> |
| <p>Challenge 5: Improper co-ordination of the Internship programme</p> <p>The Internship programme is not co-ordinated from a central point and this result in the absence of a correct database and the conflicting procedures followed in appointing the intended interns. This results in delays in payments and administration processes.</p> | <p>Response to Challenge 5</p> <p>Co-ordination must remain centralised within HRD both at District and Head Office levels.</p> |
| <p>Challenge 6: Low levels of understanding of the Employee Health and Wellness Programme</p> <p>Despite these achievements, the Department is still facing numerous challenges in the implementation of this programme particularly on the general underutilization of</p> | <p>Response to Challenge 6</p> <p>There is a need to intensify the Advocacy Campaign on the programme</p> |



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| <p>the programme by educators in schools due to a delay in programme advocacy. Misconception of, and consequent attempts to exploit the programme as a means to move from one post to another (one school to another / the district office / head office / from the rural, hard to teach schools, to the urban / semi-urban schools etc) has also been observed in numerous cases.</p> | |
| <p>Challenge 7: Budget Constraints: The current financial allocation for the Employee Health and Wellness Programme is insufficient to the extent that employees are sometimes abandoned midstream in the process of their recovery. This is both highly unprofessional and unethical and has contributed to the programme being unable to meet its targets.</p> | <p>Response to Challenge 7 The Department may have to explore the possibility of ring-fencing financial resources that will enable the programme to place needing employees on a health recovery programme that will ensure that, where it is still possible, employees recover and resume their duties.</p> |
| <p>Challenge 8: Physical Resources: The Employee Health and Wellness Programme does not have confidentiality enhancing accommodation both at Head Office and District levels. The open plan accommodation does not work for Employee Wellness as employees who have confidential issues to address are unable to do so. In worst case scenarios, officers consult clients in their own vehicles, an ironically non-confidential situation which in turn discourages a lot more employees from accessing the service.</p> | <p>Response to Challenge 8 This is a general challenge for the Department. It is hoped that as infrastructure provisioning improves the programme will be prioritised for more appropriate accommodation.</p> |
| <p>Challenge 9: Hazards not addressed: The hard and sterling work performed by the Safety, Health, Environment, Risk and Quality Management (SHERQ) of identifying Occupational Health Hazards is most often downplayed because of lack of resources to implement the recommendations of the assessment. The case in point here is Idyoki Public School in the Mt Fletcher District where the assessment revealed that the school was dilapidated and therefore posing a risk to its occupants (both learners and teachers). It subsequently collapsed before any intervention was implemented.</p> | <p>Response to Challenge 9 The Department will place structures that pose an occupational hazard to its occupants on the infrastructure priority list.</p> |
| <p>Challenge 10: Capacity challenges Staffing of the unit with appropriately qualified professionals in the four main areas of the Employee Health and Wellness Programme viz: Wellness Management (formerly referred to as EAP); SHERQ, (formerly referred to as SHE); Health and Productivity Management; and HIV & AIDS Workplace Management is critical. Only then will the Department be able to deliver on the anticipated outcomes of an EH&W Programme. Currently the Programme has three fulltime employees. This gross understaffing has made it impossible for the programme to achieve its targets.</p> | <p>Response to Challenge 10 It is anticipated that the proposed new Organisational Structure will address this structural capacity challenge.</p> |

2.15.5 Sub-programme 1.6: Education Management Information Service (EMIS)

Sub-programme Purpose: To provide reliable, accurate and relevant information to education managers and stakeholders.

Sub-programme Priorities for the 2009/10 Financial Year

Three priorities were clearly articulated by this programme: namely, enhancing data integrity, continued implementation of SASAMS, and the implementation of Learner Unit Record Information Tracking System (LURITS) all of which contributed to the Department's efforts to achieve e-Education goals. These priorities are set out in the 2009/10 Annual Performance Plan as follows:

Enhancement of data integrity: The enhancement of data integrity is one of the most important projects of the Department. Circuit Managers were to be trained to successfully perform their function with regards to completion of survey forms and perform a quality assurance role on Annual Surveys. The Department together with the National Department of Education planned audits of data to support efforts to improve the data integrity.

Continued implementation of the SASAMS: The Department planned to continue with the training of schools on SASAMS. Training would enable schools to use the system to capture learner, educator and physical infrastructure information and enable them to submit their annual survey data electronically to the Department. The further roll out of SASAMS included the further training of the 1 600 schools on the Timetabling, Financial and Curriculum modules. A further 800 schools were to be trained on all modules.

Implementation of a Learner Unit Record Information Tracking System: Linked to the implementation of SASAMS is LURITS. LURITS is vital as it allows the Department to track the progress of learners through the system at a learner level. In addition, this system would also assist in improving data integrity by eliminating aggregation errors in the paper based survey which the Department currently uses. At the time when the 2009/10 Annual Performance Plan was published the National Department of Education was exploring the possibility of developing such a system. However, since the project was in its inception phase LURITS was to be implemented at school level through SASAMS via daily downloads.

Sub-programme Achievements and Impacts

a) Implementation of SA-SAMS

The Department continued the implementation of SASAMS in schools. In total the system is made up of 14 modules and 2 541 schools have received training in different modules varying from basic to advanced modules and these schools are now in a position to frequently submit information as required. An SASAMS data warehouse has also been established and is in full implementation mode thereby making it possible to draw real time reports on the status core of the schools.

b) Implementation of LURITS

The department is also in the process of implementing a Learner Unit Record Information and Tracking System and 1 700 schools are interacting with LURITS and as a result learner data can be linked to the actual work bodies in the schools thereby minimising the risk of inflation of learner numbers. Each learner in the system is given a unique number making it easy for tracking purposes. It also makes it possible to locate the exact workplace of an educator.

c) Improving Data Integrity

The data quality control at school and district level has improved tremendously as indicated by the correlation of 99.3% between the internal tables and the control tables. In addition the survey data, audited registers and the actual head count also show close correlation with a difference of only 1.28%.



Sub-programme Challenges and Responses

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|--|--|
| <p>Challenge 1: Vacant posts and Shortage of Staff The number of schools for which the Unit is responsible far exceeds the number of schools in any other Province yet it has one of the smallest staff complements. Currently there are numerous vacant posts in the unit. There is also a threat of succession in the directorate where no personnel are in a position to understudy the performance of certain critical functions.</p> | <p>Response to Challenge 1 Technical support hours have been purchased from a service provider to assist with technical work to be done. The succession threat is being addressed through training and development of the existing personnel.</p> |
| <p>Challenge 2: Cost containment measures The cost containment measures introduced in 2009 had a negative effect on the daily operations of the section. Projects such as LURITS and SASAMS, which rely heavily on resources, were negatively affected.</p> | <p>Response to Challenge 2 Cost cutting measures were introduced in projects whilst still trying to meet the original targets.</p> |
| <p>Challenge 3: Resources at schools Provision of certain resources at schools, including administration clerks and computers, affect the implementation of the above programmes.</p> | <p>Response to Challenge 3 Filling of vacant admin posts for schools is critical. Schools will be encouraged to use part of their allocation for the purchase of computers.</p> |
| <p>Challenge 4: Low computer literacy rate at schools and inadequate technical support to schools Computer literacy rates are in general very low at schools. This phenomenon is more pronounced in rural areas. There is also lack of technical support to schools. Issues such as application problems, hardware problems and viruses have a negative impact on the delivery of the program have largely remained unresolved in many schools.</p> | <p>Response to Challenge 4 During the SASAMS training course some time is spent on the first day looking at general computer literacy. SASAMS is made as user friendly as possible to minimise the effect of low computer literacy. Capacity building of EMS officials in technical issues will be prioritised. Furthermore the proposed revised organogram will cater for more technical support closer to the school.</p> |
| <p>Challenge 5: Inadequate IT infrastructure and budget A large number of schools in the province do not have access to computers and the delivery of computers to schools is very slow. The budget allocated to IT is also inadequate since new equipment need to be rolled out whilst also refurbishing old machines and providing technical support.</p> | <p>Response to Challenge 5 IT to deliver 1,200 computers for SASAMS to schools.</p> |



2.16 Programme 2: Public Ordinary School Education

Overall Programme Purpose: The objective of the Public Ordinary Schools Education programme is 'to provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act'. All publicly funded goods and services specific to the provisioning of Grade 1 to Grade 12 education in public ordinary schools are covered under the programme. These include goods and services purchased directly for schools by the Department, goods and services purchased by the Department for Section 20 schools under the Norms and Standards for Schools Funding (NSSF), and transfer payments made to Section 21 schools under the NSSF. The programme also covers the professional services to schools and their educators provided by curriculum and subject advisers and training and professional development for educators.

The programme is divided into 6 sub-programmes, namely: 2.1 Public Primary Schools; 2.2 Public Secondary Schools; 2.3 Professional Services; 2.4 Human Resource Development; 2.5 In-school Sport and Culture; and 2.6 Conditional Grant - School Nutrition Programme. Accordingly, the reports for this programme have been set out in line with this framework. The report for sub-programmes 2.1 and 2.2 has been combined due to the transversal nature of their priorities.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|--|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities |
| Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners |
| Strategic Objective 1.4: Increased access to and utilisation for ICTs also in rural schools, in order to exploit the transformative equalising potential of e-Education |
| Strategic Objective 1.5: High quality relevant teaching, learning and assessment materials and equipment reach the poorest schools |
| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT |
| Strategic Objective 2.2: School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies |
| Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps |
| Strategic Objective 3.3: Teacher utilisation and performance improved and managed |
| Strategic Objective 3.4: A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools |



| Associated Strategic Goals and Objectives for the Programme |
|---|
| Strategic Objective 3.7: Enhanced integration of HIV and AIDS and life skills into and across the curriculum |
| Strategic Objective 3.8: Improved literacy and proficiency in the language of learning and teaching (LoLT) |
| Strategic Goal 4: Increased levels of service integration at the local level |
| Strategic Objective 4.1: Well managed schools with strong community involvement |
| Strategic Objective 4.2: Effective professional support services from EDOs, Subject Advisors, Special Needs and School Nutrition Programme Staff |
| Strategic Objective 4.3: The range and intensity of training and development programmes offered to high priority head office and district staff increased, and well articulated, comprehensive and accredited training programmes available |
| Strategic Objective 4.4: Well managed education districts with strong links to municipalities and education stakeholders |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.2: Effective performance management and accountability processes for all employees |
| Strategic Objective 5.3: Incentives proved to make rural areas more attractive for educators and other public servants, e.g. access to housing, land tenure, schooling, etc. |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources |
| Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency |
| Strategic Objective 6.1: Realignment of schools to comply with the national phases (Grade R-7 Primary, Grade 8-12 secondary) |
| Strategic Objective 6.2: School construction redirected in order to facilitate reconfiguration |
| Strategic Objective 6.3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school |
| Strategic Goal 7: Balanced funding and deployment of resources to maximize discretionary support to strategic priorities |
| Strategic Objective 7.4: International and local donor community harnessed as partners in education delivery and access additional resources |
| Strategic Goal 8: Social issues affecting schooling addressed |
| Strategic Objective 8.1: Schools and departmental structures and processes established to respond adequately to the social issues which affect schools and schooling |
| Strategic Objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools |
| Strategic Objective 8.3: A safe and healthy environment and employee wellness in the workplace |
| Strategic Objective 8.4: A new model developed and introduced for the School Nutrition Programme which involves community participation as a cost effective mode of delivery. |
| Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels |
| Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate |

Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|------------------------------|----------------------|----------------|----------------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM001: Number of learners benefiting from the school nutrition programme | 1 550 712 (75.9%) | 1 376 000 (67.6%) | - 174 712 | 11.3% |
| PM002: Number of learners in public ordinary schools with special needs | 19 553 (0.96%) | 17 614 | - 1 939 | 8.9% |
| PM003: Number of full service schools in the province | 8 (0.14%) | 4 | - 4 | 50% |
| PM004: Number of public ordinary schools without water supply | 880 ¹¹ (15%) | 1 073 (19%) | See note below | See note below |
| PM005: Number of public ordinary schools without electricity | 1 096 ¹² (19%) | 1 132 (21%) | See note below | See note below |
| PM006: Number of schools without functional toilets | 489 (8%) | 552 (9.8%) | 63 | 17.6% |
| PM007: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure | R176m (5%) | 0.5% | - 4.5% | 90% |
| PM008: Number of primary public ordinary schools with an average of more than 40 learners per class unit | 804 (20%) | 638 (28%) | 84 | 13.2% |
| PM009: Number of secondary public ordinary schools with an average of more than 35 learners per class unit | 232 (35%) | 373 (44%) | 141 | 37% |
| PM: Number of combined public ordinary schools with an average of more than 37 learners per class unit | 1 295 (49%) | 1 425 (57%) | 130 | 9.1% |

¹¹ The target output refers to the number of schools targeted to be provided with water supply. They were 1 254 schools without water supply according to EMIS Annual Survey of 2008. According to the 2009 EMIS data 1 073 schools are still without water supply. This means that 181 schools were supplied with water during the financial year under review.

¹² The target output refers to the number of schools targeted to be electrified. They were 1 239 schools without electricity according to EMIS Annual Survey of 2008. According to the 2009 EMIS data 1 132 schools are still without electricity. This means that 107 schools were supplied with electricity during the financial year under review.



| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|--|----------------------|----------------------|----------------|----------------|
| | | | Unit | % |
| PM210: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered | 5 904 (100%) | 2 306 ¹³ | See note below | See note below |
| PM211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy | See Note Overleaf | 37% | | |
| PM212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy | See Note Overleaf | 34% | | |
| PM213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20% quintile 5 learners in Grade 3 | See Note Overleaf | See Note Overleaf | | |
| PM214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language | See Note Overleaf | 34% | | |
| PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics | See Note Overleaf | 27% | | |
| PM: Percentage of learners who register for Mathematics in Grade 12 | 60.6% (38 786) | 67.8% (44 137) | 7.2 | 11.9% |
| PM216: Percentage of girl learners who register for Mathematics in Grade 12 | 60.3% (21 738) | 56.6% (25 087) | -3.3% | 5.5% |
| PM217: Percentage of girl learners who register for Physical Science in Grade 12 | 39.2% (14 112) | 53.7% (18 487) | 14.5 | 37% |
| PM218: The performance ratio of the 20% poorest learners in quintile 1 schools versus least poor 20% learners in quintile 5 schools in respect of the Grade 12 pass rate | 0.69 | 0.519 ¹⁴ | -0.081 | 11.7% |
| PM219: Grade 12 Pass rate | 56% | 51% | -5% | 8.9% |
| PM220: Pass rate in Grade 12 for Mathematics | 42.8% (16 678) | 37.5% (16 551) | -5.3 | 12.4% |
| PM221: Pass rate in Grade 12 for Physical Science | 48.4% (13 007) | 28.6% (8 776) | -19.8 | 41.4% |
| PM222: Number of learners that are benefiting from transport subsidies | 117 000 (5.7%) | 114 378 (5.6%) | -2 622 | 2.2% |
| PM223: Number of learners benefiting from no fee school policy | 1 680 652 (92%) | 1 675 013 (80.5%) | -5 638 | 0.34% |

¹³ The Department is delivering LTSM to Section 20 Schools. Section 21 schools purchase their LTSM directly from the suppliers and the Department is responsible for transferring their budget allocations straight into their accounts. During the financial year under review 2 306 Section 20 schools received their LTSM on or before the start of the academic year. However, in 177 of Section 20 schools LTSM was not delivered on time due to reasons stated in the challenges listed under the sub-programme 2.2 and 2.2 report.

¹⁴ Quintile 1 schools achieved a 39.2% pass rate and Quintile 5 achieved 75.5% pass rate in the 2009 NCS examination results.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|--|----------------|---------------------|-----------|-------|
| | | | Unit | % |
| Provincial Performance Measures | | | | |
| PPM224: Number (percentage) of school governing bodies (SGB's) who are exposed to empowerment programmes within the first year of assuming office | 3 900 (66%) | 5 612 (99.2%) | 1 712 | 43.9% |
| PPM225: Number (percentage) of school management teams who are exposed to empowerment programmes in their roles and responsibilities | 500 (9%) | 1 394 (24.7%) | 844 | 153% |
| PPM226: Number (percentage) of School Safety Committees which meet once a quarter to record and deal with health and safety issues | 2 066 (35%) | 1 432 (25%) | - 634 | 30.7% |
| PPM227: Percentage of disciplinary cases against learners resolved within 21 days in line with the South African Schools Act (SASA) No. 84 of 1996 | 100% | (100%) | 0 | 0% |
| PPM228: Number of mathematics, science and technology educators trained annually to bridge the content gap annually | 676 | 1 257 | 581 | 86% |
| PPM229: Number of under-qualified and unqualified educators' qualifications upgraded. | 3 010 | 1 954 ¹⁸ | - 1 056 | 63.3% |
| PPM230: Percentage of schools visited by Subject and Curriculum Advisors at least once per quarter to provide on-site support | 100% | 100% | 0 | 0% |
| PPM231: Percentage of public ordinary schools visited at least twice per quarter/term by Education Development Officers or Circuit Managers who will focus on monitoring and supporting the functioning of schools | 100% | 100% | 0 | 0% |
| PPM232: Throughput rate in Grade 1 to 12 increased by 2% per annum. | 83% | 89.2% | 7.2 | 8.7% |
| PPM233: Repetition rate in Grade 1 to Grade 12 decreased by 2% per annum | 5% | 8.2% | 3.2 | 64% |
| PPM234: Drop-out rate in public ordinary schools (Grade 1 to 12) decrease by 5% per annum | 7% | 7% | 0 | 0% |
| PPM235: Number of girl learners enrolled for Mathematics and Science in Grades 10 – 12 (Excluding mathematical literacy) | 70 526 | 129 340 | 58 814 | 83.4% |

¹⁸ The target reflects the number of under and unqualified teacher enrolled during the 2009 academic year. There were 1 104 teachers who graduated, 451 teachers failed to graduate while 1 455 are still enrolled either as first or second years or third year.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|---------------------|---------------------|-----------|----|
| | | | Unit | % |
| PPM236: ALL prescribed national targets for school funding in all quintiles met by 2009 | Q1 = R807 (100%) | Q1 = R807 (100%) | 0 | 0% |
| | Q2 = R740 (100%) | Q2 = R740 (100%) | 0 | 0% |
| | Q3 = R805 (100%) | Q3 = R805 (100%) | 0 | 0% |
| | Q4 = R405 (100%) | Q4 = R405 (100%) | 0 | 0% |
| | Q5 = R134 (100%) | Q5 = R134 (100%) | 0 | 0% |

Note of PM 211 to PM215: The baseline information is provided by National Department of Education which conducts assessments in Grade 3 and 6. In the process of setting targets for the next financial year, the Department was unable to obtain the baseline information on these PMs to allow programme managers to set targets. The Department subsequently commissioned the Learner Assessment Programme in 2009 which is however still in its infancy and systems still need to be put in place to aggregate and analyse results according to school quintiles. The Department is therefore not in a position to report on PM213.



2.16.1 Sub-programme 2.1: Public Primary Schools and Sub-programme 2.2: Public Secondary Schools

| Sub-programme 2.1: Public Primary Schools | Sub-programme 2.2: Public Secondary Schools |
|---|--|
| <p>Sub-programme Purpose: To provide specific public primary ordinary schools with resources required for the Grades 1 to 7. This includes all goods and services utilized in the schools themselves, or goods, services or payments allocated to specific schools, e.g. provisioning of educator staff establishments through the post provisioning model and school-specific funds allocated through the Norms and Standards for School funding.</p> | <p>Sub-programme Purpose: To facilitate the provision of education services to public secondary ordinary schools from Grades 8 to 12. This includes all goods and services utilized in the schools themselves, or goods, services or payments allocated to specific schools, e.g. provisioning of educator staff establishments through the post provisioning model and school-specific funds allocated through the Norms and Standards for School funding.</p> |

The priorities and report presented here have been grouped according to the respective Directorates within which they were implemented and monitored. The Directorates are Institutional Development Support and Governance (IDS&G), General Education and Training (GET) Band, Further Education and Training (FET), Tele Collaborative Learning and Education Social Support Services (ESSS).

Sub-programmes Priorities for the 2009/10 Financial Year

Institutional Development Governance and Support

- Strengthening school functionality and effectiveness through monitoring the implementation of IQMS at School, District and Provincial levels.
- Strengthening of teacher development programmes to close content-knowledge gap for educators to be effective in the classroom through responding to IQMS development needs in line with Integrated Human Resource Strategy.
- Implementation of the policy on Norms and Standards for Funding of Schools through inclusion of quintile 3 to No Fee schools as a contribution to poverty alleviation campaign and the funding of schools as per national target to improve the quality of resourcing schools.
- Community mobilisation for Back-to-school campaign through strengthening governance in schools and use of multi-media approach in order to reach out to the majority of the target audience.
- Strengthening of leadership and management capacity of SMTs and strengthening the capacity of District Based Support Teams (DBSTs) to monitor and support schools.
- Implementation of ACE School Leadership programme by enrolling 270 currently serving school Principals to improve their efficiency levels and expertise as far as school leadership and management is concerned.

Education and Training Band

- Monitoring policy implementation by identifying policy gaps and developing regulatory frameworks for bridging such gaps.
- Strategy to empower educators on Multi-grade (MGT) teaching by designing a training strategy to assist small, rural and farm school educators to cope with multi-grade teaching.
- Rationalisation and Reconfiguration of the schools to be in line with the national model by developing regulatory frameworks that will render small schools viable for effective teaching and learning.

Further Education and Training Band

- School Safety: the programme would be achieved through integrated and differentiated interventions based on the mandates of the different government departments. The prevention and management of learner pregnancy was also identified as a priority to ensure that the safety and access to education are not hampered by pregnancy.



Tale Collaborative Learning

- As per the MEC Budget and Policy Speech, the **MSTE Academy** for training of Maths and Physical Sciences teachers and incubation of bright sparks learners has been established. This would contribute to address the shortage of scarce skills, especially in science, engineering and technology fields.
- **ICT Integration to teaching, learning and assessment:** the demands of the 21st century require that both teachers and learners are equipped with ICT skills and knowledge. The provision of appropriate educational software to schools and training in the use thereof was aimed at addressing these demands. The Curriculum website is maintained to provide current information to support curriculum delivery.

Education Social Support Services

- **Scholar Transport:** the focus of the programme for the financial year under review included increasing the number of deserving learners benefiting from the program and verification of learners routes to eliminate inefficiencies that are identified in the programme.
- **Hostel Management:** under this area the Department had as its priority for this programme to renovate, revamp and refurbish hostels in the province thereby providing opportunities for learners in rural areas and farms to education.

Sub-programmes Achievements and Impacts

Institutional Development Governance and Support

a) IQMS Implementation

During 2008/09 594 schools were visited by External Moderators which increased to 1 544 during 2009/10. The visits by external moderators to schools helped the province to have a focused intervention when making follow up visits to check the quality of IQMS implementation as challenges facing the proper implementation were highlighted in their reports left at schools. The intervention helped schools to improve on their management capacity and proper identification of educator developmental needs.

b) Norms and Standards for Funding of Schools

The province has managed to fund all quintiles at national target. There are 5 113 out of 5 615 schools declared 'No Fee' (91%) benefiting 1 675 013 learners (83%) in financial year 2009/10. This has improved access to education especially for learners coming from the previously disadvantaged communities.

c) Community Mobilisation and Strengthening Governance in Schools

Radio slots and print media coverage were done to mobilise schools to support the Back-to-school campaign which was characterised by positive feedback and enquiries during and after the talk shows. The province has managed to conduct elections of School Governing Bodies in 5 681 schools in the province. The massive induction programme for all elected SGB members was implemented during the month of August and September 2009 on the roles and responsibilities and school policy development processes to improve their effectiveness in executing their mandate as prescribed in the South African Schools Act. On average 5 SGB members per school were inducted during the financial year under review.

d) School Management

The programmes implemented in 2009 by the province to improve and strengthen capacity of school management teams which included training of 900 women (both Primary and Secondary schools) in leadership and management at school level as they constitute the majority in terms of gender representation. The province enrolled 370 principals (both Primary and Secondary schools) in the Advanced Certificate in Education specializing in School Leadership, as contained in Sub-Programme 2.4.

General Education and Training Band

e) QIDS-UP

QIDS UP has been successfully extended from the two pilot districts of Libode and Lusikiski to cover all 23 districts in the Province. The provisioning of QIDS-UP kits and resources to schools sort to improve Numeracy and Literacy, especially in the foundation phase. Provision of all an inclusive LTSM kit for all Grade R's to improve Literacy and Numeracy in all 23 districts was made. The programme also trained educators in all 23 Districts on Early Grade Reading Assessment to assist them in improving reading in the early Grades. Classroom environment was improved by providing 2000 desks to 20 schools, provided school office furniture to 200 schools which included steel lockable cabinets for the storage of the reading books, educator tables and educator chairs. Water tanks and garden tools were provided to 65 schools.

In 2007 the Eastern Cape Province Grade 3 learners were performing at Level 1 i.e. about 22% as far as Literacy is concerned. In 2008 after the Annual National Assessment (ANA) was conducted, the Levels of performance improved, many learners performed at Level 3 i.e. (50-60%). The Report continues to say that this is an exception to the general pattern observed in all the other Provinces where the modal performance was at Level 1. (Annual National Assessments, (DoBE, 2008).

f) Rationalisation and Realignment of Schools

A final draft of concept document for Rationalisation and Reconfiguration of the Schooling Sector has been developed. A number of consultative workshops involve internal stakeholders, social partners and external stakeholders have been convened to discuss the framework for rationalisation, approve the prototype for schooling sector and guidelines for the merger and closure of school. Infrastructural implications for realignment of school were also discussed in these consultative workshops. These series of consultation will pave way for the smooth roll-out of the programme. Currently the MEC is in the process of conducting Public Hearings throughout the Eastern Cape Province.

g) Multi-Grade Teaching

Presently there are more than 700 educators in the province who are teaching in multi-grade classes all or part of the time. The majority of these are in the most poorly equipped schools serving the least affluent communities. Supporting educators in multi-grade classes is part of a many sided strategy to address improvement of rural education. A pilot programme is in place to improve Multi-grade teaching in small schools located in Starkspruit, Uitenhage and Lusikiski. 100 educators had been trained in basic computer skills in the three pilot districts for the purpose of preparing these educators for the ACE Multi-grade Teaching programme. The above mentioned 100 educators are now able to type documents, develop spreadsheets, and assessment recording sheets which alleviate the teaching and learning process and address learner retention and literacy levels in multi-grade teaching classroom.

h) Public Schools on Private Property (PSOPPs)

The Eastern Cape Province is mainly constituted by Public Schools that are rural in nature. Public Schools Operating on Private Properties is one of the National/Provincial Rural Education Priorities which seeks to address the challenges of under-developed and marginalized communities and provides an opportunity for learners to access education in small rural areas mostly in farms and villages: a scenario that requires for an agreement/contract between the Department and the Farm Owner. Of the total number of Public schools 218 operate on Private Property. Out of 218 schools 18 PSOPPs are non-rental. 28 000 learners are benefiting from this arrangement. A non-rental arrangement is a contract between the Department and the Farm Owner which covers a period of 5 years. During this period the Department is not obliged to budget for resources and accommodation in the affected schools and therefore the savings are re-directed to other deserving schools. During the year under review the department succeeded in negotiating with farmers/property owners, as a result 136 out of 218 contracts were signed for public schools on private property and this will ensure easy access of education to the disadvantaged learners schooling in rural areas like farms.

Further Education and Training Band

i) Integrated School Safety Programme

There is improved awareness by educators and the community on the human rights based approach to random drug testing and the search and seizure of dangerous objects and substances in schools. 1 585 educators trained in drug policy, 922 schools reached with drug programmes. At local school level there is better co-operation with SAPS and CPFs in managing issues of safety and violence in our schools. As an integrated service delivery managing issues of safety and violence in our schools. As an integrated service delivery model with sister departments the Department worked closely with the Department of Safety and Liaison, SAPS, SANCA, and Social Development in ensuring that all are safe and feel safe in school through school-based crime and anti-drug campaigns and proper referrals. School Safety structures were capacitated to identify threats to safety and security and how to develop appropriate safety plans. Learners were given peace and leadership skills and patriotism through Peace Education Youth Camps in Mthatha and Coimvaba. Through this programme 23 schools in Mthatha and 14 schools in Coimvaba benefited. Learners were equipped with life skills and sex education to make responsible choices in managing the effects of pregnancy. Community mobilisation against crime was conducted through the Torch of Peace events in 6 East London (Lingolothu) schools. Awareness and advocacy campaigns against crime and violence was held in most Districts including Mt Fletcher, Mt Fwyre and Starkaput districts through the Torch of Peace Campaign.

j) Random Drug Testing Policy

1 585 educators were trained in 922 schools across the 23 districts. This has made it possible for educators to handle cases of drug abuse within the human rights culture at school. Partnerships with SANCA in Port Elizabeth and East London on the management of drugs and substance abuse have been strengthened. SANCA is supporting the learners tested positive with various drugs by counselling them.

k) School Beautification

Thirty-five schools in Graaff-Reinet, Mbitzana and Mt Fletcher had vegetables gardens planted to support the orphans and the school nutrition programme.

l) Prevention and Management of Teenage Pregnancy

In selected schools learners are beginning to be aware of the responsibility of making responsible choices on sexuality matters. Learners who might have committed suicide are now able to seek help through the referral options that they learnt about in the Teenage Pregnancy camps. A partnership between the Department of Education and True Love Waits International encourages learners to enhance the goal of abstinence. Two hundred learners together with 24 Life Orientation educators were trained on abstinence and character-based life skills at a Youth Camp in Forest Way in Stutterheim. 200 learners from Mdantsane and King William's Town were trained on abstinence through a character-based life skills programme.

m) Capacity Building on School Safety

Hlayekwa Early Warning Systems training was cascaded down to 41 schools in the Libode and 36 schools in the Grahamstown districts ensuring that educators were trained on tools for identifying threats to school safety within the school environment. 30 co-ordinators from 23 Districts were trained in First Aid at the Red Cross Centre in East London to enhance District capacity in managing emergency incidents at schools. The EDOs have been trained and they in turn are responsible for cascading this training to officials/educators in their circuits to ensure continuity.

Tele Collaborative Learning

n) MTSE Academy

A number of initiatives were implemented during the financial year under review. These include: training of 61 subject advisors of Maths and Physical Sciences; 52 Maths and 136 Physical Sciences teachers participated in the Association for Mathematics Education in Southern Africa (AMESA) and South African Association of Science and Technology Educators (SAASTE) conferences for professional development respectively; 18 476 learners



participated in MSTE activities; and 536 teachers from the 494 underperforming schools were trained to improve learner attainment in Maths and Physical Science.

o) ICT Integration

A revolutionary shift from chalk and book method of teaching has been achieved, by making use of ICT resources to support curriculum delivery, through the provision of Maths and Physical Science software to 884 schools. This was complemented by training of 4 262 teachers and subject advisors in the integration of ICT in teaching, learning and assessment.

Education Social Support Services

p) Increased number of Learners on the Learner Transport Programme

Learners participating in the program have increased from 113 224 in 2008/09 to 114 378 in 2009/10 and this in turn precipitated an increase in secondary school learner enrolment. The programme impacts mostly on rural and farm learners.

q) Increased number of Learners on the Learner Transport Programme

Learner-boarders have increased from 5 505 in 2008/09 to 5 537 in 2009/10 and this denotes an increase in school learner enrolment. The increase in the budget from R6.2m for 2008/09 to R8.132m in 2009/10 for both Boarding and Equipment subsidy costs enabled the Department to accommodate more learners in the programme during school days and holidays.



Sub-programme Challenges and Responses

| Institutional Development Governance and Support | |
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| <p>Challenge 1: Rejection of IQMS External Moderators Rejection of IQMS external moderators, in some Port Elizabeth District schools, due to non availability of nationally agreed upon moderation tool compromises quality and objectivity of feedback as far as the implementation of the policy in these schools</p> | <p>Response to Challenge 1 Separation of developmental appraisal from performance management must be fast tracked by ELRC. Finalization of nationally agreed moderation tool as rejection is sparked by the fear that, out of the reports, some educators may not qualify for pay progression</p> |
| <p>Challenge 2: Low Levels of Understanding of the IQMS Evaluation Processes A few schools are still demonstrating poor understanding and management of the evaluation process which results in summative scores that are not related to learner performance. In addition when identifying developmental programmes, some educators prioritise development that will address career- pathing at the expense of the core business which is supposed to address content-knowledge gaps and not informed by summative scores</p> | <p>Response to Challenge 2 Finalization of the nationally agreed moderation tool so that summative scores could be moderated and changed if there is no tangible evidence</p> |
| <p>Challenge 3: Poor Financial Management in some Schools It has been observed that there are instances where there is poor management, inefficient utilization and accountability for financial resources by some school authorities contribute to poor performance. This leads to poor quality of teaching and learning and adverse reports.</p> | <p>Response to Challenge 3 Focus training for SGBs on Basic Financial Management targeting all members of school finance committees and monthly FINCOMs for schools be convened by EDOs</p> |
| <p>Challenge 4: Outstanding SGB Elections Only 78 schools could not elect SGBs in 2009 in Fort Beaufort district due to poor labour relations and could result in audit query if they continue to represent legitimate structure and also violate the principle of democratically elected parental representation.</p> | <p>Response to Challenge 4 Continuation of political intervention to strengthen labour peace in the District</p> |
| <p>Challenge 5: Poor Administration of Admission Policy School administrators are over emphasising old age restriction over the contextual factors which is not written anywhere in the South African Schools Act except for underage restriction and that contradicts Back-to-school campaign. Moreover, the sampling of few members to attend and inadequate time allocated for capacity building programmes of SGBs compromise the quality of work expected from them</p> | <p>Response to Challenge 5 Conduct Imbizos to reach out to all communities and arrange multi-media presentations</p> |
| <p>Challenge 6: Flouting of Legislation by some schools There are indications that some former Model C schools have parallel structures to RCLs and SGBs and that undermines the transformation and democratisation of education institutions. Some NO FEE schools are charging school fees depriving some poor learners' access to education.</p> | <p>Response to Challenge 6 Intensification of monitoring and accountability processes at all levels with special focus to policy compliance.</p> |

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| <p>Challenge 7: Inadequate Budget for ACE School Leadership</p> <p>So far only 300 Principals have been enrolled in ACE School Leadership which is a programme implemented to improve the quality of leadership and management and school level.</p> | <p>Response to Challenge 7</p> <p>Ring fencing of budget that will cater for at least 500 Principals to enrol in each year as the programme proved to be worthwhile from the reports given by students themselves, university mentors and external moderators.</p> |
| <p>General Education and Training Band</p> | |
| <p>Challenge 8: Limited Budget on QDS-UP</p> <p>Because of budget cuts, fewer schools benefited from the Programme and this affected the quantity of resources and amount of material per learner per school. Shortage of resources supplied to schools has a negative impact in the improvement of Literacy and Numeracy.</p> | <p>Response to Challenge 8</p> <p>More budget is required for the Programme to cover all schools to address the high failure rate in the Province.</p> |
| <p>Challenge 9: Delays in Signing PSOPPs Agreements</p> <p>Negotiations for the signing of section 14 agreements tend to delay the process especially for schools that operate with very low enrolment figures (below 20) where entering in a contract might result in fruitless expenditure. Many a times there is resistance in the signing of contracts by some farmers in fear of losing their land. Access to education is reduced when farmers don't sign contracts that avail accommodation to learners.</p> | <p>Response to Challenge 9</p> <p>To embark on a strategy of assisting the districts in crafting plans for dysfunctional Public Schools on Private Property (PSOPP) and motivate farmers to sign contracts timeously.</p> |
| <p>Challenge 10 Multi-Grade Teaching</p> <p>MGT training for educators and Departmental officials on Multi-Grade teaching skills could not be conducted due to provincial financial constraints. This led to a situation where educators reverted to old ways and methods when handling such classes.</p> | <p>Response to Challenge 10</p> <p>The Department has developed an integrated training plan which includes training of educators and Departmental officials in Multi-grade teaching. Education Leadership Institute has been established to sustain the MGT i.e. not a once off training but to be an ongoing process.</p> |
| <p>Challenge 11 School Monitoring</p> <p>Lack of follow up on some issues identified as problematic at some Districts, and schools due to provincial financial constraints.</p> | <p>Response to Challenge 11</p> <p>On site school visits will be conducted on a monthly basis by Districts with sampling of some schools by Provincial Multi-disciplinary teams. Further oversight visits in all Districts by Provincial officials will be conducted on a quarterly basis. Other ways of monitoring programmes (on a daily basis) such as SASAMS are being explored to address such challenges.</p> |
| <p>Further Education and Training</p> | |
| <p>Challenge 12: Cost curtailment measures resulted in the cancellation of many school safety programmes</p> | <p>Response to Challenge 12</p> <p>Reprioritise the programmes for the 2010/11 financial year that had to be cancelled due to cost curtailment in 2010.</p> |
| <p>Challenge 13: Shortage of school safety personnel</p> <p>There is no designated school safety personnel to ensure that safety standards and policies and access control measures are implemented at school level.</p> | <p>Response to Challenge 13 The Department has to prioritise school safety personnel at district level amongst other priorities. It is envisaged that SGB co-ordinators in each district will take responsibility for school safety programmes.</p> |

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| <p>Challenge 14: Access Control to Schools Access control to schools remains a problem. The movement of people into and out of schools is a problem because most the schools do not have proper fencing. This makes it easy for criminals to enter the school to attack, vandalise or sell drugs to learners.</p> | <p>Response to Challenge 14 Palisade fencing is the preferred form of fencing. Funds from other sources of funding including the conditional grant will be sourced to ensure that selected priority schools are fenced. It will then be possible to implement access control registers and other control measures.</p> |
| <p>Tale Collaborative Learning</p> | |
| <p>Challenge 15: Lack of Suitably Qualified Teachers in Maths and Science Shortage and poor quality of teachers of Maths and Science. About 661 additional qualified teachers are needed.</p> | <p>Response to Challenge 15 MSTE Academy has been established and operationalised. This will improve competency of teachers as they participate in programmes of the Academy.</p> |
| <p>Challenge 16: Low level of ICT competence of district e-Learning officials Low level of ICT competence of district e-Learning officials. This impact negatively on the pace of ICT integration in teaching, learning and assessment.</p> | <p>Response to Challenge 16 Increase in capacity building initiatives and registration for accredited ICT courses.</p> |
| <p>Education Social Support Services</p> | |
| <p>Challenge 17: Funding of the MoU with Department of Roads and Transport Recently the Department signed a Memorandum of Agreement with Department of Transport which spells amongst other things that DoRT to conduct route and learner verification in order to eliminate inefficiencies related to Learner Transport Data. The funding of the project as included in the MoU has not taken place thus delaying the verification.</p> | <p>Response to Challenge 17 Department to prioritize audit of scholar transport data, that is, routes, learners, etc.</p> |
| <p>Challenge 18: Demand of the learner transportation versus allocation linked to projection has consistently resulted in recurring accruals that take a significant amount in the current financial year.</p> | <p>Response to Challenge 18 Department to allocate adequate funding.</p> |
| <p>Challenge 19: Shortage of Staff The program has experienced the shortage of personnel since its inception and it is only manned by Senior Education Specialist at District level who is also in charge of other programs such as School Nutrition program and Independent Schools.</p> | <p>Response to Challenge 19 Population of organisational structure.</p> |
| <p>Challenge 20: Poor Co-ordination of the Programme. Currently the ESSS's Scholar Support Services Directorate manages bursaries and equipment for the programme while Cluster Co-ordination is managing catering, Facilities & Infrastructure Management deals with infrastructural needs of the programme, etc. This has resulted in the poor co-ordination of planning, implementation and monitoring of the programme.</p> | <p>Response to Challenge 20 Department to integrate the programme by re-calling and re-directing all its sub-sections to SSS & SSM directorate for centralized coordination of the programme.</p> |

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| <p>Challenge 21: Poor Physical Conditions of Hostels Most of the hostels are in a poor state due to lack of infrastructural maintenance and vandalism. This state of affairs exposes learners to dangers and health risks and indirectly affects the quality of learning</p> | <p>Response to Challenge 21 Department to prioritize total resuscitation of underutilized hostels by renovating, reamping and re-furbishing them</p> |
| <p>Challenge 22: Lack of Compliance with Treasury Regulation Certain hostels especially former model C not complying with Treasury Regulation of March 2005 which compels them to deposit all hostel monies, they collect as revenue. This prevents them from getting the subsidy from government and, thereby, disadvantaging some deserving learners who come from poor backgrounds.</p> | <p>Response to Challenge 22 Hostels to be persuaded to comply with the Treasury Regulation and gazette no 27388 of March 2005, by depositing all hostel monies, collected as revenue, into the PMG's revenue account.</p> |



2.16.2 Sub-programme 2.2: Professional Services

Sub-programme Purpose: Teaching, Learning and Assessment constitutes the core business of the Department of Education, hence the objective of the programme is to provide for the planning, co-ordination, monitoring, evaluation and support for implementation of curriculum policies. This is achieved through the Professional Development of curriculum advisors and teachers, supported by e-Learning, Media Centres, Curriculum Information Services, Mathematics/Science/Technology Education, and Assessment and Examinations.

Moreover, this sub-programme seeks to enable the implementation of the curriculum in all schools by providing professional curriculum support services to teachers through the district curriculum personnel in the 23 districts. Curriculum reform is at the heart of educational transformation in the Province and is part of a process that is mandated by the National Department of Basic Education.

Sub-programme Priorities for the 2009/10 Financial Year

The priorities for Curriculum Delivery Programmes included the following:

- ensure effective Curriculum planning and implementation through provincial policies, procedures, systems and structures;
- develop and implement a Provincial Learner Attainment Improvement Strategy (LAIS) focusing on Teaching, Learning and Assessment;
- to ensure on-site support to districts, schools and teachers for effective implementation of the National Curriculum Statement (NCS);
- to ensure the provision of teacher development and support programmes;
- to ensure that all Curriculum, E-Learning and media advisors were supported to roll out all curriculum programmes in districts;
- to maintain, monitor and evaluate curriculum structures and processes to ensure continued effective implementation of the curriculum in the classroom;
- to ensure that School Based Assessment (SBA) was effectively implemented and monitored; and
- to ensure the credible conduct and administration of all examination and assessment processes in the province.

Sub-programme Achievements and Impacts

- a) **Effective Curriculum planning and implementation through provincial policies, procedures, systems and structures**

Provincial Curriculum Year Planner: In the first instance, the Chief Directorate: Curriculum Management developed a Provincial Curriculum Year Planner for 2009/10. The Curriculum Year Calendar outlines all the curriculum related activities of the four Directorates in relation to Head Office and District activities. Through the development of this Curriculum Year Calendar, the Chief Directorate wishes to ensure improved co-ordination of curriculum programmes across the province as well as provide leadership to District Curriculum Units.

Curriculum Systems and Structures: In support of curriculum implementation, the Chief Directorate ensured the maintenance of Chief Directorate structures through the hosting of 12 Chief Directorate Executive Committee meetings (CD: EXCO), 8 Chief Directorate Management Committee meetings (CD: MANCOM), 3 Provincial Curriculum Co-ordinating Committee (PCCC) meetings, and 1 Quarterly meeting with Head Office Curriculum Planners and administrative staff during the 2009/10 financial year. Furthermore, 2 quarterly meetings and workshops for the GET Subject Advisors and 8 Learning Area Committees were conducted for the GET Band, while the Directorate: Curriculum FET Programmes conducted a half-yearly meeting for 203 Subject Advisors and 29 Provincial Subject Committees. The main purpose of these structures and meetings was to ensure that strategic leadership was provided to all curriculum personnel from Head Office to Districts.

Curriculum Guidelines: Moreover, the Chief Directorate developed and distributed 48 Provincial Learning Area Guidelines for the GET Band and 28 Provincial Subject Curriculum Guidelines for the FET Band. A total of 73 Assessment Instructions were developed and issued to GET and FET schools in the period under review. The guidelines served the purpose of providing clear assessment and examination-related guidance to teachers in the implementation of the National Curriculum Statement (NCS) in the 8 GET Learning Areas and 29 FET subjects.

b) Development and Implementation of a Provincial Learner Attainment Improvement Strategy (LAIS)

Development of Lesson Plans: In this regard, the Chief Directorate developed Lesson Plans and Work Schedules for teachers in all the Learning Areas and Subjects/Fields from Grade R to 12 for all 4 terms of the academic year. These were distributed in Hard Copy and on Compact Disk to the 23 Districts in the province by the Education Leadership Institute (ELI). In addition to this, Districts were provided with photocopying machines and paper to produce copies for schools. In the GET Band, the Languages support materials were translated into Afrikaans, isiXhosa and seSotho. Teachers reported that they found the lesson plans useful in assisting them to plan and pace their teaching over the year. The lesson plans established a uniform standard of teaching and learning in schools. It has also resulted in increased levels of confidence in the implementation of the NCS as evidenced in the quality of work observed during the on-site school visits and the improvement in the quality of School Based Assessment (SBA) observed.

This initiative was further supported by the purchase and distribution of resources to Districts and GET schools for Life Skills, Literacy, Numeracy, Mathematics, Arts & Culture, Languages, Life Orientation, Technology, and Natural Sciences. The development of the Lesson Plans and Work Schedules was an unfunded mandate of the Hon. Member of the Executive Council (MEC), Mr. M. D. Qwasa MPL, which aimed to ensure that all teachers in the province had a resource to supplement teaching and learning in schools. Furthermore, the Lesson Plans were structured in a manner that guided teaching and learning per term. The Lesson Plans would therefore also serve to assist teachers in Grades 3, 6 and 9 in preparation for the Common Tests being administered in June 2010.

Developing Learner Attainment Targets (LATs) for Foundation Phase Teachers: The NCS for the Foundation Phase outlines the outcomes and Assessment Standards to be obtained by all learners per Learning Programme and per grade. However, the actual content to be covered per term has been found by teachers to be under-specified. On request of teachers, Provincial Foundation Planners in collaboration with their District personnel developed Learner Attainment Targets (LATs) for each grade in all three Learning Programmes. These were printed and distributed to all schools. Teachers have reported that the targets have made planning and teaching much easier, and principals have conveyed their considerable appreciation for the way in which the Learner Attainment Targets assist them in managing curriculum at school level.

On-site Monitoring and Support: In support of Districts and schools, Provincial Head Office Learning Area Planners (GET) conducted 22 on-site monitoring and support sessions for Subject Advisors at 23 District Offices. Moreover, 240 schools were monitored and supported by Learning Area Planners in the administration of the Common Task for Assessment (CTA). In total, Provincial Learning Area Planners and District Subject Advisors conducted on-site monitoring and support visits to 11 871 GET teachers, while the Curriculum FET Subject Planners conducted District on-site monitoring and support visits to 207 FET Subject Advisors and 21 596 FET teachers during the course of the financial year. The purpose of the monitoring on-site support visits was to ensure that provincial curriculum programmes were being implemented by Districts and schools. The other aim was to ensure that teachers were supported in the implementation of the National Curriculum Statement.

Content and Methodology Training: In the 2009 mid-year school vacation the provincial office partnered with Rhodes University to develop material and train 120 Foundation Phase advisors and cluster key teachers in the following aspects:

¹⁰⁶ The results of some students will only be made available after Recognition of Prior Learning has been done.

¹¹ Three students funded themselves in accordance with the policy on repeaters.



- **Numeracy:** Space and Shape and 2 and 3 dimensional shapes; lines of symmetry in space and shape; mapping environment; positional relationships between self and 3 D objects
- **Literacy:** teaching different reading strategies and creative writing skills in the classroom.
- **Life Skills:** Personal and social development and coping strategies

The impact of this programme was gleaned from the Foundation Phase monitoring tool in which advisors and teachers reported an increase in understanding and confidence in teaching and supporting teachers.

Additionally, the National Department of Education conducted training for 367 FET Provincial Subject Planners and Advisors on content and methodology in all 29 FET subjects. As a follow-up to the national training, FET Planners and Subject Advisors conducted content and methodology workshops for 875 FET teachers. Also, the training of 23 FET District Subject Advisors, 23 lead teachers and 3 examiners were conducted on the new English First Additional Language (FAL) textbook books for Grade 12.

Subject specific training by FET Subject Planners and other Service Providers also took place during the period under review. In this regard, the Curriculum FET Programmes Directorate co-ordinated a successful training session for 23 Physical Science District Subject Advisors. This workshop was facilitated by the Nelson Mandela Metropolitan University (NMMU) during January 2010. Also, AUTOCAD training of 30 Engineering, Graphics & Design (EGD) Subject Advisors and teachers was undertaken in partnership with the NMMU, while, Mathematical Literacy and Life Sciences teachers were trained by SAASTA. Also, the United States Council on Economic Education (CEE) trained teachers and Subject Advisors on Financial Literacy, while the Office of the Premier (OTP) provided training on Geographical Information Systems (GIS) for Geography teachers. Holocaust training for History teachers was provided by the Holocaust Foundation which is located in Cape Town. The multiplicity of training offered by Head Office Subject Planners and service providers all contributed to supporting the department's LAMS initiatives and ensure greater teacher competency in support of improved learner attainment.

Curriculum Projects: The implementation of the English First Additional Language (FAL) Project (incorporating the National Productivity Initiative, Sowetan Young Communicator's Awards and Nab Ubomi Film Competition) was also a focus of attention during the period under review. The training of 48 learners, 12 teachers and 10 Subject Advisors in practical film-making for the Nab Ubomi Film Competition took place as part of the English FAL Learner Support Programme, and the FET Directorate also collaborated with the Office of the Premier (OTP) in respect of the Learner Public Speaking Competition on the State of the Province Address (SOPA).

Also, the Curriculum FET Programmes Directorate developed Assessment Guidelines to provide support to FET Subject Advisors and teachers on planning for teaching and learning.

Cluster Based Moderation of School Based Assessment: It should also be noted that, both GET and FET Learning Area/Subject Planners monitored and supported the Cluster Based Moderation of School Based Assessment, and the administration and implementation of SBA policy in GET and FET schools.

The Curriculum FET Programmes Directorate also ensured the monitoring and support of the implementation of Practical Assessment Tasks in Grades 10-12 in the 23 Districts, and played a major role in co-ordinating the implementation of the Provincial Grade 12 Learner Support Programme.

Literacy and Languages: The Directorate: ECD & GET Programmes finalised a Home-Language based Bilingual Education (HLbBE) project proposal, which was intended to be piloted in 2 districts per cluster. In this regard, successful Advocacy Workshops for departmental officials, teachers, and other stakeholders were conducted within the identified 3 pilot districts, i.e. East London, Cofimvaba and Qumbu from 11 to 13 November 2009.

The Directorate also conducted Foundation Phase Literacy workshops for the different languages with materials that were developed by Task Teams for Learner Attainment Targets. These workshops were followed up by

monitoring and support visits by GET Foundation Phase and InterSen Head Office Planners. This focused on the Literacy and Numeracy Learner Attainment Targets which was linked to the Foundations for Learning Programme.

Resourcing: In order for District Curriculum personnel to provide support to rural and disadvantaged schools, the Directorate: ECD & GET Programmes provided Grade R Kits as well as 220 Mathematics Kits to District Office Foundation Phase and Learning Area Advisors. The Directorate also successfully conducted Mental Maths training for District Curriculum Officials, in order to promote mental mathematical skills amongst young learners in GET schools. This was further augmented by the supply of Literacy Tool Kits to 75 GET schools and the delivery of 3 720 Maths Kits for schools in the 23 educational Districts of the Eastern Cape. Furthermore, the Directorate purchased and distributed Life Skills, Literacy and Numeracy resources to schools. Also, the Curriculum FET Directorate, in collaboration with the Directorate: Information Technology (IT), procured and distributed 23 sets of NCS compliant subject DVD's for each of the District Offices, in order for Subject Advisors to provide subject specific support to teachers.

Baseline Assessments: Grade R and Grade 1: In order to ensure adequate support to learners beginning their schooling, the Foundation Phase Head Office Planners in the GET Directorate also developed Baseline Assessment documents for Grade 1, which were delivered to 23 District for distribution to all the schools in the province.

Support was also provided to the NDoE, who conducted on-site visits to identify model Grade R classes in the province. Of significance, also, was the establishment in the East London District of the Foundations for Learning (FFL) Cluster Forum which was functioning well with regular monthly meetings.

Annual National Assessments, Standardised Assessment Tasks and External Assessment Tasks: The ANA is driven by the National Department of Basic Education and was conducted for the first time in 2009 in schools with grades 1 to 6 learners. The Directorate: Curriculum ECD and GET Programmes monitored and supported the administration of the Annual National Assessment (ANA) for Grades 1 to 6, the Standardised Assessment Tasks (SAT's) and the External Assessment Task (EAT) for Grade 9. The following is a summary of the Interim ANA results in comparison to the rest of the provinces in the country.

Literacy and Numeracy Performance

| Grade 3 | EC | FS | GDE | KZN | LP | MPU | NC | NW | WC | RSA |
|----------|----|----|-----|-----|----|-----|----|----|----|-----|
| Literacy | 45 | 38 | 38 | 48 | 38 | 30 | 25 | 39 | 51 | 41 |
| Numeracy | 31 | 40 | 43 | 48 | 37 | 37 | 31 | 37 | 54 | 44 |

| Grade 6 | EC | FS | GDE | KZN | LP | MPU | NC | NW | WC | RSA |
|----------|----|----|-----|-----|----|-----|----|----|----|-----|
| Literacy | 37 | 37 | 43 | 35 | 28 | 30 | 32 | 28 | 48 | 35 |
| Numeracy | 39 | 38 | 33 | 35 | 28 | 37 | 32 | 30 | 41 | 33 |

(Source: National Department of Education, Annual National Assessment, 2009)

Recapitalisation of Technical High Schools: The Directorate: Curriculum FET Programmes successfully compiled and presented a Provincial Business Plan for the Recapitalisation of Technical High Schools to the National Department of Education. The provincial business plan was approved by the NDoE.



National Teaching Awards: The co-ordination of the National Teaching Awards was also prioritised by the Chief Directorate, and served to motivate and reward school managers and teachers for excellence in school management and teaching. Altogether, 9 180 teachers and school managers participated in the programme, which led to the participation of 80 finalists in the Provincial adjudications. Ultimately, 2 winners were awarded prizes in the categories "Excellence in Special Needs Education" (Ms. Jende of East London District) and "Excellence in Primary School Leadership" (Ms. Singeni of Cradock District) by the National Department of Basic Education.

Grade 12 Learner Support Programme: Finally, the Curriculum FET Directorate also ensured the successful implementation of the following aspects of the Provincial Grade 12 Learner Support Programme: 30 Day Media Campaign, Radio Lessons, 10 Point Guideline Document, and design, printing and distribution of Z-Cards to all Grade 12 Schools and learners in the province.

c) On-site support to districts, schools and teachers for effective implementation of the National Curriculum Statement (NCS).

As reported under priority 2 above, Head Office GET and FET Learning Area/Subject Planners, MSTE, e-Learning and Media officials conducted on-site monitoring and support visits to 23 District Office Curriculum personnel and schools as part of monitoring and supporting programmes national and provincial programmes. This was aimed at supporting curriculum implementation at District and school levels.

d) Provision of teacher development and support programmes: In support of quality teaching, learning and assessment in the province, the Chief Directorate, together with the Human Resource Development Directorate also co-ordinated the enrolment of teachers in upgrading and upskilling programmes.

National Professional Diploma in Education (NPDE): The Chief Directorate co-ordinates the selection of educators and the monitoring of training of the NPDE programme for the upgrading of the under-qualified educators. Further details on this achievement is provided under Sub-Programme 2.4.

Advanced Certificates in Education: Furthermore, and in order to ensure the continuous professional development of teachers, a number of Advance Certificate in Education (ACE) programmes have been promoted amongst teachers. During the course of the 2009/10 financial year, 338 teachers had been enrolled for the ACE in Mathematics, Science and Technology, and 24 teachers in the ACE for English Language Teaching. Also, 87 teachers were enrolled for a 3 month short course in English Second Language Teaching. Furthermore, 50 Subject Advisors and teachers were enrolled at the Nelson Mandela Metropolitan University for an ACE in Arts & Culture.

e) Tele-Collaborative Learning

Library Training: In this regard, the Directorate conducted 3 training workshops for 150 Media Advisors and Teacher School Librarians. Also, 10 monitoring and support visits to District Media Centres and 30 Cluster School Libraries were conducted.

Literacy Day Celebrations: Furthermore, the Directorate co-ordinated the hosting of Literacy Day Celebrations which was attended by approximately 400 teachers and learners in the Graaff-Reinet District (Cluster C), 400 teachers and learners in Sterkspruit (Cluster B), while over 600 teachers and learners attended this celebration in the Lusakasi District (Cluster A).

Supply of mobile Libraries and Library Materials: This Directorate also supplied 69 mobile libraries to schools. It further supplied 834 schools with Foundation Phase readers to the value of R3 million, while 23 District Cluster School Libraries and 140 school libraries were established during the course of the financial year.



Integration of Information Communication Technologies: In order to promote the integration of Information Communication Technologies in teaching and learning, the Directorate also trained District e-Learning personnel on the utilisation of educational software.

This Directorate also ensured the installation of educational software in 23 District Offices and 884 schools. These initiatives were all followed up with monitoring and support visits to the 23 District Offices and sample schools in order to ensure the implementation of e-Learning, as well as the proper management of functional Cluster Libraries in schools.

Support to Dineledi Schools: Additionally, the Directorate supplied 100 calculators to each of the 62 nationally approved Dineledi schools and 29 other schools. Furthermore, Science Kits were supplied to each of the 23 District Offices for Subject Advisors to mentor and support these schools. Also, Career Guidance Books were supplied to each of the Dineledi schools in the province.

Curriculum website: Furthermore, the Tele-Collaborative Learning & Technology Education Directorate was also responsible for maintaining the Chief Directorate's Curriculum Website. This entailed updating of the website and the curriculum data base, as well as distributing curriculum information to schools and curriculum officials via e-mail. In the 2009/10 financial year 1 173 462 visits had been registered on the site, which is a substantial number of visits. The Curriculum Website address is <http://curriculum.250free.com>.

Mathematics, Science and Technology Education: In addition to promoting e-Learning and school libraries, the Tele-Collaborative Learning and Technology Education Directorate promote Maths, Science and Technology Education. In this regard, the Directorate co-ordinated the provision of training and mentoring sessions for Mathematics and Science teachers in the 62 Dineledi schools. This was followed up with monitoring and support of the 62 Dineledi Schools, as well as in-service training for teachers on Maths and Science content. Moreover, the Directorate facilitated the participation of learners in Maths and Science Olympiads. In this regard, 7841 learners participated in the 2009 Olympiads. The TLTE Directorate also co-ordinated and hosted National Science Week as well as the Expo for Young Scientists, that was attended by 9 500 learners, and 1000 learners respectively.

f) Maintenance, monitoring and evaluation of curriculum structures and processes to ensure continued effective implementation of the curriculum in the classroom.

In this regard, the Curriculum ECD and GET Programmes as well as the Curriculum FET Programmes Directorates held quarterly and half-yearly meetings with Provincial Learning Area/Subject Committees, and conducted District Office visits in support of both GET and FET Subject Advisors in the province. The achievements in respect of this priority were also articulated under priority 2, as part of the Chief Directorates Provincial Learner Attainment Improvement Strategy (LAIS), which focused on improving teaching and learning across the province.

g) School Based Assessment (SBA) was effectively implemented and monitored.

Monitoring, Supporting and Verifying School Based Assessment

In this regard, the Curriculum ECD & GET, as well as the Curriculum FET Programmes Directorates monitored and supported the implementation of School Based Assessment through a series of District and Cluster moderation visits. The Curriculum FET Directorate also co-ordinated, monitored and supported the implementation and moderation of Practical Assessment Tasks in Grades 10 to 12 (Life Orientation, Agriculture, Services, Technical subjects, the Arts and Languages). The successful implementation of the provincial centralised SBA moderation for 14 Grade 12 subjects in collaboration with the Assessment and Examinations Directorate in October 2009 was completed in October 2009. The Directorate also co-ordinated the moderation process of the Grade 12 School Based Assessment by the National Department of Education and Umhlali. In support of this



process also, the Assessment & Examinations Directorate quality assured all progression and promotion schedules for Grades 1, 2, 8, 9, 10 and 11, as well as the SBA of Grade 12 and ABET Level 4 Learners.

Sub-programme Challenges and Responses

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| <p>Challenge 1: Inadequate budget for the unfunded mandate of developing lesson plans.</p> | <p>Response to Challenge 1 The development of Lesson Plans was done by Provincial Learning Area and Subject Planners with the assistance of District Subject Advisors, and in some instances, quality assured by teachers. Printing and the delivery of the Lesson Plans to Districts was done by the Education Leadership Institute. Districts were requested to prioritise the roll-out of Pace Setters and Lesson Plans to all schools in 2010.</p> |
| <p>Challenge 2: The freeze on expenditure for essential aspects such as travel, catering, and accommodation.</p> | <p>Response to challenge 2: Monitoring and support visits to District Offices and schools by the Provincial Learning Area/Subject Planners were restricted to Districts that could be reached within a day without requiring accommodation.</p> |
| <p>Challenge 3: Storage and poor quality of Mathematics and Science teachers.</p> | <p>Response to challenge 3: The Mathematics, Science & Technology Education (MSTE) Academy has been established and operationalised in order to focus on teacher development in the areas of Mathematics and Sciences.</p> |
| <p>Challenge 4: Low level of ICT competence of District e-Learning officials, impacting negatively on the pace of ICT integration in teaching, learning and assessment.</p> | <p>Response to challenge 4: The capacity of District officials are being increased through capacity building initiatives and registration for accredited ICT courses.</p> |
| <p>Challenge 5: Insufficient budget to support NCS implementation in districts and all the planned LAIS Project activities.</p> | <p>Response to challenge 5: A greater slice of the available GET and FET Head Office budget was decentralised to the districts, which resulted in the re-prioritisation and down-scaling of some Head Office activities.</p> |



2.16.3 Sub-programme 2.4: Human Resource Development

Sub-programme Purpose: To provide departmental services for the professional and other development of educators and non-educators in all departmental institutions in order to ensure optimal teaching and learning takes place at schools.

Sub-programme Priorities for the 2009/10 Financial Year

The following are priorities for the Sub-programme

- **NPDE for under- and unqualified educators:** This programme seeks to improve teacher qualification from REQV 10 and 12 to REQV 13 which is an acceptable standard for a qualified educator. NPDE is offered by Universities through distance education. Through this programme teachers acquire skills and knowledge that make them competent for the job. However, it should be noted that the introduction of OSD raised the standard of qualification for teachers to REQV 14 by 2014. The Department has to devise a strategy to mop up the existing REQV 13s.
- **Provision of teacher education through the B Ed learnership programme:** The acute shortage of teachers for scarce and critical subjects led to the declaration of this programme. Participants are matriculants that have a passion for teaching. This is a full time programme that provides for both theoretical and practical learning.
- **Development of the Workplace Skills Plan:** This is a blueprint for training of educators in critical and scarce skills as it is compiled on the basis of skills gaps as contained in Personal Growth Plans (PGPs).
- **The ACE programme for school leadership:** This programme has been a brainchild of the then National Department of Education and, as such, a field test that was supposed to come to an end at the end of 2009. The ACE programme seeks to improve leadership and management skills of school principals. This programme is provided through distance learning. Participants are principals only and these are nominated from both rural and semi-urban Districts. Other ACE programmes are run in various Chief Directorates, as reported under Sub-Programme 2.1 and 2.2.
- **Strengthen the Education Leadership Institute (ELI):** A proposal to establish dedicated, well resourced and well staffed professional development centres (Education Leadership Institutes) has been made. The existence of these centres in the areas of need (rural areas) is recommended as such an act will literally address the issue of bringing services closer to the people. Whilst these centres/satellites will be used as training centres, they will also be utilised as resource centres, thus assisting teachers with the resources they need for effective teaching.
- **Offer in-service training for Continuous Professional Teacher Development (CPTD):** The Education Leadership Institute will champion all teacher development including continuous professional teacher development. It is envisaged that the Institute will be accredited so that it can provide accredited programmes. It should be noted that the Institute will form partnerships with HEIs in the delivery of certain programmes.
- **Training and development of School Management Teams (SMTs), Education Development Officers (EDOs) and other departmental officials in regard to NCS implementation and management of schools.** The training of SMTs, EDOs, Curriculum Planners and Subject Advisers is high on the agenda of the Institute as this group has to keep abreast of all new developments in their areas of specialisation. With new skills and knowledge it will be easy for them to monitor, evaluate and support schools in their specialised fields.

Sub-programme Achievements and Impacts

a) NPDE programme for under and unqualified educators

1 104 learners graduated in March 2010. Large numbers of under-qualified teachers were screened and enrolled for the National Professional Diploma in Education at Higher Education Institutions in the province. The breakdown of teachers who successfully completed the NPDE at the time of reporting¹⁶ is as follows: Nelson Mandela Metropolitan University (430/435), Walter Sisulu University Mthatha (344/438); Walter Sisulu University Isika (268/581); and Fort Hare University (82/59¹⁷). The programme has contributed to the creation of greater

¹⁶ The results of some students will only be made available after Recognition of Prior Learning has been done

¹⁷ Three students funded themselves in accordance with the policy on repeaters.



awareness and understanding of the NCS and assessment procedures among the teachers on the course. District Monitors also report an increase in cooperative work amongst participants in the programme.

2 455 learners are continuing their studies in 2010. In an effort to assist the unqualified temporary educators who have been absorbed by the Department, this programme has for the first time, concentrated on newly absorbed temporary educators for the first year intake. This move is intended to enhance teaching and learning processes in our schools.

b) B. Ed. Learnership programme

78 learners completed the programme in November 2009. The graduation of this cohort in this programme brought a relief to the Department, particularly in the provision of competent teachers for scarce and critical subjects. The placement of these teachers in the identified schools will assist in the improvement of results. 398 learners registered for the year under review. These vary from first to the fourth year students. A similar initiative is also carried out by ETDP-SETA, as contained under Sub-programme 8.1.

c) Co-ordinated the provincial pilot study for development of a Continuous Professional Teacher Development (CPTD) points system for educators. There is a widely representative Provincial Task Team that is driving the programme. The Department has trained the lead teachers and principals of pilot Schools. Participating schools are, as a result of this programme, very keen to participate in personal and professional development programmes as these programmes will count towards the acquisition of skills and knowledge and improvement of their qualifications.

d) MEC Bursary Awards.

This programme has political undertones and, therefore, caters for the Grade 12 best performers in a particular academic year. This is also an incentive for Grade 12 best performers to continue to study in whatever area of learning/profession they wish to qualify. 23 learners graduated in March 2010. A further 119 learners currently involved in the programme vary from first to fifth year levels.

e) Co-ordinated training for teachers

In terms of the Workplace Skills Plan (WSP) teachers are entitled to training which seeks to close the gap found in their PDP's. As a result 5 063 educators were exposed to various training programmes.

f) Strengthen the Education Leadership Institute (ELI)

The Institute co-ordinates all teacher development related training. During the year under review the Institute has played a vital role in the co-ordination of teacher development programmes. The two satellites, viz. Port Elizabeth and Trinsai, have been used for training. Trinsai conducted residential programmes and has been declared the Provincial Mathematics and Science Academy for which kick-off programmes are contained under Sub-programme 2.1, and 2.2. Links have been forged with both the University of Western Cape Stellenbosch for the offering of Mathematics and Science programmes.

g) Provide in-service training for Continuous Professional Teacher Development (CPTD)

The Education Leadership Institute is championing all teacher development initiatives including continuous professional teacher development. A widely representative Steering Committee has been established.

h) Training of SMTs, EDOs and other officials in NCS implementation and management of schools

As this priority seeks to improve teaching and monitoring skills of educators and curriculum planners and advisors the following achievements were reported:

- 344 curriculum personnel and lead educators on specific aspects of IT integration into the curriculum participated in training.
- Content enrichment training was provided to 2 638 educators on Mathematics and Physical Sciences at FET and GET levels.
- Lesson plans and guidelines for 180 instructional days were developed and distributed to all schools. The impact of this exercise is to enhance teaching and learning in the classroom as teachers were not well versed with HCS, and therefore required capacity to develop their own lesson plans.
- Content enrichment training aimed at enhancing Grade 12 results and enriching educators' skills and knowledge was conducted for educators from underperforming FET schools (321 Accounting educators and 65 Agricultural Science educators).
- All newly appointed circuit managers were inducted.
- 1 542 deputy principals and SMT members were trained on aspects of curriculum management and instructional leadership to improve performance in underperforming schools.
- 171 circuit managers were trained to support underperforming schools.
- 230 vacation school managers were trained to run vacation schools in every District.
- The principals of 494 underperforming FET schools were trained on aspects of school management for improved learner performance.

Sub-programme Challenges and Responses

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| <p>Challenge 1: Limited timeframe for upgrading of under qualified teachers. (NPDE)</p> <p>The new legislation on teacher qualification requires all teachers to be at REQV 14 by 2014. It is not feasible for the Department to meet this deadline due to limited funding and also the limited capacity of participating institutions of Higher Learning</p> | <p>Response to Challenge 1</p> <p>An ACE programme and a PGCE programme in addition to the NPDE teacher qualification programme seem to be the best strategies if the Department wants to mop-up all the under- and unqualified teachers within the limited time. In addition there is a need to withdraw a portion of the 10% and 30% of the Skills Levy that is transferred to Provincial Treasury and Office of The Premier respectively so that this budget is utilised solely for teacher development.</p> |
| <p>Challenge 2: Exorbitant fees for the B Ed Learnership programme</p> <p>Universities / HEIs decided to raise the fees for the B Ed Learnership programme midyear without consulting the Department thus affecting the budget processes. As a result the Department has found it difficult to pay the fees in full on time as it has had to request for funding at a very late stage.</p> | <p>Response to Challenge 2</p> <p>The recommendation by HEIs to increase fees should be discussed and agreed upon by both the Department and HEIs.</p> |
| <p>Challenge 3: Lack of funds for CPTD</p> <p>Funds that should have been provided nationally to the project were not transferred and the project was hampered nationally as a result.</p> | <p>Response to Challenge 3</p> <p>The Eastern Cape departmental officials were used to drive key training processes, thus ending the practice of utilising service providers. This strategy was used to allow for legitimate use of provincial funds so that project momentum could be maintained as far as possible.</p> |

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| <p>Challenge 4: Inadequate funding for MEC Awards</p> <p>This programme is partly funded from the Skills Development Levy as the budget allocated to this programme is not enough. This is a problem as the beneficiaries of this programme are not employees of the Department. This means that the Department is putting a strain on the already limited skills development funds. The fact that beneficiaries of this programme do not necessarily become educators is also a problem. Thus instead of funding programmes for teacher education so as to address the shortage of teachers, the Department is supporting other programmes that do not benefit education directly.</p> | <p>Response to Challenge 4</p> <p>The Department should allocate a full budget for this programme in order to solve the uneasiness resulting from the utilisation of the Skills Levy.</p> |
| <p>Challenge 5: Delayed payments for HEIs</p> <p>Late submission of invoices and changing of banking details by HEIs has resulted in the delayed payment. This has grossly affected the learners as they are either denied their results or expelled in some cases.</p> | <p>Response to Challenge 5</p> <p>Head Office has embarked on a process of collecting invoices physically from affected HEIs. The tendency of changing bank details without prior knowledge of the Department has been addressed with the relevant universities.</p> |
| <p>Challenge 6: Delay in strengthening the Education Leadership Institute (ELI)</p> <p>Although the Institute is supposed to co-ordinate all teacher development and related training there are problems in terms of the structure that should be established. This results in the Institute having to outsource services from other Chief Directorates. The Institute and satellites have not been provided with permanent residence. Shortage of accommodation limits progress as teachers have to either travel on a daily basis or procure accommodation. This remains a very costly for the Department.</p> | <p>Response to Challenge 6</p> <p>The Department should speed up the process of finalising the new organogram which must be designed to cater for the needs of the Institute.</p> <p>The Department must provide adequate budget in order to cater for the smooth running of the teacher development programmes.</p> |
| <p>Challenge 7: Inadequate budget for implementation of Continuous Professional Teacher Development (CPTD) programmes</p> <p>Although the Institute has to provide teacher in-service training and CPTD there are serious budget constraints that result in the delay of the provision of these programmes. This negatively affects teaching and learning and also destroys the teacher morale.</p> | <p>Response to Challenge 7</p> <p>The Department has to prioritise teacher development and allocate adequate budget in order to fast-track the training needed to upgrade and boost the morale of the teachers.</p> |
| <p>Challenge 8: Inadequate financial and human resources for driving training and development of School Management Teams (SMTs), Education Development Officers (EDOs) and other departmental officials in regard to NCS implementation and the management of schools.</p> <p>In spite of all the programmes offered by the Institute there are serious challenges around funding and staff. As a result planned training which is aligned to the prescribed quarterly work schedule in order to make it more meaningful is always delayed.</p> | <p>Response to Challenge 8</p> <p>The Department should prioritise teacher development and allocate adequate budget and staff in order to provide training according to the prescribed quarterly work schedule to assist teachers at the beginning of each quarter. This arrangement will address content gaps on time and as such teacher morale will be boosted.</p> |



2.16.4 Sub-programme 2.5: In-School Sport and Culture

Sub-programme Purpose: The main objective of the programme is to provide for the promotion, coordination and monitoring of the implementation of policies for school sport music and culture. The purpose is to promote values and positive attitudes amongst learners through properly coordinated extra-curricula programmes for all levels of schooling

Sub-programme Priorities for the 2009/10 Financial Year

Mass participation in sport, music and culture was identified as one of the key priorities of the Department. This would be achieved through the implementation of the Collaboration Framework between the Department of education and Department of Arts Culture Sports and Recreation especially in previously disadvantaged schools.

Sub-programme Achievements and Impacts

a) Collaboration with Department of Sports Arts and Culture

There is improved collaboration with DSRAC as shown by the successful Provincial School Sports Indaba which was jointly planned by the two departments. The positive outcome of the Provincial Sport Indaba is a better co-operation with sports bodies and stakeholders in the province. Organisational capacity of the province in managing sport and culture has improved as shown by the hosting of the national Primary Schools Athletics Championships at Jan Smuts Stadium. The collaboration with the DSRAC has improved mass participation in sports and achievement at national events. Through mass participation 5 622 schools participated in all 16 sport codes.

b) Athletics Championships

In the national Athletics Championships held in Sasoburg the Eastern Cape secondary schools brought home 32 medals with 11 gold, 11 silver and 10 bronze with 9 Eastern Cape athletes selected to participate internationally from 23rd to 25th April 2010 in Botswana. Primary schools brought 25 medals in total and came 4th out of the nine (9) provinces at the national Athletics Championships held in Durban in April and winning 14 Gold, 15 Silver medals and 14 Bronze medals with one learner breaking a record in Triple Jump Under19 Boys. In the 2009 national Athletics Championships Team Eastern primary school athletes won 25 medals while our secondary school athletes collected 43 medals with Aphelele Razmeni breaking the SA schools record in the Under 19 Boys Triple Jump.

c) Winter Games

In the national Winter Games Gold medals were won in football Under 17 Boys, Football Under 15 Girls and Silver medals in Volleyball Under 13. During the Winter Games two Under 17 Boys from Eastern Cape Team were selected to join the Super Sport Academy. Most rural districts have managed to purchase sport equipment. However, there is need to construct standardized sports facilities within the infrastructure budget where partnership with local municipalities and the private sector is critical.

d) South African Schools Choral Eisteddfod

At the national 2009 South African Schools Choral Eisteddfod (SASCE) held at the Dome in Randburg Hombu JSS in Lusikisiki, Zuney Farm School in Port Elizabeth, Nomathemba Primary School in Stutterheim, Bakuba JSS in Ntabankulu, KwaKomanzi SSS in Queenstown and Nyameko SSS in Mdantsane won top trophies.

The Provincial Choral Eisteddfod was successfully held at River Park in East London. Consultative meetings were held with the provincial Music Structure and other stakeholders to iron out governance and financial issues on music. Training and preparation of the provincial winning choirs (Opera and small Ensemble categories) was held at Cintsa before choirs proceeded to Gauteng for the national SASCE Championship. A provincial policy working document on SASCE was developed to regulate the formation of music structures and the regulation of music activities such as adjudication and participation of schools.

e) Baton Twirling

A Provincial Baton Twirling and Cross Country championship were held in Gonubie and Queenstown respectively, with the Eastern Cape team participating in the national championships in Kimberley and Bloemfontain where a few of our learners were selected to represent South Africa in Norway.

f) 2010 FIFA World Cup

2010 FIFA World Cup advocacy was done in the rural areas including Sterkspruit and Dutywa. Indigenous Games, Ngoma Dance and Music Festival were held at Dutywa Stadium to showcase 2010 FIFA World Cup in school communities. The 2010 School Adventure Programme was implemented with the province participating in the national event.

Sub-programme Challenges and Responses

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| Challenge 1: Functionality of the PROCOC The Provincial Coordinating Committee (PROCOC) was not fully operational. PROCOC meetings could not all regularly for collaborative planning with stakeholders. The implication was that the planning of provincial sporting events was not fully representative of all stakeholders in school sport. | Response to Challenge 1 Revive the regular PROCOC meetings in 2010. This will ensure that planning for provincial school sport is inclusive. |
| Challenge 2: Cancellation of Capacity Building Programmes Accruals depleted the funds resulting in cancellation of capacity building programmes for sports administrators and referees could not take place. | Response to Challenge 2 All the affected parties have been sensitised to spend the budget more efficiently and spend within the limits of available district budget. |

2.16.5 Sub-programme 2.6: Conditional Grant- School Nutrition Programme

Sub-programme Purpose: To provide for projects under programme 2 specified by the Department of Education and funded by conditional grants. In relation to this specific conditional grant, for the School Nutrition Programme, the primary objective is to use school nutrition interventions as a vehicle to provide quality education through enhancing learners' active learning; improved health awareness of the value of nutrition through the education curriculum; use of SNP resources as an instrument for poverty alleviation in communities; and by contributing to general health development for learners who are at risk as a result of the social and economic circumstances of their families.

Sub-programme Priorities for the 2009/10 Financial Year

In the his Budget and Policy Speech the MEC placed the strengthening of the School Nutrition Programme high on the priority list as it contributes significantly to major goals of the Department, namely: improving access to and quality of education particularly for vulnerable children. The programme planned to expand its reach to 183 quintile 1 Secondary Schools and to add to the feeding in quintile 1 and 3 primary schools. To this end a budget of R486.69m was allocated for this programme.

The rollout of the School Nutrition Programme Model was to be completed in the financial year under review. A new model that would provide meals with improved nutritional value was to be finalised in the 2009/10 financial year. The Programme also planned to forge closer links with curriculum management to ensure mainstreaming of nutrition education into the curriculum. 1 211 school gardens were to be established, 133 SMMEs were to be appointed to provide meals to learners while 7 356 meal servers were to be appointed during the financial year under review. All these were initiatives to enhance sustainability of the programme while contributing to local economic development in school communities reached by the programme.

Improving operational efficiency for the programme was a priority for the Department in light of a number of complaints of non-feeding in some schools, delays in payment and allegations of fraud. The Department's plan to respond to this was to strengthen its monitoring activities.

Sub-programme Achievements and Impacts

a) Increased Number of Learners in the Programme

Beneficiaries increased from 1 342 000 learners in 2008/9 to 1 376 000 learners (including learners in Grade R-4 in quintiles 4 and 5 primary schools). 174 106 Learners in 183 quintile 1 secondary schools benefited for the first time since the inception of the Programme. The increased number of beneficiaries in the primary school section is a clear indication that there has been increased access to education which is one of the strategic goals of the Department.

b) Improved Operational Efficiency

Payment of meal servers was decentralized to the district to fast track payments. Guidelines with stringent control measures were developed guiding schools and districts on how payment should be made. These were approved by the Department, making a major contribution to the Department's endeavour to decrease the fraudulent transactions within the system. Furthermore, the SNP staff were trained on LOGIS and this alleviated pressure on Supply Chain Management of the Department in capturing orders for payment of service providers thus resulting in improved relations with suppliers.

c) Collaboration with the FET Sector

The programme entered into a Memorandum of Understanding with King Hintsa FET College whereby the college had to supply feeding utensils and mobile kitchens to the programme. This initiative created opportunities for training of students at FET Colleges



d) Poverty alleviation and the creation of Economic Opportunities

The target to appoint 7 356 meal servers was exceeded by 25% as 9 500 meal servers were contracted and benefited from the programme. In addition, 128 SMME's were contracted to provide meals during the financial year. All this is expected to go a long way towards poverty eradication and the stimulation of economic activities in poor communities.

Sub-programme Challenges and Responses

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| <p>Challenge 1: Payment backlogs</p> <p>Payment backlogs are a result of non-completion of reconciliation of payment claims by a legal company Ngubane & Ngubane. These are 2004-2006 claims without authentic documentation. These created serious limitations on the budget as they had to be settled from the 2009/10 allocation.</p> | <p>Response to Challenge 1</p> <p>A document management project was put in place aiming at verifying service providers' documents in order to process claims dating back to 2004. An independent company has been appointed to manage documents and to make recommendation for payments.</p> |
| <p>Challenge 2: Learners not funded by the Conditional Grant</p> <p>The Department received a mandate to feed learners in quintile 4 and 5, Grade R-4 and Grade R learners in ECO standalone sites. An equitable share had previously been allocated for the programme and it greatly assisted in the feeding of these learners as they are not catered for by the Conditional Grant. In the 2009/10 financial year there was no equitable share allocation therefore feeding of these learners was not funded and feeding them on the Conditional Grant would be a deviation from the Business Plan.</p> | <p>Response to Challenge 3</p> <p>Approval to continue feeding this category of learners was obtained with payment from the equitable share. The Department resolved to seek funds through budget cuts and savings made from workshops and catering in the equitable share. The Department is continuously engaging in discussions in an endeavour to ensure that these learners are fed.</p> |
| <p>Challenge 3: Delays in tender processes</p> <p>The non-awarding of the tender for fully resourced Mobile Kitchens for secondary schools resulted in the Department forfeiting a rollover of R20.117m and an inability to provide mobile kitchens to all deserving schools as promised. The non-provision of mobile kitchens to schools resulted in schools not complying with a cooked menu. Learners were fed on a bread-based menu which is not in compliance with the approved business plan. This could have resulted in tranches not being transferred in the following quarters of the financial year.</p> | <p>Response to Challenge 3</p> <p>The Department entered into an agreement and signed a memorandum of understanding with King Hirisa FET College to manufacture mobile kitchens and to provide feeding and eating utensils to secondary schools.</p> |
| <p>Challenge 4 Delays in awarding of tenders</p> <p>The non-awarding of tenders by the Department resulted in the continuous extension of previous tenders leaving the Directorate with a challenge and inability to include deserving schools and learners who were erroneously omitted but had submitted on time. These learners would have to wait for a long time before they could be included.</p> | <p>Response to Challenge 4</p> <p>An approval is always sought to attach the omitted schools to suppliers feeding in the same vicinity. However the process of attaching the erroneously omitted schools prolongs the process as it also has to go through the procurement procedures.</p> |
| <p>Challenge 5 non monitoring</p> <p>Non-monitoring resulted in suppliers not complying with the prescribed menus as well as non-feeding in some areas</p> | <p>Response to Challenge 5</p> <p>Monitoring by districts was intensified. A monitoring tool was designed by Head Office to assist districts in their monitoring.</p> |



2.17 Programme 3: Independent School Subsidies

Overall Programme Purpose: To support independent schools in accordance with the South African Schools Act. This includes sub-programme 3.1, Primary Phase and Sub-Programme 3.2, Secondary Phase.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
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| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT |
| Strategic Objective 2.2: School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies |

Overall Programme Priorities for the 2009/10 Financial Year

The Department's priority for this programme was to ensure that the independent schools added value to the system by providing access to quality education. Continuous monitoring of these schools to ensure that they met prescribed performance standards required for registration and adequate funding was therefore prioritised during the financial year under review. Furthermore, the Department strove to attain the National Norms and Standards for School Funding for all qualifying schools.

Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|--|----------------|----------------|-----------|------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM001: Number of funded independent schools visited for monitoring purposes | 112 (100%) | 112 | 0 | 0% |
| PM002: Number of learners in subsidised Independent Schools | 38 963 | 37 613 | - 1 350 | 3.5% |
| Provincial Performance Measures | | | | |
| PPM003: Number (percentage) independent schools externally evaluated in line with the Independent Schools Association of South Africa (ISASA) policies | 5 (4.5%) | 0 | - 5 | 100% |



Overall Programme Achievements and Impacts

1) Transfers to Independent schools

Subsidies due to qualifying schools were transferred in 2009/10. Any non-payment was due to problems with supplier numbers and non-submission of Audited Financial Statements by those schools. 30% of the subsidy was withdrawn from the 14 schools that performed below the provincial average percentage pass. These savings were used as an application of a phase-in approach whereby schools performing above the expected level received a 100% subsidy. In 2009 eight schools received a subsidy for the first time.

Overall Challenges and Responses

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| <p>Challenge 1: Poor performance by independent schools</p> <p>Many independent schools are not performing at the required standards. Pass rates are declining as indicated by Grade 12 results. 54% was recorded in 2009 which translated to a reduction of 11% from the 2008. The fact that 14 schools were removed from the subsidy programme is another worrisome challenge for the Department as many learners in these schools are not able to benefit from government funding.</p> | <p>Response to Challenge 1</p> <p>All under performing schools are excluded from the subsidy programme, but will be reinstated by an improvement in their year-end results</p> |
| <p>Challenge 2: Poor performance by independent schools</p> <p>The Department did not manage to conduct external evaluations in schools under this programme. It is assumed that this may have had a contribution to the poor quality of results in these schools.</p> | <p>Response to Challenge 2</p> <p>The Department has since formalised relationship with Umalusi and it expected that external evaluations will commence in the 2010/11 financial year</p> |
| <p>Challenge 3: Non compliance by the schools</p> <p>Timeous transfers were delayed by schools not submitting their audited Annual Financial Statements (AFS) and this affected the Department's cashflow projections.</p> | <p>Response to Challenge 3</p> <p>The Department aspires to effect all transfers within the same financial year</p> |
| <p>Challenge 4: Inadequate funds</p> <p>The Department was unable to subsidize qualifying schools according to the National Norms and Standards for School Funding due to insufficient budget.</p> | <p>Response to Challenge 4</p> <p>The application of a phase-in approach whereby schools performing above the expected level, receive 100% subsidy.</p> |

2.18 Programme 4: Public Special School Education

Overall Programme Purpose: To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 5 on Inclusive Education. Programme 4 includes: 4.1 special schools; 4.2 professional services; 4.3 human resource development; 4.4 in-school-sport and Culture and 4.5 Conditional Grants.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|--|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with the policy and principals of inclusive education |
| Strategic Objective 3.7: Enhanced integration of HIV and AIDS and life skills into and across the curriculum |
| Strategic Goal 4: Increased levels of service integration at the local level |
| Strategic Objective 4.6: Strengthened coordination and partnerships within the Department and with government, social partners and civil society |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources |
| Strategic Goal 8: Social issues affecting schooling addressed |
| Strategic Objective 8.1: Schools and departmental structures and processes established to respond adequately to the social issues which affect schools and schooling |

Overall Programme Priorities for the 2009/10 Financial Year

Inclusive education focuses on eliminating all forms of barriers to learning so as to enable all learners to access education and receive support. The focus of the programme for 2009/10 was identifying, screening, assessing and appropriately placing learners. In support of this priority District Based Support team (DBST) in all Districts were to be empowered to enable them to effectively discharge their function of enforcing the implementation of inclusive education policies and rendering appropriate support to the educators.

Establishing and strengthening institutions in which these learners are placed is critical. To this end the establishment of reform schools, a final production centre at Kanyisa Special School, converting ordinary schools into full service schools, as well as strengthening special schools to become resource centres was planned for the financial year under review. To galvanize support for the implementation of White Paper 5 and all other policy imperatives applicable to this programme advocacy and social mobilisation programmes as well as monitoring activities were planned for the 2009/10 financial year.



Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|-------------------|----------------------|-----------|------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions | 3 577 (8.22%) | 22 873 ¹⁹ | 23 010 | 743% |
| PM402: Number of learners enrolled in Special Schools | 11 696 (0.57%) | 8 973 | - 2 723 | 23% |
| Provincial Performance Measures | | | | |
| PPM403: Increased number of educators who are able to identify and screen learners with barriers to learning from the current 300 to 500 in 2009/10 financial year | 500 | 500 | 0 | 0 |
| PPM404: Number (percentage) of special schools whose school governing bodies (SGBs), are exposed to empowerment programmes within the first year of assuming office | 10 (23.8%) | 9 (20.7%) | 1 | 10% |
| PPM405: Number (percentage) of special schools whose school management teams are exposed to empowerment programmes in their roles and responsibilities | 20 (47.6%) | 0 | -20 | 100% |
| PPM406: Number of Special Schools with Health Advisory Committees (HAC) | 42 (100%) | 0 | -42 | 100% |
| PPM407: Number (percentage) of School Safety Committees that meet once a quarter to record and deal with health and safety issues | 2 066 (35%) | 0 | - 2 066 | 100% |

Overall Programme Achievements and Impacts

a) Establishment and Strengthening of Special schools

A Provincial Braille Centre was established at Kanyisa Special School for the blind in Port Elizabeth. Although the centre is not yet fully established, there are already 400 learners identified from two different special schools for the blind who use Braille learning and teaching materials (LTSM) developed at this center. In the past the Eastern Cape learners did not have access Braille LTSMs as they were difficult to obtain.

¹⁹ The actual output refers to the total number of children with any form of disability not enrolled in either public ordinary schools or special schools. According to Statistics South Africa's 2007 Population estimates the Province has approximately 49 460 disabled children which suggests that approximately 46% of disabled children do not have access to schools. The targeted output refers to the number of new children that were to be enrolled in Special Schools. 2000 learners were enrolled in Special Schools while 2472 were placed in public schools in the financial year under review.

b) Placement of Learners

A total of 4 472 disabled children and youth of school going age from informal centres and off the streets were screened, identified, assessed and 2 000 learners were enrolled in special schools. The remaining 2 472 learners were then enrolled in Full Service schools and Public ordinary schools.

c) Advocacy, Empowering and Programme Monitoring

Increasing awareness (Advocacy) on Inclusive Education in order to reduce/eliminate barriers to learning experienced by learners was one of the key projects of the programme. Radio slots on the local radio stations such as Tru FM and Mhlobo we Nene FM were secured. In these radio slots Inclusive Education was advocated to the community at large in the Eastern Cape. This included parents, educators and learners. As a result of this advocacy all learners in the Eastern Cape benefited because parents, educators and the community were informed of the strategies in place to support learners experiencing barriers to learning at all levels of support (i.e. in Special schools, Full Service schools and Public ordinary schools).

d) Empowerment of DBSTs and Institutional Level Support Teams (ILST)

28 educators were targeted to be enrolled for the Augmentative and Alternative Communication Strategies (Honours degree) at the University of Pretoria. All these educators, who are part of DBSTs, are continuing with their studies. This will provide them with skills to offer support to educators who have to provide support to learners with barriers to learning. 12 educators were also trained in the use of Basic Sign Language in order to support learners experiencing barriers to learning as a result of deafness or hearing loss.

Overall Challenges and Responses

| | |
|--|--|
| <p>Challenge 1: Mismanagement in some special schools. The process of an establishment of a Braille Production Centre at Kanyisa Special School was delayed. This affected the learning and teaching of blind learners as there were no Braille LTSMs being produced.</p> <p>IsiGcwesi Special School was found to be admitting learners without considering their needs and age. This resulted in the misplacement of learners and they could thus not receive support in line with their needs. Such learners fail to achieve academically.</p> | <p>Response to Challenge 1 Provincial office, district office, Special Schools and other stake holders were involved in a series of meetings to resolve these challenges.</p> |
| <p>Challenge 2: Overlapping functions in other programmes. Certain functions of this programme cut across more than one directorate. Empowerment programmes for SMTs, SCB and the establishment of HAC were some of the priorities that suffered due to lack of coordination resulting from overlapping functions in the Department.</p> | <p>Response to Challenge 2 A closer collaboration with the other relevant directorates has been undertaken so that the impact on Special Schools is minimal and this will ensure that LTSMs are delivered on time and in the correct quantity, and that empowerment programmes that support the establishment of SCBs, SMTs, HACs and School Safety Committees are extended to schools.</p> |
| <p>Challenge 3: Lack of transport in a number of districts to enable the process of placing and supporting LESN. There is a constant and urgent need for transport in order to reach disabled children and youth of school-going age who are not currently enrolled in schools. Conducting follow-ups on those who had been mobilized and who need to be screened has also been problematic.</p> | <p>Response to Challenge 3 It was recommended that more officials apply for subsidized vehicles in order to facilitate the availability of transport to enable them to reach as many children and youth as possible.</p> |

2.19 Programme 5: Further Education and Training

Overall Programme Purpose: To provide Further Education and Training (FET) at public FET Colleges in accordance with the Further Education Training Act no. 16 of 2005. Programmes offered in the FET Colleges involve the implementation of policies related to the efficiency of FET Colleges in ensuring that teaching and learning takes place. The policies support and develop FET Colleges so that they can address the provincial and National priorities. Programmes offered in the FET Colleges are aligned with the government programmes with the objective of stimulating local, provincial and the country's economy. Also preparing the youth of this province for the world of work was a priority for the programme.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|---|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners |
| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT |
| Strategic Objective 2.2: School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers |
| Strategic Objective 2.3: Increased access, throughput and success through quality, relevant learning programmes in well resourced FET Colleges |
| Strategic Objective 2.4: Potential of FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills training programmes |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.3: Teacher utilization and performance improved and managed |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.2: Effective performance management and accountability processes for all employees |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources |
| Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels |
| Strategic Objective 9.4: FET Colleges properly upgraded and recapitalized in order to respond to labour market needs |



Overall Programme Priorities for the 2009/10 Financial Year

The priorities for the FET College Directorates were as indicated below:

- **Training of educators on the new National Certificate Vocational (NCV) curriculum:** The new NC (V) Curriculum places heavy demands on educators and calls for ongoing training and upgrading in the various learning sub-fields.
- **Training of College Council members:** The College Council members needed capacitating in their new role as the employers of the FET colleges' staff members. The focus of the training was on governance, policies and relevant legislation. The roles and responsibilities of these council members were clearly articulated.
- **Addressing infrastructure backlogs:** The historically disadvantaged colleges have been under-resourced for decades. This has resulted in the migration of prospective students to affluent areas of the province. To curb this practice millions of rands were decentralized to these colleges for the construction of classrooms, workshops, simulated environments, administrative centres, hostels and resource centres.

Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|--|------------------|------------------|-----------|--------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM501: Number of NC(V) students enrolled in public FET Colleges | 7 965 (45%) | 11 428 (100%) | 3 463 | 43.5% |
| PM502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count) | 3 668 (54.7%) | 11 000 | 7 334 | 200.1% |
| PM503: Number of learners placed in learnerships in FET Colleges | 853 | 1 100 | 207 | 23.2% |
| Provincial Performance Measures | | | | |
| PPM504: FET Colleges through put rate on the NCV programme | 66% | 44.9% | - 21.1 | 31.9% |
| PPM505: Number (percentage) of posts at FET Colleges filled by appropriately qualified (both technical and teaching) staff at the start of each academic year | 500 (68.9%) | 500 (68.9%) | 0 | 0% |

Overall Programme Achievements and Impacts

- Training of educators on the new National Certificate Vocational (NCV) curriculum**
Out of 728 educators employed in our colleges, 435 educators were trained on the New NC (V) Curriculum. These trainings impacted positively as evidenced by the improvement of results in the sector. Port Elizabeth College is in the top 10 colleges nationally. There were follow-up visits after a series of training workshops. The monitoring visits were conducted to determine if implementation of the training interventions had taken place.
- Training of College Council members**
At least 24 College Council members and their Secretaries were inducted on their roles and responsibilities as clearly stated in the FET Act No. 16 of 2006. This has assisted in the establishment of proper governance structures to ensure collaboration between college internal stakeholders and college Councils. This has further promoted stability and good working relations in colleges.



c) Addressing of infrastructure backlogs

The FET Directorate decentralized budget to colleges in order to address the infrastructure backlogs. This has assisted colleges in the construction of additional classrooms, hostels, resource centres and simulated rooms. Administrative centres were built at Buffalo City, King Hintsa, Mhala and Ingwe FET Colleges. Classrooms and resource centres were built at all eight colleges. Hostels to accommodate male and female students were constructed at King Sabata Dalindyebo FET College. The additional buildings enabled colleges to increase their student enrolments from 7 600 to 11 400.

d) Centralization of marking

Centralization of marking contributed to the integrity of the examination processes as there were no queries from the National Department of Education: Examinations and Assessments Directorate. An added advantage was the capacitating of new and inexperienced markers and moderators. The centralized submission of the marked scripts positively resulted in the rapid release of the examination results to the colleges.

Overall Challenges and Responses

| | |
|---|--|
| <p>Challenge 1: Effects of the implementation of the FET Act 18 of 2008</p> <p>A number of skilled educators opted to remain with the state as the employer.</p> | <p>Response to Challenge 1</p> <p>The secondment of the unplaced educators back to the colleges would go a long way in addressing the skills shortage.</p> |
| <p>Challenge 2: Conditions of service for college educators.</p> <p>The educators who opted to transfer to college employment did not get OSD benefits causing them to be demoralised.</p> | <p>Response to Challenge 2</p> <p>The once off 4% backdated for 27% has raised the morale of college lecturers.</p> <p>Negotiations should be sped up for the improvement of salaries of college educators.</p> |



2.20 Programme 9: Adult Basic Education

Overall Programme Purpose: To ensure that adults without basic education or basic skills have access to ABET Centres. The skills and learnerships are provided through SETA and the Department of Labour (DoL) and are relevant to the labour market. The programme is divided into two sub-programmes: 6.1 Public Centres and 6.4 Human Resource Development.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|--|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities |
| Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners |
| Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society |
| Strategic Objective 2.1: Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT |
| Strategic Objective 2.2: School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers |
| Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes |
| Strategic Objective 3.8: Improved literacy and proficiency in the language of learning and teaching (LoLT) |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.5: Optimal provisioning and utilization of human resources |



Overall Programme Priorities for the 2009/10 Financial Year

The priorities for the programme for the financial year under review were as follows:

- **Expand the reach of ABET:** expanding the reach of ABET through the implementation of the Provincial Literacy Programme by enrolling a total of 15,325;
- **Developing and implementing appropriate curricula in line with the PQDP:** in 2009 the Directorate intended in the interim to develop and implement an appropriate curriculum in line with the PQDP for adult learners. This is because the curriculum for ABET does not adequately address the needs of adult learners;
- **Piloting and implementing an open learning strategy in formal and informal learning sites:** A Secondary Education for Adults (ASECA) is a pilot programme that was implemented in 8 Districts. The Pilot has come to an end there is a recommendation in place that this programme should be evaluated to see whether it can be implemented in all the Districts. This programme takes learners from ABET to Grade 12;
- **Improving ABET educators qualifications through training in ABET methodology and implementing Learnerships:** The Directorate set out to train 40 Matriculants in NQF 4 Certificate with the ETDP SETA which includes Adult Education and Training (AET);
- **Incorporating HIV and AIDS and Voter Education in curriculum:** The Directorate envisaged to incorporate HIV/AIDS and voter education in the manual for the PLP. This is done to ensure that the scourge of HIV/AIDS is minimised and democracy is entrenched;
- **Piloting of norms and standards for funding Adult Learning Centres:** Centres will be piloting norms and standards for ABET. As part of this process 23 Centres in the 23 Districts have been identified for piloting Norms and Standards; and
- **Acquiring appropriate learner support material for ABET:** Learner support material was to be developed by ABET educators and staff at national level to be ready for 2010/11.

Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|----------------|----------------|-----------|--------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM691: Number of ABET learners in the province | 48 372 | 38 748 | - 9 624 | 19.9% |
| Provincial Performance Measures | | | | |
| PPM692: Number of students successfully completing ABET level 4 | 100 | 1 550 | 1 450 | 1 550% |
| PPM693: Number of Adult Education and Training (AET) tutors appointed in writing on the first day of each academic year | 3 641 | 3 062 | - 579 | 15.9% |



Overall Programme Achievements and Impacts

a) Expanding the reach of ABET

In the Provincial Literacy Programme(PLP) people are trained to read and write . The PLP target was 15,525 learners for the two intakes. [1st intake – April to September, 2nd intake – October to March] every year. During the last two intakes the target was exceeded by 3 947 thereby totaling 19 472.

b) Developing and implementing appropriate curricula in line with the PGDP

Changes to the curriculum in ABET have been planned and effected in 2009/10. During the year under review the new curriculum was implemented. The learning areas were reduced from 8 to 6 with two different General Education & Training Certificates (GETCs), the Vocational GETC and the Academic GETC. This has refocused the curriculum so that we are able to implement the objectives of the PGDP

c) Piloting and implementing an open learning strategy in formal and informal learning sites

A Secondary Education for Adults (ASECA) was piloted in 8 Districts. The Pilot has come to an end, and an internal evaluation was done. The internal evaluation indicated that this programme has a positive impact in addressing the failure rate in the province. This programme takes learners from ABET to Grade 12 if they are over 23 yrs of age.

d) Improving ABET educators qualifications through training in ABET methodology and Implementing Learnerships

40 learners were trained in NOF4 with the ETDP SETA, 38 of whom have graduated.

e) Piloting of norms and standards for funding Adult Learning Centres

Identification and certification of 23 centres in 23 districts was done.

f) Incorporating HIV and AIDS and Voter Education In curriculum

HIV and AIDS and Voter Education have been included in the manual for the PLP. 19 472 Adults have been trained on voter education as this is part of the PLP.

Overall Challenges and Responses

| | |
|--|---|
| Challenge 1: Conditions of service of ABET educators The payment of 37% in lieu of benefits to ABET Educators. | Response to Challenge 1 The Department is seeking guidance from the National Department in the light of the Free State Arbitration Award that is in favour of the Free State Provincial Department. |
| Challenge 2: Facilities for the implementation of the new curriculum With the implementation of the new curriculum there is a dire need for improved infrastructure to accommodate the Vocational GETC learners. | Response to Challenge 2 The rationalisation of schools will open space for more facilities for ABET. FET colleges will also assist in accommodating ABET learners in the vocational fields. |



2.21 Programme 7: Early Childhood Development

Overall Programme Purpose: The objective of the Programme is to increased admission in ECD as well as participation and success rates in GET especially of rural learners, girls and LSEN.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|--|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities |
| Strategic Goal 2: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 2.3: Teacher utilization and performance improved and managed |
| Strategic Objective 2.4: A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools |
| Strategic Goal 3: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 3.5: Optimal provisioning and utilization of human resources |

Overall Programme Priorities for the 2009/10 Financial Year

The programme planned to attach Grade R classes to GET schools, provide Grade R facilities in schools, provide accredited training to Grade R and Pre-Grade R practitioners, provide adequate resources to Grade R and Pre-Grade R centres and strengthening capacity of School Governing Bodies to support in the management of centres.

Overall Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|-------------------|-------------------|-----------|------|
| | | | Unit | % |
| National Performance Measures | | | | |
| PM701: Number of Grade R learners in public schools | 155 400 (7.6%) | 141 859 | 6 259 | 4% |
| PM702: Number of five year old children in education institutions | 96 331 (68%) | 97 163 (68.1%) | 852 | 0.9% |



| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|----------------|------------------------------|-----------|------|
| | | | Unit | % |
| Provincial Performance Measures | | | | |
| PPM703: Repetition rate in Grade R to Grade 1 | 2.5% | 3.9% | 1.4 | 56% |
| PPM704: Number of (percentage) Pre-Grade R Practitioners trained to improve the quality of education in foundation phase | 750 (29.4%) | 750 ¹⁸ (29.4%) | 0 | 0 |
| PPM705: Number of (percentage) Grade R practitioners trained in level 4 per annum to improve the quality of education in foundation phase | 660 (28%) | 0 | -660 | 100% |
| PPM706: Number of (percentage) Grade R practitioners trained in level 5 per annum to improve the quality of education in foundation phase | 900 (19.3%) | 0 | -900 | 100% |

Overall Programme Achievements and Impacts

a) Access to ECD in rural areas

In order to achieve the target of providing all Primary schools with Grade R classes by 2014/15, out of 4 710 schools the Department has attached 4 538 classes to ordinary public schools during the year under review with an enrolment which stands at 163 425 390. The province has increased access to Reception year to assist children to be literate and numerate at the required levels.

b) Resourcing of Grade R classes

To enhance teaching and learning and assist Practitioners in putting their daily plans into action, the Department has provided 3 061 Grade R classes with Learner Support Material, sand & water play equipment, story books, toys, and wooden blocks. Classrooms, furniture and jungle gyms have been procured for some schools as well.

c) Partnerships with Department of Social Development on EPWP Programme

In 2009 1 100 Pre-Grade R practitioners graduated with an accredited NQF Level 1 qualification. A further 750 practitioners started their NQF Level 4 Qualification. Because of this programme, the quality of education being offered in Pre-Grade R classes is improving.

¹⁸ Please note 750 Pre-Grade R Practitioners were enrolled for Accredited NQF Level 4 training in September 2009 and are currently undergoing training. They are expected to complete the training by the end of September 2010.



Overall Challenges and Responses

| | |
|---|--|
| Challenge 1: Grade R Resources Target of purchasing resources for Grade R classes could not be met. Some districts experience systemic challenges and could not purchase jungle gyms. | Response to Challenge 1 Implementation of Norms and Standards for Grade R funding by the Department could address the challenge. |
| Challenge 2: High Repetition and Drop-out Rates Repetition and drop-out rates are particularly high. This has negative implications on the efficiency of the programme as effectively if a learner repeats it costs the Department twice as much. | Response to Challenge 2 Increasing awareness (advocacy) on admission requirements in order to address the challenge of admitting learners that are under age has to be undertaken. |
| Challenge 3: Absence of Conditions of Service The absence of Conditions of Service for practitioners was the cause of industrial action taking place in 2009 and this adversely affected teaching and learning. | Response to Challenge 3 Issues regarding conditions of service for Grade R Practitioners are currently under discussion at both HEDCOM and CEM. |
| Challenge 4: Lack of Appropriate Facilities for Grade R Delays in the construction of Grade R Facilities adversely affected the implementation of the programme. | Response to Challenge 4 Grade R facilities to receive more attention and greater priority from the Infrastructure Section to deal with the huge backlog. |

2.22 Programme 8: Auxiliary and Associated Services

Overall Programme Purpose: to cater for other functions not captured under the previous seven programmes.

Strategic Goals and Objectives of the Programme

| Associated Strategic Goals and Objectives for the Programme |
|---|
| Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location |
| Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN |
| Strategic Objective 1.5: High quality relevant teaching, learning and assessment materials and equipment reach the poorest schools |
| Strategic Goal 2: Improved quality of teaching and learning at all educational levels throughout the Province |
| Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps |
| Strategic Objective 3.3: Teacher utilization and performance improved and managed |
| Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced |
| Strategic Objective 5.6: HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department |
| Strategic Goal 8: Social issues affecting schooling addressed |
| Strategic Objective 8.1: Schools and departmental structures and processes established to respond adequately to the social issues which affect schools and schooling |
| Strategic Objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools |
| Strategic Objective 8.3: A safe and healthy environment and employee wellness in the workplace |
| Strategic Objective 8.4: A new model developed and introduced for the School Nutrition Programme which involves community participation as a cost effective mode of delivery. |
| Strategic Objective 8.5: Care and support for those who are infected or affected by HIV and AIDS |
| Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels |
| Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate |



3.22.1 Sub-programme 8.1: Payments to SETA

Sub-programme Purpose: To provide employee HRD in accordance with the Skills Development Act

Sub-programme Priorities for the 2009/10 Financial Year

The Department has to transfer 1% of the Skills Levy to ETDPSETA in order to tap on the development programmes provided by ETDPSETA. These programmes are provided through grants that are awarded to Provinces. This percentage is also utilised by ETDPSETA for administrative costs. The programme also caters for the provision of learnership programmes for educators and non-educators in identified areas of development

Overall Programme Achievements and Impacts

- a) Provision of 20 Interns by ETDPSETA to both Districts and Head Office to expose the unemployed graduates to the workplace as well as to ease the load of the serving employees. These Interns are employed for a period of 12 months at a stipend of R3000.
- b) A Finance programme for non-financial managers was provided, thus improving financial management skills of principals. 100 principals benefited from this programme.
- c) 20 departmental officials registered for Occupational Directed Education and Training Development.
- d) Training of Skills Development Facilitators in which 13 officials participated. This programme equips participants with the skills needed for co-ordination, management and implementation of skills development programmes
- e) Bursaries were awarded to 165 deserving learners at R20 000 per learner, of which 30 are registered in the B Ed Learnership Programme.

Sub-programme Challenges and Responses

Challenge 1: A delay in the transfer of the skills fund to ETDPSETA making it impossible for the Department to utilise the fund timously.

Response to Challenge 1

The Department will request ETDPSETA to issue the invoices early.



2.21.2 Sub-programme 8.2: Conditional Grant- HIV and AIDS

Sub-programme Purpose: The objective of the HIV and AIDS Programme is to develop and implement an integrated and inter-sectoral approach that provides education, prevention, care and support to infected and affected learners, educators and schools communities

Sub-programme Priorities for 2009/10 Financial Year

As part of its efforts to develop and implement an integrated and inter-sectoral approach that provides education, prevention, care and support to infected and affected learners, educators and schools communities the Department had the following as its priorities for the 2009/10 financial year:

- to ensure that knowledge on HIV and AIDS is infused and integrated across the curriculum; the Department to provide age, learner and language appropriate LTSM to schools;
- strengthening of inter-sectoral collaboration with relevant sister government departments and civil society structures (Effective Partnerships) through a range of advocacy programmes that aim at creating a broad base of support for the HIV and AIDS programmes.
- Strengthening monitoring and evaluation to assess the impact of HIV and AIDS programmes and their value for money.

Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Sub-Programme

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|-------------------|----------------|-----------|------|
| | | | Unit | % |
| Provincial Performance Measures | | | | |
| PPM801: Number of orphans and vulnerable children (OVC) in school | 40 000 (1.95%) | 81 209 (4%) | 41 209 | 103% |
| PPM802: Number of schools with Health Advisory Committees (HAC) | 600 (10.1%) | 300 (10.6%) | -300 | 50% |

Overall Programme Achievements and Impacts

a) OVC Care and Support

There was an increase in the number of schools with OVC Care and Support Programmes from 200 in 2008/09 to 300 in 2009/10 and as a result the Department was able to assist 81 209 learners by providing services such as the assistance in obtaining of identity documents and birth certificates, the reporting of abuse cases and by offering counselling and support through the intervention of caregivers.

b) Promotion of Inter-sectoral Collaboration

In order to create a broad support base for the programme advocacy activities were undertaken together with relevant sister departments and civil society structures. Examples of these are the two Road-shows held jointly by the Department and other sister departments and NGO's where approximately 10 000 learners and 2000 community members were reached in Ndabamba (King William's Town district) and in Ghibirna (Fort Beaufort district). In both these road-shows services were brought closer to the people, e.g. processing ID's and birth certificates for both learners and community members by the Department of Home Affairs; processing of grants for learners and community members by both SASSA and the Department of Social Development, with SAPS certifying all copies on



the spot, and the Department of Health doing screening for both learners and community members. In this way social issues affecting learners were addressed and at the same time schools were developed as centres of community life.

c) Peer Education

The peer education programme continued to inform learners on strategies for the prevention of HIV and AIDS infections. The programme promotes healthy living of learners and their families and assists learners in dealing with emotional problems as well as helping them to develop good decision-making and social skills. However, a more concerted effort is still required as there are signs that the impact of the programme has yet to have a significant impact on the behaviour change in the learners.

Sub-programme Challenges and Responses

| | |
|---|---|
| <p>Challenge 1: Payment of PGT and Peer Educators: Because peer group trainers and care givers are paid a monthly stipend and are not paid on PERSAL it has resulted in delays in their payment. This has, in turn negatively affected visits to schools.</p> | <p>Response to Challenge 1 The payment system has been improved by making peer educators, Care givers, Cluster Managers and Supervisors complete a form 1401.</p> |
| <p>Challenge 2: High Teenage Pregnancy Rate Despite efforts to ensure that effective life skills education is offered in every school, according to 2009 EMS data 355 schools recorded a learner pregnancy rate above 3% during the year under review. However the Department believes that many cases were not reported and there is a strong possibility that the number could be much higher.</p> | <p>Response to Challenge 2 The Department has prioritised the 355 schools which recorded a learner pregnancy rate of more than 3% and a more rigorous Peer Education programme will be introduced in these schools. It will include joint visits by Provincial Teams and District Based Support Teams. More support will be canvassed from sister departments to address some of the factors that have bearing on learner pregnancy.</p> |
| <p>Challenge 3: High parent mortality rate The high mortality rate of parents has led to an ever-increasing number of orphans and vulnerable children in schools which create tremendous pressure for the Department to provide more resources and support.</p> | <p>Response to Challenge 3 Canvass more support from sister departments and NGOs.</p> |
| <p>Challenge 4: Targets not met The Department was unable to meet the target of the establishment of Health Advisory Committees (HAC) in 600 schools. This is mainly due to the fact that the Directorate had experienced budgetary constraints which prevented training of stakeholders to manage effective HAC in schools.</p> | <p>Response to Challenge 4 The remaining 300 schools will be covered during 2010/11 financial year and some aspects of Health Advisory Committees will be intergraded into programs like the revised Peer Education and OVC program.</p> |

1.22.3 Sub-programme 8.3: Special Projects- Health Promotion in Schools

Sub-programme Purpose: To create schools that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities." The programme also supports educators and the entire school community by creating health promoting schools. It aims to create safety net for vulnerable learners who lack access to social services and support.

Sub-programme Priorities for the 2008/10 Financial Year

Informed by the National Policy on HIV & AIDS for learners and educators in Public Schools and FET colleges (1999) and the School Health Policy and Implementation Guidelines of the Department, a life-skills based health education programme was embarked upon. The aim of the programme was to ensure a healthy, hygienic and safe learning environment, with adequate water and sanitation facilities in all schools.

Programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Sub-Programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|---|----------------|-------------------|-----------|-------|
| | | | Unit | % |
| Provincial Performance Measures | | | | |
| PPM803: Number of schools trained in the six pillars of Child Friendly Schools Health promotion Programme. | 138 | 104 | - 34 | 25% |
| PPM804: Number of schools that are implementing the six pillars of the Child Friendly Schools model. | 129 | 104 | - 25 | 19.4% |
| PPM805: Number of educators, learners and school communities supported in creating effective schools. | 20 623 | 31 207 | 10 584 | 51% |
| PPM806: No. of principals and heads of Department at school level that have capacity to collect and analyse Child Friendly School data and utilize the information interventions that can be managed and monitored at school level. | 138 | 586 ²² | 448 | 325% |

Overall Programme Achievements and Impacts

a) Ensuring a healthy, hygienic and safe learning environment

Child Friendly School was a Pilot Programme supported by United Nations Children Education Fund (UNICEF) and was piloted in 69 schools which had reported high incidences of crime and violence. Through partnership with UNICEF the Department was able to carry out extensive renovations (including separate sanitation facilities

²² This number also includes other School Management Teams that were trained together with the School Principals. Approximately 104 schools were trained in this programme.



for male and female learners) exceeding R8 000 000-00 in six schools in Motherwell, Helenvale and David Livingstone in the Port Elizabeth District, Nyangilwe in Libode, Tapolleng in Sterkspruit and Jumba in Mthatha.

This partnership with UNICEF also resulted in the building of computer labs with 25 working stations in the abovementioned schools and each school was provided with 25-30 computers. If properly utilised, these computers may prove to be an effective means of provision for life skills-based health education.

b) Best/Better Practices Learnt from the Programme

The programme provided an opportunity for the Department to learn vital lessons on how issues of discipline and behaviour of learners, educators, parent and communities can be changed. Due to the success of this programme with regards to this UNICEF has produced a DVD to showcase the success of the programme and its potential impact to 40 countries experiencing similar challenges. The Department intends to influence the design of its intervention to strengthen school functionality.

c) Partnerships for the schools

Another 9 schools received donations of computers, printers and fax machines from the Business Sectors as a result of closer co-operation with businesses in the communities. Collaboration with the Department of Agriculture provided seeds for vegetable gardens and fencing for some schools.

Sub-programme Challenges and Responses

| | |
|--|---|
| <p>Challenge 1: Lack of Resources to Sustain the programme. Lack of budget resulted in the programme being terminated after October. Consequently no monitoring or support intervention was provided after the original training. Furthermore, the programme may not be fully implemented due to budgetary constraints.</p> | <p>Response to Challenge 1 The Department will integrate this programme with the existing capacity building programme being implemented to improve school governance and management.</p> |
|--|---|



2.2.4 Sub-programme 8.4: External Examination

Sub-programme Purpose: To provide for quality and credible management, administration and conduct of assessment, examination and certification services.

Sub-programme Priorities for the 2009/10 Financial Year

The rendering of credible and efficient administration and management of assessment and external examination procedures in Grades 9, 11, 12 as well as ABET level 4 is the heart beat and the reason for the existence of this sub-programme. The sub-programme strives annually for the efficient conduct of assessment and examinations by all 908 NSC Examination centres and over 2000 Grade 9 centres, as well, as over 400 ABET Level 4 centres. The other main focus is to ensure that all candidates who wrote examinations receive their results on the day of the results release. This process leads to the issuing of reliable certificates for all the qualifying candidates. Credibility can only be achieved by also setting up achievable and practical risk management systems that will protect the assessment and examination processes. This is done through the use of the Integrated Examination Computer System that manages all the examination processes ranging from registration of centres, candidates, packaging and capturing of marks, leading to certification. The process of marking is also a well planned process that ensures that the marks captured have source documents and belong to legitimate candidates and proper records are available whenever they are required.

The weak management of progression and progression schedules by all schools was identified as one of the key areas that needed closer scrutiny and attention. In the last three years the sub-programme put systems in place to ensure that the promotion and progression schedules submitted at the end of the year were quality assured, especially the Grades 9, 10, 11 and 12 promotion schedules. This priority is expanded to all Grades in the 2010/11 financial year. The stability of learner performance in the schooling system to a greater degree depends upon the efficient management of the promotion and progression schedules. There is constant monitoring of the implementation of the assessment policies through the School Based Assessment verification processes.

The setting up of common standards across the schooling system is one of the important elements required to engender accountability and the provision of accurate information to all the key stakeholders thus enabling them to take effective decisions. In order to ensure improvement in the assessment, measurement and examination systems, processes, policies and practices the provision of guidance and training is inevitable. Hence a lot of effort continues to be made to inform, educate and train all school management teams and officials on assessment and examination deliverables on an ongoing basis as the new mandates emerge.

It is imperative for the directorate to participate in all the projects and efforts that will ensure that all candidates have access to education and achieve educational excellence. There are various strategies that are being implemented such as the active participation in all provincial learner attainment improvement strategies.

Sub-programme's Key Outputs

National and Provincial Performance Measures, Targets and Actual Outputs for this Sub-programme.

| Provincial Education Sector | Target Outputs | Actual Outputs | Deviation | |
|--|----------------|----------------|-----------|-----|
| | | | Unit | % |
| Provincial Performance Measures | | | | |
| PPM807: Number of learners in grades 9, 11, 12 and ABET level 4 who meet assessment and examination requirements | 149 895 | 84 150 | - 65 745 | 56% |
| PPM808: Number of schools and examination centres that participate and conduct public examinations efficiently | 4 188 | 4 759 | 571 | 14% |

Overall Programme Achievements and Impacts

a) The management of centres and candidates registration

There was an improved management of the registration and de-registration of all examination centres in the schooling system. A clear system of the establishment of examination centres was set up and is fully functional. The recommendation is done at the District office and final approval at the Provincial office after the site visit and after the Provincial team is convinced that the centre meets all the minimum requirements of an examination centre and also after accreditation by Umalusi. All the non-compliant examination centres were either not approved or de-established.

b) The management, administration and conduct of assessment and examinations

The efficient conduct, administration and management of NSC Grade 12, ABET Level 4, Grade 11 and NATED 550 examinations. The printing, packing and distribution of examination question papers were done under strict security conditions. There was an integrated planning with all the law enforcement agencies, the municipalities and all the social partners through the functional Provincial Examinator Board (PEB). All officials to be involved in examinations were thoroughly trained starting from officials, invigilators, markers and examination assistants. There was no leakage of the examination in this Province. This has been sustained for the last eight years. The sub-programme has ensured that candidates were provided with exemplar question papers for revision purposes, as well as question papers for the end of the year. They were also adapted to accommodate candidates with special needs, including those in special schools. The marking processes were conducted with credibility with 98% of the markers paid in April 2010.

c) The management of progression and promotion schedules

The progression schedules were successfully managed by the section that is designated to perform such responsibility. The mismanagement of the promotion and progression schedules has been reduced by almost 80% as a result of this concerted effort to quality assure the schedules. The directorate has established a special section to quality control and manage all compliance matters pertaining to the progression and promotion schedules.

d) The Release of the NSC and ABET Level 4 Results

The department successfully released all the NSC Grade 12 and Abet Level 4 results for 2009. The Province did not experience any leakages of papers. The results of the candidates who wrote NSC examinations in 2009 were released on 7 January 2010 with all candidates receiving their results.



For the first time in 2010 the results of all candidates from Grades 1-11 were also officially released by the by MEC for education. This was a first step in the effort to send a strong message that all Grades are equally important and that there should be quality teaching and learning at all levels. This is also in keeping with the spirit of the Quality Teaching and Learning Campaign as well as the Foundations for Learning Campaign.

Sub-programme Challenges and Responses

| | |
|--|--|
| <p>Challenge 1: Inadequate application of Promotion and Progression requirements by schools, leading to learners being incorrectly retained, promoted or allowed to progress, especially in Grades 11 and 12.</p> | <p>Response to challenge 1: School schedules were quality assured by the Assessment & Examinations Directorate. The Acting Superintendent-General issued a memorandum instructing Districts and schools to ensure that the incorrect application of the promotion and progression requirements be rectified.</p> |
| <p>Challenge 2 : Instability of the Integrated Computer Examination System(IECS) The new examination system that was used to administer the registration, processing and the resulting of Grade 12 NSC candidates is not yet fully developed and still has gaps. The speed of the system fluctuates ranging from down time to slow to medium speed. These delays impacted negatively on the meeting of tight deadlines.</p> | <p>Response to Challenge 2 Constant interaction with the National Help Desk. Constant training of the staff operating the programme. The utilization of overtime in order to meet deadlines.</p> |
| <p>Challenge 3: Inadequate organisational design. The structure was designed to manage only Grade 12. The added mandates of managing assessment and examination processes and procedures throughout the schooling system from Grade R to 12 was not catered for in the 2008 organisational structure.</p> | <p>Response to Challenge 3 The Directorate has made submissions suggesting improvements to the Departmental Organisational Structure Task Team for inclusion into the overall organisational review that is being undertaken. In the short-term contract employees were used to reinforce the shortfall in personnel. The use of overtime for performing highly sensitive functions where non-permanent staff could be considered a risk.</p> |
| <p>Challenge 4: Inadequate budget The budget allocation was grossly inadequate for the efficient delivery of the mandates and priorities planned for.</p> | <p>Response to Challenge 4 Non-critical activities were cancelled and some deferred to the next financial year, for example, the purchase of the OMR scanner. Monitoring of school-based assessment was left entirely in the hands of district officials. The percentage of schools to be monitored during the writing of examinations was reduced from 90% to 50%. Strict financial controls such as reducing the number and length of meetings and workshops were put in place.</p> |









**SECTION 3
REPORT OF THE
AUDIT COMMITTEE**

REPORT OF THE AUDIT COMMITTEE

For the year ended 31 March 2010

The Department of Education's Audit Committee report for the financial year ending 31 March 2010 is presented below:-

AUDIT COMMITTEE RESPONSIBILITY

The function of the Audit Committee is primarily to assist the Head of Department in discharging his/her duties relating to the safeguarding of assets, effective management of liabilities and working capital, the operation of adequate systems and process of internal control, and the preparation of financial reports and annual statements.

The committee reports that it has complied with its responsibilities arising from Section 38 (1)(a) of the PFMA and Treasury Regulation 3.1.13.

The Audit Committee also reports that it has adopted appropriate formal terms of reference as its audit committee charter, has regulated its affairs in compliance with this charter in discharging its responsibilities as contained therein.

AUDIT COMMITTEE MEMBERS AND ATTENDANCE:

The Audit Committee for the year under review consisted of the members listed hereunder and met five (5) times as per approved terms of reference

| Name of Member | Number of meetings Attended |
|-------------------------------|-----------------------------|
| Mr LC Dudumasho (Chairperson) | 5 |
| Mr N Nicholls | 5 |
| Mrs NZ Gurta | 5 |
| Ms N Lita | 5 |
| Dr C Maurice | 4 |

RISK MANAGEMENT

As part of governance improvement the department has established and is in the process of fully implementing a risk management strategy. During the current year the audit committee reviewed and recommended to the accounting officer for approval the Risk Management Strategy, Framework and Policy.

The Audit Committee believes that once the risk management process has been rolled out it will significantly improve strategic management and corporate governance of the department. We believe that strategy, risk, performance and sustainable service delivery are inseparable. Proper risk management will ensure that best practices are implemented and the core function of the department is the focal point and this will contribute enormously to service delivery. The audit committee will constantly monitor the roll out of risk management to ensure that this process reaches maturity within a reasonable time.

Due to the significance of identified potential fraud, conflict of interest and corruption cases within the department limited resources of the risk management unit are applied in following up these matters and only limited effort is placed on preventative measures. We recommend that the investigative function of the unit be outsourced and the internal resources be focused on preventative measures and implementing sustainable risk management practices.



INTERNAL AUDIT

Internal audit operated with an annual and three year rolling plan approved by the audit committees. The audit coverage included Schools, Districts and Head office and focused on areas considered to be key and high risk. Key areas included Human Resource, Asset management, Payments Services, Scholar Transport, School Nutrition, and IT at Head office level. The results of these audits were presented to management for their response and findings resolution and to the Audit Committee for final review. In our opinion internal audit has been under-resourced and this has impacted on the overall effectiveness of the internal audit during the current financial year.

The co-sourcing arrangement came to an end more than a year ago and for the current year we relied entirely on internal resources. The audit committee had recommended that the co-sourcing arrangement be continued for mainly two reasons, firstly to enhance our capacity in terms of skills and numbers and secondly to assist with maintaining some level of independence for purposes of giving assurance to the Accounting officer and the audit committee.

The audit committee further determined that assurance was needed in various areas, such as financial administration and reporting, supply chain, performance audit and legal compliance and based on this we further advised the department on the areas to be considered when appointing a service provider. The department has to-date not implemented any of the above recommendations and we believe that the internal audit is under-resourced in terms of skills and number of personnel and therefore not in a position to fully discharge its responsibility.

THE EFFECTIVENESS OF INTERNAL CONTROL

The system of controls is designed to provide cost effective assurance that assets are safeguarded and that liabilities and working capital are efficiently managed. In line with the PFMA and the King II & III Report on Corporate Governance requirements, Internal Audit provides the Audit Committee and management with assurance that the internal controls are appropriate and effective. This is achieved by means of the risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

We have concluded, based on the work that was undertaken as part of the annual internal audit plan and Auditor General's interim and final audits, that the system of internal control was ineffective. The material areas that are affected are the human resource administration, supply chain management, financial administration, planning and reporting, and asset management. The key root causes for these weaknesses are lack of appropriate capacity and expertise at correct levels, lack of will at senior levels to enforce best practices, non-compliance with management policies, lack of appropriate policy framework for managing outsourcing arrangements and also lack of a proper document management system. The failure of the department to fill critical posts in finance and supply chain with appropriately skilled individuals, and upgrading skills at district levels is slowing progress in addressing these matters. The Committee made several recommendations to management, that include the improvement of the department structure, sourcing of the right skill for the critical posts, upskilling of administration staff and completion of the Registry project initiated to address the matters relating to incorrect human resource information and missing documentation. Effective controls that are in line with good corporate governance practices are necessary to obtain the desired service delivery levels.

GOVERNANCE PROCESSES AND ACCOUNTABILITY

The findings and related recommendations of internal audit, Auditor General and audit committee have been acknowledged by management but no significant corrective action has been taken in the past and no evidence that managers responsible have been held accountable for their respective areas. The findings included processing transactions without appropriate approval and sufficient documentation, non-performance of routine accounting functions such as reconciliations and clearing of suspense accounts on a regular basis, inaccurate processing and recording of transactions.

The audit committee has recommended that the matters raised by the assurance givers and the audit committee form part of the agenda for the monthly management meetings and the managers should be responsible for resolving the matters affecting their sections or directorates. The leadership needs to hold defaulting managers accountable and take decisive steps. Good governance is achieved by the creation of a skilled and stable management team. This department has been



negatively affected by the constant turnover of senior and general management, vacant positions and other human resource disturbances throughout reporting year.

TURN AROUND PLAN

The current management and leadership of the department is reviewing previous corrective action plans and updating them for purposes of addressing all the matters raised by Auditor General and Internal Auditor, and these plans need to be prioritized and implemented appropriately. The audit committee is of the view that a well coordinated corrective plan that is backed up by both financial and non-financial resources is needed to address the "legacy issues" and current challenges facing the department. Inadequate budget and consistent changes at the leadership level have in the past limited management's ability to fully implement the corrective plans that have been formulated.

THE QUALITY OF IN YEAR MONITORING AND MONTHLY /QUARTERLY REPORTS SUBMITTED IN TERMS OF THE PFMA AND THE DIVISION OF REVENUE ACT

The Audit Committee is satisfied with the timely submission of monthly and quarterly reports. But the committee is of the view that the quality, accuracy and the content of these reports must be improved to be more accurate and more tailored to meet the specific needs of key stakeholders in the department, including the audit committee. The Committee has provided its feedback to the relevant officials as to how the quality of information reported can be improved.

EVALUATION OF FINANCIAL STATEMENTS

Lack of appropriate policies, procedures, control mechanism and capacity within districts, supply chain management and finance division of the department, makes it difficult for the department of Education to generate a reliable, accurate and complete set of financial statements. Our interaction with management, review of reports issued by internal auditor and the opinion issued by Auditor General confirm this. For the third year in a row the financial statements were not made available in time for the members to perform the relevant quality reviews on them. At the time of the audit committee meeting arranged to review the annual financial statements, these financial statements were partially complete and the audit committee was not in a position to review and recommend them for approval by the Head of Department.

The audit committee has reached a conclusion that the department does not have capacity to produce a set of financial statements within the time frames appropriate to comply with Public Finance Management Act and in the manner prescribed by the applicable accounting framework.

RELATIONSHIP WITH STAKEHOLDERS

During the year under review the audit committee has met with MEC, Superintendent General, and the Auditor General. The committee believes that the Standing Committee on Public Accounts has a role to play in the turnaround of the department and our chairperson will, if invited, attend at the financial statements review meeting and provide input towards any correcting resolutions that are formulated by the Standing Committee.

SUBSEQUENT EVENTS

Subsequent to year end management identified and followed up potential cases of irregular acts that were being perpetrated within the department. The leadership of the department acted decisively and took action to have these investigations include a senior internal audit manager. The audit committee is concerned that similar instances were identified and investigated in the past but due to change at senior management level these matters were never all pursued to conclusion.

CONCLUSION

As reported above the findings of internal audit, the Auditor General and other investigative service providers and their conclusions on the governance and control environment show that this department requires a prioritized and urgent turnaround. A synchronized effort by all provincial and perhaps national mechanisms will be needed to able this change.



APPRECIATION

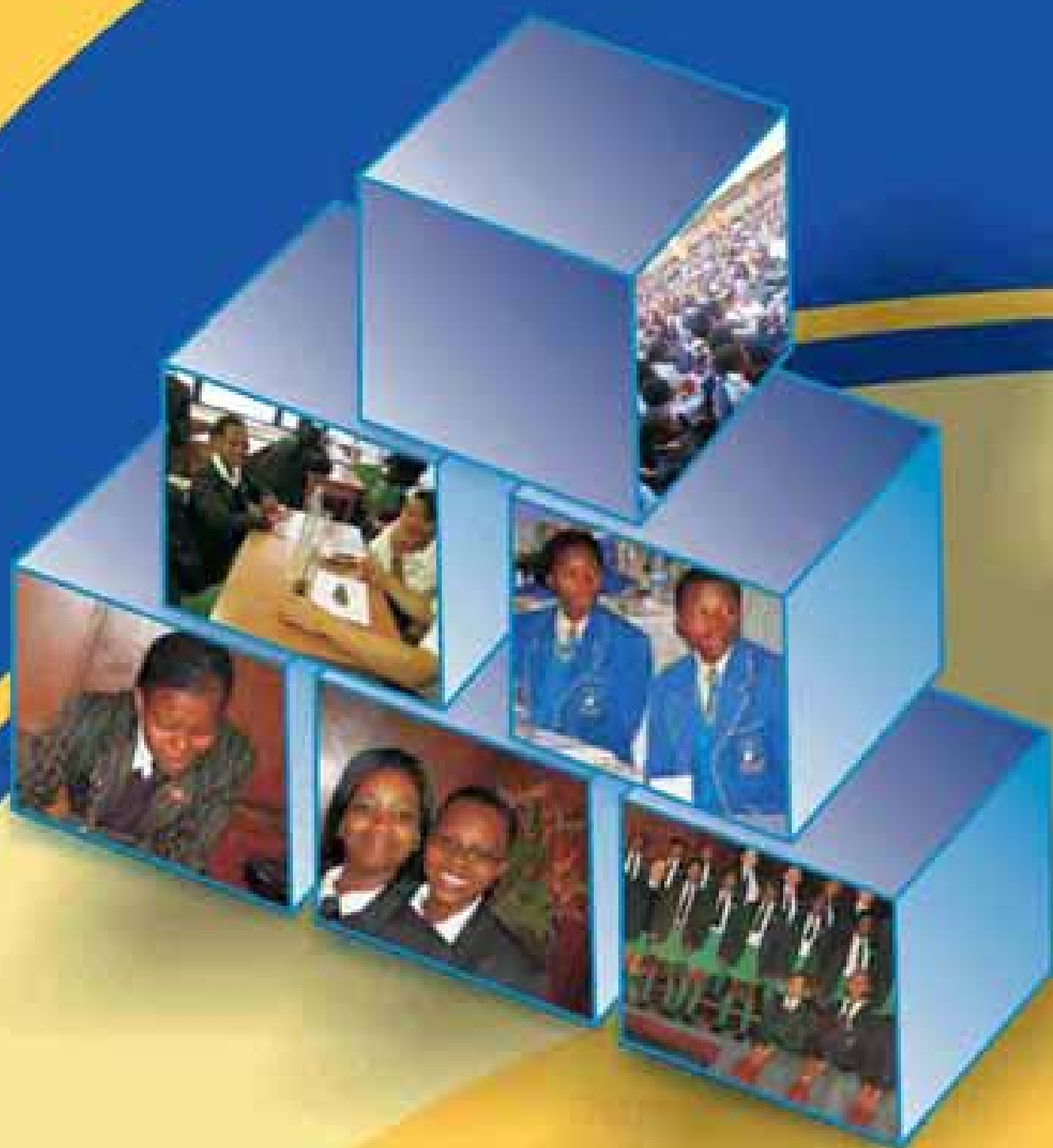
Our sincere appreciation and thanks is extended to all those who attended our meetings for their contribution, to our MEC for his guidance and support, to the Head of Department, Prof RH Nengwekhulu and management as a whole for their support and useful interaction during the year under review.

A handwritten signature in black ink, appearing to be 'A. M.', written in a cursive style.

Signed on behalf of the audit committee by Chairperson

Date: July 29, 2010







**SECTION 4
ANNUAL FINANCIAL
STATEMENTS**



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

Report of the Accounting Officer for the year ended 31st March 2010

Report by the Accounting Officer to the Executive Authority and Provincial Legislature of the Eastern Cape for the year ended 31 March 2010.

1. General review of the state of financial affairs

The Department has continued to improve financial management by ensuring that all districts participate in the various forums namely Supply Chain Management Forum, Human Resources Forum and the Finance Forum. These are mainly targeting middle managers in order to ensure standardisation and consistency within the Department. Monitoring tools have been developed to ensure consistency in both implementation and reporting.

Policy decisions and strategic issues facing the department

The main policy changes during the year under review were the following:

- o The School Nutrition Programme was expanded to feed quintile 1 secondary school learners who were not fed before.
- o Funds for meal servers under the School Nutrition Programme were transferred to schools who in turn would pay the meal servers.

Major projects undertaken or completed during the year

Of the infrastructure projects undertaken during the year under review, 215 projects were completed. Of these 142 projects reached practical completion whilst 73 reached final completion.

Programmes to support literacy and numeracy campaign, grade 12 learners were undertaken which resulted in improvement of grade 12 results.

The Maths and Science Academy, Leadership and management and teacher development programmes were instituted during the last quarter of the financial year.

Significant events that have taken place during the year

A new acting Head of Department was appointed by the Department during the year under review. After the 2009 elections the same Member of the Executive Council was appointed thus ensuring continuity.

The division of the National Education into two National Ministries namely, Basic Education and Higher Education had no financial impact during 2009/10 but may have significant impact in 2010/11 as funding for Higher Education will be in the form of a conditional grant.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

Spending trends

The spending trends of the department over the last two years are as follows:

| Expenditure | 2009/10 | | 2008/09 | |
|-------------------------|------------|-------|------------|-------|
| | R'000 | % | R'000 | % |
| Actual expenditure | 21,165,545 | 103.1 | 17,875,193 | 89.8 |
| Budgeted Expenditure | 20,526,488 | 100.0 | 17,920,776 | 100.0 |
| Under/over) expenditure | (636,957) | 3.1 | 6,288 | 0.1 |

The principal reason for over expenditure is attributable to the Compensation of employees mainly under Programme 2 Public Ordinary schools and programme 6 Adult Basic Education and Training. The underlying reasons for the over expenditure are:

Programme 2: Public Ordinary Schools - the implementation of collective agreement 1 of 2007, having to carry the cost of improvement of Conditions of Service (ICS) over the amount provided in the adjustment estimate, the excess cost over budgeted amount (in the adjustment estimate) following the implementation of Occupational Services Dispensation (OSD) and increased number and cost of temporary educators due to double parked educators.

The implementation of Treasury Circular 7 of 2009 which provided for the Department to comply with the Section 40 projections had an effect of limiting the expenditure of the Department even in Programmes that still had funds due to the over expenditure under Programme two and six. The consequences of this were:

- Delays in the implementation and completion of infrastructure projects
- Reduced expenditure on goods and services items
- Inability to pay suppliers within a reasonable time
- Increased accruals at the end of the financial year.

An additional allocation was made to the Department of Education during the 2009/10 Adjustment Estimates on the signing of the Memorandum of Agreement with the Historic Schools Restoration Project represented by the Most Reverend Archbishop Ndungane. An additional adjustment was given to the department during the same Adjustment Estimate for payments in respect of ICS and OSD which were paid to the employees in October and December respectively.

Infrastructure spending continued to improve during the year under review also and this is attributable to improved monitoring and the roll out of projects during the last financial year.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

The following adjustments to the original budget were approved by Legislature during the year under review:

| | |
|---------------------------|------------------------------|
| Original budget | R 18, 447, 987 million |
| Add additional allocation | <u>R 1, 581, 981 million</u> |
| Adjusted budget | R 20, 029, 488 million |

The additional allocation of R1, 581,981 million is made up of the following:

- R433, 025 million in respect of improvement of Conditions of Service (ICS)
- R544, 256 million in respect of the implementation of OSD for educators
- R 4, 750 million for the Historic Schools Restoration Project

The steps taken during the last financial year to address poor financial performance in order to address and prevent recurrence of under- expenditure continued to strengthen accountability and make a difference during the year under review.

- The department continued to improve cash flow projections through interrogation to ensure that all responsibility managers are able to monitor and report on variances from their programmes and sub programmes on a monthly basis.
- Districts continued to be involved in the In Year Monitoring processes during the year under review and this has resulted in significant improvements in both knowledge and accountability. This process was extended in some districts to circuit offices in order to ensure that schools also begin to account for their expenditure.
- The projects identified for the Audit Intervention Plan have a significant impact on the financial management performance in some areas but this needs further strengthening through monitoring and reporting on a regular basis.

Virements

Virements within the discretion of the Accounting Officer in terms of Section 43(1) of the Public Finance Management Act were approved by the Accounting Officer mainly to offset excesses reported under certain programmes. These are reflected in the Appropriation Statement.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

2. Services rendered by the department

2.1 List of services rendered

- Education administration, which includes financial management, supply chain management, education management and conditional grant funding management.
- Public ordinary school education, mainly being the public primary and secondary school education including in-school sport, culture and heritage
- Provision of funding to independent schools
- Provision of funding to special schools
- Provision of Further Education and Training (FET)
- Provision of Adult Basic Education and Training
- Provision of Early Childhood Development including Pre-Grade R
- Provision of Human Resource Development across the system and External Examinations

2.2 Tariff policy

- | | |
|----------------------|--|
| • Interest policy | As per current gazetted rates |
| • Examination Fees | R25.00 per lost certificate |
| • Remarking | R70.00 per subject |
| • Boarding & Lodging | R550.00 hostel fee per learner per quarter |
| • Boarding & Lodging | R245.00 hostel fee per month (Hostel staff) |
| • Commission | 2.5% of pay-over value to insurance companies |
| • Garnishee | 5% of the value deducted |
| • Tenders | R50.00 per tender document |
| • Telephone | Recovery of personal calls over the limit for cellular phone holders |

2.3 Free Services

Learners in no fee schools namely quintiles 1, 2 & 3 are not required to pay school fees as the Department of Education carries the full cost of all the requirements for teaching and learning.

2.4 Inventories

No stock-taking was conducted in respect of inventories as a result no disclosure will be made as required. This is due to the disestablishment of the two stores in the department namely Zwelitsha Head Office and Port Elizabeth district. Other districts do not have any stores due to space constraints.





EASTERN CAPE DEPARTMENT OF EDUCATION
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for the year ended 31 March 2010

3. Capacity constraints

The post of Chief Financial Officer was filled during the year under review thus leaving the post of Chief Director Finance vacant.

The post of the Chief Director Supply Chain Management could not be filled as anticipated during the year under review but is in the process. A senior manager was seconded from the National Department of Education to assist in the meantime.

The Department operated without a fully capacitated Internal Audit division for part of the financial year. The review of the organogramme for this unit is also in progress.

A moratorium was placed on the filling of all vacant funded Public Service and office based educator posts during the year under review due to budget constraints.

The organogram review has not been finalised by the department and this will be addressed and finalised in the next financial year. Some of the capacity constraints are to be resolved through an organogram review process.

The availability of systems such as LOGIS, BAS and Pensa varies from district to district with some districts having no systems whilst others have weak and/or unreliable systems. Other forms of capacity constraints include lack of experience and skills since some of the districts are not able to attract experienced and skilled people. These are being addressed by the department through its Human Resource Strategy.

4. Utilisation of donor funds

There were no donor funds received. Donations received were in the form of goods or services or amounts given to schools to execute minor projects.

A school named Zibulele was completed during the 2009/10 financial year. This was a joint project between Vodacom and Department of Education who both contributed R 7.5 million each during the 2008/09 financial year.

5. Trading entities and public entities

The Department has no trading entities and public entities operating under its auspices.

6. Organisations to whom transfer payments have been made

The Department makes transfer payments to Section 21 schools, Section 20 schools (No fee schools), Independent schools, Special schools, FET Colleges, ECD Sites and to designated Examinations Centres. Refer to Annexure 1G for the details of the transfers. These transfers are effected in terms of the South African Schools Act, the Norms and Standards for School Funding and the FET Act. Schools and FET Colleges are required to submit audited annual financial statements every year by the end of June. In addition to this, the Department has developed a framework for reporting in those audited financial statements in order to guide the process further in line with the Public Finance Management Act.





EASTERN CAPE DEPARTMENT OF EDUCATION
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7. Public private partnerships (PPP)

The department had no Public-Private Partnerships during the year under review.

8. Corporate governance arrangements

Internal audit has functioned for part of the financial year without the necessary capacity.

The directorate Risk Management also functioned without the necessary capacity during the year under review.

The Audit Committee met on a quarterly basis during the year under review.

Though the department has recorded improvements in respect of compliance by schools in reporting there are still challenges around governance especially with the section 21 schools resulting in slow/non compliance. The department provided training to the school based administrative clerks that were appointed during the last financial year. This will go a long way to improve the financial performance of the schools.

The department appointed the services of the Special Investigation Unit during the year under review in order to follow up on all outstanding reports on corruption within the department.

The department has established an integrated employee wellness section whose function is to integrate the historically separate elements of safety, health & environment (SHE), employee assistance programme (EAP) & the management of the impact of HIV and AIDS in the workplace.

All administration offices have been fitted with fire extinguishers and first aid boxes at Head Office. The Head Office is also fitted with surveillance camera at strategic areas in the building. All offices have been declared gun and smoke free zones.

The effectiveness of these governance structures is being felt in the organisation as a whole.

9. Discontinued activities/activities to be discontinued

The department has not discontinued any of its activities during the year under review. The department is in the process of handing over the running of all youth care centres to the Department of Social Development in line with the new Child Justice Act and the institutions affected are JJ Serfontein and the newly built Bhishe Youth Centre.

10. New/proposed activities

The department has no new or proposed activities during the year under review.





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11. Asset management

The EFMS system has documented all Education facilities in the Province in terms of GIAMA requirements and there has been an effort to update this system during the year under review. As at the end of the financial year this was about 90% updated and will continue until all projects are updated and the targeted date for this is the 31st May 2010. This will not only assist in better planning and management of infrastructure but will ensure that there is an updated immovable asset register.

Movable assets have been captured using a database for all districts and Head Office during the year under review. Though the asset management units are in place in line with the Head Office and district organogram these are still inadequate for sustainable performance in the whole organisation. This is to be addressed through the organogram review process. Stock taking boards (teams) are in place in all schools.

12. Events after the reporting date

There are no material events after the reporting date.

13. Performance information

The Department has made significant improvements in the quality and timeliness of monthly submissions to Provincial Treasury, the In Year Monitoring Report, quarterly reporting and compliance with certificate for financial management performance.

14. SCOPA resolutions

No new resolutions have been made during the year under review.

15. Prior modifications to Audit Reports

A project manager was appointed during the year under review to drive the Audit Intervention Plan. The existing plan was reviewed and signed off. This was presented to the Audit Committee who made inputs and this revised plan was implemented during the year. Monthly reports are prepared and submitted to the Provincial Treasury while quarterly reports are submitted to the Audit Committee.





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A summary of the items that gave rise to an adverse opinion in the 2008/09 financial statements together with other important matters is presented below:

| Nature of qualification, disclaimer, adverse opinion and matters of non-compliance | Progress made clearing/resolving the matter |
|--|---|
| <i>Buildings and other fixed structures:</i> Lack of adequate evidence, assets registers not complete, reconciliation of suspense accounts and irregular expenditure. | Evidence was obtained from the implementing agents, assets registers were maintained and reconciled, and suspense accounts were reconciled and irregular expenditure disclosed. |
| <i>Compensation of employees:</i> Acting allowances, Overtime payments, Performance bonuses, Qualification bonuses, Subsistence and travel incorrectly calculated or not adequately authorized and information not provided for audit purposes. | All allowances were checked and errors were disclosed. |
| <i>Compensation of employees:</i> Bank account changes not authorized. | All instances of multiple changes were checked and instances of abnormal changes handed over for forensic investigation. |
| <i>Compensation of employees:</i> Occupation Specific Dispensation information was not provided for audit. | Listing of GSO were provided for audit. |
| <i>Compensation of employees:</i> Leave records not complete and insufficient information for audit. | Leave records were checked but the process was not complete at the time of submission of the annual financial statements. |
| <i>Compensation of employees:</i> Employees paid after termination. | Consultant appointed to identify payments after terminations and stop payments. This resulted in significant savings by the department. Overpayments were marked for recovery where the overpayment could not be prevented. |
| <i>Departmental revenue:</i> Revenue not reconciled and no evidence of completeness of revenue. | Variations in levels of revenue were reviewed and explanations for variances provided. |
| <i>Disclosure Notes:</i> Accruals not complete or accurate | BAS reports drawn to show accruals levels and manual accruals checked. |
| <i>Goods and Services:</i> Payment vouchers not provided for audit purposes, insufficient vouchers for journals, journals and payments not correctly authorized, payments signed above delegations | Completeness checks implemented for all payments and journals including completeness of all documents and existence of supporting documents |
| <i>Goods and Services:</i> Lack of tax clearance prior to payment. | Checks done in higher risk areas to ensure that there was adequate supporting documentation. |
| <i>Machinery and Equipment:</i> Poor control over asset registers and misclassification between classes of assets | Asset registers re-written and acquisition scanned for misclassification. |





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for the year ended 31 March 2010

| Nature of qualification, disclaimer, adverse opinion and matters of non-compliance | Progress made clearing/resolving the matter |
|--|---|
| Payables: Suspense accounts not cleared or analysed, journals not correctly authorized and lacking supporting documentation. | Completeness checks implemented for all journals including completeness of all documents and existence of supporting documents. Suspense accounts analysed and clearing was improved. |
| Transfers and subsidies: Transfers made to schools without annual financial statements. | Completeness checks implemented for all transfers prior to the transfer taking place. |

16. Exemptions received from the National Treasury

No exemptions were received from the National Treasury during the year under review in terms of either the Treasury Regulations or the PFMA.

17. Other

None

18. Approval

The Annual Financial Statements as set out on pages 107 to 217 have been approved by the Accounting Officer.

Name: Mr Swartz

Title: Acting Superintendent General

Date: 31st July 2010





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2010

REPORT OF THE AUDITOR-GENERAL TO THE EASTERN CAPE PROVINCIAL LEGISLATURE ON THE FINANCIAL STATEMENTS OF VOTE No. 6: EASTERN CAPE DEPARTMENT OF EDUCATION FOR THE YEAR ENDED 31 MARCH 2010

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I was engaged to audit the accompanying financial statements of the Eastern Cape Department of Education, which comprise the appropriation statement, the statement of financial position as at 31 March 2010, the statement of financial performance, statement of changes in net assets, the cash flow statement for the year then ended, a summary of significant accounting policies, and other explanatory information as set out on pages 124 to 217.

Accounting Officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy note 1.1 to the financial statements and in the manner required by Public Finance Management Act, 1999 of South Africa (Act No. 1 of 1999)(PFMA) and the Division of Revenue Act of South Africa (Act No. 12 of 2009) (DoRA). This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor-General's responsibility

3. As required by section 188 of the Constitution of South Africa and section 4 of the Public Audit Act of South Africa and section 40(2) of the PFMA, my responsibility is to express an opinion on these financial statements based on my audit in accordance with the International Standards on Auditing and General Notice 1570 of 2009 issued in Government Gazette 32758 of 27 November 2009. Because of the matters described in the Basis for disclaimer of opinion paragraphs, however, I was not able to obtain sufficient appropriate audit evidence to provide a basis for an audit opinion.

Basis for disclaimer of opinion

Compensation of employees

4. The department could not provide complete employee files and other appropriate documentation in support of basic salaries, compensative/circumstantial payments, performance awards, service based payments, periodic payments and other non-pensionable allowances. In addition not all employees selected for testing presented themselves for physical verification. This is as a result of poor record keeping and document management. Furthermore, this is also attributed to the inadequate paypoint management which is contrary to paragraph 6.3.5 of the Treasury Regulations. This could be an indicator of fraud and requires further investigation. The department's employee records are incomplete and inaccurate and did not permit the application of alternative procedures to compensation of employees. As a result I was unable to obtain sufficient appropriate evidence relating to the occurrence and accuracy of employee costs of R1,57 billion (2009: R407 million) included in R17,1 billion disclosed in note 7.1 to the annual financial statements.





EASTERN CAPE DEPARTMENT OF EDUCATION
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for the year ended 31 March 2010

Goods and services

5. The department could not provide appropriate supporting documentation to support payments amounting to R325.9 million (2009: R348.3 million) included in the goods and services of R1,8 billion in the statement of financial performance as disclosed in note 8 to the annual financial statements. Included in this amount is R180,4 million in respect of payments made for the school nutrition program. This is as a result of the department not maintaining an adequate document management system. The department's records did not permit the application of alternative procedures relating to goods and services, and consequently I did not obtain all the information and explanations I considered necessary to satisfy myself as to the occurrence and accuracy of payments made for goods and service.

Transfers and subsidies

6. The department could not provide sufficient appropriate audit evidence to support the occurrence and accuracy of journal entries in respect of payments made for households of R36,1 million (2009: R45,2 million) included in the R112,1 million as disclosed in note 11 to the annual financial statements for transfers and subsidies. There were no alternative audit procedures that I could perform to obtain reasonable assurance that all transfers and subsidies were properly recorded.

Contingent liabilities

7. The department could not provide bank confirmations for housing loan guarantees to the value of R100 million (2009: R138,3 million) included in the housing guarantees of R130,6 million disclosed in note 29 to the annual financial statements. As a result, even after performing alternative procedures, sufficient appropriate evidence relating to the existence, completeness, accuracy and valuation of housing guarantees could not be obtained.

Capped leave

8. The department could not provide sufficient appropriate evidence supporting the increase in capped leave credits to the value of R173,4 million included in R2,8 billion disclosed in note 32 to the annual financial statements. This is as a result of poor record keeping of adjustments made to capped leave resulting from queries received from employees pertaining to their balances. The department's records and systems did not permit the application of alternative audit procedures regarding capped leave. Consequently, I did not obtain all the information and explanations I considered necessary to satisfy myself as to the valuation and existence of capped leave.

Accruals

9. The department could not provide invoices and goods received vouchers in respect of accruals amounting to R18,8 million (2009: R172,1 million) included in the R442,8 million disclosed in note 31 to the annual the financial statements. This is as a result of poor record keeping and record management of documentation. The department's records and systems did not permit the application of alternative audit procedures regarding accruals. Consequently, I did not obtain all the information and explanations I considered necessary to satisfy myself as to the completeness, occurrence and valuation of accruals.
10. The department did not accrue for invoices in respect of goods and services and payments to be made in respect of compensation of employees. This is as a result of the department not implementing effective controls to ensure the identification and recording of all accruals. As a result accruals of R442,8 as stated in disclosure note 31 to the annual financial statements are incomplete.





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VOTE 6
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for the year ended 31 March 2010

Irregular expenditure

11. Documentation relating to delegations was not provided and as a result I was unable to obtain sufficient appropriate audit evidence relating to goods and services of R108,2 million included in the R1,9 billion disclosed in note 8 to the annual financial statements. This is as a result of poor record keeping and record management of documentation. I was not able to determine whether these transactions were contrary to PFMA requirements which could have resulted in irregular expenditure. Consequently, I did not obtain all the information and explanations I considered necessary to satisfy myself as to the completeness and accuracy of irregular expenditure disclosure.
12. Payments amounting to R576,6 million (2009: R1,5 billion) were made in contravention of the Supply Chain Management requirements, Public Service Regulations Act and departmental policies relating to compensation of employees and is considered to be irregular. This amount was not included in irregular expenditure of R830 million disclosed in note 35 to the financial statements, resulting in irregular expenditure being understated by R576,6 million. The occurrence of this expenditure may be indicative of fraud and requires further investigation.

Commitments

13. Contracts and project management files supporting commitments were not submitted for audit purposes and there were no satisfactory alternative audit procedures that I could perform to obtain reasonable assurance that all commitments were properly recorded. Consequently, I was unable to obtain sufficient appropriate audit evidence to satisfy myself as to the completeness and valuation of commitments of R1,87 billion (2009: R844,3 million), included in the R1,75 billion disclosed in note 30 to the annual financial statements.
14. Commitments disclosed in disclosure note 32 to the financial statements are overstated by R37,5 million due to the miscalculation of the value of the commitments at year-end, where expenditure against the commitments was either added or subtracted from the value of the commitment. This is a result of the department not having monitoring controls in place ensure the accuracy of the amount disclosed in the annual financial statements.

Fruitless and wasteful expenditure

15. Fruitless and wasteful expenditure of R26,7 million disclosed in note 36 to the annual financial statements is understated by R31,3 million (2009: R46 million). This relates to expenditure being incurred which could have been avoided in respect of compensation of employees, goods and services and capital expenditure as due care was not taken by officials when authorising payments and applying the policies and procedures of the department. This is in contrary to section 40(3)(b) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA) which requires disclosure of all fruitless and wasteful expenditure incurred during the year.

Leave entitlement

16. The Public service regulations of 2001, part V, section F (b) states that the head of department shall record all leave taken by an employee accurately and in full. The leave balance as reflected on PERSAL did not agree with the employee leave forms in the employee files as leave is not captured timeously and accurately. As a result, the leave entitlement of R153 million in disclosure note 32 to the annual financial statements is overstated by R76,4 million (2009: R52,3 million) because the leave days on PERSAL are overstated.

Disclaimer of opinion paragraph

Because of the significance of the matters described in the Basis for disclaimer of opinion paragraphs, I have not been able to obtain sufficient appropriate audit evidence to provide a basis for an audit opinion. Accordingly, I do not express an opinion on the financial statements.





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Emphasis of matter

I draw attention to the matters below.

Basis of accounting

17. The department's policy is to prepare financial statements on the modified cash basis of accounting determined by the National Treasury, described in accounting policy note 1.1.

Significant uncertainties

18. The Eastern Cape Provincial Administration set up a process to review and correct employee ranks and salary levels in accordance with established prescripts of the Public Service Commission. This process was referred to as the Human Resource Operational Projects Team (HROPT). Employees who felt that they qualified for promotions in terms of this process were required to submit claims to their departments. An investigation, initiated by The Office of the Premier, into the validity of these claims is currently in progress. At the date of this report the outcome of this investigation is uncertain.
19. The department has not paid claims as it is waiting for the outcome of the investigation referred to above. These HROPT claims are however disclosed as a contingent liability of R64 million in disclosure note 29 to the financial statements.

Accruals

20. Accruals which exceeded the payment terms of 30 days as detailed in Treasury Regulation 6.2.3 amounted to R437,5 million. The payment of these accruals would have constituted unauthorised expenditure should the amounts due have been paid in time.

Unauthorised expenditure

21. The department incurred unauthorised expenditure of R709 million as a result of exceeding two main divisions within its vote.

Additional matters

I draw attention to the matters below.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

22. In terms of the PAA of South Africa and General Notice 1570 of 2009, issued in Government Gazette No. 32758 of 27 November 2009 I include below my findings on the report on predetermined objectives, compliance with the PFMA, Treasury Regulations and financial management (internal control).

Findings

Predetermined objectives

Reported performance measures not valid, accurate and complete as inadequate supporting source information was provided

23. For more than 50% of performance measures which are material by nature relating to school nutrition, registration and pass rates the validity, accuracy and completeness of the reported target could not be established as the relevant databases and examination mark sheets could not be provided for audit purposes. There were also no alternative audit procedures that I could perform to obtain the required assurance.



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Reported information not consistent with planned objectives, indicators and targets

24. Twenty seven percent of the performance measures relating to primary school outcomes were included in the annual performance plan without targeted amounts, however, the department reported actual achievements for these measures in the annual report. Explanations were not provided to confirm the basis used to calculate the actual achievements.

Reasons for major variances between planned and actual reported targets were not explained

25. The reasons for material variances between the planned targets and the actual reported achievements for 33% of the performance measures relating to school nutrition, registration and pass rates were not provided.

Non-compliance with regulatory and reporting requirements

Public Finance Management Act and Treasury Regulations

Lack of effective, efficient and transparent systems and internal controls regarding performance management (applicable at an overall performance management level)

26. The accounting officer did not ensure that the department has and maintains an effective, efficient and transparent system and internal controls regarding performance management, which describe and represent how the institution's processes of performance planning, monitoring, measurement, review and reporting will be conducted, organised and managed, as required in terms of section 38(1)(a)(i) and (b) of the PFMA.

Inadequate quarterly reporting on performance information

27. The quarterly reports of the department did not track progress against outputs, indicators and targets as per the approved annual performance plan and therefore did not facilitate effective performance monitoring and evaluation, as required by Treasury Regulation 5.3.1.
28. Inspection of the department's quarterly reports revealed the following shortcomings:
- The format/content of the quarterly reports was not consistent with the performance objectives, measures and targets contained in the annual performance plan;
 - The quarterly reports were not reviewed, monitored and evaluated by senior management and the internal audit function.

COMPLIANCE WITH LAWS AND REGULATIONS

Included below are the findings related to material non-compliance with the acts as indicated:

Public Finance Management Act No 1 of 1998 and Treasury Regulations of 2005

Prohibited actions

29. Contrary to section 66 of the PFMA the department obtained and used overdraft facilities to finance its operations.

Non adherence to requirements

30. Contrary to the requirements of TR 17.12 b, amounts included in the clearing suspense accounts were not cleared and correctly allocated to the relevant accounts on a monthly basis.
31. The department did not settle all monies due to creditors within 30 days of receiving the invoice, as required by section 38(1)(f) of the PFMA and by paragraph 8.2.3 of the Treasury Regulations. Creditors which exceed the 30 days repayment terms amount to R437.5 million as disclosed in note 31 to the financial statements.





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REPORT OF THE AUDITOR GENERAL
REPUBLIC OF SOUTH AFRICA
for the year ended 31 March 2010

32. There are no controls in place to ensure that the payroll report is signed on a monthly basis by every employee before the payment is made in terms of paragraph 8.3.4 of the Treasury Regulations.
33. Contrary to the requirement of TR 3.2.11 the internal audit function did not assist the accounting officer in maintaining efficient and effective controls by evaluating those controls to determine their effectiveness and efficiency and by developing recommendations for enhancement or improvement.
34. Contrary to TR 3.2.1 the department did not implement their risk assessment strategy and fraud prevention plan during the 2009-10 year as it was only approved at the end of March 2010 by the audit committee and in addition to this the department did not have a risk assessment committee.

DPSA Circular of 15 April 2009

Non adherence to requirements

35. Performance contracts were not signed by the 31 July 2009 for 11 officials who were level 12 and above employees as required by the DPSA Circular 15 April 2009.

Public Service Act of 1994

Prohibited actions

36. Contrary to the requirements of section 30 (1) of the Public Service Act, departmental employees engaged themselves to transact with the department, without the written permission of the executive authority of the department and without declaring their interest. The total amount paid to entities related/ directly to these employees or their spouses' is R40,4 million.

INTERNAL CONTROL

37. I considered internal control relevant to my audit of the financial statements and the report on predetermined objectives and compliance with the PFMA and DORA, but not for the purposes of expressing an opinion on the effectiveness of internal control. The matters reported below are limited to the deficiencies identified during the audit.

Leadership

38. The departmental environment is not conducive to good accountability and service delivery through positive attitude, integrity, competence and ethical behaviour. There have been a number of suspensions and investigations of senior management which indicates that management does not lead by example and the correct tone at the top has not been established.
39. In the year under review there have been two acting accounting officers and the CFO's position has been filled after two years. The current acting accounting officer's contract was also been extended over a number of times over the last six months. The lack of sustainability of senior management has contributed to the findings under the Basis for disclaimer of opinion paragraphs, predetermined objectives and compliance with laws rules and regulations.
40. Monthly management information is not reliable and useful as a result of management not fulfilling their responsibilities. This is as a result of there being a culture of non-performance by management in terms of performing their daily duties and a lack of accountability. Certain senior officials also do not have performance contracts in place.

Financial and performance management

41. The department was unable to provide the auditor with adequate supporting documentation for various components of the audit which contributed to the disclaimer of opinion. This is as a result of the department not having an adequate record management system in place to ensure easy retrieval of documentation.





EASTERN CAPE DEPARTMENT OF EDUCATION
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for the year ended 31 March 2010

42. The departments' manual and automated controls are not designed and controls are not implemented to ensure that the transactions have occurred, are authorised, and are completely and accurately processed. Management does not adequately monitor transactions upon recording which has resulted in the findings under the Basis for disclaimer of opinion paragraphs, predetermined objectives and compliance with laws rules and regulations. The control systems also do not respond adequately to the risks of fraud in payroll, procurement and the payment of goods and services.
43. The department does not having adequate controls in place to identify and record irregular and fruitless and wasteful expenditure.

Governance

44. Although the fraud prevention plan has been reviewed by the audit committee in March 2010, the department did not implement the risk assessment strategy and fraud prevention plan, nor did it have a risk committee in place for the financial year under review. This may have contributed to an increase in the number of fraudulent activities taking place within the department which are under investigation.
45. The departments' internal audit division was ineffective in performing its duties and responsibilities as most of the findings from the previous years' audit report have not been addressed. The internal audit division are also understaffed and technically unqualified. This is as a result of the department not providing them with an adequate budget for the performance of their responsibilities. The department had also tendered to have their internal audit function outsourced in the current year. However, the department failed to award this tender as the tender period had lapsed resulting in the department being without the co-sourced internal audit function that was requested by the audit committee for the entire year under review. This subsequently led to the audit committee and internal audit division not being able to perform its duties and responsibilities effectively.

OTHER REPORTS

Investigations

Investigations in progress

46. Investigations are being conducted by the department's risk management services and the Special Investigating Unit. The investigations were initiated based on the allegations of possible misappropriation of funds, corruption and theft by officials of the department and the findings of the Auditor General for the 2008-09 financial year respectively. These investigations are still in progress.

Investigations completed during the financial year

47. An investigation was conducted by the Special Investigating Unit at the request of the department. This investigation was the first phase of a multi phase investigation which was a high-level walkthrough of all the relevant functional areas to gain an understanding of the operational environment and relevant prescripts applicable to the various sections within the department. On completion of the investigation there was an indication that fraud and theft was committed by some officials of the department. The department is in the process of taking action on some of these findings.





EASTERN CAPE DEPARTMENT OF EDUCATION
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for the year ended 31 March 2010

Performance audits

48. A performance audit is being conducted on the infrastructure delivery process at the department during the year under review. The audit is currently in the reporting phase and the findings will be reported in a separate report.

Auditor-General

East London

30 July 2010



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence





EASTERN CAPE DEPARTMENT OF EDUCATION

NOTE 6

APPROPRIATION STATEMENT

for the year ended 31 March 2010

| APPROPRIATION STATEMENT | Appropriation per programme | | | | | | | | | |
|--|-----------------------------|---------------------|-----------|---------------------|--------------------|-----------|---|---------------------|--------------------|--|
| | Adjusted Appropriation | Exhausting of Funds | Variance | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual Expenditure | |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | |
| 1. Administration | | | | | | | | | | |
| Current payment | 1,808,208 | - | (113,308) | 1,694,900 | 1,871,185 | 47,285 | 97.3% | 1,218,471 | 1,208,312 | |
| Transfers and subsidies | 7,500 | - | 4,385 | 11,875 | 10,076 | 889 | 94.5% | 7,203 | 7,203 | |
| Payment for capital assets | 33,666 | - | (8,028) | 24,638 | 24,554 | 80 | 99.5% | 12,879 | 48,814 | |
| 2. Public Ordinary School Education | | | | | | | | | | |
| Current payment | 18,468,302 | - | 914,882 | 19,383,184 | 18,373,708 | (809,476) | 95.2% | 13,742,019 | 13,884,370 | |
| Transfers and subsidies | 871,806 | - | - | 871,806 | 820,834 | 50,971 | 94.7% | 848,019 | 881,564 | |
| Payment for capital assets | 861,892 | - | (23,471) | 838,421 | 715,200 | 123,221 | 91.7% | 658,848 | 879,832 | |
| 3. Independent School Subsidies | | | | | | | | | | |
| Current payment | - | - | - | - | - | - | 0.0% | - | - | |
| Transfers and subsidies | 50,124 | - | - | 50,124 | 48,882 | 1,242 | 97.5% | 44,418 | 43,317 | |
| Payment for capital assets | - | - | - | - | - | - | 0.0% | - | - | |
| 4. Special Schools | | | | | | | | | | |
| Current payment | 321,198 | - | (24,414) | 296,784 | 294,887 | 1,897 | 99.3% | 241,232 | 241,232 | |
| Transfers and subsidies | 88,128 | - | (841) | 87,287 | 87,262 | 25 | 99.8% | 88,063 | 88,063 | |
| Payment for capital assets | 88,803 | - | (11,204) | 77,599 | 85,779 | 8,180 | 100.0% | 103,487 | 103,487 | |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 6
APPROPRIATION STATEMENT
 for the year ended 31 March 2010

| APPROPRIATION STATEMENT | Adjusted Appropriation | Spending of Funds | Virement | Final Appropriation | Actual Expenditure | Virements | Expenditure as % of final appropriation | Final Appropriation | Actual Expenditure |
|--|------------------------|-------------------|---------------------|---------------------|--------------------|------------------|---|---------------------|--------------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 5. Further Education and Training | | | | | | | | | |
| Current payment | 248,728 | - | (55,185) | 248,503 | 248,503 | - | 100.0% | 187,218 | 187,218 |
| Transfers and subsidies | 307,851 | - | (966) | 308,833 | 308,833 | - | 100.0% | 189,530 | 189,530 |
| Payment for capital assets | 28,178 | - | (3,324) | 34,852 | 34,852 | - | 100.0% | 32,082 | 47,342 |
| 6. Adult Basic Education and Training | | | | | | | | | |
| Current payment | 172,441 | - | 13,865 | 187,307 | 213,478 | (26,171) | 113.9% | 182,917 | 182,917 |
| Transfers and subsidies | - | - | - | - | - | - | 0.0% | - | - |
| Payment for capital assets | - | - | - | - | - | - | 0.0% | - | 862 |
| 7. Early Childhood Development | | | | | | | | | |
| Current payment | 265,487 | - | (7,725) | 242,758 | 258,763 | 16,005 | 94.6% | 182,155 | 182,155 |
| Transfers and subsidies | 5,655 | - | - | 5,655 | 3,278 | 2,374 | 58.5% | 5,655 | 7,879 |
| Payment for capital assets | (1,478) | - | (16,887) | 24,852 | 34,582 | - | 139.6% | 59,274 | 59,274 |
| 8. Auxiliary and Associated Services | | | | | | | | | |
| Current payment | 181,317 | - | (5,885) | 185,508 | 183,081 | 2,427 | 98.6% | 187,394 | 188,621 |
| Transfers and subsidies | 21,298 | - | - | 21,298 | 15,842 | 5,454 | 74.4% | 18,794 | 20,002 |
| Payment for capital assets | 25,325 | - | (12,162) | 13,145 | 13,118 | 27 | 99.8% | 13,967 | 14,114 |
| Subtotal | 20,528,987 | - | (20,528,987) | 20,528,987 | 21,194,124 | (665,137) | 103.1% | 17,279,448 | 17,279,987 |
| Statutory Appropriation | | | | | | | | | |
| Current payment | 1,421 | - | - | 1,421 | 1,421 | - | - | 1,328 | 1,328 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| TOTAL | 20,528,468 | - | - | 20,528,468 | 21,195,545 | (666,977) | 103.1% | 17,300,776 | 17,300,185 |





EASTERN CAPE DEPARTMENT OF EDUCATION

NOTE 6

APPROPRIATION STATEMENT

for the year ended 31 March 2010

| | 2009/10 | | 2008/09 | |
|--|---------------------|--------------------|---------------------|--------------------|
| | Final Appropriation | Actual Expenditure | Final Appropriation | Actual Expenditure |
| TOTAL (brought forward) | | | | |
| Reconciliation with statement of financial performance | | | | |
| AUD | | | | |
| Departmental receipts | + | | 1,525 | |
| Direct Exchange receipts | + | | - | |
| Aid assistance | + | | - | |
| Actual amounts per statement of financial performance (total revenue) | 20,820,488 | | 17,987,561 | |
| AUD | | | | |
| Aid assistance | | | | |
| Direct Exchange programs | | | | |
| Pror year unallocated expenditure approved without funding | | | | |
| Actual amounts per statement of financial performance (total expenditure) | | 21,788,548 | | 17,872,992 |





EASTERN CAPE DEPARTMENT OF EDUCATION

NOTE 9

APPROPRIATION STATEMENT

for the year ended 31 March 2010

| Appropriation per economic classification | | | | | | | | | | |
|---|------------------------|-------------------|----------|---------------------|--------------------|------------------|---|---------------------|--------------------|--|
| | 2009/10 | | | | | 2008/09 | | | | |
| | Adjusted Appropriation | Building of Funds | Variance | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure | |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | |
| Current payments | | | | | | | | | | |
| Compensation of employees | 16,256,170 | - | (2,178) | 16,254,000 | 17,110,845 | (856,852) | 105.3% | 13,759,429 | 13,753,975 | |
| Goods and services | 2,000,042 | - | (70,714) | 1,929,328 | 1,972,921 | 44,597 | 99.1% | 2,262,594 | 2,220,085 | |
| Interest and rent on land | - | - | - | - | - | - | 0.0% | - | - | |
| Financial transactions in assets and liabilities | - | - | - | - | 919 | (919) | 0.0% | - | 6,454 | |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - | |
| Provisions and municipalities | - | - | - | - | - | - | - | - | - | |
| Departmental agencies and accounts | 6,011 | - | - | 6,011 | 6,211 | - | 100.0% | 6,642 | 6,642 | |
| Universities and technicians | - | - | - | - | - | - | - | - | - | |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - | |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - | |
| Non-profit institutions | 1,281,248 | - | (33,897) | 1,247,357 | 1,182,824 | 64,533 | 94.8% | 870,758 | 865,205 | |
| Households | 64,813 | - | 38,267 | 103,080 | 100,860 | 2,220 | 100.0% | 74,228 | 73,497 | |
| Payments for capital assets | | | | | | | | | | |
| Buildings and other fixed structures | 608,917 | - | 84,562 | 693,479 | 693,995 | 516 | 100.0% | 693,129 | 693,946 | |
| Machinery and equipment | 27,328 | - | (13,274) | 14,054 | 14,254 | 200 | 100.0% | 66,100 | 66,928 | |
| Biological assets | - | - | - | - | - | - | 0.0% | - | - | |
| Software and other intangible assets | 1,129 | - | (364) | 775 | 775 | - | 100.0% | 240 | 80 | |
| Land and intangible assets | - | - | - | - | - | - | 0.0% | - | - | |
| Total | 20,528,987 | - | - | 20,528,987 | 21,184,924 | (655,937) | 103.1% | 17,919,448 | 17,873,967 | |



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
APPROPRIATION STATEMENT
 for the year ended 31 March 2010

| Statutory Appropriation | | | | | | | | | |
|---|------------------------|-------------------|----------|---------------------|--------------------|----------|---|---------------------|--------------------|
| | 2009/10 | | | | | 2008/09 | | | |
| | Adjusted Appropriation | Spilling of Funds | Transfer | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Direct charges against the National/Provincial Revenue Fund | - | - | - | - | - | - | - | - | - |
| List of direct charges against the National/Provincial Revenue Fund | - | - | - | - | - | - | - | - | - |
| President and Deputy President salaries | - | - | - | - | - | - | - | - | - |
| Member of executive committee / parliamentary officer | 1,421 | - | - | 1,421 | 1,421 | - | 100.0% | 1,421 | 1,228 |
| Judges and magistrates salaries | - | - | - | - | - | - | - | - | - |
| Sector education and training authorities (SETA) | - | - | - | - | - | - | - | - | - |
| National Skills Fund | - | - | - | - | - | - | - | - | - |
| Total | 1,421 | - | - | 1,421 | 1,421 | - | 100.0% | 1,421 | 1,228 |



EASTERN CAPE DEPARTMENT OF EDUCATION

NOTE 9

APPROPRIATION STATEMENT
for the year ended 31 March 2016

| Program 1 Per Economic classification | Budgetary Appropriation per economic classification | | | | | | | 2016/17 | |
|---|---|-------------------|------------|---------------------|--------------------|----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spilling of Funds | Withdrawal | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 1 421 | - | - | 1 421 | 1 421 | - | 100.0% | 1 328 | 1 328 |
| Goods and services | - | - | - | - | - | - | - | - | - |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Provision and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicals | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | - | - | - | - | - | - | - | - | - |
| Households | - | - | - | - | - | - | - | - | - |
| Payments for capital assets | | | | | | | | | |
| Buildings and other fixed structures | - | - | - | - | - | - | - | - | - |
| Machinery and equipment | - | - | - | - | - | - | - | - | - |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and intang. assets | - | - | - | - | - | - | - | - | - |
| Total | 1 421 | - | - | 1 421 | 1 421 | - | 100.0% | 1 328 | 1 328 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 6

DETAILED FINANCIAL STATEMENTS
for the year ended 31 March 2010

Detail per Programme 1 – Administration

| Detail per sub-programme | 2009/10 | | | | | | 2008/09 | | |
|--|------------------------|-------------------|-----------|---------------------|--------------------|----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Staffing of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 1.1 Office of the MEC | | | | | | | | | |
| Current payment | 5,708 | - | (2,368) | 3,421 | 3,421 | - | 100.0% | 4,954 | 4,954 |
| Transfers and subsidies | 1,022 | - | (162) | 860 | 288 | 552 | 34.3% | 1,916 | 1,540 |
| Payment for capital assets | - | - | 62 | 62 | 62 | - | 100.0% | 102 | 28 |
| 1.2 Corporate Services | | | | | | | | | |
| Current payment | 622,346 | - | (122,897) | 710,348 | 681,244 | 69,104 | 97.3% | 700,348 | 700,348 |
| Transfers and subsidies | 2,728 | - | 2,068 | 4,837 | 4,837 | - | 100.0% | 2,478 | 2,478 |
| Payment for capital assets | 7,287 | - | 7,917 | 15,204 | 15,204 | - | 100.0% | 15,019 | 15,718 |
| 1.3 Education Management | | | | | | | | | |
| Current payment | 675,027 | - | (8,823) | 618,918 | 602,450 | 16,468 | 98.3% | 602,553 | 619,594 |
| Transfers and subsidies | 3,702 | - | 2,148 | 5,853 | 5,851 | - | 100.0% | 2,209 | 3,209 |
| Payment for capital assets | 28,444 | - | (16,737) | 8,707 | 8,707 | - | 100.0% | 45,865 | 33,207 |
| 1.4 Human Resources Development | | | | | | | | | |
| Current payment | 7,228 | - | - | 7,228 | 4,824 | 2,404 | 66.8% | 4,524 | 4,524 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | 28 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 5

DETAIL PER PROGRAMME
for the year ended 31 March 2010

| Detail per sub-programme | 2009/10 | | | | | 2008/09 | | | |
|---|------------------------|------------------|------------------|---------------------|--------------------|----------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Exhaust of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 1.1 Education Management Information System | 15,203 | - | - | 15,203 | 8,238 | 6,965 | 60.4% | 7,084 | 7,084 |
| Current payment | 147 | - | - | 147 | - | 147 | 0.2% | - | - |
| Transfer and subsidee | 1,854 | - | (1,268) | 686 | 833 | 133 | 60.2% | 1,858 | 1,858 |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| Total | 1,777,463 | - | (138,311) | 1,639,152 | 1,648,868 | (9,716) | 87.2% | 1,388,543 | 1,388,543 |





EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED FOUR PROGRAMME
 for the year ended 31 March 2010

| Programme 1 Per Economic classification | 2009/10 | | | | | | 2008/09 | | |
|---|------------------------|-------------------|------------------|---------------------|--------------------|---------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spending of Funds | Virement | Final Appropriation | Actual Expenditure | Virements | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 1,433,834 | - | (133,368) | 1,300,466 | 1,299,488 | - | 100,0% | 1,008,312 | 1,012,024 |
| Goods and services | 253,374 | - | - | 253,374 | 211,779 | 41,600 | 83,6% | 312,759 | 254,488 |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to: | | | | | | | | | |
| Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicians | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 1,032 | - | - | 1,032 | 563 | 669 | 54,2% | 921 | 1,060 |
| Households | 6,068 | - | 4,065 | 10,073 | 10,073 | - | 100,0% | 6,282 | 5,047 |
| Payment for capital assets | | | | | | | | | |
| Buildings and other fixed structures | 23,328 | - | (9,512) | 14,424 | 14,281 | 133 | 99,1% | 26,282 | 19,818 |
| Machinery and equipment | 6,500 | - | 1,823 | 10,323 | 10,313 | - | 100,0% | 27,337 | 26,168 |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | 1,129 | - | (1,129) | - | - | - | - | 240 | 60 |
| Land and intangible assets | - | - | - | - | - | - | - | - | - |
| Total | 1,737,463 | - | (138,311) | 1,600,152 | 1,548,663 | 42,487 | 97,3% | 1,389,363 | 1,389,363 |





EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 6

DETAIL PER PROGRAMME
for the year ended 31 March 2010

Detail per Programme 3 - Public Ordinary School Education

| Detail per sub-programme | 2008/9 | | | | | | 2009/09 | | |
|--|------------------------|-------------------|-----------|---------------------|--------------------|-----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spending of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 2.1 Public Primary Schools | | | | | | | | | |
| Current payment | 4,774,348 | - | (379,818) | 4,394,531 | 4,808,174 | (413,643) | 109.6% | 4,318,932 | 4,713,960 |
| Transfers and subsidies | 204,132 | - | (23,875) | 180,257 | 120,417 | 58,140 | 71.7% | 152,486 | 128,884 |
| Payment for capital assets | 294,431 | - | (32,175) | 262,256 | 412,599 | (150,343) | 156.9% | 262,753 | 328,533 |
| 2.2 Public Secondary Schools | | | | | | | | | |
| Current payment | 10,052,448 | - | (26,819) | 10,025,629 | 10,878,358 | (852,729) | 108.4% | 10,879,825 | 11,111,723 |
| Transfers and subsidies | 787,842 | - | 23,875 | 791,717 | 791,917 | - | 100.0% | 838,832 | 838,880 |
| Payment for capital assets | 197,929 | - | (4,038) | 193,891 | 177,128 | 16,063 | 91.2% | 189,243 | 189,243 |
| 2.3 Professional Services | | | | | | | | | |
| Current payment | 27,208 | - | (2,016) | 25,192 | 25,592 | - | 100.0% | 26,599 | 26,599 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | 7,218 | - | (5,788) | 1,430 | 1,526 | - | 100.0% | 7,889 | 7,889 |
| 2.4 Human Resources Development | | | | | | | | | |
| Current payment | 87,428 | - | (21,264) | 66,164 | 66,143 | - | 100.0% | 66,968 | 66,968 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | 159 | 159 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 5

DETAIL PER PROGRAMME
 for the year ended 31 March 2010

| Detail per sub-programme | 2009/10 | | | | | 2008/09 | | | |
|--|------------------------|-------------------|---------------|---------------------|--------------------|------------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 2.5 In-School Sport and Culture | | | | | | | | | |
| Current payment | 47,004 | - | (15,404) | 31,600 | 36,000 | - | 100.0% | 40,000 | 40,000 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | 33 | 33 | 33 | - | 100.0% | 33 | 33 |
| 2.6 Conditional Grants | | | | | | | | | |
| Current payment | 486,664 | - | - | 486,664 | 479,300 | 7,364 | 98.5% | 471,658 | 402,660 |
| Transfers and subsidies | 11 | - | - | 11 | - | 11 | 0% | - | - |
| Payment for capital assets | 302,297 | - | - | 302,297 | 323,660 | 79,347 | 107.1% | 326,772 | 156,679 |
| Total | 17,086,029 | - | 17,363 | 17,326,992 | 18,368,972 | (942,080) | 105.9% | 19,044,885 | 18,009,368 |





EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED PUPIL PERFORMANCE
 for the year ended 31 March 2010

| Programme 2 Per Economic classification | 2009/10 | | | | | | 2008/09 | | |
|---|------------------------|-------------------|----------------|---------------------|--------------------|------------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 13,859,132 | - | 163,421 | 13,872,551 | 14,802,672 | (930,121) | 106.0% | 11,044,818 | 11,034,852 |
| Goods and services | 1,645,521 | - | (48,048) | 1,597,473 | 1,370,117 | 19,324 | 86.3% | 1,706,467 | 1,724,883 |
| Interest and net or lend | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | 918 | (918) | - | - | 5,454 |
| Transfers and subsidies to: | | | | | | | | | |
| Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicians | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 917,481 | - | (33,857) | 883,624 | 832,339 | 51,281 | 94.3% | 579,332 | 594,897 |
| Households | 54,524 | - | 33,391 | 87,915 | 88,425 | - | 100.6% | 88,688 | 88,688 |
| Payments for capital assets | | | | | | | | | |
| Buildings and other fixed structures | 652,281 | - | 129,326 | 781,607 | 711,153 | 70,104 | 91% | 628,452 | 652,527 |
| Machinery and equipment | 9,282 | - | (6,425) | 2,857 | 3,302 | - | 100.0% | 47,398 | 47,305 |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | 775 | 775 | 775 | - | 100.0% | - | - |
| Land and subsoil assets | - | - | - | - | - | - | - | - | - |
| Total | 17,088,529 | - | 337,963 | 17,326,492 | 18,009,872 | (682,880) | 103.9% | 15,044,815 | 15,059,288 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 5

DETAIL PER PROGRAMME
for the year ended 31 March 2010

Detail per Programme 1 – Independent School Subsidies

| Detail per sub-programme | 2009/10 | | | | | 2008/09 | | | |
|----------------------------|------------------------|-------------------|----------|---------------------|--------------------|--------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Staffing of Posts | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of total appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 3.1 Primary Phase | | | | | | | | | |
| Current payment | - | - | - | 21,507 | - | 21,507 | | - | - |
| Transfer and subsidies | 21,507 | - | - | - | 21,278 | 281 | 98.0% | 18,967 | 18,969 |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| 3.2 Secondary Phase | | | | | | | | | |
| Current payment | - | - | - | 28,817 | - | 28,817 | | - | - |
| Transfer and subsidies | 28,817 | - | - | - | 25,479 | 3,341 | 88.0% | 24,551 | 24,551 |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| Total | 50,324 | - | - | 50,324 | 46,882 | 3,432 | 93.2% | 44,418 | 43,521 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED PERFORMANCE
 for the year ended 31 March 2010

| Programme 3 Per Economic classification | 2009/10 | | | | | 2008/09 | | | |
|---|------------------------|-------------------|----------|---------------------|--------------------|--------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | - | - | - | - | - | - | - | - | - |
| Goods and services | - | - | - | - | - | - | - | - | - |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to | | | | | | | | | |
| Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and institutions | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 50,124 | - | - | 50,124 | 48,802 | 3,432 | 97,2% | 44,418 | 43,917 |
| Households | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | | | | | | | | | |
| Buildings and other fixed structures | - | - | - | - | - | - | - | - | - |
| Machinery and equipment | - | - | - | - | - | - | - | - | - |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and subsoil assets | - | - | - | - | - | - | - | - | - |
| Total | 50,124 | - | - | 50,124 | 48,802 | 3,432 | 97,2% | 44,418 | 43,917 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED PERFORMANCE
 for the year ended 31 March 2010

Detail per Programme 4 – Special Schools

| Detail per sub-programme | 2008/9 | | | | | 2009/10 | | | | |
|--|------------------------|--------------------|-----------------|---------------------|--------------------|--------------|---|---------------------|--------------------|--|
| | Adjusted Appropriation | Revolving of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure | |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | |
| 4.1 Schools | | | | | | | | | | |
| Current payment | 314,277 | - | (22,068) | 292,209 | 293,364 | 2,157 | 99.3% | 294,342 | 294,342 | |
| Transfers and subsidies | 68,128 | - | (841) | 67,287 | 67,282 | 505 | 99.9% | 68,053 | 68,053 | |
| Payment for capital assets | 68,853 | - | (11,234) | 57,619 | 58,728 | 1,109 | 100.0% | 59,373 | 59,373 | |
| 4.2 Professional Services | | | | | | | | | | |
| Current payment | 5,124 | - | (2,552) | 2,572 | 2,672 | 1,100 | 100.0% | 2,672 | 2,672 | |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - | |
| Payment for capital assets | - | - | - | - | - | - | - | 64 | 64 | |
| 4.3 Human Resource Development | | | | | | | | | | |
| Current payment | 669 | - | (66) | 603 | 598 | 5 | 100.0% | 592 | 592 | |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - | |
| Payment for capital assets | - | - | - | - | - | - | - | - | - | |
| 4.4 In-School Sport and Culture | | | | | | | | | | |
| Current payment | 647 | - | (207) | 440 | 418 | 22 | 100.0% | 406 | 406 | |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - | |
| Payment for capital assets | - | - | - | - | - | - | - | - | - | |
| Total | 697,237 | - | (26,379) | 670,858 | 677,598 | 6,739 | 99.3% | 680,732 | 680,732 | |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 6

DETAILED PEPF PRINCIPALSBME
 for the year ended 31 March 2010

| Programs 4 Per Economic classification | 2009/10 | | | | | | 2008/09 | | |
|--|------------------------|-------------------|-----------------|---------------------|--------------------|--------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spending of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 814,000 | - | (52,478) | 260,524 | 260,524 | - | 100.0% | 260,524 | 233,982 |
| Goods and services | 7,158 | - | (508) | 8,228 | 4,043 | 2,177 | 68.0% | 7,240 | 7,240 |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies for provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicians | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 87,183 | - | - | 87,183 | 86,206 | 977 | 98.0% | 86,428 | 85,428 |
| Households | 1,343 | - | (847) | 1,003 | 1,002 | - | 100.0% | 637 | 637 |
| Payments for capital assets | | | | | | | | | |
| Buildings and other fixed structures | 88,883 | - | (11,224) | 95,637 | 95,637 | - | 100.0% | 93,373 | 93,373 |
| Machinery and equipment | 82 | - | - | 82 | 82 | - | 100.0% | 84 | 84 |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and intangible assets | - | - | - | - | - | - | - | - | - |
| Total | 487,227 | - | (54,578) | 429,649 | 417,568 | 3,180 | 98.3% | 498,732 | 498,732 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 6

DETAILED PERFORMANCE
 for the year ended 31 March 2010

Detail per Programme 6 – Further Education

| Detail per sub-programme | 2009/10 | | | | | 2008/09 | | | |
|---|------------------------|-------------------|-----------------|---------------------|--------------------|-----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Shifting of Funds | Virement | Final Appropriation | Actual Expenditure | Virements | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 5.1 Public Institutions | | | | | | | | | |
| Current payment | 247 763 | - | (29 872) | 218 111 | 218 111 | - | 100.0% | 194 734 | 194 734 |
| Transfers and subsidies | 203 523 | - | (600) | 202 924 | 202 924 | - | 100.0% | 48 745 | 48 745 |
| Payment for capital assets | 26 178 | - | (3 324) | 24 852 | 24 852 | - | 100.0% | 52 082 | 47 242 |
| 5.2 Human Resource Development | | | | | | | | | |
| Current payment | 628 | - | (84) | 442 | 442 | - | 100.0% | 2 424 | 2 424 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| 5.3 In-College Sport and Culture | | | | | | | | | |
| Current payment | 4 209 | - | - | 4 209 | 4 209 | - | 100.0% | 4 214 | 4 214 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| 5.4 Conditional Grants | | | | | | | | | |
| Current payment | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | 115 871 | 115 508 |
| Total | 484 178 | - | (34 478) | 449 700 | 449 728 | - | 100.0% | 418 828 | 413 822 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED FOUR YEAR BUDGET
 for the year ended 31 March 2010

| Programs 5 Per Economic classification | 2008/9 | | | | 2009/10 | | | | |
|---|------------------------|-------------------|-----------------|---------------------|--------------------|----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Transfer | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 242,878 | - | (28,416) | 214,462 | 214,462 | - | 100.0% | 194,623 | 194,623 |
| Goods and services | 5,891 | - | (1,776) | 4,115 | 4,291 | - | 100.0% | 12,588 | 12,588 |
| Interest and rent on loan | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicals | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 200,203 | - | - | 200,203 | 200,203 | - | 100.0% | 168,021 | 168,021 |
| Households | 1,748 | - | (668) | 1,080 | 766 | - | 100.0% | 499 | 499 |
| Payment for capital assets | 28,178 | - | (3,324) | 24,854 | 24,852 | - | 100.0% | 52,282 | 47,242 |
| Buildings and other fixed structures | - | - | - | - | - | - | - | - | - |
| Machinery and equipment | - | - | - | - | - | - | - | - | - |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and subsoil assets | - | - | - | - | - | - | - | - | - |
| Total | 444,718 | - | (34,478) | 410,239 | 410,238 | - | 100.0% | 418,828 | 413,828 |





EASTERN CAPE DEPARTMENT OF EDUCATION

NOTE 6

DETAIL PER PROGRAMME

For the year ended 31 March 2010

Detail per Programme 6 - Adult Basic Education and Training

| Detail per sub-programme | 2008/9 | | | | | | 2009/10 | | |
|---------------------------------------|------------------------|-------------------|---------------|---------------------|--------------------|-----------------|--|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of total appropriations | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 6.1 Public Centres | | | | | | | | | |
| Current payment | 173,396 | - | 14,371 | 187,767 | 213,418 | (25,651) | 113.9% | 192,917 | 192,917 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | 9 | 9 | 9 | - | 100.0% | 962 | 962 |
| 6.2 Human Resource Development | | | | | | | | | |
| Current payment | 1,543 | - | (1,543) | - | - | - | - | - | - |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| Total | 173,441 | - | 13,837 | 187,278 | 213,427 | (26,149) | 113.9% | 193,879 | 193,879 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 6

DETAILED PERFORMANCE
 for the year ended 31 March 2010

| Programme & Post Economic Classification | 2008/09 | | | | | 2009/10 | | 2009/09 | |
|---|------------------------|-------------------|---------------|---------------------|--------------------|-----------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Staffing of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Granted payments | | | | | | | | | |
| Compensation of employees | 187 272 | - | 18 403 | 103 475 | 209 588 | (26 111) | 114,2% | 147 823 | 147 823 |
| Goods and services | 8 368 | - | (2 537) | 3 832 | 3 832 | - | 100,0% | 3 832 | 3 832 |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicians | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | - | - | - | - | - | - | - | - | - |
| Households | - | - | - | - | - | - | - | - | - |
| Payments for capital assets | - | - | - | - | - | - | - | - | - |
| Buildings and other fixed structures | - | - | - | - | - | - | - | - | - |
| Machinery and equipment | - | - | - | - | - | - | - | - | - |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and related assets | - | - | - | - | - | - | - | - | - |
| Total | 173 481 | - | 13 871 | 107 311 | 213 427 | (26 111) | 113,9% | 183 879 | 183 879 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 6

DETAIL PER PROGRAMME
for the year ended 31 March 2010

Detail per Programme 7 - Early Childhood Development

| Detail per sub-programme | 2009/10 | | | | | | 2008/09 | | |
|---|------------------------|-------------------|----------|---------------------|--------------------|----------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spilling of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual Expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 7.1 Grade R in Public Schools | | | | | | | | | |
| Current payment | 223,295 | - | 1,000 | 224,295 | 211,305 | 3,000 | 94,1% | 159,400 | 159,400 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | 43,250 | - | (8,797) | 34,453 | 34,453 | - | 100,0% | 63,228 | 50,910 |
| 7.2 Grade R in Community Centres | | | | | | | | | |
| Current payment | 11,654 | - | (612) | 11,042 | 3,758 | 8,338 | 23,6% | 11,418 | 11,418 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | 278 | - | (87) | 191 | 129 | - | 100,0% | 648 | 648 |
| 7.3 Pre-Grade R | | | | | | | | | |
| Current payment | 9,041 | - | (5,405) | 3,636 | 9,080 | 1,073 | 83,6% | 11,791 | 11,791 |
| Transfers and subsidies | 5,000 | - | - | 5,000 | 3,276 | 2,574 | 65,5% | 8,982 | 7,879 |
| Payment for capital assets | 8,073 | - | (8,013) | 60 | - | - | - | (8,003) | 2,715 |
| 7.4 Professional Services | | | | | | | | | |
| Current payment | 5,000 | - | (5,000) | - | - | - | - | - | - |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAIL PER PROGRAMME
 for the year ended 31 March 2010

| Detail per sub-programme | 2009/10 | | | | | | 2008/09 | | |
|---------------------------------|------------------------|-------------------|-----------------|---------------------|--------------------|---------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spilling of Funds | Overment | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 1.5 Human Resources Development | | | | | | | | | |
| Current payment | 627 | - | (127) | 500 | 548 | 151 | 81.1% | 542 | 542 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| Total | 307,818 | | (24,628) | 283,190 | 387,621 | 15,569 | 84.5% | 258,000 | 248,108 |



EASTERN CAPE DEPARTMENT OF EDUCATION

VOTE 6

DETAILED PERFORMANCE
for the year ended 31 March 2010

| Programme / Per Expendable classification | 2009/10 | | | | | | 2008/09 | | |
|---|------------------------|-------------------|-----------------|---------------------|--------------------|---------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Building of Funds | Virement | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 208,377 | - | 1,475 | 207,652 | 207,652 | - | 100.0% | 193,198 | 193,198 |
| Goods and services | 44,170 | - | (8,204) | 34,966 | 21,811 | 12,855 | 62.0% | 18,957 | 18,957 |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to: | | | | | | | | | |
| Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicals | - | - | - | - | - | - | - | - | - |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 1,850 | - | - | 1,850 | 3,276 | 2,574 | 96.0% | 8,560 | 7,878 |
| Households | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | | | | | | | | | |
| Buildings and other fixed structures | 63,250 | - | (8,175) | 34,977 | 34,977 | - | 100.0% | 31,438 | 44,137 |
| Machinery and equipment | 8,229 | - | (7,724) | 505 | 505 | - | 100.0% | 7,819 | 18,137 |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and related assets | - | - | - | - | - | - | - | - | - |
| Total | 307,876 | - | (24,528) | 283,198 | 287,621 | 15,589 | 84.5% | 288,909 | 348,198 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 6

DETAILED PERFORMANCE
 for the year ended 31 March 2010

Detail per Programme 8 - Auxiliary and Associated Services For the year ended 31 March 2010

| Detail per sub-programme | 2009/10 | | | | | | 2008/09 | | |
|--|------------------------|-------------------|-----------------|--------------------|--------------------|--------------|---|--------------------|--------------------|
| | Approved Appropriation | Spending of Funds | Variance | Fund Appropriation | Actual Expenditure | Variance | Expenditure as % of total appropriation | Fund Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 8.1 Payments to NETA | | | | | | | | | |
| Current payment | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies | 8,011 | - | - | 8,011 | 8,011 | - | 100.0% | 8,042 | 8,042 |
| Payment for capital assets | - | - | - | - | - | - | - | - | - |
| 8.2 Conditional Grants Projects | | | | | | | | | |
| Current payment | 30,118 | - | - | 30,118 | 27,528 | 2,542 | 91.4% | 28,452 | 29,421 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | 50 | - | - | 50 | - | 50 | 0.0% | 50 | 28 |
| 8.3 Special Projects | | | | | | | | | |
| Current payment | 2,859 | - | (402) | 2,186 | 2,188 | - | 100.0% | 8,000 | 8,000 |
| Transfers and subsidies | - | - | - | - | - | - | - | - | - |
| Payment for capital assets | - | - | - | - | - | - | - | 200 | 200 |
| 8.4 External Examinations | | | | | | | | | |
| Current payment | 158,545 | - | (8,191) | 150,345 | 153,328 | 27 | 100.0% | 150,229 | 151,410 |
| Transfers and subsidies | 12,088 | - | - | 12,088 | 7,821 | 8,794 | 97.6% | 13,142 | 13,280 |
| Payment for capital assets | 25,278 | - | (12,932) | 10,006 | 13,118 | (22) | 100.0% | 9,657 | 7,156 |
| Total | 228,341 | | (17,844) | 206,387 | 212,861 | 8,348 | 96.3% | 217,142 | 219,987 |



EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 5

DETAILED PEPF FISCAL YEAR
 for the year ended 31 March 2010

| Programme & Per Economic classification | 2009/10 | | | | | | 2008/09 | | |
|---|------------------------|-------------------|-----------------|---------------------|--------------------|---------------|---|---------------------|--------------------|
| | Adjusted Appropriation | Spending of Funds | Variance | Final Appropriation | Actual Expenditure | Variance | Expenditure as % of final appropriation | Final Appropriation | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Current payments | | | | | | | | | |
| Compensation of employees | 84,478 | - | 1,805 | 86,283 | 86,283 | - | 100.0% | 77,483 | 77,483 |
| Goods and services | 106,629 | - | (7,416) | 99,213 | 96,808 | 2,405 | 97.4% | 106,629 | 112,000 |
| Interest and rent on land | - | - | - | - | - | - | - | - | - |
| Financial transactions in assets and liabilities | - | - | - | - | - | - | - | - | - |
| Transfers and subsidies to: | | | | | | | | | |
| Provinces and municipalities | - | - | - | - | - | - | - | - | - |
| Departmental agencies and accounts | - | - | - | - | - | - | - | - | - |
| Universities and technicals | 8,011 | - | - | 8,011 | 8,011 | - | 100.0% | 8,042 | 8,042 |
| Foreign governments and international organisations | - | - | - | - | - | - | - | - | - |
| Public corporations and private enterprises | - | - | - | - | - | - | - | - | - |
| Non-profit institutions | 13,388 | - | - | 13,388 | 7,821 | 5,754 | 57.8% | 13,000 | 13,388 |
| Households | - | - | - | - | - | - | - | 142 | - |
| Payments for capital assets | | | | | | | | | |
| Buildings and other fixed structures | 26,413 | - | (11,451) | 14,962 | 12,666 | (2,296) | 100.0% | 7,487 | 7,061 |
| Machinery and equipment | 815 | - | (262) | 553 | 133 | (420) | 100.0% | 2,500 | 363 |
| Biological assets | - | - | - | - | - | - | - | - | - |
| Software and other intangible assets | - | - | - | - | - | - | - | - | - |
| Land and related assets | - | - | - | - | - | - | - | - | - |
| Total | 276,341 | - | (17,644) | 258,697 | 213,051 | 45,348 | 86.3% | 217,142 | 216,947 |





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

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

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on financial transactions in assets and liabilities

Detail of these transactions per programme can be viewed in the note on Financial transactions in assets and liabilities to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

The Department has an over-expenditure of R636,057 million in the 2009/10 financial year. The over/under expenditure per Programme is as follows:

| Programme | Amount | Over / Under expenditure | Reason for the Variance |
|----------------------------|--------------------|--------------------------|---|
| 1. Administration | R. 42,487 million | Under expenditure | The variance is an under expenditure in goods and services, it is mostly as a result of delays in payments due to the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure. |
| 2. Public Ordinary Schools | (R682,882 million) | Over expenditure | <p>The variance is an over expenditure of R830,140 million in compensation of employees and an under expenditure in goods and services, transfers to non-profit institutions and buildings amounting to R19,325 million; R51,081 million and R77,221 million respectively.</p> <p>The over expenditure in compensation of employees is due to underfunding in the budget for the Occupational Specific Dispensation agreement. The Department received fewer funds than requested both for the carry-through costs of the OSD1 collective agreement for 2008/09 and the funding for the OSD2 collective agreement for 2009/10.</p> <p>The under expenditure in goods and services, non profit institutions and buildings was as a result of non-payments mostly due the strict controls on payment processes that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.</p> <p>The unspent funds in respect of the School Nutrition and the Provincial Infrastructure Grants have been surrendered to Treasury and a request for a Rollover has been applied for.</p> |



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

| Programme | Amount | Over / Under expenditure | Reason for the Variance |
|--|--------------------|--------------------------|---|
| 3. Independent Schools | R. 1,432 million | Under expenditure | The under expenditure is in respect of the transfers to the independent schools where some schools had not submitted their previous annual financial statements. There were transfers to schools that were delayed as a result of the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure. |
| 4. Public Special Schools | R. 1,100 million | Under expenditure | The variance is an under expenditure in compensation of employees and non-profit institutions at R2,177 million and R923 thousand respectively. The under expenditure in compensation is a savings realised due to the non-filing of posts. The under expenditure in non-profit institutions is due to funds that were not completely paid to schools. |
| 5. Further Education & Training | - | - | There is no variance in this programme. |
| 6. Adult Basic Education | (R 26,111 million) | Over expenditure | The over expenditure is in Compensation of Employees and is due to the improvement in the conditions of service for ABET educators. The ABET educators were being paid at a rate of 1 and 1/2 hours per day and are currently being paid at a rate of 3 hours per day. This was implemented during the year and had not been budgeted for. |
| 7. Early Childhood Childhood Development | R 15,569 million | Under expenditure | The under expenditure is in both goods and services and transfers to non-profit institutions at R12,966million and R2,574million respectively. The under expenditure in goods and services is due to delays in procurement processes as the tender for Level 4 and Level 5 training was delayed. The under expenditure in transfers to non-profit institutions is linked to the delays in training of the ECD practitioners. |
| 8. Auxiliary & Other Related Services | R. 8,346 million | Under expenditure | The variance is an under expenditure in goods and services and transfers to non-profit institutions amounting to R2,697million and R6,754 million respectively. The goods and services under expenditure is in respect of HIV/AIDS conditional grant and the funds were not spent due to delays in procurement and the stringent controls on payments put in the Department to minimise over expenditure. The unspent funds have been surrendered to Treasury and an application for a Rollover has been made. The under expenditure in non-profit institutions is in respect of funds for examination marking centres. The payments were delayed due to the controls in spending put on the Department in an effort to control over expenditure by the Department. |



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

The over/under expenditure per Economic Classification is as follows:

| Item | Amount | Over/ Under expenditure | Reason for the Variance |
|--|--------------------|-------------------------|---|
| Current Assets | | | |
| Compensation of Employees | (R856,252 million) | Over expenditure | <p>The over expenditure is in programmes 2 (Public Ordinary Schools) and programme 6 (ABET) amounting to R830,140 million and R26,111 million respectively. In programme 2 it is due to underfunding in the budget for the Occupational Specific Dispensation agreements. The Department received fewer funds than was requested both for the carry-through costs of the OSD1 collective agreement for 2008/09 and the funding for the OSD2 collective agreement for 2009/10.</p> <p>The over expenditure in Pr 6, ABET is due to the improvement in the conditions of service for ABET educators. The ABET educators were being paid at a rate of 1 and 1/2 hours per day and are currently being paid at a rate of 3 hours per day. This was implemented during the year and had not been budgeted for.</p> <p>The over expenditure in compensation resulted in the Department being controlled in other areas where there were still funds available so as to control the overall expenditure. This has resulted in these areas having accruals that when the 2010/11 budget will have to be utilized.</p> |
| Goods and Services | R 86,407 million | Under expenditure | <p>The under expenditure is in programmes 1, Admin, R41,655m; Pr 2 Public Schools, R19,325m; Pr 4, Special Schools, R2,177m; Pr 7, ECD, R12,966m and Pr 8, Auxiliary Services- HIV/AIDS, R2,591m respectively.</p> <p>It is mostly as a result of delays in payments due to the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure. The under expenditure in Pr 7, ECD, is due to delays in procurement processes as the tender for Level 4 and Level 5 training was delayed.</p> <p>The unspent funds relating to HIV/AIDS have been surrendered to Treasury and a Rollover of the funds has been requested.</p> <p>The unspent funds which had been committed resulted in accruals which will have to be paid out of the 2010/11 budget.</p> |
| Financial Transactions in Assets & Liabilities | (R 919 thousand) | Over expenditure | <p>This relates to funds having been erroneously transferred to a public ordinary school and being utilized by the school concerned. The matter is being investigated by Risk Management Unit and a debt will be created for the school to which the funds have been transferred to or the principal concerned.</p> |





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

| Item | Amount | Over/ Under expenditure | Reason for the Variance |
|--------------------------------------|------------------|-------------------------|--|
| Transfers & Subsidies | | | |
| Transfers to Non-Profit institutions | R 64,433 million | Under expenditure | <p>The under expenditure is in Pt's 1, R699 thousand; Pt 2, R51,061m; Pt 3, R3,432m; Pt 4, R333 thousand; Pt 7, R2,574m and Pt 8, R5,754million.</p> <p>Pt 1 – Payment for bursaries were made through the HRC office and the funds were to be transferred there. Some of the payments were delayed as a result of the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.</p> <p>Pt 2 – Funds that were transferred to schools from the SMP conditional grant during the Adjustment Estimate for the payment of meal servers were caught up in the controls enforced to control over expenditure as schools delayed in submitting their bank details for the transfer to be implemented.</p> <p>Pt 3 - Some schools delayed submission of their previous year's annual financial statements. Some of the payments were delayed as a result of the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.</p> <p>Pt 4 - The under expenditure in non-profit institutions is due to funds that were not completely paid to schools.</p> <p>Pt 7 - The under expenditure in transfers to non-profit institutions is linked to the delays in training of the ECD practitioners due to tender processes having been delayed.</p> <p>Pt 8 - Some of the payments were delayed as a result of the strict controls that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure. The funds owed to all the schools will be paid out of the budget of 2010/11.</p> |
| Capital Expenditure | | | |
| Buildings | R 71,274 million | Under expenditure | <p>The under expenditure is in Programme 2 and is in respect of the Provincial Infrastructure Conditional Grant budget.</p> <p>There were delays in the eradication of mud-structures at the beginning of the financial due to challenges with contractors not meeting their obligations. There were also delays in payments as a result of the strict controls on payment processes that were enforced on the Department in the last quarter of the financial year in an effort to control over expenditure.</p> <p>As this is a Conditional Grant, the unspent funds have been surrendered back to Treasury and a request for a Roll-over has been requested.</p> |





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

Compensation of Employees - Provincial Treasury, OTP, CSC and EXCO are engaged in an effort to deal with the reported under-provision relating to GSD, ICS and to deal with all other inefficiencies in the Department that result in over expenditure in Compensation of Employees.

Goods and Services – prior year accruals, having to be paid out of the 2010/11 budget, causing pressure on overpending in the 4th quarter. The Department has to amend all other projects and activities, reprioritize and deal with the areas affected.

Buildings - No new projects to be started until the previous year's outstanding commitments and accruals are settled. Strict controls and monitoring of contractors to be done to ensure service delivery is achieved. Department to avoid over committing as this puts pressure on the limited resources.

EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 4

STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2010

| PERFORMANCE | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|-------------------|-------------------|
| REVENUE | | | |
| Annual appropriation | 1 | 20,529,067 | 17,919,448 |
| Statutory appropriation | 2 | 1,421 | 1,329 |
| Departmental revenue | 3 | - | 2,525 |
| Direct Exchequer Receipts | 4 | - | - |
| Aid assistance | 5 | - | - |
| TOTAL REVENUE | | 20,529,488 | 17,923,301 |
| EXPENDITURE | | | |
| Current expenditure | | | |
| Compensation of employees | 7 | 17,112,269 | 13,755,201 |
| Goods and services | 8 | 1,912,810 | 2,205,085 |
| Interest and rent on land | 9 | - | - |
| Financial transactions in assets and liabilities | 10 | 919 | 5,454 |
| Aid assistance | 5 | - | - |
| Unauthorised expenditure approved without funding | 11 | - | - |
| Total current expenditure | | 19,025,998 | 15,965,740 |
| Transfers and subsidies | | 1,271,815 | 965,458 |
| Transfers and subsidies | 12 | 1,271,815 | 965,458 |
| Aid assistance | 5 | - | - |
| Unauthorised expenditure approved without funding | 13 | - | - |
| Expenditure for capital assets | | 867,932 | 943,905 |
| Tangible capital assets | 14 | 867,157 | 943,905 |
| Software and other intangible assets | 15 | 775 | 90 |
| Unauthorised expenditure approved without funding | 13 | - | - |
| Total expenditure for capital assets | | 867,932 | 943,905 |
| Direct Exchequer Payments | 6 | - | - |
| TOTAL EXPENDITURE | | 21,165,545 | 17,915,153 |
| SURPLUS/(DEFICIT) FOR THE YEAR | | (836,057) | 48,148 |
| Reconciliation of Net Surplus/(Deficit) for the year | | | |
| Voiced Funds | | (836,057) | 45,583 |
| Annual appropriation | | (836,057) | - |
| Conditional grants | | - | - |
| Unconditional grants | | - | - |
| Departmental revenue | 22 | - | 2,525 |
| Direct Exchequer receipts/payments | 23 | - | - |
| Aid assistance | 5 | - | - |
| SURPLUS/(DEFICIT) FOR THE YEAR | | (836,057) | 48,158 |



EASTERN CAPE DEPARTMENT OF EDUCATION
NOTE 9

STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2010

| FINANCIAL POSITION | | 2009/10 | 2008/09 |
|---|------|----------------|----------------|
| | Note | R'000 | R'000 |
| ASSETS | | | |
| Current Assets | | 950,042 | 235,518 |
| Unauthorised expenditure | 13 | 741,719 | 32,728 |
| Fruitless and wasteful expenditure | 14 | 15,942 | 15,942 |
| Cash and cash equivalents | 15 | - | - |
| Other financial assets | 16 | - | - |
| Prepayments and advances | 17 | 16,208 | 23,857 |
| Receivables | 18 | 176,093 | 162,989 |
| Loans | 22 | - | - |
| Aid assistance receivable | 8 | - | - |
| Non-Current Assets | | - | - |
| Investments | 19 | - | - |
| Loans | 22 | - | - |
| Other financial assets | 16 | - | - |
| TOTAL ASSETS | | 950,042 | 235,518 |
| LIABILITIES | | | |
| Current Liabilities | | 932,326 | 217,357 |
| Voted funds to be surrendered to the Revenue Fund | 21 | 78,516 | 58,221 |
| Departmental revenue to be surrendered to the Revenue Fund | 22 | 1,955 | 18,932 |
| Direct Exchequer Receipts to be surrendered to the Revenue Fund | 23 | - | - |
| Bank overdraft | 24 | 800,767 | 102,930 |
| Payables | 25 | 49,068 | 39,568 |
| Aid assistance repayable | 9 | - | - |
| Aid assistance unutilised | 8 | - | - |
| Non-Current Liabilities | | - | - |
| Payables | 26 | - | - |
| TOTAL LIABILITIES | | 932,326 | 217,357 |
| NET ASSETS | | 17,716 | 18,159 |
| Represented by: | | | |
| Capitalisation reserve | | - | - |
| Recoverable revenue | | 17,716 | 18,159 |
| Retained funds | | - | - |
| Revaluation reserves | | - | - |
| TOTAL | | 17,716 | 18,159 |



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2010

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Capitalisation Reserves | | | |
| Opening balance | | - | - |
| Transfers: | | | |
| Movement in Equity | | | - |
| Movement in Operational Funds | | | - |
| Other movements | | | - |
| Closing balance | | - | - |
| Recoverable revenue | | | |
| Opening balance | | 18,159 | 15,795 |
| Transfers | | (443) | 2,364 |
| Irrecoverable amounts written off | 24.1 | - | - |
| Debts revised | | (443) | - |
| Debts recovered (included in departmental receipts) | | - | - |
| Debts raised | | - | 2,364 |
| Closing balance | | 17,716 | 18,159 |
| Retained funds | | | |
| Opening balance | | - | - |
| Transferred from voted funds to be surrendered (Parliament/Legislature ONLY) | | | - |
| Utilised during the year | | | - |
| Other | | | - |
| Closing balance | | - | - |
| Revaluation Reserves | | | |
| Opening balance | | - | - |
| Revaluation adjustment (Housing departments) | | | - |
| Transfers | | | - |
| Other | | | - |
| Closing balance | | - | - |
| TOTAL | | 17,716 | 18,159 |





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

CASH FLOW STATEMENT
for the year ended 31 March 2010

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | | |
| Receipts | | 20,576,934 | 17,979,332 |
| Annual appropriated funds received | 1.1 | 20,528,067 | 17,919,448 |
| Statutory appropriated funds received | 2 | 1,421 | 1,328 |
| Departmental revenue received | 3 | 47,436 | 58,556 |
| Direct Exchequer receipts | 4 | - | - |
| Aid assistance received | 5 | - | - |
| Net (increase)/ decrease in working capital | | 3,965 | 3,659 |
| Summended to Revenue Fund | | (112,752) | (132,398) |
| Summended to RDP Fund/Donor | | - | - |
| Current payments | | (19,025,798) | (19,965,740) |
| Transfers and subsidies paid | | (1,271,815) | (965,458) |
| Net cash flow available from operating activities | 22 | 170,524 | 919,455 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | |
| Payments for capital assets | 12 | (997,932) | (943,995) |
| Proceeds from sale of capital assets | 2.4 | - | - |
| (Increase)/ decrease in loans | | - | - |
| (Increase)/ decrease in investments | | - | - |
| (Increase)/ decrease in other financial assets | | - | - |
| Net cash flows from investing activities | | (997,932) | (943,995) |
| CASH FLOWS FROM FINANCING ACTIVITIES | | | |
| Distribution/dividend received | | - | - |
| Increase/ (decrease) in net assets | | (443) | 2,364 |
| Increase/ (decrease) in non-current payables | | - | - |
| Net cash flows from financing activities | | (443) | 2,364 |
| Net increase/ (decrease) in cash and cash equivalents | | (897,851) | (22,226) |
| Cash and cash equivalents at beginning of period | | (102,936) | (80,710) |
| Cash and cash equivalents at end of period | 23 | (800,787) | (102,936) |



**EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6**

**ACCOUNTING POLICIES
for the year ended 31 March 2010**

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 2 of 2008.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid.

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R000).

1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.5 Comparative figures - Appropriation Statement

A comparison between actual amounts and final appropriation per major classification of expenditure is included in the Appropriation Statement.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

The total appropriated funds received during the year are presented in the statement of financial performance.

Unexpended appropriated funds are surrendered to the National/Provincial Revenue Fund. Any amounts owing to the National/Provincial Revenue Fund at the end of the financial year are recognised as payable in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the National/Provincial Revenue Fund, unless stated otherwise.

Any amount owing to the National/Provincial Revenue Fund is recognised as a payable in the statement of financial position.

No accrual is made for the amount receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure note to the annual financial statements.

2.3 Direct Exchequer receipts / payments

All direct exchequer receipts are recognised in the statement of financial performance when the cash is received and subsequently paid into the National/Provincial Revenue Fund, unless otherwise stated. All direct exchequer payments are recognised in the statement of financial performance when final authorisation for payment is effected on the system (by no later than 31 March of each year). Any amount owing to the National/Provincial Revenue Funds at the end of the financial year is recognised as a payable in the statement of financial position.



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

2.4 Aid assistance

Aids assistance is recognised as revenue when received.

All in-kind aid assistance is disclosed at fair value on the date of receipt in the annexures to the Annual Financial Statements.

The cash payments made during the year relating to aid assistance projects are recognised as expenditure in the statement of financial performance when final authorisation for payments is effected on the system (by no later than 31 March of each year).

The value of the assistance expended prior to the receipt of funds is recognised as a receivable in the statement of financial position.

Inappropriately expended amounts using aid assistance and any unutilised amounts are recognised as payables in the statement of financial position.

All CARA funds received must be recorded as revenue when funds are received. The cash payments made during the year relating to CARA earmarked projects are recognised as expenditure in the statement of financial performance when final authorisation for payments effected on the system (by no later than 31 March of each year).

Inappropriately expended amounts using CARA funds are recognised as payables in the statement of financial position. Any unutilised amounts are transferred to retained funds as they are not surrendered to the revenue fund.

1. Expenditure

1.1 Compensation of employees

1.1.1 Short-term employee benefits

The cost of short-term employee benefits are expensed in the statement of financial performance when financial authorisation for payment is effected on the system (by no later than 31 March each year).

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts must not be recognised in the statement of financial performance or position.

Employee cost are capitalised to the cost of a capital project when an employee spends more than 50% of his/her time in the project. These payments form part of expenditure for capital assets in the statement of financial performance.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

3.1.2 Post retirement benefits

Employer contribution (i.e. social contributions) is expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March each year).

No provision is made for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National Revenue Funds and not in the financial statements of the employer department.

Social contribution (such as medical benefits) made by the department for certain of its ex-employees are classified as transfers to households in the statement of financial performance.

3.1.3 Termination benefits

Termination benefits such as severance packages are recognised as an expense in the statement of financial performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.1.4 Other long-term employee benefits

Other long-term employee benefits (such as capped leave) are recognised as an expense in the statement of financial performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements.

3.2 Goods and services

Payments made for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

The expense is classified as capital if the goods and/or services were acquired for a capital project or if the total purchase price exceeds the capitalisation threshold (currently R5, 000). All other expenditures are classified as current.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount should be recorded under goods and services.

3.4 Financial transactions in assets and liabilities

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or undepending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

made for irrecoverable amounts but an estimate is included in the disclosure notes to the financial statements amounts.

All other losses are recognised when authorisation has been granted for the recognition thereof.

1.5 Transfers and subsidies

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

1.6 Unauthorised expenditure

When confirmed unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is derecognised from the statement of financial position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on the date of approval.

1.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as expenditure in the statement of financial performance according to the nature of the payment and not as a separate line item on the face of the statement. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

1.8 Irregular expenditure

Irregular expenditure is recognised as expenditure in the statement of financial performance. If the expenditure is not condoned by the relevant authority it is treated as an asset until it is recovered or written off as irrecoverable.





EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the statement of financial position at cost.

Bank overdrafts are shown separately on the face of the statement of financial position.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

4.2 Other financial assets

Other financial assets are carried in the statement of financial position at cost.

4.3 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and where the goods and services have not been received by year end.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

4.4 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party or from the sale of goods/rendering of services.

Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.5 Investments

Capitalised investments are shown at cost in the statement of financial position.

Investments are tested for an impairment loss whenever events or changes in circumstances indicate that the investment may be impaired. Any impairment loss is included in the disclosure notes.

4.6 Loans

Loans are recognised in the statement of financial position when the cash is paid to the beneficiary. Loans that are outstanding at year-end are carried in the statement of financial position at cost plus accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.7 Inventory

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.



EASTERN CAPE DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

All inventory items at year-end are reflected using the weighted average cost or FIFO cost formula.

4.8 Capital assets

4.8.1 Movable assets

Initial recognition

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

All assets acquired prior to 1 April 2002 are included in the register at R1.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset" and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the statement of financial performance.

4.8.2 Immovable assets

Initial recognition

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset". On completion, the total cost of the project is included in the asset register of the department that legally owns the asset or the provincial department of public works.

Repairs and maintenance is expensed as current "goods and services" in the statement of financial performance.

5. Liabilities

5.1 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are carried at cost in the statement of financial position.



EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6

ACCOUNTING POLICIES
for the year ended 31 March 2010

5.2 Contingent liabilities

Contingent liabilities are included in the disclosure notes to the financial statements when it is possible that economic benefits will flow from the department, or when an outflow of economic benefits or service potential is probable but cannot be measured reliably.

5.3 Contingent assets

Contingent assets are included in the disclosure notes to the financial statements when it is possible that an inflow of economic benefits will flow to the entity.

5.4 Commitments

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.5 Accruals

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.6 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the statement of financial performance or the statement of financial position.

5.7 Lease commitments

Finance lease

Finance leases are not recognised as assets and liabilities in the statement of financial position. Finance lease payments are recognised as an expense in the statement of financial performance and are apportioned between the capital and interest portions. The finance lease liability is disclosed in the disclosure notes to the financial statements.



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Operating lease

Operating lease payments are recognised as an expense in the statement of financial performance. The operating lease commitments are disclosed in the disclosure notes to the financial statement.

5.8 Provisions

Provisions are disclosed when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate of the obligation can be made.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements.

7. Net Assets

7.1 Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National/Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.

7.2 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

8. Related party transactions

Specific information with regards to related party transactions is included in the disclosure notes.

9. Key management personnel

Compensation paid to key management personnel including their family members where relevant, is included in the disclosure notes.

10. Public private partnerships

A description of the PPP arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.





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1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

| Programmes | Final Appropriation R'000 | Actual Funds Received R'000 | Funds not requested/not received R'000 | Appropriation Received 2009/10 R'000 |
|---------------------------------------|---------------------------------|-----------------------------------|---|--|
| Administration | 1,589,152 | 1,589,152 | - | 1,389,553 |
| Public Ordinary School Education | 17,326,962 | 17,326,962 | - | 15,044,885 |
| Independent School Subsidies | 50,124 | 50,124 | - | 44,418 |
| Special School | 420,658 | 420,658 | - | 400,732 |
| Further Education and Training | 450,238 | 450,238 | - | 418,800 |
| Adult Basic Education and Training | 187,316 | 187,316 | - | 153,879 |
| Early Childhood Development | 283,150 | 283,150 | - | 250,009 |
| Auxiliary and Associated Services | 220,387 | 220,387 | - | 217,143 |
| Total | 20,528,967 | 20,528,967 | - | 17,919,448 |

1.2 Conditional grants

| | 2009/10 R'000 | 2008/09 R'000 |
|-----------------------|------------------|------------------|
| Total grants received | 719,160 | 712,604 |
| | <u>719,160</u> | <u>712,604</u> |

1.3 Unconditional grants

| | 2009/10 R'000 | 2008/09 R'000 |
|-----------------------|------------------|------------------|
| Total grants received | - | - |
| | <u>-</u> | <u>-</u> |



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2. Statutory Appropriation

| | 2009/10 R'000 | 2008/09 R'000 |
|--|------------------|------------------|
| President and Deputy President salaries | | |
| Member of executive committee/parliamentary officers | 1,421 | 1,328 |
| Judges and magistrates salaries | | |
| Sector education and training authorities (SETA) | | |
| National Skills Fund | | |
| Total | 1,421 | 1,328 |
| Actual Statutory Appropriation received | 1,421 | 1,328 |

3. Departmental revenue

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Departmental Revenue | | | |
| Tax revenue | | - | - |
| Sales of goods and services other than capital assets | 3.1 | 36,088 | 32,728 |
| Fines, penalties and forfeits | 3.2 | 17 | 27 |
| Interest, dividends and rent on land | 3.3 | 482 | 3,132 |
| Sales of capital assets | 3.4 | - | - |
| Financial transactions in assets and liabilities | 3.5 | 10,849 | 22,669 |
| Transfer received | 3.6 | - | - |
| Total revenue collected | | 47,436 | 58,556 |
| Less: Own revenue included in appropriation | 2.2 | 47,436 | 58,031 |
| Departmental revenue collected | | - | 2,525 |

3.1 Sales of goods and services other than capital assets

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Sales of goods and services produced by the department | J | 36,088 | 32,713 |
| Sales by market establishment | | 89 | - |
| Administrative fees | | - | - |
| Other sales | | 35,999 | 32,713 |
| Sales of scrap, waste and other used current goods | | 2 | 15 |
| Total | | 36,088 | 32,728 |





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3.2 Fines, penalties and forfeits

| | Note | 2009/10 | 2008/09 |
|--------------|------|-----------|-----------|
| | 3 | R'000 | R'000 |
| Fines | | 17 | 27 |
| Penalties | | - | - |
| Forfeits | | - | - |
| Total | | 17 | 27 |

3.3 Interest, dividends and rent on land

| | Note | 2009/10 | 2008/09 |
|--------------|------|------------|--------------|
| | 3 | R'000 | R'000 |
| Interest | | 482 | 3,132 |
| Dividends | | - | - |
| Rent on land | | - | - |
| Total | | 482 | 3,132 |

3.4 Sale of capital assets

| | Note | 2009/10 | 2008/09 |
|---|------|----------|----------|
| | 3 | R'000 | R'000 |
| Tangible capital assets | | - | - |
| Buildings and other fixed structures | 44 | - | - |
| Machinery and equipment | 42 | - | - |
| Land and subsoil assets | 44 | - | - |
| Investment property | 44 | - | - |
| Biological assets | 42 | - | - |
| Software and other intangible assets | | - | - |
| Capitalised development costs | 42 | - | - |
| Computer software | 42 | - | - |
| Manuscripts and publishing titles | 42 | - | - |
| Patents, licences, copyright, brand names, trademarks | 42 | - | - |
| Recipes, formulae, prototypes, designs, models | 42 | - | - |
| Services and operating rights | 42 | - | - |
| Other intangibles | 42 | - | - |
| Total | | - | - |





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3.5 Financial transactions in assets and liabilities

| | 2009/10 | 2008/09 |
|--|---------------|---------------|
| | R'000 | R'000 |
| Loans and advances | - | - |
| Repayment of Public Contributions | - | - |
| Receivables | - | 871 |
| Proceeds from investment | - | - |
| Forex gain | - | - |
| State cheques written back | - | 1,017 |
| Other Receipts including Recoverable Revenue | 10,849 | 20,981 |
| Total | 10,849 | 22,868 |

4. Direct Exchequer Receipts

| | 2009/10 | 2008/09 |
|-------------------------------|----------|----------|
| | R'000 | R'000 |
| Transfers received | - | - |
| Fines, penalties and forfeits | - | - |
| Interest and dividends | - | - |
| Restructuring of State assets | - | - |
| Debt portfolio receipts | - | - |
| Other | - | - |
| Total | - | - |



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5. Direct Exchequer Payments

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|----------------|------|------------------|------------------|
| Debt portfolio | | - | - |
| Debt takeovers | | - | - |
| Total | | - | - |

6. Aid assistance

6.1 Aid assistance received in cash from RDP

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|------------------------|------|------------------|------------------|
| Local | | - | - |
| Opening Balance | | - | - |
| Revenue | | - | - |
| Expenditure | | - | - |
| Current | | - | - |
| Capital | | - | - |
| Transfers | | - | - |
| Surrendered to the RDP | | - | - |
| Closing Balance | | - | - |
| Foreign | | - | - |
| Opening Balance | | - | - |
| Revenue | | - | - |
| Expenditure | | - | - |
| Current | | - | - |
| Capital | | - | - |
| Transfers | | - | - |
| Surrendered to the RDP | | - | - |
| Closing Balance | | - | - |



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7. Compensation of employees

7.1 Salaries and Wages

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|----------------------------------|------|-------------------|-------------------|
| Basic salary | | 12,551,028 | 10,354,680 |
| Performance award | | 42,185 | 43,484 |
| Service Based | | 18,912 | 30,900 |
| Compensative/circumstantial | | 131,976 | 137,065 |
| Periodic payments | | 13,000 | 26,454 |
| Other non-pensionable allowances | | 1,629,209 | 1,211,587 |
| Total | | 14,766,409 | 11,804,260 |

7.2 Social contributions

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|-------------------|-------------------|
| Employer contributions | | | |
| Pension | | 1,568,065 | 1,294,976 |
| Medical | | 752,448 | 550,910 |
| UIF | | 201 | 140 |
| Bargaining council | | 582 | 583 |
| Official unions and associations | | 4,163 | 4,000 |
| Insurance | | - | 3 |
| Total | | 2,325,460 | 1,950,921 |
| Total compensation of employees | | 17,112,269 | 13,755,201 |
| Average number of employees | | 86,032 | 74,226 |



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B. Goods and services

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Administrative fees | | 1,757 | 4,360 |
| Advertising | | 2,967 | 8,460 |
| Assets less than R5,000 | B.1 | 53,624 | 67,327 |
| Bursaries (employees) | | 45,172 | 39,219 |
| Catering | | 41,550 | 57,914 |
| Communication | | 35,921 | 48,886 |
| Computer services | B.2 | 5,087 | 32,045 |
| Consultants, contractors and agency/outsource services | B.3 | 570,729 | 478,576 |
| Entertainment | | 1,264 | 1,689 |
| Audit cost – external | B.4 | 14,329 | 14,558 |
| Government motor transport | | - | - |
| Inventory | B.5 | 358,523 | 530,222 |
| Housing | | - | - |
| Operating leases | | 18,943 | 12,066 |
| Owned and leasehold property expenditure | B.6 | 124,448 | 221,584 |
| Transport provided as part of the departmental activities | | 431,904 | 369,985 |
| Travel and subsistence | B.7 | 178,001 | 250,391 |
| Venues and facilities | | 4,106 | 4,004 |
| Training and staff development | | 17,132 | 45,379 |
| Other operating expenditure | B.8 | 8,103 | 20,560 |
| Total | | 1,912,819 | 2,298,985 |

B.1 Assets less than R5,000

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--------------------------------------|------|------------------|------------------|
| Tangible assets | | 53,624 | 67,327 |
| Buildings and other fixed structures | | - | - |
| Biological assets | | - | - |
| Machinery and equipment | | 53,624 | 67,327 |
| Specialised military assets | | - | - |
| Intangible assets | | - | - |
| Total | | 53,624 | 67,327 |



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| | | | | |
|------------|---|------|----------------|----------------|
| 8.2 | Computer services | | | |
| | | Note | 2009/10 | 2008/09 |
| | | R | R'000 | R'000 |
| | SITA computer services | | 5,087 | 32,045 |
| | External computer service providers | | - | - |
| | Total | | 5,087 | 32,045 |
| 8.3 | Consultants, contractors and agency/outourced services | | | |
| | | Note | 2009/10 | 2008/09 |
| | | R | R'000 | R'000 |
| | Business and advisory services | | 17,183 | 34,854 |
| | Infrastructure and planning | | - | - |
| | Laboratory services | | - | - |
| | Legal costs | | 5,519 | 5,043 |
| | Contractors | | 722 | 18 |
| | Agency and support/outourced services | | 547,305 | 438,984 |
| | Total | | 570,729 | 478,879 |
| 8.4 | Audit cost – External | | | |
| | | Note | 2009/10 | 2008/09 |
| | | R | R'000 | R'000 |
| | Regularly audits | | 14,329 | 14,558 |
| | Performance audits | | - | - |
| | Investigations | | - | - |
| | Environmental audits | | - | - |
| | Other audits | | - | - |
| | Total | | 14,329 | 14,558 |
| 8.5 | Inventory | | | |
| | | Note | 2009/10 | 2008/09 |
| | | R | R'000 | R'000 |
| | Medias inventory interface | | - | - |
| | Learning and teaching support material | | 262,631 | 414,320 |
| | Food and food supplies | | - | - |
| | Fuel, oil and gas | | 7,516 | 2,125 |
| | Other consumable materials | | 9,005 | 8,906 |
| | Maintenance material | | 69 | 81 |
| | Stationery and printing | | 80,302 | 108,790 |
| | Medical supplies | | - | - |
| | Military stores | | - | - |
| | Total | | 399,523 | 534,222 |



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8.6 Owned and leasehold property expenditure

| | Note | 2009/10 | 2008/09 |
|----------------------------------|------|----------------|----------------|
| | R | R'000 | R'000 |
| Municipal services | | 44,222 | 49,705 |
| Property management fees | | - | - |
| Property maintenance and repairs | | 63,659 | 152,703 |
| Other | | 16,567 | 19,155 |
| Total | | 124,448 | 221,563 |

8.7 Travel and subsistence

| | Note | 2009/10 | 2008/09 |
|--------------|------|----------------|----------------|
| | R | R'000 | R'000 |
| Local | | 177,684 | 249,834 |
| Foreign | | 317 | 557 |
| Total | | 178,001 | 250,391 |

8.8 Other operating expenditure

| | Note | 2009/10 | 2008/09 |
|---|------|--------------|---------------|
| | R | R'000 | R'000 |
| Leaverships | | - | - |
| Professional bodies, membership and subscription fees | | - | 13 |
| Resettlement costs | | 4,192 | 14,375 |
| Other | | 3,911 | 6,162 |
| Total | | 8,103 | 20,550 |

9. Interest and rent on land

| | Note | 2009/10 | 2008/09 |
|---------------|-------|----------|----------|
| | R'000 | R'000 | R'000 |
| Interest paid | | - | - |
| Rent on land | | - | - |
| Total | | - | - |

10. Financial transactions in assets and liabilities

| | Note | 2009/10 | 2008/09 |
|--|-------|------------|--------------|
| | R'000 | R'000 | R'000 |
| Material losses through criminal conduct | | 919 | - |
| Theft | 10.4 | 919 | - |
| Other material losses | 10.1 | - | - |
| Other material losses written off | 10.2 | - | 5,454 |
| Debits written off | 10.3 | - | - |
| Forex losses | 10.5 | - | - |
| Total | | 919 | 5,454 |





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10.1 Other material losses

| | Note | 2009/10 | 2008/09 |
|--|------|----------|----------|
| | 11 | R'000 | R'000 |
| Nature of other material losses (Group major categories, but list material items) | | - | - |
| Incident | | - | - |
| Disciplinary Steps taken/ Criminal proceedings | | - | - |
| | | - | - |
| | | - | - |
| | | - | - |
| | | - | - |
| Total | | - | - |

10.2 Other material losses written off

| | Note | 2009/10 | 2008/09 |
|----------------------------|------|----------|--------------|
| | 11 | R'000 | R'000 |
| Nature of losses | | | |
| T&S Advance DOM CA – Other | | - | 5,454 |
| Total | | - | 5,454 |

10.3 Debts written off

| | Note | 2009/10 | 2008/09 |
|-------------------------------|------|----------|----------|
| | 11 | R'000 | R'000 |
| Nature of debts written off | | - | - |
| Transfer to debts written off | | - | - |
| Total | | - | - |

10.4 Detail of theft

| | Note | 2009/10 | 2008/09 |
|---------------------------------|------|------------|----------|
| | 11 | R'000 | R'000 |
| Nature of theft | | | |
| Payment made to incurred school | | 919 | - |
| Total | | 919 | - |





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11. Transfers and subsidies

| | | 2009/10 R'000 | 2008/09 R'000 |
|---|-------------------------------|------------------|------------------|
| Provinces and municipalities | 47, 48, Annex 14, Annex 18 | - | - |
| Departmental agencies and accounts | Annex 1C | 8,011 | 8,542 |
| Universities and technikons | Annex 1D | - | - |
| Foreign governments and international organisations | Annex 1E | - | - |
| Public corporations and private enterprises | Annex 1E | - | - |
| Non-profit institutions | Annex 1G | 1,162,803 | 885,305 |
| Households | Annex 1H | 100,881 | 73,461 |
| Gifts, donations and sponsorships made | Annex 1K | - | - |
| Total | | 1,271,815 | 965,458 |

Unspent funds transferred to the above beneficiaries



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12. Expenditure for capital assets

| | 2009/10 | 2008/09 |
|---|----------------|----------------|
| | R'000 | R'000 |
| Tangible assets | 867,157 | 943,995 |
| Buildings and other fixed structures | 852,994 | 853,946 |
| Heritage assets | - | - |
| Machinery and equipment | 14,163 | 89,959 |
| Land and subsoil assets | - | - |
| Investment property | - | - |
| Biological assets | - | - |
| Software and other intangible assets | 775 | 90 |
| Capitalised development costs | - | - |
| Computer software | 775 | - |
| Masterheads and publishing titles | - | - |
| Patents, licences, copyright, brand names, trademarks | - | - |
| Recipes, formulae, prototypes, designs, models | - | - |
| Services and operating rights | - | - |
| Other intangibles | - | 90 |
| Total | 867,932 | 943,995 |

The following amounts have been included as project costs in Expenditure for capital assets

| | | |
|---------------------------|----------|----------|
| Compensation of employees | - | - |
| Goods and services | - | - |
| Total | - | - |

12.1 Analysis of funds utilised to acquire capital assets – 2009/10

| | Voted funds | Aid assistance | Total |
|--------------------------------------|----------------|----------------|----------------|
| | R'000 | R'000 | R'000 |
| Tangible assets | 867,157 | - | 867,157 |
| Buildings and other fixed structures | 852,995 | - | 852,995 |
| Machinery and equipment | 14,162 | - | 14,162 |
| Land and subsoil assets | - | - | - |
| Investment property | - | - | - |
| Biological assets | - | - | - |





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| Software and other intangible assets | 775 | - | 775 |
|---|----------------|----------|----------------|
| Capitalised development costs | - | - | - |
| Computer software | 775 | - | 775 |
| Mastheads and publishing titles | - | - | - |
| Patents, licences, copyright, brand names, trademarks | - | - | - |
| Recipes, formulae, prototypes, designs, models | - | - | - |
| Services and operating rights | - | - | - |
| Other intangibles | - | - | - |
| Total | 887,932 | - | 887,932 |

12.2 Analysis of funds utilised to acquire capital assets – 2008/09

| | Voted funds R'000 | Aid assistance R'000 | Total R'000 |
|---|----------------------|-------------------------|----------------|
| Tangible assets | 943,995 | - | 943,995 |
| Buildings and other fixed structures | 853,946 | - | 853,946 |
| Machinery and equipment | 89,959 | - | 89,959 |
| Land and subsoil assets | - | - | - |
| Investment property | - | - | - |
| Biological assets | - | - | - |
| Software and other intangible assets | 90 | - | 90 |
| Capitalised development costs | - | - | - |
| Computer software | 90 | - | 90 |
| Mastheads and publishing titles | - | - | - |
| Patents, licences, copyright, brand names, trademarks | - | - | - |
| Recipes, formulae, prototypes, designs, models | - | - | - |
| Services and operating rights | - | - | - |
| Other intangibles | - | - | - |
| Total | 943,995 | - | 943,995 |





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13. Unauthorised expenditure

13.1 Reconciliation of unauthorised expenditure

| | 2009/10 | 2008/09 |
|--|----------------|---------------|
| | R'000 | R'000 |
| Opening balance | 32,728 | 32,728 |
| Unauthorised expenditure – discovered in current year | 708,991 | - |
| Less: Amounts approved by Parliament/Legislature with funding | - | - |
| Less: Amounts approved by Parliament/Legislature without funding and written off in the Statement of Financial Performance | - | - |
| Capital | - | - |
| Current | - | - |
| Transfers and subsidies | - | - |
| Less: Amounts transferred to receivables for recovery | - | - |
| Unauthorised expenditure awaiting authorisation / written off | 741,719 | 32,728 |
| Analysis of awaiting authorisation per economic classification | | |
| Capital | 738,736 | 29,745 |
| Current | - | - |
| Transfers and subsidies | 2,983 | 2,983 |
| Total | 741,719 | 32,728 |

13.2 Details of unauthorised expenditure – current year

| Incident | Disciplinary steps taken/criminal proceedings | 2009/10 |
|--------------------------------------|---|----------------|
| | | R'000 |
| Over-expenditure of the vote: | | |
| Programme 2 | | 682,880 |
| Programme 6 | | 26,111 |
| Total | | 708,991 |





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14. Fruitless and wasteful expenditure

14.1 Reconciliation of fruitless and wasteful expenditure

| | Rand | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Opening balance | | 15,942 | 15,942 |
| Less: Amounts condoned | | - | - |
| Current | | - | - |
| Capital | | - | - |
| Transfers and subsidies | | - | - |
| Less: Amounts transferred to receivables for recovery | | - | - |
| Fruitless and wasteful expenditure awaiting condonement | | 15,942 | 15,942 |
| | | | |
| Analysis of awaiting condonement per economic classification | | | |
| Current | | 15,942 | 15,942 |
| Capital | | - | - |
| Transfers and subsidies | | - | - |
| Total | | 15,942 | 15,942 |

15. Cash and cash equivalents

| | Rand | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Consolidated Paymaster General Account | | - | - |
| Cash receipts | | - | - |
| Disbursements | | - | - |
| Cash on hand | | - | - |
| Cash with commercial banks (Local) | | - | - |
| Cash with commercial banks (Foreign) | | - | - |
| Total | | - | - |





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16. Other financial assets

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Current | | | |
| Local | | - | - |
| Total | | <u>-</u> | <u>-</u> |
| Foreign | | | |
| Total | | <u>-</u> | <u>-</u> |
| Total Current other financial assets | | <u>-</u> | <u>-</u> |
| | | | |
| | Note | 2009/10 R'000 | 2008/09 R'000 |
| Non-current | | | |
| Local | | - | - |
| Total | | <u>-</u> | <u>-</u> |
| Foreign | | | |
| Total | | <u>-</u> | <u>-</u> |
| Total Non-current other financial assets | | <u>-</u> | <u>-</u> |

17. Prepayments and advances

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---------------------------------|------|------------------|------------------|
| Staff advances | | - | - |
| Travel and subsistence | | - | - |
| Prepayments | | - | - |
| Advances paid to other entities | | 16,268 | 23,857 |
| SOCPEN advances | | - | - |
| Total | | <u>16,268</u> | <u>23,857</u> |





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18. Receivables

| | Note | 2009/10 | | | 2008/09 |
|-------------------------|------|--------------------------------|-----------------------------------|------------------------------------|----------------|
| | | R'000 Less than one year | R'000 One to three years | R'000 Older than three years | R'000 Total |
| Claims recoverable | 18.1 | - | - | 2,000 | 1,752 |
| Trade receivables | 18.2 | - | - | - | - |
| Recoverable expenditure | 18.3 | - | - | - | - |
| Staff debt | 18.4 | - | 2,868 | 104,207 | 104,207 |
| Other debtors | 18.5 | - | 56,979 | 9,959 | 67,000 |
| Total | | | 59,847 | 116,226 | 162,969 |

18.1 Claims recoverable

| | Note | 2009/10 | 2008/09 |
|--|------|--------------|--------------|
| | R | R'000 | R'000 |
| National departments | | 45 | 30 |
| Provincial departments | | 2,015 | 1,752 |
| Foreign governments | | - | - |
| Public entities | | - | - |
| Private enterprises | | - | - |
| Universities and technicians | | - | - |
| Households and non-profit institutions | | - | - |
| Local governments | | - | - |
| Total | | 2,060 | 1,782 |

18.2 Trade receivables

| | Note | 2009/10 | 2008/09 |
|--------------|------|----------|----------|
| | R | R'000 | R'000 |
| Total | | - | - |

18.3 Recoverable expenditure (disallowance accounts)

| | Note | 2009/10 | 2008/09 |
|--------------|------|----------|----------|
| | R | R'000 | R'000 |
| Total | | - | - |



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| 18.4 | Staff debt | Note | 2009/10 | 2008/09 |
|------|---|----------|----------------|----------------|
| | | R | R'000 | R'000 |
| | Debt Account | | 93,968 | 93,810 |
| | Income tax debt | | 5,858 | 4,899 |
| | Salary reversal Control- CA other | | 4,484 | 8,658 |
| | Other salary account | | 784 | 50 |
| | Total | | 107,094 | 104,207 |
| 18.5 | Other debtors | Note | 2009/10 | 2008/09 |
| | | R | R'000 | R'000 |
| | Debit order Control Account- CL Other | | 568 | 2 |
| | Pension recoverable account- other | | 15 | 19 |
| | T& S Advance Dom- CA other | | 56,979 | 56,979 |
| | Debit order exception account -CL | | 52 | - |
| | Debit order erroneous | | 51 | - |
| | Receipt control account: DDM | | 1 | - |
| | Receipt deposit control: DDM | | 95 | - |
| | UNIPRC/BAS EBIT Control account: DDM | | 9,177 | - |
| | Total | | 66,938 | 57,990 |
| 19. | Investments | Note | 2009/10 | 2008/09 |
| | | | R'000 | R'000 |
| | Non-Current | | | |
| | Shares and other equity | | | |
| | | | - | - |
| | Total | | - | - |
| | Securities other than shares | Annex 2A | | |
| | | | - | - |
| | Total | | - | - |
| | Total non-current | | - | - |
| | Analysis of noncurrent investments | | | |
| | Opening balance | | - | - |
| | Additions in cash | | - | - |
| | Disposals for cash | | - | - |
| | Non-cash movements | | - | - |
| | Closing balance | | - | - |



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20. Loans

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|------------------------------|------|------------------|------------------|
| Public corporations | | - | - |
| Universities and technicians | | - | - |
| Foreign governments | | - | - |
| Private enterprises | | - | - |
| Staff loans | | - | - |
| Total | | - | - |
| Analysis of Balance | | | |
| Opening balance | | - | - |
| New issues | | - | - |
| Repayments | | - | - |
| Write-offs | | - | - |
| Closing balance | | - | - |

21. Voted funds to be surrendered to the Revenue Fund

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Opening balance | | 58,221 | 58,042 |
| Transfer from statement of financial performance | | (836,057) | 45,563 |
| Add: Unauthorised expenditure for current year | 21 | 708,591 | - |
| Voted funds not requested/not received | 21.1 | - | - |
| Transferred to retained revenue to defray excess expenditure (PARLIAMENTS/LEGISLATURES ONLY) | 21.1 | - | - |
| Paid during the year | | (50,532) | (87,404) |
| Closing balance | | 78,518 | 58,221 |

21.1 Voted funds / (Excess expenditure) transferred to the retained funds (Parliament / Legislatures ONLY)

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Opening balance | 21 | - | - |
| Transfer from statement of financial performance | | - | - |
| Transfer from Departmental Revenue to defray excess expenditure | 21 | - | - |
| Closing balance | | - | - |





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| 22. Departmental revenue to be surrendered to the Revenue Fund | Note | 2009/10 | 2008/09 |
|--|------|--------------|---------------|
| | | R'000 | R'000 |
| Opening balance | | 18,832 | 5,070 |
| Transfer from Statement of Financial Performance | | - | 2,525 |
| Own revenue included in appropriation | | 47,438 | 56,031 |
| Transfer from aid assistance | 8 | - | - |
| Transfer to voted funds to defray expenditure (Parliament/Legislatures ONLY) | 21.1 | - | - |
| Paid during the year | | (52,113) | (44,994) |
| Closing balance | | <u>3,955</u> | <u>18,832</u> |

| 23. Direct Exchequer receipts to be surrendered to the Revenue Fund | Note | 2009/10 | 2008/09 |
|---|------|----------|----------|
| | | R'000 | R'000 |
| Opening balance | | - | - |
| Transfer from Statement of Financial Performance | | - | - |
| Paid during the year | | - | - |
| Closing balance | | <u>-</u> | <u>-</u> |

| 24. Bank Overdraft | Note | 2009/10 | 2008/09 |
|---|------|----------------|----------------|
| | | R'000 | R'000 |
| Consolidated Paymaster General Account | | 800,787 | 102,936 |
| Fund requisition account | | - | - |
| Overdraft with commercial banks (Local) | | - | - |
| Overdraft with commercial banks (Foreign) | | - | - |
| Total | | <u>800,787</u> | <u>102,936</u> |

| 25. Payables - current | Note | 2009/10 | 2008/09 |
|---------------------------------|---------|---------------|---------------|
| | | Total | Total |
| Amounts owing to other entities | Annex B | - | - |
| Advances received | 20.1 | 28 | 13 |
| Clearing accounts | 20.1 | 45,962 | 57,871 |
| Other payables | 20.1 | 3,058 | 1,884 |
| Total | | <u>49,048</u> | <u>59,768</u> |





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| 25.1 Advances received | | | 2009/10 | 2008/09 | | |
|-----------------------------------|------------------------------------|-------------|-------------------------|---------------------------|------------------------------|----------------|
| | | Note | R'000 | R'000 | | |
| | | 21 | | | | |
| Description | | | | | | |
| | Sol: Advances: domestic | | 28 | 13 | | |
| | Total | | 28 | 13 | | |
| | | | | | | |
| 25.2 Clearing accounts | | | 2009/10 | 2008/09 | | |
| | | Note | R'000 | R'000 | | |
| | | 21 | | | | |
| Description | | | | | | |
| | Sol: ACB recalls | | 12,645 | 13,333 | | |
| | Sol: Garnishee orders | | 1,469 | 1,432 | | |
| | Debt: Receivable interest | | 23,967 | 18,944 | | |
| | Sol: Pension fund | | 48 | 1,019 | | |
| | Sol: Income tax | | 8,804 | 1,837 | | |
| | Other | | 430 | 1,106 | | |
| | Housing loan guarantees | | 403 | - | | |
| | Sol: Recoverable | | 24 | - | | |
| | Sol: Finance & other institutions | | 192 | - | | |
| | Total | | 45,982 | 37,671 | | |
| | | | | | | |
| 25.3 Other payables | | | 2009/10 | 2008/09 | | |
| | | Note | R'000 | R'000 | | |
| | | 21 | | | | |
| Description | | | | | | |
| | Public entities Adv acc (CL other) | | 1,405 | 1,405 | | |
| | Claims recoverable | | 376 | 479 | | |
| | EBT Rejection acc: Dom | | 91 | - | | |
| | Cancel cheque/Re-issue | | 1,186 | - | | |
| | Total | | 3,058 | 1,884 | | |
| | | | | | | |
| 26. Payables – non-current | | | 2009/10 | | | 2008/09 |
| | | | R'000 | R'000 | R'000 | R'000 |
| | | Note | One to two years | Two to three years | More than three years | Total |
| | | | | | Total | Total |
| | Amounts owing to other entities | | - | - | - | - |
| | Advances received | 25.1 | - | - | - | - |
| | Other payables | 25.3 | - | - | - | - |
| | Total | | 0 | 0 | 0 | 0 |





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26.1 Advances received

| | Note 26 | 2009/10 R'000 | 2008/09 R'000 |
|--------------|------------|------------------|------------------|
| Description | | - | - |
| Total | | - | - |

26.2 Other payables

| | Note 26 | 2009/10 R'000 | 2008/09 R'000 |
|--------------|------------|------------------|------------------|
| Description | | - | - |
| Total | | - | - |

27. Net cash flow available from operating activities

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Net surplus/(deficit) as per Statement of Financial Performance | | (536,057) | 48,108 |
| Add back non-cash/cash movements not deemed operating activities | | 606,581 | 671,297 |
| (Increase)/decrease in receivables – current | | (13,104) | (75,441) |
| (Increase)/decrease in prepayments and advances | | 7,569 | 72,830 |
| (Increase)/decrease in other current assets | | - | - |
| Increase/(decrease) in payables – current | | 9,500 | 6,180 |
| Proceeds from sale of capital assets | | - | - |
| Proceeds from sale of investments | | - | - |
| (Increase)/decrease in other financial assets | | - | - |
| Expenditure on capital assets | | 667,932 | 943,995 |
| Surrenders to Revenue Fund | | (112,752) | (132,398) |
| Surrenders to RDP Fund/Donor | | - | - |
| Voted funds not requested/not received | | - | - |
| Own revenue included in appropriation | | 47,436 | 56,031 |
| Other non-cash items | | - | - |
| Net cash flow generated by operating activities | | 179,524 | 918,405 |



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28. Reconciliation of cash and cash equivalents for cash flow purposes

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Consolidated Paymaster General account | | (500,787) | (102,936) |
| Fund requisition account | | - | - |
| Cash receipts | | - | - |
| Disbursements | | - | - |
| Cash on hand | | - | - |
| Cash with commercial banks (Local) | | - | - |
| Cash with commercial banks (Foreign) | | - | - |
| Total | | (500,787) | (102,936) |





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These amounts are not recognised in the Annual Financial Statements and are disclosed to enhance the usefulness of the Annual Financial Statements.

29. Contingent liabilities and contingent assets

29.1 Contingent liabilities

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|----------|------------------|------------------|
| Liabilities | | | |
| Motor vehicle guarantees | Annex 34 | 31 | 31 |
| Housing loan guarantees | Annex 34 | 130,648 | 138,304 |
| Other guarantees | Annex 34 | - | - |
| Claims against the department | Annex 38 | 121,623 | 57,573 |
| Other departments (interdepartmental unconfirmed balances) | Annex 3 | - | 5,099 |
| Environmental rehabilitation liability | Annex 38 | - | - |
| Other | Annex 38 | - | - |
| Total | | 252,300 | 201,007 |

30. Commitments

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---------------------------------|------|------------------|------------------|
| Current expenditure | | | |
| Approved and contracted | | 152,862 | 843,109 |
| Approved but not yet contracted | | - | - |
| | | 152,862 | 843,109 |
| Capital expenditure | | | |
| Approved and contracted | | 1,601,028 | 1,199 |
| Approved but not yet contracted | | - | - |
| | | 1,601,028 | 1,199 |
| Total Commitments | | 1,753,890 | 844,308 |





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31. Accruals

| | | | 2009/10 R'000 | 2008/09 R'000 |
|---|----------------|-----------------|------------------|------------------|
| Listed by economic classification | | | | |
| | 30 Days | 30+ Days | Total | Total |
| Goods and services | 4,547 | 293,071 | 297,618 | 84,838 |
| Interest and rent on land | - | - | - | - |
| Transfers and subsidies | 775 | 40,314 | 41,089 | 32,785 |
| Buildings and other fixed structures | - | 101,768 | 101,768 | 84,185 |
| Machinery and equipment | - | 2,369 | 2,369 | 296 |
| Land and subsoil assets | - | - | - | - |
| Investment property | - | - | - | - |
| Biological assets | - | - | - | - |
| Software and other intangible assets | - | - | - | 27 |
| Other | - | - | - | - |
| Total | 5,322 | 437,503 | 442,845 | 172,131 |
| | | <i>Note</i> | 2009/10 R'000 | 2008/09 R'000 |
| Listed by programme level | | | | |
| Programme 1-8 | | | 442,845 | 346,106 |
| Adjust for COE transferred to employee benefits | | | | (173 975) |
| Total | | | 442,845 | 172,131 |
| | | <i>Note</i> | 2009/10 R'000 | 2008/09 R'000 |
| Confirmed balances with other departments | | Annex 5 | 17,505 | - |
| Confirmed balances with other government entities | | Annex 5 | - | - |
| Total | | | 17,505 | - |





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32. Employee benefits

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|-----------------------------------|------|------------------|------------------|
| Leave entitlement | | 152,991 | 103,990 |
| Service bonus (Thirteenth cheque) | | 557,949 | 457,078 |
| Performance awards | | 20,800 | 1,103 |
| Capped leave commitments | | 2,860,754 | 2,440,830 |
| Other | | 78,583 | 173,975 |
| Total | | 3,668,857 | 3,178,966 |

33. Lease commitments

33.1 Operating leases expenditure

| | Land | Buildings and other fixed structures | Machinery and equipment | Total |
|---|------|--|----------------------------|---------------|
| 2009/10 | | | | |
| Not later than 1 year | | 8,330 | | 8,330 |
| Later than 1 year and not later than 5 years | | 19,280 | | 19,280 |
| Later than five years | | - | | - |
| Total lease commitments | | 25,610 | | 25,610 |

| | Land | Buildings and other fixed structures | Machinery and equipment | Total |
|---|------|--|----------------------------|-----------|
| 2008/09 | | | | |
| Not later than 1 year | | 48 | - | 48 |
| Later than 1 year and not later than 5 years | | - | - | - |
| Later than five years | | - | - | - |
| Total lease commitments | | 48 | | 48 |

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Rental earned on lease sub-leased assets | 3 | | |
| Total | | | |



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33.2 Finance leases expenditure**

| | Land | Buildings and other fixed structures | Machinery and equipment | Total |
|---|------|--------------------------------------|-------------------------|---------------|
| 2009/10 | | | | |
| Not later than 1 year | | - | 7,526 | 7,526 |
| Later than 1 year and not later than 5 years | | - | 3,613 | 3,613 |
| Later than five years | | - | - | - |
| Total lease commitments | | - | 11,139 | 11,139 |
| LESS: finance costs | | - | - | - |
| Total present value of lease liabilities | | - | 11,139 | 11,139 |

| | Land | other fixed structures | Machinery and equipment | Total |
|---|------|------------------------|-------------------------|--------------|
| 2008/09 | | | | |
| Not later than 1 year | | - | 4,530 | 4,530 |
| Later than 1 year and not later than 5 years | | - | 5,232 | 5,232 |
| Later than five years | | - | - | - |
| Total lease commitments | | - | 9,762 | 9,762 |
| LESS: finance costs | | - | - | - |
| Total present value of lease liabilities | | - | 9,762 | 9,762 |

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Rental earned on lease sub-leased assets | 2 | - | - |
| Total | | - | - |



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34. Receivables for departmental revenue

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|--|------|------------------|------------------|
| Tax revenue | | | - |
| Sales of goods and services other than capital assets | | - | 32,714 |
| Fines, penalties and forfeits | | - | 27 |
| Interest, dividends and rent on land | | - | 607 |
| Sales of capital assets | | - | - |
| Financial transactions in assets and liabilities | | - | 22,664 |
| Transfers received (incl. conditional grants to be repaid by provincial departments) | | - | - |
| Other | | - | - |
| Total | | - | 56,012 |



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35. Irregular expenditure

35.1 Reconciliation of irregular expenditure

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Opening balance | | 31,356 | 31,356 |
| Add: Irregular expenditure – relating to prior year | | - | - |
| Add: Irregular expenditure – relating to current year | | 798,703 | - |
| Less: Amounts condoned | | - | - |
| Less: Amounts recoverable (not condoned) | | - | - |
| Less: Amounts not recoverable (not condoned) | | - | - |
| Irregular expenditure awaiting condonation | | 798,703 | 31,356 |

Analysis of awaiting condonation per age classification

| | | |
|--------------|----------------|---------------|
| Current year | 798,703 | - |
| Prior years | 31,356 | 31,356 |
| Total | 830,059 | 31,356 |

35.2 Details of irregular expenditure – current year

| Incident | Disciplinary steps taken/criminal proceedings | 2009/10 R'000 |
|---|--|------------------|
| Overtime paid exceeds 30% of employees salary | None | 7,529 |
| Ex post facto expenditure | None | 510 |
| Coega Projects advertised on Provincial News Papers but not advertised on a Tender Bulletin | None | 314,353 |
| IDT Projects advertised on Provincial News Papers but not advertised on a Tender Bulletin | None | 340,567 |
| Learn Thing Tender- No original Tax Certificate | None | 902 |
| No Tax Certificates – various vouchers | None | 2,117 |
| Personnel Promotions | None | 132,725 |
| Total | | 798,703 |





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36. Fruitless and wasteful expenditure

36.1 Reconciliation of fruitless and wasteful expenditure

| | Note | 2009/10 R'000 | 2008/09 R'000 |
|---|------|------------------|------------------|
| Opening balance | | 10,114 | - |
| Fruitless and wasteful expenditure – relating to prior year | | - | - |
| Fruitless and wasteful expenditure – relating to current year | | 16,552 | 10,114 |
| Less: Amounts condoned | | - | - |
| Less: Amounts transferred to receivables for recovery | | - | - |
| Fruitless and wasteful expenditure awaiting condonation | | 26,666 | 10,114 |
| Analysis of awaiting condonation per economic classification | | | |
| Current | | 26,666 | 10,114 |
| Capital | | - | - |
| Transfers and subsidies | | - | - |
| Total | | 26,666 | 10,114 |

36.2 Analysis of Current year's fruitless and wasteful expenditure

| Incident | Disciplinary steps taken/criminal proceedings | 2009/10 R'000 |
|--|---|------------------|
| Fleet Africa | | 117 |
| Telkom interest | | 111 |
| Stationery Tender(Mega Paper) | | 13,980 |
| Stationery SCM 09/10 0001 | | 4 |
| Stationery SCM 09/10 0002 | | 16 |
| Traffic Fines | | 42 |
| PMDS SCML6-08/09 0028 | | 5 |
| PMDS SCML6-08/09 0036 | | 2 |
| CoE Suspended Officials: SMS Members | | 1,540 |
| CoE Suspended Officials: Non SMS Members | | 735 |
| Total | | 16,552 |





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37. Related party transactions

| Payments made | 2009/10 R'000 | 2008/09 R'000 |
|--|------------------|------------------|
| Goods and services | | |
| Interest and rent on land | | |
| Purchases of capital assets | 4,392 | |
| Financial transactions in assets and liabilities | | |
| Transfers | | 7,500 |
| Total | 4,392 | 7,500 |

38. Key management personnel

| | No. of Individuals | 2009/10 R'000 | 2008/09 R'000 |
|---|-----------------------|------------------|------------------|
| Political office bearers (provide detail below) | | 1,421 | 1,225 |
| Officials: | | | |
| Level 15 to 16 | 4 | 2,120 | 1,150 |
| Level 14 (incl. CFO if at a lower level) | 67 | 48,021 | 48,122 |
| Family members of key management personnel | 88 | 26,747 | 19,193 |
| Total | | 78,309 | 67,691 |





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39. Public Private Partnership

| | 2009/10 R'000 | 2008/09 R'000 |
|---|------------------|------------------|
| Contract fee received | - | - |
| (Specify) | | |
| Contract fee paid | - | - |
| Fixed component | - | - |
| Indexed component | - | - |
| Analysis of indexed component | - | - |
| Compensation of employees | - | - |
| Goods and services (excluding lease payments) | - | - |
| Operating leases | - | - |
| Interest | - | - |
| Capital (Liabilities) | - | - |
| Tangible rights | - | - |
| Intangible rights | - | - |
| Property | - | - |
| Plant and equipment | - | - |
| Loans | - | - |
| Other | - | - |
| Prepayments and advances | - | - |
| Pre-production obligations | - | - |
| Other obligations | - | - |
| | - | - |

40. Provisions

| | 2009/10 R'000 | 2008/09 R'000 |
|--|------------------|------------------|
| Potential irrecoverable debts | | |
| Households and non profit institutions | 58,976 | 62,433 |
| Private enterprises | - | - |
| Staff debtors | 84,448 | 58,000 |
| Other debtors | - | - |
| Claims recoverable | - | - |
| Total | 141,427 | 121,033 |





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41. Non-adjusting events after reporting date

| | 2009/10 R'000 |
|---|-----------------------------|
| Include an estimate of the financial effect of the subsequent non-adjusting events or a statement that such an estimate cannot be made. | |
| Total | <u> </u> |

42. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

| | Opening balance | Cur Year Adjust-ments to prior year balances | Additions | Disposals | Closing Balance |
|--|--------------------|---|---------------|-----------|--------------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| HERITAGE ASSETS | - | - | - | - | - |
| Heritage assets | - | - | - | - | - |
| MACHINERY AND EQUIPMENT | 565,634 | (599,791) | 14,163 | - | 79,006 |
| Transport assets | - | - | - | - | - |
| Specialised military assets | - | - | - | - | - |
| Computer equipment | 119,150 | (82,206) | 5,719 | - | 42,663 |
| Furniture and office equipment | 426,957 | (414,964) | 6,725 | - | 18,718 |
| Other machinery and equipment | 19,527 | (12,621) | 1,719 | - | 8,625 |
| BIOLOGICAL ASSETS | - | - | - | - | - |
| Biological assets | - | - | - | - | - |
| TOTAL MOVABLE TANGIBLE CAPITAL ASSETS | 565,634 | (599,791) | 14,163 | - | 79,006 |





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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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42.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

| | Cash | Non-cash | (Capital Work in Progress current costs and finance lease payments) | Received current, not paid (Paid current year, received prior year) | Total |
|---|---------------|----------|--|---|---------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| HERITAGE ASSETS | - | - | - | - | - |
| Heritage assets | - | - | - | - | - |
| MACHINERY AND EQUIPMENT | 14,163 | - | - | - | 14,163 |
| Transport assets | - | - | - | - | - |
| Specialised military assets | - | - | - | - | - |
| Computer equipment | 5,719 | - | - | - | 5,719 |
| Furniture and office equipment | 6,725 | - | - | - | 6,725 |
| Other machinery and equipment | 1,719 | - | - | - | 1,719 |
| BIOLOGICAL ASSETS | - | - | - | - | - |
| Biological assets | - | - | - | - | - |
| TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS | 14,163 | - | - | - | 14,163 |





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42.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

| | Sold for cash | Transfer out or destroyed or scrapped | Total disposals | Cash Received Actual |
|--|---------------|---|--------------------|----------------------------|
| | R'000 | R'000 | R'000 | R'000 |
| HERITAGE ASSETS | - | - | - | - |
| Heritage assets | - | - | - | - |
| MACHINERY AND EQUIPMENT | - | - | - | - |
| Transport assets | - | - | - | - |
| Specialised military assets | - | - | - | - |
| Computer equipment | - | - | - | - |
| Furniture and office equipment | - | - | - | - |
| Other machinery and equipment | - | - | - | - |
| BIOLOGICAL ASSETS | - | - | - | - |
| Biological assets | - | - | - | - |
| TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS | - | - | - | - |





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42.1 Movement for 2008/09

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

| | Opening balance R'000 | Additions R'000 | Disposals R'000 | Closing balance R'000 |
|--------------------------------------|-----------------------------|--------------------|--------------------|-----------------------------|
| HERITAGE ASSETS | - | - | - | - |
| Heritage assets | - | - | - | - |
| MACHINERY AND EQUIPMENT | 475,875 | 89,909 | - | 565,634 |
| Transport assets | - | - | - | - |
| Socialised military assets | - | - | - | - |
| Computer equipment | 51,836 | 67,514 | - | 119,150 |
| Furniture and office equipment | 420,265 | 6,692 | - | 426,957 |
| Other machinery and equipment | 3,774 | 15,753 | - | 19,527 |
| BIOLOGICAL ASSETS | - | - | - | - |
| Biological assets | - | - | - | - |
| TOTAL MOVABLE TANGIBLE ASSETS | 475,875 | 89,909 | - | 565,634 |

42.4 Minor assets

MINOR ASSETS OF THE DEPARTMENT AS AT 31 MARCH 2010

| | Intangible assets R'000 | Heritage assets R'000 | Machinery and equipment R'000 | Biological assets R'000 | Total R'000 |
|-------------------------------------|-------------------------------|-----------------------------|--|-------------------------------|----------------|
| Minor assets | - | - | - | - | - |
| TOTAL | - | - | - | - | - |
| | Intangible assets | Heritage assets | Machinery and equipment | Biological assets | Total |
| Number of R1 minor assets | - | - | - | - | - |
| Number of minor assets at cost | - | - | - | - | - |
| TOTAL NUMBER OF MINOR ASSETS | - | - | - | - | - |





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MINOR ASSETS OF THE DEPARTMENT AS AT 31 MARCH 2009

| | Intangible assets | Heritage assets | Machinery and equipment | Biological assets | Total |
|-------------------------------------|----------------------|--------------------|-------------------------------|----------------------|---------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Minor assets | 67,024 | - | - | - | 67,024 |
| TOTAL | 67,024 | - | - | - | 67,024 |
| | Intangible assets | Heritage assets | Machinery and equipment | Biological assets | Total |
| Number of R1 minor assets | - | - | - | - | - |
| TOTAL NUMBER OF MINOR ASSETS | - | - | - | - | - |

43. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

| | Opening balance | Current Year Adjust-ments to prior year balances | Additions | Disposals | Closing Balance |
|--|--------------------|---|------------|-----------|--------------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| CAPITALISED DEVELOPMENT COSTS | - | - | - | - | - |
| COMPUTER SOFTWARE | 2,613 | - | 775 | - | 3,388 |
| MASTHEADS AND PUBLISHING TITLES | - | - | - | - | - |
| PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS | - | - | - | - | - |
| RECIPES, FORMULAE, PROTOTYPES, DESIGNS, MODELS | - | - | - | - | - |
| SERVICES AND OPERATING RIGHTS | - | - | - | - | - |
| OTHER INTANGIBLES | 47 | - | - | - | 47 |
| TOTAL INTANGIBLE CAPITAL ASSETS | 2,660 | - | 775 | - | 3,435 |





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VOTE 6

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

43.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED
31 MARCH 2010

| | Cash | Non-Cash | (Develop- ment work in progress – current costs) | Received current year, not paid (Paid current year, received prior year) | Total |
|--|------------|----------|--|--|------------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| CAPITALISED DEVELOPMENT COSTS | - | - | - | - | - |
| COMPUTER SOFTWARE | 775 | - | - | - | 775 |
| MAPSHEADS AND PUBLISHING TITLES | - | - | - | - | - |
| PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS | - | - | - | - | - |
| RECIPES, FORMULAE, PROTOTYPES, DESIGNS, MODELS | - | - | - | - | - |
| SERVICES AND OPERATING RIGHTS | - | - | - | - | - |
| OTHER INTANGIBLES | - | - | - | - | - |
| TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS | 775 | - | - | - | 775 |



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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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41.1 Movement for 2008/09

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2009

| | Opening balance R'000 | Additions R'000 | Disposals R'000 | Closing balance R'000 |
|--|-----------------------------|--------------------|--------------------|-----------------------------|
| CAPITALISED DEVELOPMENT COSTS | - | - | - | - |
| COMPUTER SOFTWARE | 2,523 | 90 | - | 2,613 |
| MASTHEADS AND PUBLISHING TITLES | - | - | - | - |
| PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS | - | - | - | - |
| RECIPES, FORMULAE, PROTOTYPES, DESIGNS, MODELS | - | - | - | - |
| SERVICES AND OPERATING RIGHTS | - | - | - | - |
| OTHER INTANGIBLES | 47 | - | - | 47 |
| TOTAL INTANGIBLE CAPITAL ASSETS | <u>2,570</u> | <u>90</u> | | <u>2,660</u> |





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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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44 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2010

| | Cash | Non-cash | (Capital Work In Progress current costs and finance lease payments) | Received current, not paid (Paid current year, received prior year) | Total |
|---|----------------|----------|--|---|----------|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| BUILDING AND OTHER FIXED STRUCTURES | - | - | - | - | - |
| Dwellings | 852,994 | - | (852,994) | - | - |
| Non-residential buildings | - | - | - | - | - |
| Other fixed structures | - | - | - | - | - |
| HERITAGE ASSETS | - | - | - | - | - |
| Heritage assets | - | - | - | - | - |
| LAND AND SUBSOIL ASSETS | - | - | - | - | - |
| Land | - | - | - | - | - |
| Mineral and similar non-regenerative resources | - | - | - | - | - |
| INVESTMENT PROPERTY | - | - | - | - | - |
| Investment property | - | - | - | - | - |
| TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS | 852,994 | - | (852,994) | - | - |





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VOTE 6

DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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45. STATEMENT OF CONDITIONAL GRANTS RECEIVED

| NAME OF DEPARTMENT | GRANT ALLOCATION | | | | | | | SPENT | | 2009/2010 | |
|---------------------------------|--|---------------------|---------------------------|----------------------------|--------------------------|--|-------------------------------------|---|----------------------------------|-------------------------------------|--|
| | Division of Revenue and Provincial Grants R'000 | Rail Overt R'000 | DOBA Adjustments R'000 | Other Adjustments R'000 | Total Available R'000 | Amount received by department R'000 | Amount spent by department R'000 | % of available funds spent by department % | Division of Revenue Act R'000 | Amount spent by department R'000 | |
| School Nutrition | 480,000 | 136 | - | - | 480,001 | 480,001 | 475,320 | 99% | 475,320 | 453,004 | |
| PET Recorp | - | - | - | - | - | - | - | - | 15,071 | 14,037 | |
| HWY/MSD | 30,141 | - | - | - | 30,140 | 30,140 | 27,570 | 91% | 28,942 | 29,479 | |
| Provincial Infrastructure Grant | 302,141 | - | - | - | 302,141 | 302,141 | 127,313 | 62% | 154,733 | 156,079 | |
| | 710,004 | 136 | - | - | 710,140 | 710,140 | 630,620 | | 710,004 | 704,759 | |



EASTERN CAPE DEPARTMENT OF EDUCATION
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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
 for the year ended 31 March 2010

ANNEXURE 1C
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

| DEPARTMENT/ AGENCY/ ACCOUNT | TRANSFER ALLOCATION | | | | | TRANSFER | | Appropriation Aud R'000 |
|-----------------------------|------------------------------------|------------------------|----------------------|-----------------------------|-----------------------------|---------------------------------------|-------|-------------------------------|
| | Adjusted Appropriation R'000 | Ball Overs R'000 | Adjustments R'000 | Total Available R'000 | Actual Transfer R'000 | % of Available Transferred % | | |
| Payments to SETA | 8,011 | - | - | 8,011 | 8,011 | 100% | 6,642 | |
| | 8,011 | - | - | 8,011 | 8,011 | | 6,642 | |





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ANNEXURE 16
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

| | TRANSFER ALLOCATION | | | | EXPENDITURE | | 2008/09 Appropriation Act |
|--------------------------------|---|----------------------|----------------------|-----------------------------|-----------------------------|--|---------------------------------|
| | Adjusted Appropriation Act R'000 | Real events R'000 | Adjustments R'000 | Total Available R'000 | Actual Transfer R'000 | % of Available Funds Transferred % | |
| NON-PROFIT INSTITUTIONS | | | | | | | |
| Section 20 & 21 Schools | 689 064 | - | - | 689 064 | 632 503 | 91% | 694 697 |
| Independent Schools | 50 124 | - | - | 50 124 | 46 691 | 93% | 43 517 |
| Special Schools | 67 183 | - | - | 67 183 | 66 296 | 99% | 65 426 |
| FET Schools | 206 653 | - | - | 206 653 | 206 653 | 100% | 168 666 |
| EOD Sites | 5 850 | - | - | 5 850 | 3 276 | 56% | 7 679 |
| Marketing Centres | 13 565 | - | - | 13 565 | 7 831 | 58% | 13 360 |
| Bursaries(MP) | - | - | - | - | 303 | - | 1 360 |
| | 1 231 879 | - | - | 1 231 879 | 1 162 623 | | 865 355 |

Subtotal

Total

| | | | | | | | |
|--|-----------|---|---|-----------|-----------|---|---------|
| | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - |
| | 1 231 879 | - | - | 1 231 879 | 1 162 623 | - | 865 355 |





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 for the year ended 31 March 2010

**ANNEXURE 1H
 STATEMENT OF TRANSFERS TO HOUSEHOLDS**

| | TRANSFER ALLOCATION | | | | EXPENDITURE | | 2008/09 Appropriation Act R'000 |
|-------------------|---|------------------------|----------------------|-----------------------------|-----------------------------|--|--|
| | Adjusted Appropriation Act R'000 | Roll Overs R'000 | Adjustments R'000 | Total Available R'000 | Actual Transfer R'000 | % of Available Funds Transferred % | |
| HOUSEHOLDS | | | | | | | |
| Leave Credits | 64,813 | - | 36,068 | 100,881 | 100,881 | 100% | - |
| | 64,813 | - | 36,068 | 100,881 | 100,881 | | - |
| Subsidies | | | | | | | |
| | - | - | - | - | - | - | - |
| Total | 64,813 | - | 36,068 | 100,881 | 100,881 | - | - |





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 for the year ended 31 March 2010

ANNEXURE 11
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

| NAME OF ORGANISATION | NATURE OF GIFT, DONATION OR SPONSORSHIP | 2009/10 R'000 | 2008/09 R'000 |
|--|--|------------------|------------------|
| <i>Received in cash</i> | | | |
| Opening Balance | | | 1,318 |
| Nathoon Methodist Church | R1100.00 & R500.00 Cheque | 2 | |
| National Lotteries | R50 000.00 Cheque | 50 | |
| Dr. Tony Palmer | R300.00 Cheque | - | |
| D.G. Murray Trust | R90 000.00 | 90 | |
| Frontline Underwriting Managers CC | R5 000.00 Cheque | 5 | |
| The Samaritans | R400.00 Cheque | - | |
| Frontline Underwriting Managers CC | R50 000.00 Cheque | 50 | |
| Petero SA | R450 000.00 | 450 | |
| Epoch and Optima Anglo American Trusts | R163 750.00 | 164 | |
| Bull It | Gift Voucher of R2000.00 | 2 | |
| Mr J and Mrs L. Verwey | R6400.00 for rugby jerseys | 7 | |
| Weitz Construction cc | R9300.00 | 9 | |
| J.H. Weitz | R6045.42 for rugby jerseys | 6 | |
| J.H. Weitz | R20 000.00 as part payment on Nissan bakkie for school | 20 | |
| A. Human | R 1200.00 Must go to children in need | 1 | |
| Mrs R. van Grooten | R 849.50 for children's feeding fund | 1 | |
| O/K Grocers | R 7000.00 for school's discretion | 7 | |
| Bokamoso Barona Investment Trust | R50000.00 to assist in building the school lab | 50 | |
| Cashbuild | R12 000.00 cash voucher | 12 | |
| Subtotal | | 946 | 1,318 |



EASTERN CAPE DEPARTMENT OF EDUCATION
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Received in kind

| | | | | |
|----------------------------------|--|---|-----|-------|
| Opening Balance | | | | 1,322 |
| Vodacom | | 3 x computer set, 1x Printer Samsung, 1 x UPS | 16 | |
| Vodacom | | 3 x computer set, 1 x Printer Samsung, 1 x UPS | 26 | |
| Mr N.H.Magengalele | | 1 x grass cut trimmer | 1 | |
| Amathole District Municipality | | 10 x second hand computer set | 20 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Azoon Projects | | 1 x computer set, 1 x All in One (printer, fax, scanner-Hp Office Jet 5610 | 12 | |
| Barnets Furnitures Mthatha | | 2 x computer set | 10 | |
| Coca Cola | | 2 x computer set | 6 | |
| Good Year | | Soccer All UP19 | 6 | |
| Advocata S. Roshie | | Powerballs | 1 | |
| O/R. Tembo District Municipality | | Printer office jet, Laptop | 10 | |
| Vodacom | | 10 x computer set, 1 x Epson Printer | 100 | |
| Omni Technologies (Pty) Ltd. | | DVD Player | - | |
| Dr. M. Dlysi | | Books, World globe, Music system, Fax, Phone hand set | 3 | |
| Prof. B. Eshwan | | 1 x scanner, 1 x Leamark Printer, 1 x Hp Smart Printer, | - | |





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 for the year ended 31 March 2010

| | | |
|--|--|--------------|
| Mrs S. van der Riet | 1 x Balancing Board | - |
| Mrs J. Swart | Pot and Plant | - |
| Vuyani Book Shop | 2 x teacher table, 6 x chair | 6 |
| Microsoft S.A. | Software development | 200 |
| Parash Office Supplies | 2 x Office Desk | 2 |
| Old Mutual | 8 x Chairs, 2 x Tables | 1 |
| Browns Cash and Cash | 1 x Econo kitchen, 1 x Electric Stove 2 burner | 60 |
| Rhomeni Mayoko | 100 pair of school shoes | 12 |
| IDT | 16 x workstations (PC's), 16 x uninterrupted power supply, 1 x printer, 1x projector, 1x projector mount bracket, 1x projector screen, 1x network cabinet, 7x security desk, 1x teacher workstation desk, 1x Alarm system, 6 x Burglar bars, 6 x Blinds for classroom, 1 x helpdesk telephonic support + office furniture | 1,732 |
| IDT | 30 x workstations (PC's), 30 x uninterrupted power supply, 1 x printer, 1x projector, 1x projector mount bracket, 1x projector screen, 1x network cabinet, 15x security desk, 1x teacher workstation desk, 1x Alarm system, 6 x Burglar bars, 6 x Blinds for classroom, 1 x helpdesk telephonic support + office furniture | - |
| Concor Roads and Earthworks | 5000 Litres water tank | 1 |
| Sankam/Ubuntu/Boths Community Development Trust | Chairs for foundation and intarsan phase | 75 |
| Levels Stores | Refrigerator KFC | 3 |
| Tekam's Audio/Video | TV Teletext 54cm | 1 |
| Department of Economic Development & Environmental Affairs | 20 x computer set | 60 |
| World Vision | Petrol Generator | 7 |
| Subtotal | | 2,433 |
| TOTAL | | 2,640 |





EASTERN CAPE DEPARTMENT OF EDUCATION

VOTE 6

ANNEXURE 3A TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2010

ANNEXURE 3A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2010 – LOCAL

| GUARANTEE INSTITUTION | Guarantees in respect of | original guaranteed capital amount | Opening balance 1 April 2009 | Guarantees due during the year | Guaranteed repayments received | Revaluations | Closing balance 31 March 2010 | Guaranteed interest for year ended 31 March 2010 | Revised losses not recoverable i.e. claims paid out | |
|---|--------------------------|------------------------------------|------------------------------|--------------------------------|--------------------------------|--------------|-------------------------------|--|---|--|
| | | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | |
| Motor vehicles | | | | | | | | | | |
| Standard Bank | | | | | | | | | | |
| | Subsidiary | | 31 | | | | | | | |
| | Head office | | 31 | | | | | | | |
| 0001 STANDARD BANK | | | 20,885 | 817 | 2,243 | | 24,945 | | | |
| 0002 NEDBANK (CAPE O) | | | 42 | | 42 | | 42 | | | |
| 0003 NEDBANK LIMITED | | | 4,362 | 408 | 42 | | 5,008 | | | |
| 0004 FIRSTRand BANK | | | 10,783 | 382 | 1,785 | | 13,308 | | | |
| 0010 NEDBANK (PAC B) | | | 842 | | 92 | | 942 | | | |
| 0013 NEDBANK BANK LAB | | | 298 | | | | 298 | | | |
| 0017 ABSA | | | 41,400 | 1,228 | 4,200 | | 47,828 | | | |
| 0018 UNICAP FINANCE | | | 1,421 | | 58 | | 1,479 | | | |
| 0041 OLD MUTUAL FIN | | | 48 | | | | 48 | | | |
| 0052 PEOPLES BANK FS | | | 8,075 | 88 | 87 | | 8,250 | | | |
| 0053 NEDBANK LTD/MS | | | 11,203 | 78 | 88 | | 11,469 | | | |
| 0054 FNB - FORMER SA | | | 3,889 | 42 | 1,588 | | 5,519 | | | |
| 0055 OLD MUTU (PACB) | | | 12,091 | 58 | 1,632 | | 13,781 | | | |
| 0056 UNITED | | | 13 | | | | 13 | | | |
| 0071 OLD MUTUAL BANK | | | 118 | | 34 | | 152 | | | |
| 0075 TRUST BUILDING | | | 12 | | | | 12 | | | |
| 0078 TRUST MUTUAL BAN | | | 887 | | 12 | | 902 | | | |
| 0100 PLUMCO FIN SERV | | | 12 | | | | 12 | | | |
| 0104 PHALA LIMITED, (M&A BOX BANK LIMITED | | | 693 | 141 | 92 | | 926 | | | |
| 0104 EASTERN CAPE DE ; SA HOME LOANS P | | | 4,778 | 181 | 862 | | 5,821 | | | |
| 0079 HOUSE DEV. BOARD ; 0019 GREEN START PLS. | | | 58 | | | | 58 | | | |
| Subtotal | | | 141,887 | 2,948 | 12,088 | | 156,923 | | | |
| Other | | | | | | | | | | |
| Total | | | 141,887 | 2,948 | 12,088 | | 156,923 | | | |





EASTERN CAPE DEPARTMENT OF EDUCATION
 VOTE 6
 ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
 for the year ended 31 March 2018

ANNEXURE 3B
 STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2018

| Mature of Liability | Opening Balance 1 April 2017 R'000 | Liabilities incurred during the year R'000 | Liabilities paid/cancelled/ reduced during the year R'000 | Liabilities receivable (Provide details hereunder) R'000 | Closing Balance 31 March 2018 R'000 |
|--------------------------------|--|---|---|---|--|
| Operating liability | 57,573 | - | - | - | 57,573 |
| Movement | - | 64,050 | - | - | 64,050 |
| Subtotal | 57,573 | 64,050 | - | - | 121,623 |
| Environmental Liability | - | - | - | - | - |
| Subtotal | - | - | - | - | - |
| Other | - | - | - | - | - |
| Subtotal | - | - | - | - | - |
| TOTAL | 57,573 | 64,050 | - | - | 121,623 |

The department is in a process of evaluating 1347 HSCOPT Claims lodged by employees.



EASTERN CAPE DEPARTMENT OF EDUCATION
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 ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
 for the year ended 31 March 2010

**ANNEXURE 4
 CLAIMS RECOVERABLE**

| Government entity | Confirmed balance outstanding | | Unconfirmed balance outstanding | | Total | |
|----------------------------------|-------------------------------|---------------------|---------------------------------|---------------------|---------------------|---------------------|
| | 31/03/2010 R'000 | 31/03/2009 R'000 | 31/03/2010 R'000 | 31/03/2009 R'000 | 31/03/2010 R'000 | 31/03/2009 R'000 |
| Department | | | | | | |
| Education ECN | 247 | 223 | 546 | 436 | 793 | 718 |
| Education Northern Cape | 83 | 93 | 48 | - | 141 | 93 |
| Education Western Cape | 1,199 | 1,006 | 63 | 18 | 1,262 | 1,023 |
| Education Gauteng Province | 448 | 389 | 334 | 245 | 768 | 644 |
| Education Free State | 30 | 30 | - | 47 | 30 | 77 |
| Education National | 45 | 33 | 32 | 362 | 77 | 415 |
| Educations - Eastern Cape | - | - | - | 94 | - | 94 |
| Education Mpumalanga | - | - | 129 | 129 | 129 | 129 |
| EC Premier | - | - | 15 | - | 15 | - |
| EC Sport Arts & culture | - | - | 4 | - | 4 | - |
| EC Transport | - | - | 38 | - | 38 | - |
| EC Agriculture | - | - | 20 | - | 20 | - |
| EC Health | - | - | 71 | - | 71 | - |
| Justice | - | - | 19 | - | 19 | - |
| National Arts & Culture | - | - | 11 | - | 11 | - |
| SASSA | - | - | 28 | - | 28 | - |
| Water affairs | - | - | 15 | - | 15 | - |
| National Public works | - | - | 19 | - | 19 | - |
| Comptrol services | - | - | 10 | - | 10 | - |
| Parliament SA | - | - | 28 | - | 28 | - |
| | 2,060 | 1,782 | 1,429 | 1,401 | 3,459 | 3,183 |
| Other Government Entities | - | - | - | - | - | - |
| Total | 2,060 | 1,782 | 1,429 | 1,401 | 3,459 | 3,183 |

EASTERN CAPE DEPARTMENT OF EDUCATION
VOTE 6
ANNEXURE 5 TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2010

ANNEXURE 5
INTER-GOVERNMENT PAYABLES

| GOVERNMENT ENTITY | Confirmed balance outstanding | | Unconfirmed balance outstanding | | Total | |
|--------------------------------|-------------------------------|--------------|---------------------------------|--------------|---------------|--------------|
| | 31/03/2010 | 31/03/2009 | 31/03/2010 | 31/03/2009 | 31/03/2010 | 31/03/2009 |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| DEPARTMENTS | | | | | | |
| Current | | | | | | |
| National Departments | 336 | 100 | - | 2,721 | 336 | 2,821 |
| Eastern Cape Departments | 2,848 | 1,502 | - | 571 | 2,848 | 3,073 |
| Health MC | 76 | - | - | 10 | 76 | 10 |
| Education Limpopo | 304 | 1,140 | - | - | 304 | 1,140 |
| Education Free State | 98 | - | - | 43 | 98 | 43 |
| Education North Cape | - | 148 | - | - | - | 148 |
| Education Western Cape | 300 | - | - | 1,794 | 300 | 1,794 |
| Courtesy shared services | 30 | - | - | - | 30 | - |
| Courtesy social development | 12 | - | - | - | 12 | - |
| Education KZN | 579 | - | - | - | 579 | - |
| Education North West | 148 | - | - | - | 148 | - |
| Justice | 12,000 | - | - | - | 12,000 | - |
| Subtotal | 17,505 | 4,550 | - | 5,099 | 17,505 | 8,640 |
| Non-current | | | | | | |
| Subtotal | - | - | - | - | - | - |
| Total | 17,505 | 4,550 | - | 5,099 | 17,505 | 8,640 |
| OTHER GOVERNMENT ENTITY | | | | | | |
| Current | | | | | | |
| Subtotal | - | - | - | - | - | - |







**SECTION 5
HUMAN RESOURCE
MANAGEMENT**

5. Human Resource management

5.1 Service delivery

Table 5.1.1 – Main Services provided and standards

| Main Services | Actual Customers | Potential Customers | Standard of Service | Actual Achievements against standards |
|--|--|---|---|---|
| 1. Supply and delivery of Learning and Teaching support materials to all public schools | All learners and educators in public schools | All learners and educators in public schools | Deliver all approved and recommended learning and teaching support material before the commencement of the school year. | The Department is delivering LTSM to Section 20 schools. In 2009/10 LTSM was delivered to 2506 section 20 schools. However in 177 section 20 schools LTSM was not delivered on day one of the school year due to various reasons. |
| 2. Provision of balanced, nutritious meals to schools in poorer communities on each day of the school week | All vulnerable learners in Grades R - 7 in public schools in quintiles one and two | All vulnerable learners in public schools in poorer communities with one balanced, nutritious meal per school day | Provide all vulnerable learners in Grades R - 7 in quintiles one and two with one nutritious, balanced meal per school day by 10am. | 1 550 712 learners (75.9%) benefited from the SNP in 2009/10 |
| 3. Training of mathematics, science and technology educators to reduce skills shortages | Under qualified or unqualified mathematics, science and technology educators | All under qualified or unqualified mathematics, science and technology educators | The number of mathematics, science and technology educators trained annually to increase from the current 338 educators to 1352 in 2011/12 to bridge the content gap. | The number of teachers trained increased from 338 in 2008/9 to 676 in 2009/10. |
| 4. Improvement of the quality and quantity of grade 12 learners passing the final assessment | All grade 12 learners attending public schools | All grade 12 learners attending public schools | Improve the matric (grade 12 pass rate by 5% per annum | The grade 12 pass rate in 2008 was 50.6% and in 2009 it was 51%. This is a 0.4% improvement. The desired 5% improvement was not achieved. |
| 5. To reduce adult illiteracy through the ABET centres in the province. | Adult learners in the province | Adult learners in the province | Increase enrolment in ABET centres between 2009 and 2012 to meet PGDP goal of reducing illiteracy by 50% by 2014. | The target output in terms in terms of number of ABET learners was 48 372. The actual number of learners was 38 748. |
| 6. Training of Early Childhood Development practitioners to improve quality education from an early age. | All ECD practitioners | All ECD practitioners | Early Childhood Development (ECD) practitioners trained to improve the quality of education from the current 1100 in 2008/9 to 2550 in 2010/11 | No ECD practitioners were trained in 2009/10 due to the tender to appoint a service provider not being awarded. |
| 7. FET college through put rate increased by 1% per annum to reach 67% by 2011/12 | Learners at FET colleges | Learners at FET colleges | FET college through put rate increased by 1% per annum to reach 67% by 2011/12 | The FET College Throughput rate in 2009/10 in terms of actual output was 44.9%. |

Table 5.1.2 – Consultation arrangements with customers

| Type of arrangement | Actual Customers | Potential Customers | Actual Achievements |
|---|---|---|--|
| Service Delivery Perception Surveys conducted in 2006, 2007 and 2008. All staff in the service delivery units in the District Offices SA. | Business, Religious Leaders, Local Government, Unions, Traditional leaders, Tertiary Institutions, Service Providers to the ECDoE, Parents and parent bodies, Newspapers, NGO's and Internal stakeholders in the ECDoE. | End users of the public school system in the Eastern Cape Province | Service Delivery Perception Surveys successfully completed in 2006, 2007 and 2008/9. |
| Education Summit | Members of the Provincial Legislature, Education Stakeholders and social partners, members of press and media | Members of the Provincial Legislature, Education Stakeholders and social partners, members of press and media | Summit occurs annually |
| Service Standards Surveys at a sample of schools and district offices as front offices and key sites of service delivery. First Survey conducted in 2008. | Schools and District offices and School Governing Bodies | Schools and District offices and School Governing Bodies | Survey completed, Report due in June 2010. |
| Process mapping sessions held in relation to key services in 3 Districts in 2009 | All staff in the service delivery units in the District Offices | All staff in the service delivery units in the District Offices | Process mapping sessions completed successfully |

Table 5.1.3 Service Delivery Access Strategy

| Access Strategy | Actual Achievements |
|--|---|
| 1. Standard relating to the supply of LTSM to all public schools – the means of access is completing school based forms. | The Department is delivering LTSM to Section 20 schools. In 2009/10 LTSM was delivered to 2008 section 20 schools. However in 177 section 20 schools LTSM was not delivered on day one of the school year due to various reasons. |
| 2. Standard relating to supplying all vulnerable learners in grades R – 7 with one balanced meal per day. The means of access is the annual rating of schools in accordance with criteria, poverty index. Declaration of quintiles. Schools are also able to contest their quintile ratings in order to qualify for the SNP programme. | It is reported in the Annual Performance Plan that 1 550 712 learners (75.9% of learners who qualify) benefited from the SNP in 2009/10 financial year |
| 3. Training of mathematics, science and technology educators to reduce skills shortages. The means of access is gained through HEI programmes offering bursaries. There was also a pilot incentive scheme where teachers who are successful in the HEI programmes receive a R20 000.00 incentive. | It is reported in the Annual Performance Plan that the number of teachers trained increased from 338 in 2008/9 to 676 in 2009/10. |
| 4. Improvement of the quality and quantity of grade 12 learners passing the final assessment. | The grade 12 pass rate in 2008 was 50.6% and in 2009 it was 51%. The desired 5% improvement was not achieved. |
| 5. To reduce adult literacy through the ABET centres in the province. The means of access is gained through community leaders, clergy, municipalities, Community radio stations, brochures and flyers | The target output in terms of number of ABET learners was 48 372. The actual number of learners was 28 746. |

| Access Strategy | Actual Achievements |
|---|---|
| 8. Training of Early Childhood Development practitioners to improve quality education from an early age. Access gained through Database used to identify unqualified practitioners and the involvement of Districts in the selection process. | No ECD practitioners were trained in 2009/10 due to the tender to appoint a service provider not being awarded. |
| 7.FET college through put rate increased by 1% per annum to reach 87% by 2011/12. Access is gained through applications forms available at colleges and Education Department offices. Bursaries are also available to needy students through the NSFAS scheme. Flyers and adverts promoting the courses are sent out. | The FET College Throughput rate in 2009/10 in terms of actual output was 44.9%. |

Table 5.1.4 – Service Information Tool

| Types of Information Tool | Actual Information |
|--|---|
| Eastern Cape Department of Education's Website | An article on the work done by the Service Standards sub Directorate was posted on the website through collaboration with the Communications Directorate. |
| Launch of service standards – use of a motivational speaker | Public Launch of Service Standards on 15 October 2008. Internal and external stakeholders invited. Launch followed by signing of the service standards by MEC for Education, the SG and the DCG. Social partners in the form of the Unions also signed the service standards. |
| Use of posters, radio stations and newspaper adverts | For three days following the launch the service standards were advertised in three newspapers and community radio stations. Poster were also developed and delivered to Head Office and District Units. |
| Process mapping sessions held in nine Districts to orientate District staff on the need for effective processes to maintain and improve levels and quality of service delivery against service standards | Process mapping successfully completed. |

Table 5.1.5 – Complaints Mechanism

| Complaints Mechanism | Actual Achievements |
|---|---|
| The Customer Care Unit has three members of staff who deal with complaints from internal and external customers. Suggestion boxes are located at the main entrances to the Education Department Buildings in Zwelitsha. An electronic complaints record is kept to record and track the handling of complaints. A complaints hotline is also used. Besides the complaints register an electronic complaints handling system is used. The Unit also has an e mail which is utilized for handling complaints. There is also a walk in complaints management system for customers who wish to register complaints directly to the Customer Care staff. | During the 2009/10 financial year 1 152 complaints were recorded at Head Office and acknowledged within the recommended time frame. 987 were received through email 76 were received from the Presidential Hotline while 89 can be categorised as general complaints. |



5.2 Expenditure

Table 5.2.1 - Personnel costs by programme, 2009/10

| Programme | total expenditure | Personnel expenditure | Training expenditure | Professional and special services | Personnel cost as percent of total expenditure | Average cost per employee |
|--------------|-------------------|-----------------------|----------------------|-----------------------------------|--|---------------------------|
| Programme 1 | 1 545 088 | 1 299 466 | 5 374 | 2 542 | 83.9% | 264 |
| Programme 2 | 18 009 872 | 14 802 872 | 49 382 | 0 | 82.2% | 207 |
| Programme 3 | 48 862 | 0 | 0 | 0 | 0.0% | 0 |
| Programme 4 | 417 558 | 290 524 | 1 041 | 0 | 69.6% | 160 |
| Programme 5 | 450 238 | 214 462 | 477 | 0 | 47.6% | 166 |
| Programme 6 | 213 427 | 209 580 | 187 | 0 | 98.2% | 50 |
| Programme 7 | 287 821 | 207 852 | 5 736 | 0 | 77.7% | 40 |
| Programme 8 | 212 051 | 86 283 | 106 | 14 642 | 40.7% | 28 |
| Total | 21 165 545 | 17 110 845 | 62 303 | 17 184 | 80.8% | 168 |

Note: The total Voted Expenditure includes the Statutory payment to the MEC (Member of Executive Council) in the amount of R 1 421 million for 2009/2010.

Table 5.2.2 - Personnel costs by salary bands, 2009/10

| Salary Bands | Personnel Expenditure (R'000) | % of total personnel cost | Average personnel cost per employee (R'000) |
|--|-------------------------------|---------------------------|---|
| Lower skilled (Levels 1-2) | 136 817 | 0.8 | 547 |
| Skilled (Levels 3-5) | 921 408 | 5.4 | 139 |
| Highly skilled production (Levels 6-8) | 11 490 325 | 66.6 | 221 |
| Highly skilled supervision (Levels 9-12) | 4 087 900 | 23.7 | 203 |
| Senior management (Levels 13-16) | 45 479 | 0.3 | 722 |
| Contract (Levels 1-2) | 329 175 | 1.9 | 48 |
| Contract (Levels 3-5) | 54 390 | 0.3 | 54 |
| Contract (Levels 6-8) | 25 265 | 0.1 | 86 |
| Contract (Levels 9-12) | 1 779 | 0.01 | 445 |
| Contract (Levels 13-16) | 1 858 | 0.01 | 930 |
| Periodical Remuneration | 8 095 | 0.1 | 8 |
| Abnormal Appointment | 39 175 | 0.2 | 13 |
| TOTAL | 17 112 266 | 99.4 | 168 |

Note: The average compensation cost for the Lower Skilled (Levels 1-2) appears to be excessive which was due to the upgrading of personnel from salary level 1 & 2 to salary level 2 during the financial year (personnel numbers for this level has therefore decreased significantly as at 31 March 2010). The opposite has therefore occurred for Salary Level 3. Similarly the same has occurred in Levels 6-8 where employees were upgraded from Levels 3-5.



Table 5.2.3 - Salaries, Overtime, Home Owners Allowance and Medical Aid by programme, 2009/10

| Programme | Salaries | | Overtime | | Home Owners Allowance | | Medical Assistance | |
|--------------------------------|-------------------|---------------------------------|------------------|---------------------------------|-----------------------|----------------------------|----------------------|-------------------------------------|
| | Salaries (R'000) | Salaries as % of Personnel Cost | Overtime (R'000) | Overtime as % of Personnel Cost | HOA (R'000) | HOA as % of Personnel Cost | Medical Ass. (R'000) | Medical Ass. as % of Personnel Cost |
| P1-Administrator | 971 573 | 72.5 | 9 282 | 0.7 | 27 668 | 2.1 | 53 618 | 4 |
| P2-Pub ordln sch edu | 11 474 027 | 76.8 | 639 | 0.01 | 300 213 | 2 | 672 838 | 4.5 |
| P4-Pub spec sch educ | 219 589 | 74.5 | 0 | 0 | 7 868 | 2.7 | 14 899 | 5 |
| P5-Further educ & training | 165 987 | 75.9 | 16 | 0.01 | 4 609 | 2.2 | 10 320 | 4.8 |
| P6-Adult basic edu & train | 158 617 | 95.2 | 0 | 0 | 8 | 0.004 | 39 | 0.02 |
| P7-Early childhood development | 204 231 | 97.8 | 0 | 0 | 518 | 0.2 | 835 | 0.4 |
| P8- Aux & misc services** | 1 211 | 10 | 3 519 | 29 | 0 | 0 | 0 | 0 |
| TOTAL | 13 235 245 | 76.9 | 13 658 | 0.1 | 340 944 | 2 | 752 448 | 4.4 |

Note : Salaries only includes Basic Salary and other Non-Pensionable salaries as per Trial Balance for 2009/2010.

Table 5.2.4 - Salaries, Overtime, Home Owners Allowance and Medical Aid by salary bands, 2009/10

| Programme | Salaries | | Overtime | | Home Owners Allowance | | Medical Assistance | |
|--|-------------------|---------------------------------|------------------|---------------------------------|-----------------------|----------------------------|----------------------|-------------------------------------|
| | Salaries (R'000) | Salaries as % of Personnel Cost | Overtime (R'000) | Overtime as % of Personnel Cost | HOA (R'000) | HOA as % of Personnel Cost | Medical Ass. (R'000) | Medical Ass. as % of Personnel Cost |
| Lower skilled (Levels 1-2) | 99 073 | 71 | 109 | 0.1 | 5 768 | 4.1 | 8 010 | 5.7 |
| Skilled (Levels 3-5) | 740 982 | 79.9 | 895 | 0.1 | 21 521 | 2.3 | 38 591 | 3.9 |
| Highly skilled production (Levels 6-8) | 8 779 921 | 75.4 | 8 010 | 0.1 | 251 044 | 2.3 | 585 836 | 4.9 |
| Highly skilled supervision (Levels 9-12) | 3 145 494 | 75.9 | 4 501 | 0.1 | 61 273 | 1.5 | 140 977 | 3.4 |
| Senior management (Levels 13-18) | 36 830 | 76.2 | 0 | 0 | 1 310 | 2.7 | 851 | 1.8 |
| Contract (Levels 1-2) | 325 305 | 88.8 | 0 | 0 | 7 | 0.002 | 67 | 0.03 |
| Contract (Levels 3-5) | 53 581 | 88.4 | 1 | 0.002 | 0 | 0 | 18 | 0.03 |
| Contract (Levels 6-8) | 24 255 | 85.6 | 140 | 0.6 | 13 | 0.1 | 67 | 0.3 |
| Contract (Levels 9-12) | 1 573 | 87.1 | 0 | 0 | 8 | 0.4 | 12 | 0.7 |
| Contract (Levels 13-18) | 1 761 | 82.4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Periodical Remuneration | 140 | 1.6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Abnormal Appointment | 26 405 | 87.3 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 13 235 245 | 76.9 | 13 658 | 0.1 | 340 944 | 2 | 752 448 | 4.4 |

Note : Salaries only includes Basic Salary and other Non-Pensionable salaries as per Trial Balance for 2009/2010.



5.3 Employment and vacancies

Table 5.3.1 - Employment and vacancies by programme, 31 March 2010

| Programme | Number of Posts | Number of Posts Filled | Vacancy Rate (%) | Number of Posts Filled Additional to the Establishment |
|---------------------------------|-----------------|------------------------|------------------|--|
| P1: Administration | 7 016 | 4 579 | 34.7 | 442 |
| P2: Pub-ordin sch educ | 77 238 | 71 345 | 7.8 | 6 271 |
| P4: Pub spec sch educ | 2 412 | 1 819 | 24.6 | 160 |
| P5: Further educ & training | 1 321 | 1 081 | 18.8 | 271 |
| P6: Adult basic edu & train | 3 190 | 3 140 | 1.6 | 3 138 |
| P7: Early childhood development | 5 519 | 5 154 | 6.6 | 5 154 |
| P8: Acc & assoc services** | 8 | 4 | 50 | 0 |
| TOTAL | 96 714 | 87 122 | 9.9 | 15 438 |

Note 1: The 96 714 total number of posts as stated in the tables above and below are overstated by ±5,000 posts, mainly due to the fact that the Spurs are based on a "Snapshot" of what was reflected on PERGAL as at 31 March 2010 and would have included posts created for the extension of services for ABET educators and ECD practitioners as well as the extension of other contract appointments for the 2010/2011 Financial Year whereby the existing posts would have been terminated and / or abolished.

Note 2: For the 2009/2010 MTEF the total number of funded post across all employment categories within the department was 96 723 posts and based on the 87 122 filled posts as at 31 March 2010 as stated above, the overall vacancy rate within the department would therefore have been 1.07% as at the end of the financial year and not the 9.9% as stated in the tables above and below. (Reasons for disparities as explained in Note 1 above).

Note 3: As at 31 March 2010 the filled and vacancy rate in respect of the current (2008) approved Organizational Structure for Head Office and District Offices office based staff was 79.84% Filled and 20.16% Vacant.

Note 4: Due to budgetary constraints during the 2009/2010 Financial a moratorium was placed on the filling of office based posts which negatively contributed to the vacancy rate of the department.

Table 5.3.2 - Employment and vacancies by salary bands, 31 March 2010

| Salary Band | Number of Posts | Number of Posts Filled | Vacancy Rate (%) | Number of Posts Filled Additional to the Establishment |
|--|-----------------|------------------------|------------------|--|
| Lower skilled (Levels 1-2) | 1 734 | 274 | 84.2 | 139 |
| Skilled (Levels 3-5) | 7 108 | 6 616 | 6.9 | 1 302 |
| Highly skilled production (Levels 6-8) | 57 788 | 51 834 | 10.3 | 4 249 |
| Highly skilled supervision (Levels 9-12) | 21 820 | 20 101 | 7.8 | 1 588 |
| Senior management (Levels 13-16) | 80 | 63 | 30 | 2 |
| Contract (Levels 1-2) | 6 878 | 6 878 | 0 | 6 870 |
| Contract (Levels 3-5) | 1 005 | 1 005 | 0 | 1 002 |
| Contract (Levels 6-8) | 287 | 287 | 0 | 281 |
| Contract (Levels 9-12) | 4 | 4 | 0 | 2 |
| Contract (Levels 13-16) | 2 | 2 | 0 | 1 |
| TOTAL | 96 714 | 87 122 | 8.8 | 15 438 |

Table 5.3.3 - Employment and vacancies by critical occupation, 31 March 2010

| Critical Occupations | Number of Posts | Number of Posts Filled | Vacancy Rate (%) | Number of Posts Filled Additional to the Establishment |
|--|-----------------|------------------------|------------------|--|
| Administrative related, | 180 | 142 | 21.1 | 3 |
| All artisans in the building metal machinery etc., | 13 | 11 | 15.4 | 5 |
| Archivists curators and related professionals, | 4 | 1 | 75 | 0 |
| Artisan project and related superintendents, | 2 | 1 | 50 | 1 |
| Auxiliary and related workers, | 62 | 62 | 0 | 1 |
| Building and other property caretakers, | 105 | 87 | 17.1 | 9 |
| Bus and heavy vehicle drivers, | 12 | 7 | 41.7 | 3 |
| Cleaners in offices workshops hospitals etc., | 4 234 | 3 668 | 13.4 | 788 |
| Client inform clerks(waitohu receipt inform clerks), | 33 | 12 | 63.8 | 2 |
| Compositors typesetters & related printing workers, | 2 | 0 | 100 | 0 |
| Computer system designers and analysts, | 13 | 11 | 15.4 | 1 |
| Farm hands and labourers, | 1 | 1 | 0 | 0 |
| Farming forestry advisors and farm managers, | 4 | 3 | 25 | 0 |
| Finance and economics related, | 118 | 96 | 18.6 | 2 |
| Financial and related professionals, | 145 | 92 | 36.8 | 1 |
| Financial clerks and credit controllers, | 608 | 447 | 26.5 | 11 |
| Food services aids and waiters, | 219 | 163 | 16.4 | 44 |
| General legal administration & rel. professionals, | 6 | 0 | 100 | 0 |
| Handcraft instructors, | 1 | 1 | 0 | 1 |
| Head of department/chief executive officer, | 12 | 9 | 25 | 0 |
| Horticulturists foresters agricul.& forestry techn, | 1 | 1 | 0 | 1 |

| Critical Occupations | Number of Posts | Number of Posts Filled | Vacancy Rate (%) | Number of Posts Filled Additional to the Establishment |
|---|-----------------|------------------------|------------------|--|
| Household and laundry workers, | 919 | 692 | 28 | 58 |
| Housekeepers laundry and related workers, | 2 | 2 | 0 | 0 |
| Human resources & organisat developm & relate prof, | 114 | 82 | 28.1 | 0 |
| Human resources clerks, | 476 | 383 | 19.8 | 24 |
| Human resources related, | 148 | 106 | 29.1 | 6 |
| Inspectors of apprentices works and vehicles, | 79 | 39 | 50.8 | 2 |
| Librarians and related professionals, | 9 | 4 | 20 | 0 |
| Library mail and related clerks, | 252 | 151 | 40.1 | 9 |
| Light vehicle drivers, | 133 | 104 | 21.8 | 10 |
| Logistical support personnel, | 88 | 66 | 25 | 7 |
| Material-recording and transport clerks, | 484 | 369 | 23.8 | 64 |
| Messengers porters and deliverers, | 55 | 35 | 36.4 | 9 |
| Motor vehicle drivers, | 3 | 3 | 0 | 2 |
| Nursing assistants, | 7 | 4 | 42.9 | 0 |
| Occupational therapy, | 62 | 19 | 14.2 | 1 |
| Other administral & related clerks and organisers, | 3 432 | 2 575 | 34.8 | 96 |
| Other administrative policy and related officers, | 690 | 418 | 38.7 | 66 |
| Other information technology personnel, | 33 | 14 | 57.6 | 8 |
| Other occupations, | 70 467 | 64 712 | 8.2 | 13 864 |
| Physiotherapy, | 1 | 1 | 0 | 1 |
| Printing and related machine operators, | 2 | 2 | 0 | 2 |
| Professional nurse, | 6 | 5 | 16.7 | 1 |
| Rank: Administrative officer, | 1 | 1 | 0 | 0 |
| Rank: Cleaner (L), | 2 | 0 | 100 | 0 |
| Rank: Departmental head transitional, | 18 | 17 | 5.8 | 9 |
| Rank: Departmental head, | 1 467 | 1 296 | 11.5 | 53 |
| Rank: Deputy principal (transitional), | 21 | 20 | 4.8 | 17 |
| Rank: Deputy principal, | 368 | 332 | 10 | 49 |
| Rank: Education specialist additional (office based), | 1 | 0 | 100 | 0 |
| Rank: Education specialist deputy chief (full), | 10 | 10 | 0 | 10 |
| Rank: Education specialist senior (full), | 1 | 0 | 100 | 0 |
| Rank: Education specialist senior (office based), | 1 | 1 | 0 | 0 |
| Rank: General fireman, | 1 | 1 | 0 | 0 |
| Rank: General worker (labourer-delivery), | 1 | 0 | 100 | 0 |
| Rank: General worker (stones assistant), | 1 | 0 | 100 | 0 |
| Rank: Head of department (L), | 1 | 1 | 0 | 1 |
| Rank: Lecturer (C), | 35 | 3 | 91.4 | 0 |
| Rank: Lecturer (full), | 2 | 2 | 0 | 0 |
| Rank: Lecturer (L), | 1 | 0 | 100 | 0 |
| Rank: Lecturer senior (C), | 4 | 1 | 75 | 1 |
| Rank: Principal p1 (transitional), | 4 | 2 | 50 | 0 |
| Rank: Principal p1, | 110 | 85 | 22.7 | 0 |
| Rank: Principal p2 (transitional), | 8 | 8 | 0 | 3 |
| Rank: Principal p2, | 275 | 250 | 9.1 | 28 |
| Rank: Principal p3 (transitional), | 1 | 1 | 0 | 1 |
| Rank: Principal p3, | 105 | 97 | 7.6 | 3 |



| Critical Occupations | Number of Posts | Number of Posts Filled | Vacancy Rate (%) | Number of Posts Filled Additional to the Establishment |
|--|-----------------|------------------------|------------------|--|
| Rank: Principal A1, | 62 | 44 | 29 | 1 |
| Rank: Rector (C5), | 1 | 0 | 100 | 0 |
| Rank: Teacher (school-based), | 4 | 2 | 50 | 0 |
| Rank: Teacher, | 9 540 | 9 603 | 3.4 | 65 |
| Secretaries & other keyboard operating clerks, | 278 | 148 | 47.5 | 22 |
| Security guards, | 259 | 231 | 10.8 | 16 |
| Security officers, | 370 | 267 | 13.9 | 37 |
| Senior managers, | 82 | 65 | 26.3 | 3 |
| Social work and related professionals, | 2 | 0 | 100 | 0 |
| Trade labourers, | 11 | 11 | 0 | 7 |
| Trade trainers, | 1 | 1 | 0 | 1 |
| Youth workers, | 73 | 36 | 50.7 | 0 |
| TOTAL | 96 714 | 87 122 | 8.8 | 15436 |

5.4 Job evaluation

Table 5.4.1 - Job Evaluation, 1 April 2009 to 31 March 2010

| Salary Band | Number of Posts | Number of Jobs Evaluated | % of Posts Evaluated by Salary Band | Posts Upgraded | | Posts Downgraded | |
|--|-----------------|--------------------------|-------------------------------------|----------------|----------------------|------------------|----------------------|
| | | | | Number | % of Posts Evaluated | Number | % of Posts Evaluated |
| Lower skilled (Levels 1-2) | 1 754 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contract (Levels 1-2) | 6 676 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contract (Levels 3-5) | 1 005 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contract (Levels 6-8) | 287 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contract (Levels 9-12) | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contract (Levels 13-16) | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Skilled (Levels 3-6) | 7 108 | 0 | 0 | 0 | 0 | 0 | 0 |
| Highly skilled production (Levels 6-8) | 57 788 | 0 | 0 | 0 | 0 | 0 | 0 |
| Highly skilled supervision (Levels 9-12) | 21 820 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior Management (Levels 13-16) | 60 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 96 714 | 0 | 0 | 0 | 0 | 0 | 0 |

Note: No jobs were evaluated during 2009/2010.

Table 5.4.2 - Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2009 to 31 March 2010

| Beneficiaries | African | Asian | Coloured | White | Total |
|-----------------------------|------------|----------|-----------|----------|------------|
| Female | 60 | 0 | 6 | 3 | 69 |
| Male | 91 | 0 | 9 | 5 | 105 |
| Total | 171 | 0 | 15 | 8 | 194 |
| Employees with a Disability | 3 | 0 | 0 | 0 | 3 |

Note: Of the 274 Assistant Director posts evaluated during 2008/2009 for implementation in 2009/2010 the 194 figure stated in the table above reflects those warm bodies (filled posts) as at 01 April 2009.



Table 5.4.3 - Employees whose salary level exceed the grade determined by job evaluation, 1 April 2009 to 31 March 2010 (in terms of PSR 1.V.C.3)

| | |
|---|------|
| Total Number of Employees whose salaries exceeded the grade determined by job evaluation in 2009/10 | None |
|---|------|

Table 5.4.4 - Profile of employees whose salary level exceed the grade determined by job evaluation, 1 April 2009 to 31 March 2010 (in terms of PSR 1.V.C.3)

| Beneficiaries | African | Asian | Coloured | White | Total |
|-----------------------------|---------|-------|----------|-------|-------|
| Female | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 |
| Employees with a Disability | 0 | 0 | 0 | 0 | 0 |

Note : No Jobs were evaluated during 2009/2010.

5.5 Employment changes

Table 5.5.1 - Annual turnover rates by salary band for the period 1 April 2009 to 31 March 2010

| Salary Band | No. of employees per band as on 1 April 2009 | Appointments and Transfers into the department | Terminations and Transfers out of the department | Turnover Rate |
|---|--|--|--|---------------|
| Lower skilled (Levels 1-2), Permanent | 3 988 | 189 | 70 | 1.8 |
| Lower skilled (Levels 1-2), Temporary | 5 | 0 | 1 | 20 |
| Skilled (Levels 3-5), Permanent | 7 788 | 2 811 | 1 876 | 24.1 |
| Skilled (Levels 3-5), Temporary | 12 | 1 | 0 | 0 |
| Highly skilled production (Levels 6-8), Permanent | 55 138 | 2 817 | 3 475 | 6.3 |
| Highly skilled production (Levels 6-8), Temporary | 31 | 0 | 14 | 45.2 |
| Highly skilled supervision (Levels 9-12), Permanent | 10 153 | 31 | 628 | 6.2 |
| Senior Management Service Band A, Permanent | 54 | 0 | 2 | 3.7 |
| Senior Management Service Band B, Permanent | 12 | 0 | 1 | 8.3 |
| Senior Management Service Band D, Permanent | 1 | 0 | 0 | 0 |
| Other, Permanent | 6 731 | 0 | 0 | 0 |
| Contract (Levels 1-2), Permanent | 2 | 3 819 | 1 053 | 54 850 |
| Contract (Levels 3-5), Permanent | 6 | 60 | 128 | 2 133.3 |
| Contract (Levels 6-8), Permanent | 36 | 26 | 57 | 158.3 |
| Contract (Levels 9-12), Permanent | 4 | 5 | 3 | 75 |
| Contract (Band A), Permanent | 1 | 1 | 1 | 100 |
| Contract (Band C), Permanent | 1 | 1 | 0 | 0 |
| TOTAL | 83 963 | 9 741 | 7 349 | 8.8 |

Note : The high number of appointments and termination as reflective in these tables includes those categories of employees that were terminated and re-appointed more than once during the financial year under review due to the extension of their services e.g. Temporary Educators, Substitutes, ECD practitioners etc.

Table 5.5.2 - Annual turnover rates by critical occupation for the period 1 April 2009 to 31 March 2010

| Occupation | No. of employees per band as on 1 April 2009 | Appointments and Transfers into the department | Terminations and Transfers out of the department | Turnover Rate |
|---|--|--|--|---------------|
| Administrative related, Permanent | 146 | 3 | 3 | 2.1 |
| All artisans in the building metal machinery etc., Permanent | 148 | 0 | 15 | 10.1 |
| Archivists curators and related professionals, Permanent | 1 | 0 | 0 | 0 |
| Artisan project and related superintendents, Permanent | 2 | 0 | 0 | 0 |
| Auxiliary and related workers, Permanent | 23 | 6 | 1 | 4.3 |
| Building and other property caretakers, Permanent | 144 | 16 | 8 | 6.3 |
| Bus and heavy vehicle drivers, Permanent | 38 | 1 | 0 | 0 |
| Cleaners in offices workshops hospitals etc., Permanent | 2 620 | 240 | 257 | 9.8 |
| Cleaners in offices workshops hospitals etc., Temporary | 3 | 1 | 0 | 0 |
| Clerk inform clerks(jwiltshé rosool inform clerks), Permanent | 12 | 0 | 0 | 0 |
| Communication and information related, Permanent | 1 | 0 | 0 | 0 |
| Computer programmers, Permanent | 2 | 0 | 0 | 0 |
| Computer system designers and analysts, Permanent | 6 | 0 | 0 | 0 |
| Conservation labourers, Permanent | 225 | 0 | 5 | 2.2 |
| Custodian personnel, Permanent | 5 | 0 | 0 | 0 |
| Diplomats, Permanent | 1 | 0 | 0 | 0 |
| Farm hands and labourers, Permanent | 154 | 0 | 4 | 2.6 |
| Farming forestry advisors and farm managers, Permanent | 2 | 1 | 0 | 0 |
| Finance and economics related, Permanent | 60 | 1 | 1 | 1.7 |
| Financial and related professionals, Permanent | 85 | 0 | 5 | 5.9 |
| Financial clerks and credit controllers, Permanent | 435 | 25 | 7 | 1.6 |
| Financial clerks and credit controllers, Temporary | 1 | 0 | 1 | 100 |
| Fire fighting and related workers, Permanent | 5 | 0 | 0 | 0 |
| Food services pitch and waiters, Permanent | 211 | 34 | 15 | 7.1 |
| Head of department/Chief executive officer, Permanent | 10 | 0 | 0 | 0 |
| Household and laundry workers, Permanent | 558 | 37 | 26 | 4.7 |
| Housekeepers laundry and related workers, Permanent | 1 | 0 | 1 | 100 |
| Human resources & organisat developm & relate prof, Permanent | 83 | 0 | 2 | 2.4 |
| Human resources clerks, Permanent | 472 | 18 | 14 | 3 |
| Human resources clerks, Temporary | 1 | 0 | 0 | 0 |
| Human resources related, Permanent | 48 | 0 | 4 | 8.3 |
| Inspectors of apprentices works and vehicles, Permanent | 29 | 1 | 2 | 6.9 |
| Librarians and related professionals, Permanent | 3 | 1 | 2 | 66.7 |
| Library mall and related clerks, Permanent | 106 | 10 | 3 | 2.8 |
| Light vehicle drivers, Permanent | 29 | 4 | 4 | 13.8 |
| Logistical support personnel, Permanent | 122 | 0 | 1 | 0.8 |
| Material-recording and transport clerks, Permanent | 391 | 4 | 12 | 3.1 |
| Material-recording and transport clerks, Temporary | 4 | 0 | 1 | 25 |
| Messengers porters and deliverers, Permanent | 59 | 1 | 1 | 1.7 |
| Motor vehicle drivers, Permanent | 48 | 1 | 8 | 16.8 |
| Nursing assistants, Permanent | 7 | 0 | 0 | 0 |
| Occupational therapy, Permanent | 1 | 0 | 0 | 0 |
| Other administral & related clerks and organisers, Permanent | 1 426 | 463 | 24 | 1.7 |



| Occupation | No. of employees per band as on 1 April 2009 | Appointments and Transfers into the department | Terminations and Transfers out of the department | Turnover Rate |
|---|--|--|--|---------------|
| Other administrative & related clerks and organisers, Temporary | 34 | 0 | 10 | 29.4 |
| Other administrative policy and related officers, Permanent | 345 | 12 | 27 | 7.8 |
| Other information technology personnel, Permanent | 7 | 0 | 1 | 14.3 |
| Other occupations, Permanent | 74 905 | 8 780 | 8 853 | 9.1 |
| Other occupations, Temporary | 4 | 0 | 2 | 50 |
| Physiotherapy, Permanent | 2 | 0 | 0 | 0 |
| Printing and related machine operators, Permanent | 4 | 1 | 1 | 25 |
| Professional nurse, Permanent | 5 | 0 | 0 | 0 |
| Rank Unknown, Permanent | 40 | 0 | 0 | 0 |
| Risk management and security services, Permanent | 2 | 0 | 0 | 0 |
| Road workers, Permanent | 2 | 0 | 0 | 0 |
| Secretaries & other keyboard operating clerks, Permanent | 154 | 4 | 7 | 1.3 |
| Secretaries & other keyboard operating clerks, Temporary | 1 | 0 | 1 | 100 |
| Security guards, Permanent | 594 | 40 | 14 | 2.3 |
| Security officers, Permanent | 48 | 44 | 4 | 8.7 |
| Senior managers, Permanent | 64 | 1 | 3 | 4.7 |
| Social work and related professionals, Permanent | 1 | 0 | 0 | 0 |
| Speech therapy and audiology, Permanent | 1 | 0 | 0 | 0 |
| Trade labourers, Permanent | 26 | 0 | 2 | 7.7 |
| Youth workers, Permanent | 35 | 0 | 0 | 0 |
| TOTAL | 83 963 | 9 741 | 7 348 | 8.8 |

Table 5.5.3 - Reasons why staff are leaving the department

| Termination Type | Number | % of Total |
|---|--------------|------------|
| Death, Permanent | 613 | 8.3 |
| Resignation, Permanent | 1 167 | 15.9 |
| Resignation, Temporary | 1 | 0 |
| Expiry of contract, Permanent | 4 259 | 58 |
| Expiry of contract, Temporary | 8 | 0.1 |
| Transfers, Permanent | 2 | 0 |
| Discharged due to ill health, Permanent | 108 | 1.5 |
| Dismissal-misconduct, Permanent | 65 | 0.9 |
| Retirement, Permanent | 1 100 | 15 |
| Retirement, Temporary | 2 | 0 |
| Other, Permanent | 20 | 0.3 |
| Other, Temporary | 8 | 0.1 |
| TOTAL | 7 348 | 100 |
| Total number of employees who left as a % of the total employment | | 8.8 |



Table 5.5.4 - Promotions by critical occupation

| Occupation | Employees as at 01 April 2009 | Promotions to another salary level | Salary level promotions as a % of employees by occupation | Progression to another notch within a salary level | Notch progression as a % of employees by occupation |
|---|-------------------------------|------------------------------------|---|--|---|
| Administrative related | 148 | 60 | 41.1 | 23 | 15.6 |
| All artisans in the building metal machinery etc. | 148 | 0 | 0 | 1 | 0.7 |
| Archivists curators and related professionals | 1 | 0 | 0 | 0 | 0 |
| Artisan project and related superintendents | 2 | 0 | 0 | 2 | 100 |
| Auxiliary and related workers | 23 | 0 | 0 | 1 | 4.3 |
| Building and other property caretakers | 144 | 17 | 11.8 | 1 | 0.7 |
| Bus and heavy vehicle drivers | 38 | 8 | 21.1 | 5 | 13.2 |
| Cleaners in offices workshops hospitals etc. | 2 623 | 3 423 | 130.5 | 59 | 2.2 |
| Client inform clerks (waitress receipt inform clerks) | 12 | 12 | 100 | 1 | 8.3 |
| Communication and information related | 1 | 0 | 0 | 0 | 0 |
| Computer programmers | 2 | 0 | 0 | 1 | 50 |
| Computer system designers and analysts | 6 | 0 | 0 | 1 | 16.7 |
| Conservation labourers | 225 | 0 | 0 | 0 | 0 |
| Custodian personnel | 5 | 0 | 0 | 0 | 0 |
| Diplomats | 1 | 0 | 0 | 0 | 0 |
| Farm hands and labourers | 154 | 0 | 0 | 0 | 0 |
| Farming forestry advisors and farm managers | 2 | 0 | 0 | 1 | 50 |
| Finance and economics related | 60 | 43 | 71.7 | 11 | 18.3 |
| Financial and related professionals | 85 | 2 | 2.4 | 15 | 17.6 |
| Financial clerks and credit controllers | 436 | 328 | 75.2 | 33 | 7.6 |
| Fire fighting and related workers | 6 | 0 | 0 | 0 | 0 |
| Food services aids and waiters | 211 | 128 | 60.7 | 24 | 11.4 |
| Head of department/chief executive officer | 10 | 0 | 0 | 1 | 10 |
| Household and laundry workers | 568 | 131 | 23.1 | 57 | 10.2 |
| Housekeepers laundry and related workers | 1 | 0 | 0 | 0 | 0 |
| Human resources & organisat develop & relate prof | 83 | 0 | 0 | 13 | 15.7 |
| Human resources clerks | 473 | 652 | 137.8 | 40 | 8.5 |
| Human resources related | 48 | 48 | 100 | 10 | 20.8 |
| Inspectors of apprentices works and vehicles | 29 | 0 | 0 | 1 | 3.4 |
| Librarians and related professionals | 3 | 0 | 0 | 1 | 33.3 |
| Library mail and related clerks | 136 | 85 | 60.2 | 2 | 1.9 |
| Light vehicle drivers | 29 | 61 | 210.3 | 4 | 13.8 |
| Logistical support personnel | 122 | 2 | 1.6 | 8 | 7.4 |
| Material-recording and transport clerks | 395 | 137 | 34.7 | 12 | 3 |
| Messengers porters and deliverers | 59 | 35 | 59.3 | 4 | 6.8 |
| Motor vehicle drivers | 48 | 3 | 6.3 | 1 | 2.1 |
| Nursing assistants | 7 | 0 | 0 | 0 | 0 |
| Occupational therapy | 1 | 0 | 0 | 0 | 0 |
| Other administral & related clerks and organisers | 1 460 | 963 | 66 | 13 | 0.9 |

| Occupation | Employees as at 31 April 2009 | Promotions to another salary level | Salary level promotions as a % of employees by occupation | Progression to another notch within a salary level | Notch progression as a % of employees by occupation |
|--|-------------------------------|------------------------------------|---|--|---|
| Other administrative policy and related officers | 345 | 8 | 2.8 | 30 | 9.6 |
| Other information technology personnel | 7 | 0 | 0 | 0 | 0 |
| Other occupations | 74 909 | 89 021 | 118.8 | 80 518 | 85.8 |
| Physiotherapy | 2 | 0 | 0 | 0 | 0 |
| Printing and related machine operators | 4 | 1 | 25 | 2 | 50 |
| Professional nurse | 5 | 0 | 0 | 0 | 0 |
| Rank: Education specialist deputy chief (tel) | 0 | 0 | 0 | 1 | 0 |
| Rank: Unknown | 40 | 0 | 0 | 0 | 0 |
| Risk management and security services | 2 | 0 | 0 | 1 | 50 |
| Road workers | 2 | 0 | 0 | 0 | 0 |
| Secretaries & other keyboard operating clerks | 155 | 58 | 37.4 | 18 | 11.8 |
| Security guards | 556 | 138 | 24.8 | 2 | 0.4 |
| Security officers | 48 | 43 | 89.5 | 0 | 0 |
| Senior managers | 84 | 2 | 2.1 | 51 | 79.7 |
| Social work and related professionals | 1 | 0 | 0 | 0 | 0 |
| Speech therapy and audiology | 1 | 0 | 0 | 0 | 0 |
| Trade labourers | 28 | 4 | 15.4 | 2 | 7.1 |
| Youth workers | 35 | 0 | 0 | 0 | 0 |
| TOTAL | 83 963 | 89 414 | 111.8 | 80 975 | 71.6 |

Note: This reflects the number of promotion events which could reflect more than one event per individual. These events include transitions, promotions and salary adjustments.

Table 5.5.5 - Promotions by salary band

| Salary Band | Employees as at 31 April 2009 | Promotions to another salary level | Salary level promotions as a % of employees by occupation | Progression to another notch within a salary level | Notch progression as a % of employees by occupation |
|---|-------------------------------|------------------------------------|---|--|---|
| Lower skilled (Levels 1-2), Permanent | 3 968 | 0 | 0 | 0 | 0 |
| Lower skilled (Levels 1-2), Temporary | 5 | 0 | 0 | 0 | 0 |
| Skilled (Levels 3-5), Permanent | 7 788 | 4 371 | 56.1 | 502 | 6.4 |
| Skilled (Levels 3-5), Temporary | 12 | 0 | 0 | 0 | 0 |
| Highly skilled production (Levels 6-8), Permanent | 55 138 | 52 303 | 94.9 | 44 047 | 79.9 |
| Highly skilled production (Levels 6-8), Temporary | 31 | 8 | 25.8 | 0 | 0 |
| Highly skilled supervision (Levels 9-12), Permanent | 10 153 | 38 715 | 381.3 | 16 368 | 161.2 |
| Senior management (Levels 13-16), Permanent | 67 | 2 | 3 | 56 | 83.6 |
| Other, Permanent | 8 721 | 0 | 0 | 0 | 0 |
| Contract (Levels 1-2), Permanent | 2 | 0 | 0 | 0 | 0 |
| Contract (Levels 3-5), Permanent | 6 | 9 | 150 | 0 | 0 |
| Contract (Levels 6-8), Permanent | 36 | 4 | 11.1 | 2 | 5.6 |
| Contract (Levels 9-12), Permanent | 4 | 2 | 50 | 0 | 0 |
| Contract (Levels 13-16), Permanent | 2 | 0 | 0 | 0 | 0 |
| TOTAL | 83 963 | 95 414 | 113.6 | 68 975 | 72.6 |

5.6 Employment equity

Table 5.6.1 - Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2019

| Occupational Categories | Males | | | | | Females | | | | | TOTAL |
|---|---------------|--------------|------------|---------------------|--------------|---------------|--------------|------------|-----------------------|--------------|---------------|
| | African | Coloured | Indian | TOTAL AFRICAN MALES | Whites | African | Coloured | Indian | TOTAL AFRICAN FEMALES | Whites | |
| Legislators, senior officials and managers, Permanent | 37 | 5 | 2 | 44 | 1 | 18 | 1 | 0 | 17 | 3 | 65 |
| Professionals, Permanent | 17 229 | 1 757 | 199 | 19 185 | 1 000 | 43 489 | 2 637 | 238 | 46 364 | 2 997 | 69 136 |
| Clerks, Permanent | 603 | 52 | 0 | 655 | 12 | 2 467 | 230 | 5 | 2 702 | 223 | 3 792 |
| Clerks, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 28 |
| Service and sales workers, Permanent | 308 | 50 | 0 | 358 | 1 | 32 | 1 | 0 | 33 | 1 | 366 |
| Craft and related trades workers, Permanent | 53 | 6 | 0 | 59 | 2 | 28 | 0 | 0 | 28 | 0 | 68 |
| Plant and machine operators and assemblers, Permanent | 111 | 10 | 0 | 121 | 5 | 6 | 1 | 0 | 7 | 0 | 133 |
| Elementary occupations, Permanent | 2 573 | 333 | 0 | 2 906 | 41 | 9 657 | 630 | 2 | 10 289 | 178 | 13 414 |
| Elementary occupations, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 1 | 5 |
| Other, Permanent | 10 | 0 | 0 | 10 | 0 | 55 | 1 | 0 | 56 | 3 | 68 |
| TOTAL | 21 121 | 2 213 | 261 | 23 635 | 1 062 | 58 798 | 3 510 | 235 | 60 465 | 3 030 | 87 122 |
| Employees with disabilities | 48 | 4 | 1 | 51 | 10 | 70 | 11 | 1 | 82 | 14 | 157 |

Table 5.6.2 – Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2010

| Occupational Categories | Male | | | | | Female | | | | | TOTAL |
|--|---------------------------|--------------|------------|---------------------|--------------|---------------|--------------|------------|-----------------------|--------------|---------------|
| | African | Coloured | Indian | TOTAL AFRICAN MALES | White | African | Coloured | Indian | TOTAL AFRICAN FEMALES | White | |
| | Top Management, Permanent | 2 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | |
| Senior Management, Permanent | 34 | 5 | 2 | 41 | 1 | 14 | 0 | 15 | 3 | 0 | 60 |
| Professionally qualified and experienced specialists and mid-management, Permanent | 8 745 | 964 | 133 | 9 842 | 662 | 10 543 | 627 | 113 | 11 483 | 1 172 | 20 181 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent | 11 871 | 871 | 63 | 12 805 | 337 | 34 936 | 2 000 | 119 | 37 055 | 1 637 | 51 834 |
| Semi-skilled and discretionary decision making, Permanent | 2 669 | 352 | 1 | 3 242 | 57 | 3 794 | 419 | 1 | 3 988 | 125 | 6 599 |
| Semi-skilled and discretionary decision making, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 22 | 26 |
| Unskilled and defined decision making, Permanent | 36 | 1 | 0 | 37 | 0 | 165 | 3 | 0 | 168 | 3 | 368 |
| Unskilled and defined decision making, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 1 | 6 |
| Contract (Top Management), Permanent | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Contract (Senior Management), Permanent | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| Contract (Professionally qualified), Permanent | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 4 |
| Contract (Skilled technical), Permanent | 41 | 1 | 0 | 42 | 1 | 241 | 3 | 0 | 244 | 0 | 387 |
| Contract (Semi-skilled), Permanent | 109 | 93 | 0 | 119 | 0 | 887 | 14 | 0 | 881 | 5 | 1 005 |
| Contract (Unskilled), Permanent | 332 | 8 | 0 | 341 | 4 | 6 234 | 234 | 2 | 6 470 | 61 | 6 878 |
| TOTAL | 21 121 | 3 213 | 261 | 23 535 | 1 062 | 55 756 | 3 910 | 233 | 59 495 | 3 030 | 67 122 |

Table 5.6.3 – Recruitment for the period 1 April 2009 to 31 March 2010

| Occupational Categories | Males | | | | | Females | | | | | TOTAL |
|--|--|------------|----------|---------------------|-----------|--------------|----------|--------------|-----------------------|--------------|--------------|
| | African | Coloured | Indian | TOTAL AFRICAN MALES | White | African | Coloured | Indian | TOTAL AFRICAN FEMALES | White | |
| | Professionally qualified and experienced and mid-management, Permanent | 8 | 8 | 0 | 16 | 0 | 5 | 0 | 0 | 14 | |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent | 637 | 91 | 4 | 732 | 47 | 143 | 4 | 1 782 | 226 | 2 017 | 2 817 |
| Semi-skilled and discretionary decision making, Permanent | 876 | 23 | 3 | 903 | 10 | 82 | 4 | 1 642 | 37 | 2 811 | 2 811 |
| Semi-skilled and discretionary decision making, Temporary | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| Unskilled and defined decision making, Permanent | 88 | 14 | 0 | 102 | 0 | 8 | 0 | 66 | 1 | 169 | 169 |
| Contract (Top Management), Permanent | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Contract (Senior Management), Permanent | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| Contract (Professionally qualified), Permanent | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 5 | 5 |
| Contract (Skilled technical), Permanent | 4 | 0 | 0 | 4 | 0 | 22 | 0 | 22 | 0 | 26 | 26 |
| Contract (Semi-skilled), Permanent | 13 | 0 | 0 | 13 | 0 | 47 | 0 | 47 | 0 | 60 | 60 |
| Contract (Unskilled), Permanent | 250 | 7 | 0 | 257 | 2 | 3 445 | 1 | 3 535 | 25 | 3 819 | 3 819 |
| TOTAL | 1 887 | 143 | 7 | 2 047 | 59 | 8 666 | 6 | 7 329 | 316 | 8 741 | 8 741 |
| Employees with disabilities | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Table 3.6.4 – Promotions for the period 1 April 2009 to 31 March 2010

| Occupational Categories | Males | | | | | Females | | | | | TOTAL |
|--|---------------------------|--------------|------------|---------------------|--------------|---------------|--------------|------------|-----------------------|--------------|----------------|
| | African | Coloured | Indian | TOTAL AFRICAN MALES | White | African | Coloured | Indian | TOTAL AFRICAN FEMALES | White | |
| | Top Management, Permanent | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | |
| Senior Management, Permanent | 30 | 5 | 1 | 36 | 2 | 14 | 1 | 15 | 3 | 16 | 31 |
| Professionally qualified and experienced specialists and mid-management, Permanent | 15 655 | 2 492 | 383 | 18 730 | 1 777 | 28 858 | 2 308 | 313 | 31 330 | 3 248 | 34 578 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent | 20 321 | 1 369 | 78 | 21 768 | 325 | 68 831 | 3 992 | 170 | 72 993 | 1 634 | 74 627 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 7 | 8 |
| Semi-skilled and discretionary decision making, Permanent | 2 256 | 235 | 0 | 2 491 | 17 | 2 054 | 276 | 2 | 2 332 | 33 | 2 365 |
| Contract (Professionally qualified), Permanent | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 |
| Contract (Skilled technical), Permanent | 3 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 3 | 0 | 6 |
| Contract (Semi-skilled), Permanent | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 9 | 0 | 9 |
| TOTAL | 38 466 | 4 131 | 462 | 43 059 | 2 121 | 99 732 | 8 079 | 488 | 108 299 | 4 923 | 113 222 |
| Employees with disabilities | 86 | 13 | 3 | 102 | 23 | 140 | 24 | 3 | 167 | 29 | 196 |

Note: The promotion equity table for the above table is statistically counted per employee and category of promotion (A1, B1, C1, D1, E1, F1, G1, H1, I1, J1, K1, L1, M1, N1, O1, P1, Q1, R1, S1, T1, U1, V1, W1, X1, Y1, Z1). Promotions to another salary level and (B1, C1, D1, E1, F1, G1, H1, I1, J1, K1, L1, M1, N1, O1, P1, Q1, R1, S1, T1, U1, V1, W1, X1, Y1, Z1) are also included. It is possible that an employee can be promoted through these different promotion levels and as such will be counted multiple times in this table.

Table 3.6.1 – Terminations for the period 1 April 2009 to 31 March 2010

| Occupational Categories | Male | | | | | Female | | | | | TOTAL |
|--|------------------------------|----------|--------|---------------------|-------|---------|----------|--------|-----------------------|-------|-------|
| | African | Coloured | Indian | TOTAL AFRICAN MALES | White | African | Coloured | Indian | TOTAL AFRICAN FEMALES | White | |
| | Senior Management, Permanent | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | |
| Professionally qualified and experienced specialists and mid-management, Permanent | 199 | 28 | 5 | 232 | 30 | 282 | 25 | 1 | 308 | 58 | 628 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent | 859 | 124 | 19 | 993 | 57 | 1 968 | 197 | 4 | 2 199 | 236 | 3 457 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, Temporary | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 12 | 14 |
| Semi-skilled and discretionary decision making, Permanent | 548 | 26 | 1 | 575 | 13 | 1 176 | 70 | 2 | 1 248 | 40 | 1 876 |
| Unskilled and defined decision making, Permanent | 45 | 2 | 0 | 47 | 0 | 20 | 3 | 0 | 23 | 0 | 79 |
| Unskilled and defined decision making, Temporary | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| Contract (Senior Management), Permanent | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| Contract (Professionally qualified), Permanent | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 3 |
| Contract (Skilled technical), Permanent | 14 | 0 | 0 | 14 | 0 | 43 | 0 | 0 | 43 | 0 | 57 |
| Contract (Semi-skilled), Permanent | 17 | 0 | 0 | 17 | 1 | 158 | 1 | 0 | 159 | 1 | 158 |
| Contract (Unskilled), Permanent | 109 | 3 | 0 | 112 | 0 | 934 | 29 | 0 | 963 | 18 | 1 003 |
| TOTAL | 1 792 | 183 | 16 | 1 991 | 162 | 4 966 | 327 | 7 | 4 999 | 346 | 7 349 |
| Employees with disabilities | 1 | 2 | 0 | 3 | 1 | 7 | 0 | 0 | 7 | 1 | 12 |

Table 3.6.2 – Disciplinary action for the period 1 April 2009 to 31 March 2010

| Disciplinary Action | Male | | | | | Female | | | | | TOTAL |
|---------------------|---------|----------|--------|-------|-------|---------|----------|--------|-------|-------|-------|
| | African | Coloured | Indian | White | TOTAL | African | Coloured | Indian | White | TOTAL | |
| | TOTAL | 80 | 8 | 6 | 2 | 96 | 27 | 0 | 0 | 0 | |

5.7 Performance rewards

Table 5.7.1 - Performance Rewards by race, gender and disability, 1 April 2009 to 31 March 2010

| Demographics | Beneficiary Profile | | | Cost | |
|-----------------------------|-------------------------|------------------------------------|-------------------------|---------------|---------------------------|
| | Number of Beneficiaries | Total number of employees in group | % of total within group | Cost (R'000) | Average cost per employee |
| African | | | | | |
| African, Female | 1 987 | 55 750 | 3.6 | 11 321 | 5 674 |
| African, Male | 787 | 21 521 | 3.7 | 4 657 | 5 867 |
| Asian | | | | | |
| Asian, Female | 2 | 235 | 0.9 | 9 | 4 500 |
| Asian, Male | 2 | 201 | 1 | 39 | 19 500 |
| Coloured | | | | | |
| Coloured, Female | 309 | 3 510 | 8.8 | 1 593 | 5 166 |
| Coloured, Male | 214 | 2 213 | 9.7 | 1 237 | 5 780 |
| Total Blacks | | | | | |
| Total Blacks, Female | 2 308 | 59 495 | 3.9 | 12 932 | 5 603 |
| Total Blacks, Male | 1 063 | 23 535 | 4.3 | 5 993 | 5 975 |
| TOTAL BLACKS | 3 371 | 83 030 | 4 | 18 925 | 5 888 |
| White | | | | | |
| White, Female | 238 | 3 030 | 7.9 | 1 521 | 6 391 |
| White, Male | 45 | 1 062 | 4.5 | 454 | 9 265 |
| TOTAL | 3 588 | 87 122 | 4.1 | 20 899 | 5 781 |
| Employees with a disability | 25 | 157 | 16.6 | 204 | 7 848 |

Note 1: Only Public Service Act employees with assessment ratings above 3 are eligible for PMDS performance rewards.

Table 5.7.2 - Performance Rewards by salary bands for personnel below Senior Management Service, 1 April 2009 to 31 March 2010

| Salary Band | Beneficiary Profile | | | Cost | |
|---|-------------------------|------------------------------------|-------------------------|---------------|---------------------------|
| | Number of Beneficiaries | Total number of employees in group | % of total within group | Cost (R'000) | Average cost per employee |
| Lower skilled (Levels 1-2) | 37 | 274 | 13.5 | 111 | 2 994.58 |
| Skilled (Levels 3-5) | 1 490 | 6 616 | 22.5 | 5 118 | 3 433.33 |
| Highly skilled production (Levels 6-8) | 1 878 | 51 634 | 3.8 | 12 498 | 6 655.05 |
| Highly skilled supervisor (Levels 9-12) | 150 | 20 181 | 0.9 | 3 034 | 18 987.58 |
| Contract (Levels 1-2) | 0 | 6 876 | 0 | 0 | 0.00 |
| Contract (Levels 3-5) | 1 | 1 005 | 0.1 | 3 | 3 465.54 |
| Contract (Levels 6-8) | 1 | 287 | 0.3 | 7 | 7 050.06 |
| Contract (Levels 9-12) | 0 | 4 | 0 | 0 | 0.00 |
| Periodical Remuneration | 0 | 1 086 | 0 | 0 | 0.00 |
| Abnormal Appointment | 0 | 3 024 | 0 | 0 | 0.00 |
| TOTAL | 3 597 | 91 167 | 4.1 | 28 769 | 5 773.98 |

Table E.7.3 - Performance Rewards by critical occupations, 1 April 2009 to 31 March 2010

| Critical Occupations | Number of Beneficiaries | Number of Employers | % of total within occupation | Cost (R'000) | Average cost per employee |
|--|-------------------------|---------------------|------------------------------|--------------|---------------------------|
| Administrative related, | 77 | 142 | 54.2% | 1 168 | 15 163 |
| All artisans in the building metal machinery etc., | 6 | 11 | 54.5% | 24 | 3 949 |
| Archivists curators and related professionals, | 0 | 1 | 0.0% | 0 | 0 |
| Artisan project and related superintendents, | 1 | 1 | 100.0% | 4 | 4 388 |
| Auxiliary and related workers, | 1 | 62 | 1.6% | 3 | 3 383 |
| Building and other property caretakers, | 28 | 87 | 29.2% | 87 | 3 329 |
| Bus and heavy vehicle drivers, | 5 | 7 | 71.4% | 23 | 4 582 |
| Cleaners in offices workshops hospitals etc., | 1 008 | 1 668 | 27.5% | 3 361 | 3 334 |
| Client inform clerks(waiting receipt inform clerks), | 9 | 12 | 75.0% | 34 | 3 800 |
| Computer system designers and analysts, | 5 | 11 | 45.5% | 45 | 8 901 |
| Farm hands and labourers, | 1 | 1 | 100.0% | 5 | 4 572 |
| Farming forestry advisors and farm managers, | 2 | 3 | 66.7% | 15 | 7 508 |
| Finance and economics related, | 52 | 95 | 54.2% | 525 | 10 074 |
| Financial and related professionals, | 70 | 82 | 75.1% | 571 | 8 183 |
| Financial clerks and credit controllers, | 181 | 447 | 36.0% | 951 | 5 268 |
| Food services aids and waiters, | 44 | 183 | 24.0% | 168 | 3 814 |
| Handcraft instructors, | 1 | 1 | 100.0% | 8 | 8 104 |
| Head of department/chief executive officer, | 3 | 9 | 33.3% | 73 | 24 485 |
| Horticulturists foresters agricul & forestry techn, | 1 | 1 | 100.0% | 9 | 9 111 |
| Household and laundry workers, | 180 | 662 | 28.7% | 741 | 3 982 |
| Housekeepers laundry and related workers, | 2 | 2 | 100.0% | 7 | 3 447 |
| Human resources & organisat developm & relate prof, | 82 | 82 | 75.0% | 582 | 7 085 |
| Human resources clerks, | 271 | 383 | 70.8% | 1 721 | 6 305 |
| Human resources related, | 85 | 155 | 81.3% | 538 | 14 354 |
| Inspectors of apprentices works and vehicles, | 17 | 39 | 43.6% | 137 | 8 033 |
| Librarians and related professionals, | 2 | 4 | 50.0% | 18 | 9 031 |
| Library mail and related clerks, | 82 | 151 | 54.3% | 409 | 4 983 |
| Light vehicle drivers, | 23 | 104 | 22.1% | 83 | 3 604 |
| Logistical support personnel, | 50 | 66 | 75.8% | 503 | 10 082 |
| Material-recording and transport clerks, | 270 | 369 | 73.2% | 1 619 | 5 995 |
| Messengers porters and deliverers, | 18 | 35 | 51.4% | 64 | 3 529 |
| Motor vehicle drivers, | 1 | 3 | 33.3% | 4 | 4 385 |
| Nursing assistants, | 0 | 4 | 0.0% | 0 | 0 |
| Occupational therapy, | 0 | 18 | 0.0% | 0 | 0 |
| Other administral & related clerks and organisers, | 541 | 2 575 | 21.0% | 3 079 | 5 692 |
| Other administrative policy and related officers, | 209 | 418 | 50.0% | 1 920 | 9 189 |
| Other information technology personnel, | 1 | 14 | 7.1% | 7 118 | 7 118 |

| Critical Occupations | Number of Beneficiaries | Number of Employees | % of total within occupation | Cost (R'000) | Average cost per employee |
|--|-------------------------|---------------------|------------------------------|---------------|---------------------------|
| Other occupations | 121 | 64 712 | 0.2% | 450 | 3 715 |
| Physiotherapy | 0 | 1 | 0.0% | 0 | 0 |
| Printing and related machine operators | 2 | 2 | 100.0% | 7 | 3 511 |
| Professional nurse | 5 | 5 | 100.0% | 58 | 11 501 |
| Rank: Administrative officer | 0 | 1 | 0.0% | 0 | 0 |
| Rank: Departmental head transitional | 0 | 17 | 0.0% | 0 | 0 |
| Rank: Departmental head | 0 | 1 299 | 0.0% | 0 | 0 |
| Rank: Deputy principal (transitional) | 0 | 20 | 0.0% | 0 | 0 |
| Rank: Deputy principal | 0 | 332 | 0.0% | 0 | 0 |
| Rank: Education specialist deputy chief (tel) | 0 | 10 | 0.0% | 0 | 0 |
| Rank: Education specialist senior (office based) | 0 | 1 | 0.0% | 0 | 0 |
| Rank: General foreman | 0 | 1 | 0.0% | 0 | 0 |
| Rank: Head of department (s) | 0 | 1 | 0.0% | 0 | 0 |
| Rank: Lecturer (c) | 0 | 3 | 0.0% | 0 | 0 |
| Rank: Lecturer (tel) | 0 | 2 | 0.0% | 0 | 0 |
| Rank: Lecturer: senior (c) | 0 | 1 | 0.0% | 0 | 0 |
| Rank: Principal p1 (transitional) | 0 | 2 | 0.0% | 0 | 0 |
| Rank: Principal p1 | 0 | 85 | 0.0% | 0 | 0 |
| Rank: Principal p2 (transitional) | 0 | 6 | 0.0% | 0 | 0 |
| Rank: Principal p2 | 0 | 250 | 0.0% | 0 | 0 |
| Rank: Principal p3 (transitional) | 0 | 1 | 0.0% | 0 | 0 |
| Rank: Principal p3 | 0 | 97 | 0.0% | 0 | 0 |
| Rank: Principal s1 | 0 | 44 | 0.0% | 0 | 0 |
| Rank: Teacher (school-based) | 0 | 2 | 0.0% | 0 | 0 |
| Rank: Teacher | 0 | 9 803 | 0.0% | 0 | 0 |
| Secretaries & other keyboard operating clerks | 109 | 146 | 74.7% | 598 | 5 487 |
| Security guards | 25 | 231 | 10.0% | 73 | 2 903 |
| Security officers | 42 | 267 | 15.7% | 180 | 4 289 |
| Senior managers | 1 | 65 | 1.5% | 31 | 31 136 |
| Trade labourers | 5 | 11 | 45.5% | 18 | 3 601 |
| Trade trainers | 1 | 1 | 100.0% | 3 | 3 185 |
| Youth workers | 10 | 36 | 27.8% | 65 | 6 459 |
| TOTAL | 3 594 | 87 122 | 4.1% | 20 800 | 5 791 |

Table 5.7.4 - Performance related rewards (cash bonus) by salary band, for Senior Management Service

| SMS Band | Beneficiary Profile | | | Total Cost | Average cost per employee | % of SMS Wage Bill | Personnel Cost SMS (R'000) |
|--------------|-------------------------|---------------------|------------------------|------------------|---------------------------|--------------------|----------------------------|
| | Number of Beneficiaries | Number of employees | % of total within band | | | | |
| Band A | 1 | 52 | 1.8 | 31 135.80 | 31 135.80 | 0.1 | 31 804 |
| Band B | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Band C | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| Band D | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 1 | 65 | 1.8 | 31 135.80 | 31 135.80 | 0.1 | 31 804 |

5.8 Foreign workers

Table 5.8.1 - Foreign Workers, 1 April 2009 to 31 March 2010, by salary band

| Salary Band | 01 April 2009 | | 31 March 2010 | | Change | |
|--|---------------|------------|---------------|------------|------------|------------|
| | Number | % of total | Number | % of total | Number | % of total |
| Skilled (Levels 3-5) | 155 | 16.7 | 71 | 6.3 | -84 | -42 |
| Highly skilled production (Levels 6-8) | 690 | 73.3 | 750 | 66.5 | 70 | 35 |
| Highly skilled supervision (Levels 9-12) | 90 | 9.7 | 299 | 26.5 | 209 | 104.5 |
| Senior management (Levels 13-16) | 1 | 0.1 | 1 | 0.1 | 0 | 0 |
| Contract (Levels 1-2) | 0 | 0 | 2 | 0.2 | 2 | 1 |
| Contract (Levels 9-12) | 1 | 0.1 | 1 | 0.1 | 0 | 0 |
| Abnormal Appointment | 1 | 0.1 | 4 | 0.4 | 3 | 1.5 |
| TOTAL | 928 | 100 | 1 128 | 100 | 200 | 100 |

Table 5.8.2 - Foreign Worker, 1 April 2009 to 31 March 2010, by major occupation

| Major Occupation | 01 April 2009 | | 31 March 2010 | | Change | |
|----------------------------------|---------------|------------|---------------|------------|------------|------------|
| | Number | % of total | Number | % of total | Number | % of total |
| Administrative office workers | 2 | 0.2 | 2 | 0.2 | 0 | 0 |
| Elementary occupations | 1 | 0.1 | 0 | 0 | -1 | -0.5 |
| Information technology personnel | 1 | 0.1 | 1 | 0.1 | 0 | 0 |
| Other occupations | 822 | 89.4 | 1 122 | 99.5 | 200 | 100 |
| Professionals and managers | 2 | 0.2 | 3 | 0.3 | 1 | 0.5 |
| TOTAL | 928 | 100 | 1 128 | 100 | 200 | 100 |

5.9 Leave utilization for the period 1 January 2009 to 31 December 2009

Table 5.9.1 - Sick leave, 1 January 2009 to 31 December 2009

| Salary Band | Total Days | % days with medical certification | Number of employees using sick leave | % of total employees using sick leave | Average days per employee | Estimated Cost (R'000) |
|---|------------------|-----------------------------------|--------------------------------------|---------------------------------------|---------------------------|------------------------|
| Lower skilled (Levels 1-2) | 558 | 88.9 | 60 | 0.2 | 9 | 114 |
| Skilled (Levels 3-5) | 14 504.5 | 82.1 | 2 256 | 8 | 8 | 3 231 |
| Highly skilled production (Levels 6-8) | 165 685 | 75.7 | 25 000 | 68 | 7 | 79 217 |
| Highly skilled supervisor (Levels 9-12) | 67 959 | 75.7 | 10 437 | 27.5 | 7 | 52 188 |
| Senior management (Levels 13-16) | 170 | 87.6 | 29 | 0.1 | 6 | 428 |
| Contract (Levels 1-2) | 275 | 81.5 | 80 | 0.2 | 3 | 41 |
| Contract (Levels 3-5) | 7 | 28.6 | 3 | 0 | 2 | 2 |
| Contract (Levels 6-8) | 75 | 82.7 | 18 | 0 | 4 | 37 |
| Contract (Levels 9-12) | 12 | 83.3 | 2 | 0 | 6 | 18 |
| Contract (Levels 13-16) | 9 | 60 | 1 | 0 | 9 | 12 |
| TOTAL | 249 292.5 | 78.1 | 37 886 | 100 | 7 | 136 342 |

Table 5.8.2 - Disability leave (temporary and permanent), 1 January 2009 to 31 December 2009

| Salary Band | Total Days | % days with medical certification | Number of employees using disability leave | % of total employees using disability leave | Average days per employee | Estimated Cost (R'000) |
|--|----------------|-----------------------------------|--|---|---------------------------|------------------------|
| Lower skilled (Levels 1-2) | 838 | 100 | 9 | 0.3 | 93 | 173 |
| Skilled (Levels 3-5) | 5 262 | 100 | 153 | 5.8 | 34 | 1 224 |
| Highly skilled production (Levels 6-8) | 83 229 | 99.9 | 1,719 | 85.3 | 48 | 41 180 |
| Highly skilled supervision (Levels 9-12) | 39 254 | 99.9 | 740 | 28.2 | 53 | 28 762 |
| Senior management (Levels 13-15) | 10 | 100 | 2 | 0.1 | 5 | 25 |
| Contract (Levels 3-5) | 25 | 100 | 1 | 0 | 25 | 5 |
| TOTAL | 128 618 | 99.9 | 2 624 | 100 | 48 | 71 379 |

Table 5.8.3 - Annual leave, 1 January 2009 to 31 December 2009

| Salary Band | Total days taken | Average days per employee | Number of employees who took leave |
|--|-------------------|---------------------------|------------------------------------|
| Lower skilled (Levels 1-2) | 720.26 | 11 | 66 |
| Skilled (Levels 3-5) | 29 735.43 | 14 | 2 154 |
| Highly skilled production (Levels 6-8) | 67 871.57 | 11 | 5 958 |
| Highly skilled supervision (Levels 9-12) | 48 823.08 | 13 | 3 713 |
| Senior management (Levels 13-15) | 1 360 | 22 | 61 |
| Contract (Levels 1-2) | 262 | 4 | 54 |
| Contract (Levels 3-5) | 102 | 12 | 8 |
| Contract (Levels 6-8) | 454 | 12 | 37 |
| Contract (Levels 9-12) | 55 | 18 | 3 |
| Contract (Levels 13-15) | 26 | 12 | 2 |
| TOTAL | 149 348.34 | 12 | 12 096 |

Table 5.8.4 - Capped leave, 1 January 2009 to 31 December 2009

| Salary Band | Total days of capped leave taken | Average number of days taken per employee | Average capped leave per employee as at 31 December 2009 |
|--|----------------------------------|---|--|
| Lower skilled (Levels 1-2) | 12 | 12 | 107 |
| Skilled (Levels 3-5) | 498 | 6 | 72 |
| Highly skilled production (Levels 6-8) | 11 245 | 4 | 66 |
| Highly skilled supervision (Levels 9-12) | 7 390 | 4 | 90 |
| Senior management (Levels 13-15) | 10 | 3 | 111 |
| TOTAL | 19 158 | 4 | 78 |

Table 5.8.5 - Leave payouts for the period 1 April 2009 to 31 March 2010

| Reason | Total amount (R'000) | Number of employees | Average payment per employee (R) |
|--|----------------------|---------------------|----------------------------------|
| Capped leave payouts on termination of service for 2009/10 | 18 821 | 2 499 | 7 531 |
| Current leave payout on termination of service for 2009/10 | 0 | 1 | 0 |
| TOTAL | 18 821 | 2 500 | 7 528 |

5.10 HIV and AIDS & health promotion programmes

Table 5.10.1 - Steps taken to reduce the risk of occupational exposure

| Units/ categories of employees identified to be at high risk of contracting HIV & related diseases (if any) | Key steps taken to reduce the risk |
|--|--|
| 1. Departmental Drivers who spend days/weeks and sometimes months away from their families | 140 mini first aid kits were purchased during the year under review. Each GG vehicle has been provided with such a kit which also contains male and female condoms |
| 2. Field workers who spend a lot of their time in districts and schools in support of the core business of the Department. | Internalisation of HIV, AIDS and TB Education at all levels of the Department. |

Table 5.10.2 - Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)

| Question | Yes | No | Details if yes |
|--|-----|----|---|
| 1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of chapter 1 of the Public Service Regulations, 20017 if so provide his/her name and position. | | NO | |
| 2. Does the Department have a dedicated unit or have you a designated staff member to promote health and wellness of your employees? if so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose. | YES | | Two (2) employees are allocated to the Employee Health and Wellness Programme. The annual budget allocated for the year under review was R7m. |

| Question | Yes | No | Details if yes |
|---|-----|----|--|
| 3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so indicate the key elements/services of the programme | YES | | <p>The Key elements of this Programme are as follows:</p> <ol style="list-style-type: none"> 1. Safety, Health, Environment Risk and Quality Management (SHERQ) 2. Productivity Management 3. Health Management 4. Wellness Management <p>The following are the overall achievement of the programme during the year under review</p> <ul style="list-style-type: none"> • 4047 Employees participated in Health promoting activities throughout the province during the first six months of the 2009-2010 financial year as the planned interventions had to be curtailed by the third quarter. • 800 employees, including school based employees, were exposed to personal finances management workshops to assist with over indebtedness. • 58 workplaces were assessed to identify health hazards • 140 First Aid Kits were purchased for all GG vehicles at Head Office • 351 employees benefited from individual and group counseling sessions to assist in fulfilling emotional and Psychological needs • 227 supervisors were assisted to identify troubled employees so that they can organize immediate assistance through referral to employee wellness. • 65 Circuit Based Employee Wellness Committees were set up |
| 4. Has the Department established (a) committee(s) as | YES | | <p>Chair Person : Mrs Z Loni; Wellness Manager: Ms YF Bomele; EAP Coordinator : Ms TS Gupqa; SHERQ Coordinator : Ms CN Kuzene;</p> <p>HRD representative : Ms N Mpepho; HIV& AIDS Representative Ms B Goduka</p> <p>Labour Relations Rep : Ms NG Khala, District Representatives : Ms S Matomela Ms PT Tshungu Ms N Ndamase Ms NT Mswana</p> <p>Ms K Ndumase Mr V Mandindi Ms NW Rensburg Ms SL Dyaloyi Ms NF Simelele Mr. ME Matunda Mrs. PN Gqolani Mrs N Swana Ms SN Gantle Mr. Mdingwa Ms N Sikuthi Ms P Nongqophu Ms N Shumane Mr J Tutu Mrs.NP Koyana Ms TA Mangisa Mr G Spojo Mr. TL Mgoduka Ms D Coley Mr MJ Ratane Ms N Damba Ms N</p> <p>Provincial Stakeholders :</p> <p>Matshuya B : NEHAWU</p> <p>Damba : Special Programmes Unit</p> <p>Matsho D : SACU</p> <p>Lolwe F SAGTU</p> |

| Question | Yes | No | Details if yes |
|--|-----|----|---|
| 5. Has the Department reviewed the employment policies and practices of your department to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies / practices so reviewed. | YES | | <p>The research team undertook to review departmental Human Resource Policies and procedures that might have a bearing on the implementation of EDW programme. The purpose was to determine to what extent these either support or contradict the key principles for the effective implementation of an EDW Programme. The following HR policies and procedures were reviewed:</p> <ul style="list-style-type: none"> • Service benefits • Leave • Medical Assistance • Compensation for occupational injuries and diseases • Employee Assistance Programme • Training and Skills development • Performance management and development systems • Employment equity • Safety Health and Environment |
| 6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV positive from discrimination, if so list the key elements of these measures | YES | | <ul style="list-style-type: none"> • Education against stigma and discrimination during VCT and Wellness Days |
| 7. Does the Department encourage its employees to undergo Voluntary Counseling and Testing? If so list the results that you have achieved | YES | | <ul style="list-style-type: none"> • 427 employees were tested for HIV & AIDS during 2009/10 financial year. 33 of them were reactive. |
| 8. Has the Department developed measures/indicators to monitor & evaluate the impact of your health promotion programme? If so list these measures/indicators | YES | | <p>In 2007 the department conducted an Employee Health and Wellness baseline survey. This provided a foundation for the implementation of an Employee Wellness Programme to be implemented and evaluated after 2 years of implementation in 2011/12.</p> |

5.11 Labour relations

Table 5.11.1 - Collective agreements, 1 April 2009 to 31 March 2010

| | |
|-----------------------------|------|
| Total collective agreements | None |
|-----------------------------|------|

Table 5.11.2 - Misconduct and disciplinary hearings finalized, 1 April 2009 to 31 March 2010

| Outcomes of disciplinary hearing | Number | % of total |
|---|------------|-------------|
| Acquitted | 11 | 9.40% |
| Counseling | 1 | 0.85% |
| Demotion | 0 | 7.89% |
| Demotion, Counseling and final written warning | 1 | 0.85% |
| Discharged | 32 | 27.35% |
| Final written warning | 15 | 12.82% |
| Final written warning and counseling | 1 | 0.85% |
| Fine not exceeding one month's salary | 2 | 1.71% |
| Fine of one month salary | 1 | 0.85% |
| Fine of one month salary and final written warning | 1 | 0.85% |
| Fine of one month salary, counseling and final written warning | 1 | 0.85% |
| Fine of R 1,000.00 and final written warning | 1 | 0.85% |
| Fine of R 2,000.00 and final written warning | 1 | 0.85% |
| Fine of R 5,000.00 | 1 | 0.85% |
| Fine of R 500.00 and final written warning | 1 | 0.85% |
| Fine of R 9,280.00 and final written warning | 1 | 0.85% |
| One month suspension without pay | 6 | 5.13% |
| One month suspension without pay and final written warning | 6 | 6.54% |
| Three months suspension without pay | 4 | 3.42% |
| Three months suspension without pay and counseling | 1 | 0.85% |
| Three months suspension without pay and final written warning | 5 | 4.27% |
| Three months suspension without pay, counseling and final written warning | 1 | 0.85% |
| Two months suspension without pay | 3 | 2.50% |
| Two months suspension without pay and final written warning | 5 | 4.27% |
| Written warning | 4 | 3.42% |
| Grand Total | 117 | 100% |

Table 5.11.3 - Types of misconduct addressed at disciplinary hearings, 1 April 2009 to 31 March 2010

| Type of misconduct | Number | % of total |
|--|------------|-------------|
| Absenteeism | 52 | 44.44% |
| Assault | 6 | 5.13% |
| Corporal punishment | 3 | 2.58% |
| Corruption | 1 | 0.85% |
| Dishonesty | 3 | 2.58% |
| Failed to carry out a lawful order or instruction without just or reasonable cause | 11 | 9.40% |
| Falsification of records or documents | 1 | 0.85% |
| Financial mismanagement | 6 | 5.13% |
| Fraud (Capturing fraudulent transaction) | 3 | 2.58% |
| Fraud (Issued a false report in promoting a learner) | 1 | 0.85% |
| Intimidation | 1 | 0.85% |
| Misuse of position | 2 | 1.71% |
| Misuse of state property | 2 | 1.71% |
| Poor performance | 1 | 0.85% |
| Prejudice | 4 | 3.42% |
| Rape | 1 | 0.85% |
| Sexual assault | 5 | 4.27% |
| Sexual harassment | 5 | 4.27% |
| Theft | 2 | 1.71% |
| Unacceptable behavior | 1 | 0.85% |
| Unauthorized expenditure | 4 | 3.42% |
| Unjustifiably prejudices the administration of the Department | 1 | 0.85% |
| Victimization | 1 | 0.85% |
| Grand Total | 117 | 100% |

Table 5.11.4 - Grievances lodged for the period, 1 April 2009 to 31 March 2010

| STATUS OF CASE | Number | % of total |
|--------------------|-----------|-------------|
| Resolved | 35 | 38.04% |
| Unresolved | 25 | 27.17% |
| Pending | 32 | 34.79% |
| Grand Total | 92 | 100% |

Table 5.11.5 - Disputes lodged with Councils for the period 1 April 2009 to 31 March 2010

| CURRENT STATUS | Number | % of total |
|------------------------------|-----------|-------------|
| Arbitration hearing pending | 38 | 50.00% |
| Advisory award pending | 1 | 1.32% |
| Awaiting arbitration award | 6 | 7.89% |
| Conciliation hearing pending | 1 | 1.32% |
| Dispute outcome on review | 1 | 1.32% |
| Dispute withdrawn | 3 | 3.95% |
| Dispute upheld | 3 | 3.95% |
| Dispute settled | 5 | 6.58% |
| Dispute dismissed | 16 | 21.05% |
| Hearing postponed | 2 | 2.63% |
| Grand Total | 76 | 100% |



Table 5.11.6 - Strike actions for the period 1 April 2009 to 31 March 2010

| | |
|---|---|
| Total number of person working days lost | 0 |
| Total cost(R000) of working days lost | 0 |
| Amount (R000) recovered as a result of no work no pay | 0 |

Table 5.11.7 - Precautionary suspensions for the period 1 April 2009 to 31 March 2010

| | |
|--|--------------|
| Number of people suspended | 14 |
| Number of people whose suspension exceeded 60 days | 7 |
| Average number of days suspended | 104 days |
| Cost (R000) of suspensions | R 798 805.50 |

5.12 Injury on duty

Table 5.12.1 - Injury on duty, 1 April 2009 to 31 March 2010

| Nature of injury on duty | Number | % of total |
|---------------------------------------|-----------|------------|
| Required basic medical attention only | 30 | 96.8 |
| Temporary Total Disablement | 0 | 0 |
| Permanent Disablement | 0 | 0 |
| Fatal | 1 | 3.2 |
| TOTAL | 31 | 100 |









SECTION 6 CONCLUDING REMARKS

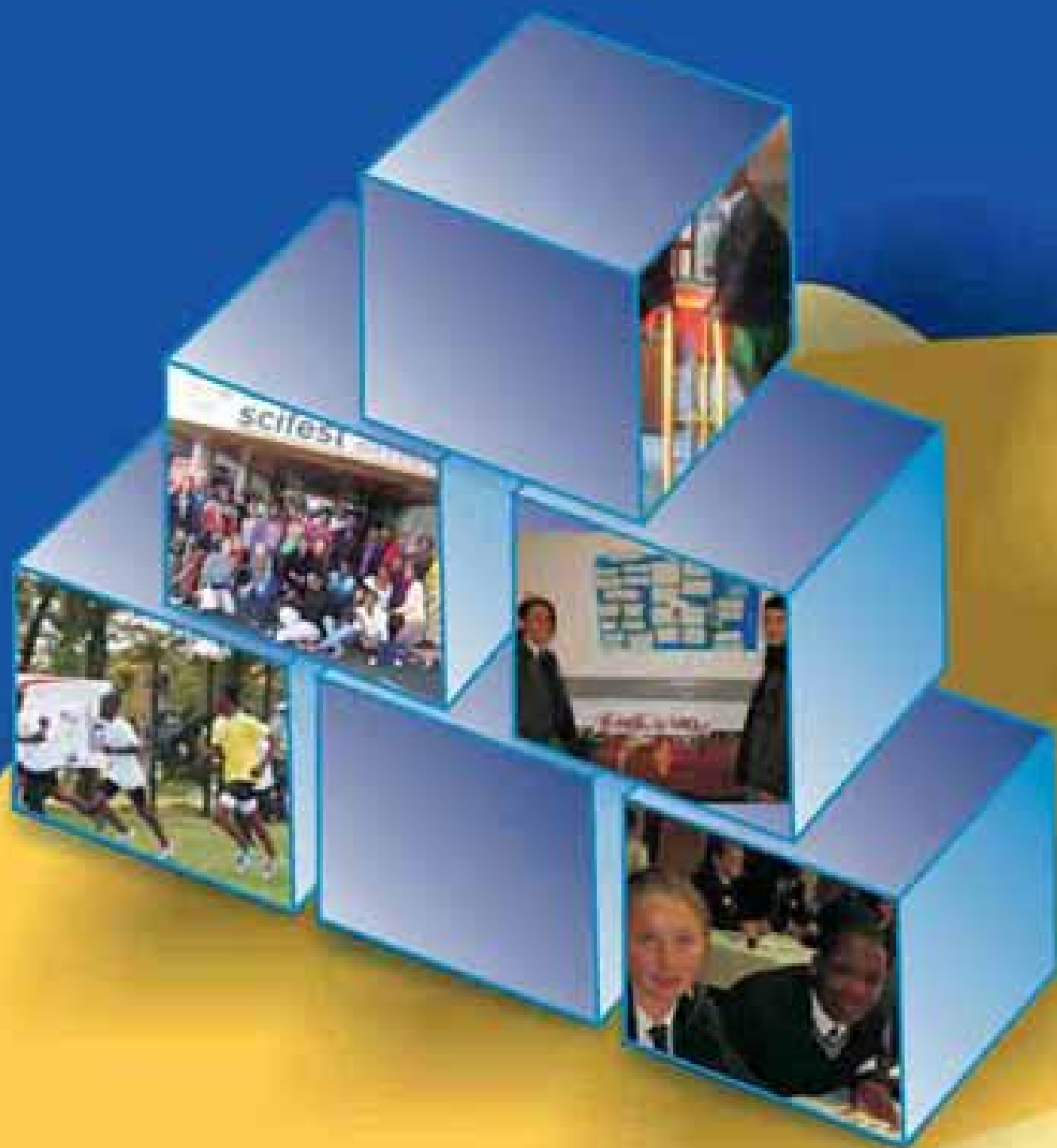
8.1. Concluding Remarks

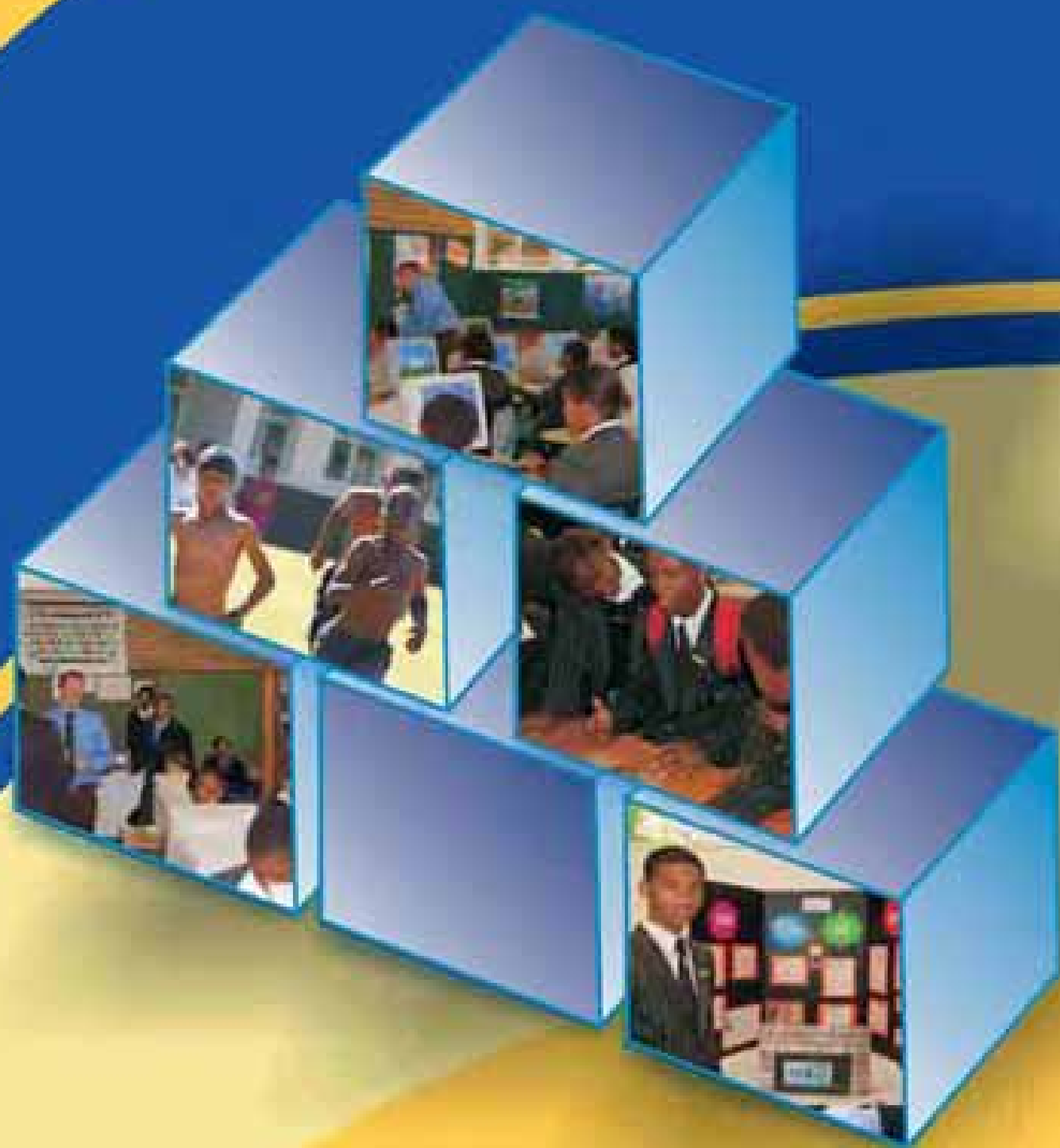
The Eastern Cape Department of Education has a constitutional and legal mandate to provide quality education to all learners of school going age – Grades R to 12 – in this Province. Crucial to the provision of such quality education is the provisioning of adequate resources: financial, human and physical resources. But the Department has begun to encounter a critical financial situation in the year under review which has been accompanied and aggravated by consistently higher personnel expenditure compared to other provincial departments. The nationally approved personnel versus non-personnel ratio is 80:20, but this or even a lower personnel versus non-personnel ratio could not be achieved to date. The skewed ratio implies that personnel expenditure is too high and is crowding out available funding for others essential resources such as infrastructure, learning and teaching support material etc. This is the reason for instance that the Department still has an infrastructure backlog of approximately R28 billion.

Against this backdrop the Department has to directly deliver going forward on Government's number one policy outcome out of twelve outcomes e.g. "Quality Basic Education" and contribute towards outcome 5 i.e. "Skilled and capable workforce to support an inclusive growth path" and the rest of the outcomes. In terms of Government's new approach to Performance Monitoring and Evaluation, the Ministers of Basic Education and Higher Education and Training will be signing Performance Agreements with President Zuma, whilst the MECs for Education will be signing Delivery Agreements on these outcomes with these Ministers. The Presidency has defined specific key outputs and activities for the improvement of the quality of basic education, which refers to all forms of education from early childhood development (ECD) to Grade 12. The Presidency defines quality basic education as follows:

- Teachers and learners in class on time, teaching and learning 7 hours each day;
- Measurable improvement in literacy and numeracy of Grades 3, 6 and 9, based on results of annually conducted tests;
- Higher-quality teachers, demonstrated by tests of content knowledge, curriculum coverage and enhanced pedagogy; and
- Empowered principals who can manage their schools and ensure a good environment for teaching and learning, and are held accountable for maintaining a high standard of education.

The Department of Basic Education has drafted a long-term strategic plan for the Basic Education Sector called *Schooling 2025*, and an *Action Plan to 2014: Towards the realisation of Schooling 2025*, which, once adopted, provincial education departments will be implementing, going forward.







SECTION 7 ANNEXURES

T.1 Acronyms

| | |
|---------------|---|
| ABET | Adult Basic Education |
| AIDS | Acquired Immune Deficiency Syndrome |
| ANA | Annual National Assessments |
| ASECA | Secondary Education for Adults |
| BAS | Basic Accounting System |
| BGEM | Boys and Girls Education Movement |
| CASS | Continuous Assessment |
| CEM | Council of Education Ministers |
| CPF | Community Police Forum |
| CPTD | Continuing Professional Teacher Development |
| CTA | Common Task for Assessment |
| DEF | District Education Forum |
| DHET | Department of Higher Education and Training |
| DOE | Department of Education |
| DOJ | Department Of Labour |
| DORA | Division Of Revenue Act |
| DPSS | Department of Public Service & Administration |
| DSRAC | Department of Sport Recreation Arts & Culture |
| EAP | Employee Assistance Programme |
| ECD | Early Childhood Development |
| ECEAC | Eastern Cape Education Advisory Council |
| EFMS | Education Facilities Management System |
| EMS | Education Management Information System |
| EXCO | Executive Committee |
| FET | Further Education Training |
| FINCOM | Financial Management Committee |
| FMS | Financial Management System |
| GER | Gross Enrolment Ratio |
| GET | General Education and Training |
| HEDCOM | Heads of Education Departments Committee |



| | |
|---------|--|
| HIY | Human Immune Viruses |
| ICT | Information Communication Technology |
| IIST | Institutional Level Support Teams |
| IMD & S | Institutional Management Development And Support |
| LAI | Learner Attainment Improvement Strategy |
| LAT | Learner Attainment Targets |
| LOLT | Language of Learning and Teaching |
| LSEN | Learners with Special Education Needs |
| LTSM | Learner Teacher Support Material |
| LURITS | Learner Unit Record Information Tracking System |
| MEC | Member of the Executive Council |
| MOU | Memorandum of Understanding |
| MSTE | Mathematics Science and Technology Education |
| MTEF | Medium Term Expenditure Framework |
| MTSF | Medium Term Strategic Framework |
| NCS | National Curriculum Statement |
| NCV | National Certificate Vocational |
| NEIMS | National Educational Information Management System |
| NETC | National Education and Training Council |
| NIA | National Intelligence Agency |
| NPDE | National Professional Diploma in Education |
| NTA | National Teacher Awards |
| OTP | Office of the Premier |
| OVC | Orphans and Vulnerable Children |
| PELRC | Provincial Education Labour Relation Council |
| PGP | Professional Growth Plan |
| PM | Performance Measure |
| POA | Programme of Action |
| PPM | Provincial Performance Measure |
| PROCCOC | Provincial Co-ordinating Committee |
| PWC | PricewaterhouseCoopers |
| QLTC | Quality Learning and Teaching Campaign |



| | |
|--------|--|
| SAPS | Statutory Advisory Protocol Services |
| SAQA | South African Qualification Accreditation |
| SARS | South African Revenue Services |
| SASA | South African Schools Act (Act No. 84 of 1996) |
| SASCE | South African Schools Choral Ensemble |
| SBA | School Based Assessment |
| SCM | Supply Chain Management |
| SETA | Sector Education Training Authority |
| SG | Superintendent General |
| SGB | School Governing Body |
| SHERQ | Safety Health Environment Risk and Quality |
| SIU | Special Investigation Unit |
| SLA | Service Level Agreement |
| SMART | Specific Measurable Achievable Reliable and Time-bound |
| SMT | School Management Team |
| SNP | School Nutrition Programme |
| TOC | Transfer Oversight Committee |
| UNICEF | United Nations Children's Fund |
| WSP | Workplace Skills Plan |



7.2 Definition of Performance Measures

This appendix lists the core national performance measures (PMs) and Provincial Performance Measures (PPMs). A number and a description of the performance measures have been provided. Where the performance measure requires calculation full details on the methods of the formula and recommended data sources have also been provided.

7.2.1 National Performance Measures

PM 001: Percentage of the population aged 6 to 15 attending schools

Definition and purpose

This is the percentage of the children of compulsory school going age in the province attending a school. This performance measure indicates how effectively the educational rights of children, as expressed in the Constitution, are being fulfilled, and the degree to which the provisions of the South African Schools Act referring to compulsory schooling are being complied with.

Formula

The following formula should be used to compute this PM.

$$ASER_{6-15} = \frac{E_{6-15}}{P_{6-15}} * 100$$

Where

$ASER_{6-15}$ is the percentage of 6-15 year old children in the province attending school.

E_{6-15} is population aged 6 to 15 enrolled in any school (all public and independent schools, including Special schools).

P_{6-15} is population aged 6 to 15.

Calculated by:

Provincial Education Departments

Data Sources

Education Information Management Information System (EMIS): Annual School Survey (ASS)

StatsSA Mid year Population Estimates

PM 002: Percentage of the population aged 16 to 18 attending education institutions

Definition and purpose

This is similar to PM 001, except that this performance measure refers to older children that are attending any kind of education institution. This is the percentage of the population in the province aged 16 to 18 attending an educational institution (this includes schools, Further Education and Training colleges etc). It indicates how successful government and the country are in providing schooling and other education beyond the basic education level. Whilst the Constitution does not make education for this age group a basic right, it obliges government to make further education progressively available and accessible for our youth.

Formula

The following formula should be used to compute this PM.

$$ASER_{16-18} = \frac{E_{16-18}}{P_{16-18}} \times 100$$

where

$ASER_{16-18}$ is the percentage of 16 to 18 year olds in the province attending an educational institution.

E_{16-18} is population aged 16 to 18 enrolled in any educational institution.

P_{16-18} is the population aged 16 to 18

Calculated by:

National Department of Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs by November 2009

PM 603: Public non-personnel expenditure on poorest 20% learners in quintile 1 schools as a percentage of public non-personnel expenditure on the least poor 20% learners in quintile 5 schools

Definition and Purpose

This is government's non-personnel expenditure on the poorest one-fifth of learners as a percentage of government's expenditure on the least poor one-fifth. During the last years of apartheid, the percentage was around 20%, in other words, for every R1 that was spent on the non-poor learners, R0.20 was spent on poor learners. It is government's aim to increase this percentage to more than 100% for all provinces. There are many factors pushing this percentage up and down: the pro-poor post provisioning and school allocation policies of government, government's school building programmes (push the percentage up); problems in attracting teachers to rural areas (these factors push the percentage down).

This measure is most easily calculated if per learner allocation data are used. Therefore, to calculate non-personnel expenditure of the targeted learners, it is advised that the per learner allocation provided by the Province, be used. This means that this measure will exclude capital expenditure on targeted learners and therefore is not exactly as stated in the title of the Performance Measure. This deviation from the title of the PM allows for easier calculation of this Performance Measure.

Formula

The following formula should be used to compute this PM.

$$Exp = \frac{\text{Non-personnel expenditure on 20\% poorest of learners in quintile 1 schools}}{\text{Non-personnel expenditure on least poor 20\% learners in quintile 5 schools}}$$

That is:

$$EXP = \frac{NonPE_{20\%Q1}}{NonPE_{20\%Q5}} \times 100$$

Calculated by:

Provincial Education Departments

Data Sources

Per Learner Allocation
Resource Targeting List
Provincial Budget Statement



PM 004: Percentage of adults that have completed Grade 9

Definition and purpose

The maximum value possible for this performance measure is 100. This would be the case if all adults in the population had completed Grade 9 or its equivalent. As our society becomes more educated, the value for this performance measure should increase. We should expect gradual increases, as it takes 9 years for compulsory schooling. This measure attempts to assess completion of compulsory education, grade 1-9. Our Constitution guarantees the right to a basic education for all. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% attainment of basic education.

Formula

The following formula should be used to compute this PM.

$$PAAG9 = \frac{T}{N} \cdot 100$$

Where

PAAG 9 = The percentage of adults that attained Grade 9 in the population.

T = The total number of all people 20 years and older attained Grade 9 in the population.

N = The population group of people aged 20 years and older in the country

Calculated by:

National Department of Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs in November 2009

PM 005: Percentage of adults that have completed Grade 12

Definition and purpose

The maximum value possible for this performance measure is 100. This would be the case if all adults in the population had completed Grade 12 or its equivalent. As our society becomes more educated, the value for this performance measure should increase. We should expect fairly gradual increases, as it takes many years for schooling and ABET to change the overall levels of education across the whole adult population.

Formula

The following formula should be used to compute this PM.

$$PACG12 = \frac{T}{N} \cdot 100$$

Where

PACG 12 = The percentage of adults that attained Grade 12 in the population.

T = The total number of all people 20 years and older that completed Grade 12 in the population.

N = The population group of people aged 20 years and older in the country

Calculated by:

National Department of Education



Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs in November 2009

PM 006: Adult literacy rate**Definition and purpose**

This is the percentage of adults who are able to read and write, at least at a basic level. Our Constitution guarantees the right to a basic education for all adults who were deprived of this in the past. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% adult literacy rate.

In the report by the Ministerial Committee (DoE:2006) on Literacy, a person is defined as functionally literate if he/she has achieved at least seven years of education (i.e. has completed primary school). A person is defined as functionally illiterate if he or she left school before completing grade 7. A person is defined as totally illiterate if he/she has received no education at all.

Formula

The following formula should be used to compute this PM.

$$LIT = \frac{T}{P} * 100$$

Where

LIT is the Adult Literacy Rate

T is the total number of persons aged 20 and older who have attained grade 7 level of education as per the GHS data for the relevant year,

P is the total number of persons aged 20 and older as per the most recent GHS data

Calculated by:

National Department of Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs in November 2009

PM 007: Number of participants in the Kha Ri Gude literacy campaign/programme**Definition and purpose**

This indicator measures the participation of adults in the Kha Ri Gude literacy programme. According to official figures from STATSSA, there are 4.7 million people in South Africa, who are illiterate. Therefore, this measure should be reported against the set targets nationally.



Information provided by:
National Department of Education

Data Source
Programme Manager (National)

Provision of data:
National Department of Education

PM 008: Number of participants in the Provincial literacy campaign/programme (excluding Kha Ri Gude)

Definition and purpose

This indicator measures the participation of people in a provincial specific the literacy programme, (excluding the Kha Ri Gude literacy campaign). This measure should be reported against the set targets in the province.

Calculated by:
Provincial Education Departments

Data Source
Provincial Programme Manager for Literacy/ABET

Target Setting

To set provincial target in the Annual Performance Plan (APP) for this measure, Provincial Education Departments (PEDs) need to establish, what the deficit is with regard to literacy. Use the figures provided in PM008 to assist in determining targets.

PM 101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period

Definition and purpose

The South African School Administration and Management System (SA SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. SA SAMS will improve the planning capacity of schools and consequently better service could be expected from these schools.

Calculated by:
Provincial Education Departments

Data Source
Education Management Information System (EMIS) - Province



PM 102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (School Information, Learner Information and Educator Information)

Definition and purpose

This is a number of schools trained in the SA-SAMS core registration modules. Core registration modules are the basic modules used to capture School, Learner and Educator Information. The information in these modules is critical for the Learner Unit Record Performance and Tracking System (LURITS). In an endeavor to ensure the quality of administration and management of schools, the National Department of Education has developed a system, South African Schools Management and Administration System (SA-SAMS), that will enhance the administration and management of schools. The system has the potential to capture a range of information about learners, educators and the budget of the school.

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS) Programme Manager - Province

PM 103: Number of schools that can be contacted electronically (e-mail) by the department

Definition and purpose

This is the number of schools that have access to emails. E-mails assist schools in contacting the Department quickly when there is a problem the Department needs to deal with. This form of communication also allows the Department to swiftly and at a low cost to communicate information about policy changes, ongoing projects and general circulars. It is government's aim to ensure that all schools enjoy e-connectivity.

Calculated by:

Provincial Education Department

Data Source

Programme Manager (e.g. IT)

PM 104: Percentage of office-based women in Senior Management Service

Definition and purpose

This measure attempts to check equity and redress in terms of employment according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphasis the need for suitable qualified women to be appointed in senior management positions. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. Institution based staff are excluded from this PM. This PM refers only to office based staff.

Formula

$$WSMS = \frac{NWSM}{TSM} * 100$$

WSMS is the percentage of office base Women in Senior Management Service in the Provincial Education Department

NWSM is the number of women who hold Director posts and above in the Provincial Education Department (Excluding staff based in schools, FET colleges and other institutions)

TSM is the total number of all employees in office-based senior management positions in the Provincial Education Department

Calculated by:

Provincial Education Department

Data Source

PERSAL



PM 105: Percentage of women school principals

Definition and purpose

This is the percentage of women in school principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are important in highlighting progress towards employment equity in Provincial Education Departments.

Formula

$$WSP = \frac{NWSP}{TSP} * 100$$

Where:

WSP is the percentage of Women holding School Principal positions in the Provincial Education Department

NWSP is the number of women who hold School principal positions in the Provincial Education Department

TSP is the total number of all school principals in the Provincial Education Department

Calculated by:

Provincial Education Department

Data Source

PERSAL

PM 106: Percentage of current expenditure going towards non-personnel items in schools

Definition and purpose

This is the percentage of current provincial education expenditure going towards non-personnel items such as textbooks, stationery and scholar transport etc. It gives an indication of whether educators have the requisite tools available to do their jobs.

Formula

$$NonPE_{Curr} = \frac{Curr - PE}{Curr} * 100$$

Where:

NonPE_{Curr} is the Percentage of current expenditure going towards non-personnel items

Curr is Current expenditure for a financial year

Current Expenditure is compensation of employees and expenditure on goods and services (non-capital expenditure)

PE = is compensation of employees

Calculated by:

Provincial Education Department

Data Source

BAS



PM 201: Number of learners benefiting from the school nutrition programme

Definition and purpose

This refers to the number of learners that benefit from at least one meal a day for at least 156 days per year through the national school nutrition programme.

Calculated by:

Provincial Education Department

Data Source

Programme Manager

PM 202: Number of learners in public ordinary schools with special needs

Definition and purpose

This is the number of learners in public ordinary schools with special needs. This measure excludes learners in special schools. Historically, such learners have had problems accessing public ordinary schools though, in view of government's inclusive education policy, measures should be taken to make access a reality for special needs learners. "Learners with special needs" are learners who have been identified through a screening, identification and assessment process as having additional support needs that would require reasonable accommodation and interventions of a specialised nature (DoE, 2008)."

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS), Annual School Survey (ASS)

Target Setting

The target for this measure needs to be set from PM401

PM 203: Number of full service schools in the province

Definition and purpose

This indicator measures the number of full service schools in the province. A full service school is defined as a public ordinary schools, which is specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting. These schools support education for all learners, irrespective of their differences, and provide an inclusive learning environment by minimizing barriers to learning in terms of curriculum, teaching methodologies and the physical environment.

Calculated by:

Provincial Education Departments

Data Source

Provincial Programme Managers (Inclusive Education)



PM 204: Number of public ordinary schools without water supply**Definition and purpose**

This is the number of public ordinary schools that have no access to a supply of clean water. This measure includes all schools without access to any of the following: non-municipal boreholes or rainwater harvesting systems, schools serviced by the municipality by means of mobile tankers, schools served by the municipality by means of communal standpipes, schools served by the municipality by means of a dedicated yard connection. For health and other reasons, it is important that all schools should have access to clean water on the premises.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)

PM 205: Number of public ordinary schools without electricity**Definition and purpose**

This is the number of public ordinary schools without a source of electricity. This includes schools without wired or grid connection, generator, solar energy etc. Electricity is an important prerequisite for the introduction of modern technologies that can enhance management, teaching and learning in schools.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)

PM 206: Number of schools without functional toilets**Definition and purpose**

This is the number of schools without functional toilets. This includes schools without Bucket system, Pit latrines, VIP & Enviroloo toilets and Flush toilets. For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)



PM 287: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure

Definition and purpose

This indicator provides an indication of the budget spent on maintenance of the existing buildings and equipment as a proportion of the value of the school infrastructure. It is important that existing buildings and equipment in the schools be maintained properly, so that they are fully functional, and replacement can be minimised. Policy stipulates that annual expenditure on maintenance of facilities should amount to at least 1.5% of the total value of those facilities.

Formula

$$M\% = \frac{MExp}{CValue}$$

Where

M% is the expenditure on maintenance as a percentage of the value of school infrastructure

MExp is the expenditure on maintenance per annum in rands

CValue is the value of the school infrastructure as obtained from NEIMS

Calculated by:

Provincial Education Department

Data Sources

Programme Manager (eg. Physical Planning) or BAS

National Education Infrastructure Management System (NEIMS)

PM 288: Number of primary public ordinary schools with an average of more than 40 learners per class unit

Definition and purpose

This is the number of primary public ordinary schools with an average number of learners greater than 40 per class unit. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to zero (0). The average number of learners in a class unit (average class size) can be calculated by dividing the total number of learners in a school by the number of class units in a school.

That is:

$$\text{Class Size} = \frac{\text{Total number of learners in a school}}{\text{Number of class units in a school}}$$

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS) Annual School Survey (ASS)



PM 209: Number of secondary public ordinary schools with an average of more than 35 learners per class unit

Definition and purpose

This is the number of secondary public ordinary schools with an average number of learners greater than 35 per class unit. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to zero (0). This measure is calculated as that of PM 208.

$$\text{Class Size} = \frac{\text{Total number of learners enrolled in a school}}{\text{Number of class units in a school}}$$

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS), Annual Schools Survey (ASS)

PM 210: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered

Definition and purpose

This is the number of public ordinary schools that have received Learning and Teaching Support Material (LTSM) they have ordered. Learning and Teaching Support Material (LTSM) is considered as one of the most important instruments for promoting equity, redress and quality learning for all in the public education system.

Calculated by:

Provincial Education Department

Data Source

Provincial Programme Manager

PM 211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy

Definition and purpose

This indicator measure whether learners are achieving a certain level of competency in Numeracy at Grade 3. Learners are assessed through national tests provided by the Department of Education across the country referred to currently as the Annual National Assessment. It indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in Numeracy. An acceptable outcome is when learners obtain 50% or above in the Annual National Assessment.

Formula

$$Gr3Min = \frac{L}{N} * 100$$

Where:

Gr3Min is the percentage of learners that obtained acceptable outcomes in Numeracy in the Annual National Assessments



L is the number of Grade 3 learners that obtained acceptable outcomes in Numeracy in the Annual National Assessments

N is the total number of Grade 3 learners who were assessed in Numeracy in the province in the Annual National Assessments.

Calculated by:

National Department of Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009

PM 212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy

Definition and purpose

The PM indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in Literacy. An acceptable outcome is when learners obtain 50% or above in the Annual National Assessment. Given the poor literacy results in the country, government is committed to improve the literacy of school learners. This performance measure is based on the efforts by the Department of Education to improve literacy results in schools.

Formula

$$Gr3Min = \frac{L}{N} * 100$$

Where:

$Gr3Min$ is the percentage of learners that obtained acceptable outcomes in Literacy in the Annual National Assessments.

L is the number of Grade 3 learners that obtained acceptable outcomes in Literacy in the Annual National Assessments.

N is the total number of Grade 3 learners who were assessed on Literacy examinations in the province in the Annual National Assessments.

Calculated by:

National Department of Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009



PM 213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20% quintile 5 learners in Grade 3

Definition and purpose

This measure compares the performance of the poorest 20% learners in quintile 1, to the least poor 20% of learners in quintile 5, in Grade3. It is not only important to tackle the apartheid legacy of unequal spending on learners. It is also important to ensure that inequalities in learner results are reduced, so that learners obtain a more equal start in life.

Formula

The following formula would be used to calculate the PM

$$PR3_{Q1/Q5} = \frac{Perf_{Q1}}{Perf_{Q5}}$$

Where

$PR3_{Q1/Q5}$ is the Performance Ratio of 20% Grade 3 learners in quintile 1 relative to 20% of learners in quintile 5.

$Perf_{Q1}$ is the average performance of poorest 20% of Grade 3 learners in quintile 1 in the province. This is calculated as follow:

$$Perf_{Q1} = \left(\frac{\Sigma Lit}{N} + \frac{\Sigma Num}{N} \right) / 2$$

with

| | |
|--------------|--|
| ΣLit | Sum all of Literacy scores for poorest 20% of Grade 3 learners in quintile 1 for the specific province |
| ΣNum | Sum all of Numeracy scores for poorest 20% of Grade 3 learners in quintile 1 for the specific province |
| N | The number of Grade 3 learners in quintile 1 assessed in either Numeracy or Literacy in the specific province. |

$Perf_{Q5}$ is the average score of the least 20% Grade 3 learners in quintile 5 in the province. This is calculated exactly as for quintile 1 learners.

Calculated by:

National Department of Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009



PM 214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language

Definition and purpose

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in Language, that is, learners who obtain 50% and above in the Annual National Assessment. The Constitution recognizes that our cultural diversity is a valuable national asset hence education is tasked to promote all official languages in the country.

Formula

$$Gr6.Lan = \frac{L}{N} * 100$$

Where:

Gr6.Lan is the percentage of learners that obtained acceptable outcomes in Language in the Annual National Assessments

L is the number of Grade 6 learners that obtained acceptable outcomes in Language in the Annual National Assessments

N is the number of all Grade 6 learners assessed in Language in the province in the Annual National Assessments

Calculated by:

National Department of Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009

PM 215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics

Definition and purpose

This indicator measures the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in Mathematics, that is, learners who obtain 50% and above in the Annual National Assessment. Due to the shortage of skills in technical fields, the Department is placing more emphasis on Mathematics, in addition, learners in South Africa are performing badly in international Mathematics assessments.

Formula

$$Gr6.Mar = \frac{L}{N} * 100$$

Where:

Gr6.Mar is the percentage of learners that obtained acceptable outcomes in Mathematics in the Annual National Assessments

L is the number of Grade 6 learners that obtained acceptable outcomes in Mathematics in the Annual National Assessments

N is the total number of Grade 6 learners who were assessed in Mathematics in the province in the Annual National Assessments

Calculated by:

National Department of Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)



PM 216: Percentage of girl learners who register for Mathematics in Grade 12

Definition and purpose

This is the percentage of female learners who are enrolled in Mathematics in Grades 12. Historically, girls have been under-represented in Mathematics, so increased participation in Mathematics would be an important indicator of the move towards a more gender-balanced FET band. Ideally this PM should be calculated by taking into account the number of girl learners that take Mathematics in Grade 12. All girls enrolled in public ordinary schools are considered for this PM.

Formula

To calculate the percentage of girls that register for Mathematics in Grade 12, the following formula should be used.

$$PGRMat = \frac{GRMat}{N} * 100$$

PGRMat is the percentage of girls that have registered for Mathematics in Grades 12 in public ordinary schools in the province.

GRMat is the number of girls that have registered for Mathematics in Grade 12 in public ordinary schools in the province.

N is the total number of girls that have registered for Grade 12 in public ordinary schools in the province.

Calculated by:

National Department of Education

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009

PM 217: Percentage of girl learners who register for Physical Science in Grade 12

Definition and purpose

This is the percentage of female learners who have registered for Physical Science in Grades 12. Historically, girls have been under-represented in these subjects, so increased participation in them would be an important indicator of the move towards a more gender-balanced FET band. Ideally this PM should be calculated by taking into account the number of girl learners that take Physical Science in Grade 12. All girls enrolled in public ordinary schools are considered for this PM.

Formula

To calculate the percentage of girls that have registered for Physical Science in Grade 12, the following formula should be used.

$$PGRPS = \frac{GRPS}{N} * 100$$

PGRPS is the percentage of girls that have registered for Physical Science in Grades 12 in public ordinary schools in the province.

GRPS is the number of girls that have registered for Physical Science in Grade 12 in public ordinary schools in the province.

N is the total number of girls that have registered for Grade 12 in public ordinary schools in the province.



Calculated by:
National Department of Education

Data Source
The National Senior Certificate Examinations database (Grade 12 Exams)

Provision of data by National Department of Education
This data will be provided to Provincial Education Departments by August 2009

PM 218: The performance ratio of the 20% poorest learners in quintile 1 schools versus the least poor 20% learners in quintile 5 schools with respect to the grade 12 pass rate

Definition and purpose

This is the percentage of the National Senior Certificate scores of Grade 12 learners in the quintile 1 schools relative to learners in quintile 5 schools. To calculate this measure 20% of learners in quintile 1 and 20% of the least poor learners in quintile 5 are sampled.

Formula

The following formula would be used to calculate the PM:

$$PR12_{Q1/Q5} = \frac{Perf_{Q1}}{Perf_{Q5}}$$

Where

$PR12_{Q1/Q5}$ is the Performance Ratio of the poorest 20% quintile 1 learners relative to 20% of the least poor quintile 5 learners with respect to Grade 12.

$Perf_{Q1}$ is the average National Senior Certificate marks for 20% Grade 12 learners in the quintile 1 schools in the province. This is calculated as follow:

$$Perf_{Q1} = \frac{\sum AggrMarks}{N}$$

with

$\sum AggrMarks$ Sum of the aggregate marks for 20% Grade 12 learners in quintile 1 schools for the specific province

N 20% of Grade 12 learners in quintile 1 schools who passed National Senior Certificate in the reporting period

$Perf_{Q5}$ is the average senior certificate mark for all Grade 12 learners in the quintile 5 schools in the province. This is calculated exactly as for quintile 1.

Calculated by:
Provincial Education Department

Data Source
The National Senior Certificate Examinations database (Grade 12 Exams)



PM 219: Grade 12 Pass rate

Definition and purpose

This is the total number of National Senior Certificate passes in a year, divided by the total number of learners who wrote Grade 12 National Examinations. This performance measure allows us to see what proportion of enrolled learners who will receive a National Senior Certificate. This PM intends to track how many learners pass the National Senior Certificate examination as expressed in terms of the number of learners who wrote Grade 12 examinations.

Formula

The following formula applies to the calculation of this PM:

$$PR = \frac{LP}{N} * 100$$

Where:

PR is the Pass Rate, i.e. the percentage of National Senior Certificate Passes expressed as a percentage of the total learners who wrote Grade 12 examinations in the Province.

LP is the total number of learners that passed the National Senior Certificate examinations in the Province in a given year.

N is the total number of learners who wrote Grade 12 examinations in a Province in any specific year.

Calculated by:

National Department Education

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

PM 220: Pass rate in Grade 12 for Mathematics

Definition and purpose

This is the total number of learners who pass Mathematics in National Senior Certificate examinations in a year, divided by the total number of learners who sat for Mathematics examinations. This performance measure provides an idea of how much output the education system is producing in the scarce skills fields. This PM intends to track how many learners pass Mathematics in the National Senior Certificate Examination as expressed in terms of the expected number of learners who could write Grade 12 Mathematics examinations.

Mathematics is one of the key subjects required to adequately develop the South African human resource pool in line with government's 6% economic growth target. The Accelerated and Shared Growth Initiative for South Africa (ASGISA) also draws strongly on the assumption that the number of Mathematics graduates will increase. Therefore, it is imperative that the PEDs set targets to increase the number of Mathematics passes in each province. Currently there are initiatives under way to increase the number of learners that graduate with Maths and Science. For example the 528 Dineledi Schools with a specific focus on Maths and Science aims to increase the number of Maths and science high school graduates to at least 50 000 by 2008.

Formula

$$PR_{Mat_{Gr12}} = \frac{LPMat}{N} * 100$$

Where:

PR_{Mat_{Gr12}} is the pass rate for Mathematics in Grade 12 National Senior Certificate Examinations in the Province.

LPMat is the number of learners in the Province who pass Mathematics, in the National Senior Certificate examinations.

N is the number of all learners who wrote Mathematics in Grade 12 National examinations in the province.



Calculated by:
Provincial Education Department

Data Source
The National Senior Certificate Examinations database (Grade 12 Exams)

PM 221: Pass rate in Grade 12 for Physical Science

Definition and purpose

This is the total number of learners who pass Physical Science in National Senior Certificate examinations in a year, divided by the total number of all learners who sat for Grade 12 Physical Science examinations. Like the overall pass ratio (see PM219), this performance measure provides an idea of how much output the education system is producing relative to scarce skills fields. This PM intends to track how many learners pass physical Science in the National Senior Certificate Examination as expressed in terms of the expected number of learners who sat for Physical Science examinations in a given year. Physical Science is one of the key subjects required to, adequately develop the South African human resource pool in line with government's 6% economic growth target.

Formula

$$PRPh_{yr (G=12)} = \frac{LPP_{Ph_{yr}}}{N} * 100$$

Where

$PRPh_{yr (G=12)}$ is the pass rate for Physical Science passes in the National Senior Certificate in the Province.

$LPP_{Ph_{yr}}$ is the number of learners in the Province who pass Physical Science in the National Senior Certificate examinations.

N is the total number of learners who sat for the Physical Science examinations in Grade 12 in a province in specific year.

Calculated by:
Provincial Education Department

Data Source
The National Senior Certificate Examinations database (Grade 12 Exams)

PM 222: Number of learners that are benefiting from free learner transport

Definition and purpose

This is the number of learners in public ordinary schools benefiting from free learner transport. This measure includes learners having problems of accessing public ordinary schools due to distance or unavailability of schools in their vicinity. In view of government's inclusive education policy, measures should be taken to make access a reality for all learners. This measure excludes learners that are benefiting from subsidised transport schemes.

Calculated by:
Provincial Education Department

Data Source
Programme Manager or Finance data



PM 221: Number of learners benefiting from no fee school policy

Definition and purpose

This is the number of learners in public ordinary schools benefiting from the no fee school policy. Such learners have problems of paying school fees due to financial constraints. In view of government's inclusive education policy and access to education, measures should be taken to make access to schools a reality for all learners regardless of their socio-economic background. Section 29 (1) (a) of the South African Constitution states that everyone has the right to a basic education, including adult basic education. The No-fee Schools policy therefore, abolishes school fees in the poorest schools nationally for learners from Grade R to Grade 12. Schools that do not charge fees are allocated a larger amount of funding per learner to make up for the fees that would have been charged.

Calculated by:

Provincial Education Department

Data Source

Provincial Programme Manager

PM 301: Number of funded independent schools visited for monitoring purposes

Definition and purpose

This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Further specifications

This is the number of independent schools that, received at least one monitoring visit in a year from an official of the Provincial Education Department.

The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, PEDs also have the responsibility to carry out unannounced inspections to ensure that the school's practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is being delivered.

If public funds are used to subsidize these independent schools, PEDs have the responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to provinces when a subsidy is approved, but is something that the provinces should monitor on an ongoing basis.

Calculated by:

Provincial Education Department

Data Source

Provincial Programme Manager



PM 302: Number of learners in subsidised Independent Schools

Definition and purpose

This is the number of learners enrolled in subsidised independent schools. Subsidy levels are for the highest level of the subsidy. Schools charging fees in excess of 2.5 times the separate provincial average estimates per learner in Primary or Secondary phases of public ordinary schools respectively are considered to serve a highly affluent clientele, and 0% subsidy will be paid to them from public funds, Notice 20 of 2003. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Calculated by:

Provincial Education Department

Data Source

Provincial Programme Manager (Finance Data)

Frequency of Reporting

Annual

PM 401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions

Definition and purpose

This is the number of children with special needs of compulsory school-going age not enrolled in any educational institution. It is important that government should provide sufficient and appropriate access to special and public ordinary schools for these learners. Ideally, this performance measure should carry a value of 0%. For the purpose of this PM, "children with special needs" will be determined from statistics on disability as provided by Statistics South Africa.

Calculated by:

National Department of Education

Data Source

General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments by August 2009

PM 402: Number of learners enrolled in Special Schools

Definition and purpose

This is the number of learners in Special Schools. It is important that government should provide sufficient and appropriate access to special schools for these learners. This PM aims to partially account for those Learners with Special Needs (LSEN) that are excluded from any education. The education and training system intends to promote education for all and foster the development of inclusive and supportive centers of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.



Calculated by:
Provincial Education Departments

Data Source
EMIS-SNAP (Special Schools)

PM 501: Number of NC(V) students enrolled in public FET colleges

Definition and purpose

This PM tells us about the number of National Certificate (Vocational) NC(V) learners enrolled in public FET colleges. From January 2007, the National Certificate (Vocational) replaced the NATED courses (N1 – N3). The National Certificate (Vocational) is a new and modern qualification at levels 2, 3 and 4 of the National Qualifications Framework (NQF). This NC (Vocational) was introduced at FET Colleges at NQF Level 2 in 2007, Level 3 in 2008 and will be introduced at Level 4 in 2009.

Calculated by:
Provincial Education Departments

Data Source
EMIS-SNAP (FET Colleges)

PM 502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count)

Definition and purpose

This PM requires the number of NC(V) learners enrolled in at least one course in a technical field expressed as a percentage of the total number of NC(V) learners that enrol at Public FET Colleges. For the purposes of this PM any course that falls within the fields of CIVIL Engineering, Mechanical Engineering, Electrical Engineering and other Electrical Programmes are considered "Technical Fields". There should be no double count of learners for this PM.

Calculated by:
Provincial Education Departments

Data Source
EMIS-SNAP (FET Colleges)

PM 503: Number of learners placed in learnerships in FET colleges

Definition and purpose

This is the number of learners placed in learnerships through an FET college. This indicator measures the number of learners in FET colleges who are exposed to hands on experience and work environment.

Calculated by:
Provincial Education Departments

Data Source
FET College Programme Managers



PM 601: Number of ABET learners in the province

Definition and purpose

This is the number of learners enrolled in public ABET centres. This Performance Measure provides an indication of how extensive the public provisioning of ABET is in the province.

Calculated by:

Provincial Education Departments

Data Source

EMIS-SNAP (ABET)

PM 701: Number of Grade R learners in public schools

Definition and purpose

This is the total number of Grade R learners in public schools. This includes Grade R learners in Public ordinary Special Schools. However, it excludes learners in Independent Schools or independent sites attached to schools. Policy stipulates that by 2010 we should have universal coverage of all children eligible for attending Grade R.

Calculated by:

Provincial Education Departments

Data Source

EMIS- SNAP survey

PM 702: Number of five-year-old children in education institutions

Definition and purpose

This is the total number of five year olds learners in any education institution. Policy stipulates that by 2010 we should have universal coverage of all children eligible for attending Grade R, this measure includes learners attending both public and private institution (independent)

Calculated by:

National Department of Education

Data Source

General Household Survey (GHS)



7.2.2. Provincial Performance Measures

PPM 107: Number (percentage) of quarterly bulletins issued for vacancies in schools.

The filling of funded posts in schools is important for the provision of quality education and teaching. The issuing on quarterly bulletins is the method by which the Department advertise and fill vacant posts in schools.

Source

Human Resource Administration

PPM 108: Number (percentage) of complaints to be acknowledged within 7 working days and responded to within 21 working days to ensure a good and sound relationship is maintained with the education community and the public at large and change negative public perceptions about the Department.

As part of adhering to the Batho Pele White Paper principles the Department is expected to respond to all complaints brought to its attention with 7 working days and responded to within 21 working days to a good and sound relationship is maintained with the communities and stakeholders.

Source

Communications and Customer Care Directorate

PPM 109: Number (percentage) of funded post filled from the beginning of the financial year (April).

The filling of funded posts at Head Office and District is important to enable the Department to be able to have adequate capacity to support schools.

Source

Human Resource Administration

PPM 110: Percentage of funded vacancies filled within 12 months of becoming vacant.

This PPM is similar to PPM 109 above in its intent. The difference is that this seeks to assess the Department's turn-around time in filling a post after it become vacant.

Source

Human Resource Administration

PPM 111: Number of schools externally evaluated annually through the Whole School Evaluation process.

In line with the prescripts contained in the Policy on Whole-School Evaluation (2001) the Department has to ensure that schools are externally evaluated by teams of suitably trained supervisors. This PPM seeks to measure the number of schools that are evaluated externally on an annual basis to improve the quality of teaching and learning.

Source

Quality Promotions and Standards

PPM 112: Number (percentage) disciplinary cases both at District and Head Office resolved in line with the disciplinary code and procedures.

Maintaining discipline of its employees is vital to ensure that the working environment is conducive for service delivery in the Department. To this end the Department is obliged to ensure that disciplinary cases against its employees are resolved in line with the code and procedures as stipulated by the both the Educators Employment and Public Service Acts which provides legal prescripts that have to be followed.

Source

Labour Relations



PPM 113: Post basket declared by the MEC by 30 September annually for the following academic year.
Schools need to know their exact staff establishment prior to the commencement of the following academic year, in order to plan effectively for curriculum implementation. The declaration of the post basket by the MEC at the end of the third academic quarter is therefore imperative for schools to complete their planning for the coming academic year.

Source

Human Resource Planning

PPM 114: Percentage of schools that receive their indicative budget (Funding Norms and Standards Budget) by 30 September annually for the following academic year.

Schools need to know their budget allocation prior to the commencement of the following academic year, in order to plan and budget effectively for curriculum implementation. The release of the indicative budget at the end of the third academic quarter is therefore imperative for schools to complete their planning and budgeting for the coming academic year.

Source

Human Resource Planning

PPM 115: Number (percentage) of SMS and MMS members who sign performance contracts.

This refers to the number of SMS and MMS with signed performance agreements for the financial year. As part of the drive to improve service delivery it is imperative that all managers have valid performance agreements which are reviewed and evaluated in accordance with relevant policy prescripts.

Source

Human Resource Development

PPM 116: Number (percentage) of SMS and MMS members whose performance contracts subsequently reviewed quarterly and evaluated annually.

The justification for this PPM is the same as that presented in PPM115. The only difference is that this PPM focuses on the number of performance reviews subsequently conducted. In a year four reviews and one evaluation is conducted for each employee.

Source

Human Resource Development

PPM 117: Number (percentage) of Service Level Agreements (SLA) signed by the designated officials of the Department within 14 calendar days after the awarding of the tender

Any bid awarded by the Department should be regulated by a SLA to ensure compliance for any goods or services rendered. For it to be a legally binding agreement an official with the appropriate delegations in terms of the PFMA and the General Conditions of Contracts must sign the contract on behalf of the Department.

Source

Supply Chain Management

PPM 118: Percentage of procurement by means of bids which are completed within 3 months of commencement (after closing day of the advert)

Goods and services should be procured timeously as directed by the Provincial Treasury. The Department must therefore ensure that all procurement by means of bids are completed within 3 months of commencement. This will also facilitate speedy implementation of projects to ensure that the Department is able to spend its funds in line with its plans.

Source

Supply Chain Management



PPM 118: Percentage of all other Procurement (Quotations) completed within 18 days of commencement

This PPM is similar with PPM 118 in its intent. The only difference is that this focuses on quotation up to the value up to R500 000.

Source

Supply Chain Management

PPM 120: Percentage of all invoices submitted to the Department paid within 30 calendar days in line with the PFMA

This PPM is mandated by the PFMA and it is vital for the Department as it contributes greatly towards maintaining good supplier relations. If suppliers are not paid within 30 days this has a negative impact on their cash flows which may threaten their viability.

Source

Supply Chain Management

PPM 121: Number of reports tabled at FINCOM on procurement spending.

This PPM refers to the number of reports tabled at FINCOM on the Department's spending. These reports are tabled in accordance with the PFMA and reflect the Department's actual spending versus projected expenditure for a particular month of the financial year. These reports also need to indicate constraints and measures taken to overcome them.

Source

Financial Planning and Budgeting

PPM 122: Claims are reconciled and payment processes within 10 working days of submission of subsidized and leased (GG) vehicles.

This seeks to ensure that employees using subsidised vehicles are reimbursed for their fuel claims timeously while for GG vehicles is to avoid interest that are charged by service provider.

Source

Supply Chain Management

PPM 123: To ensure that Departmental records are kept in a safe and secure place for verification purposes.

To allow for accountability and audit processes to effectively implemented the Depart is required to keep its records in a safe and secure place especially with regards to financial documentation.

Source

Supply Chain Management

PPM 124: To provide efficient office services and payment of services rendered within 30 days

This is in order to create a conducive working environment for all employees through provision of appropriate facilities and equipments.

Source

Supply Chain Management

PPM 125: Provision of authentic and reliable consolidated Asset Register of the department on LOGIS

This is to ensure that the Department is able to account and utilise all its asset optimally in line with the PFMA and Treasury Regulations.

Source

Supply Chain Management



PPM 126: Committees appointed and functional to ensure that the sourcing and procuring of goods and services is effectively and efficiently executed.

This is similar to PPM 118 in its intent. The only difference is that this focuses appointment of committees to expedite and regularise the awarding of bids.

Source

Supply Chain Management

PPM 127: Percentage of employees leaving the Department receiving their leave gratuities and pro-rata bonuses (where applicable) within 30 calendar days of termination of service

This is to ensure that the Department is able to maintain cordial relations with its former employees. Not all employees leaving the Department qualify for gratuities in terms of their termination type. In addition, for those who qualify for gratuities in terms of termination type not all may have leave credits.

Source

Human Resource Administration

PPM 128: A system average Learner/educator ratio of 40:1 in primary, 35:1 in secondary and 37:1 in combined schools across the province by 2010

Lower learner educator ratio enhances the potential for quality teaching and learning as teacher will be in a position to attend to learners on an individual basis. The National Department of Education has also pronounced on the ideal norms on this. It is therefore vital for the Department to strive for a lower learner teacher ratio.

Source

EMS

PPM 129: Number (percentage) of sites assessed for health hazards.

In terms of the Occupational Health and Safety Act, workplaces have to comply with specific Health and Safety measure of face litigation, from the employees and the Department of Labour. To assist sensitize the employer to potential health hazards in the workplace, Employee Health and Wellness conducts assessments on health hazards in the workplaces/workstations.

Source

Employee Health and Wellness

PPM 130: Number (percentage) of employees accessing departmental care and support for all chronic disease including HIV and AIDS

To improve productivity by ensuring that all employees are functioning optimally the Department is obliged by the Occupational Health and Safety Act to put in place Employee Health and Wellness Programmes to benefit employees who need care and support. Assessing the number of employees utilizing these services is therefore vital for the Department to understand the impact and effectiveness of the programmes.

Source

Employee Health and Wellness

PPM 131: Number (percentage) of employees accessing departmental health and wellness promotion programmes

The explanation for this PPM is similar to that given on PPM130. The only difference is that it focuses on employees accessing Departmental health and Wellness promotional programmes

Source

Employee Health and Wellness



PPM 224: Number (percentage) of school governing bodies (SGB's) who are exposed to empowerment programmes within the first year of assuming office

A key approach to restructuring the education system in the country to promote social change was school-level decentralisation. School Governing Bodies are an important structure with regards to this objective hence strengthening their capacity to perform their duties as spell out in Sections 20 and 21 of the SASSA is vital.

Source

Institutional Management Development and Support

PPM 225: Number (percentage) of school management teams who are exposed to empowerment programmes in their roles and responsibilities

Effective school management teams are imperative for effective and efficient functionality of all schools. In order to meet the present day challenges facing school management, it is of critical importance that principals, deputy principals and heads of departments are trained on a continuous basis on issues related to their job description, as found e.g. in the PAM as well as Section 58B of SASSA.

Source

Institutional Management Development and Support

PPM 226: Number (percentage) of School Safety Committees which meet once a quarter to record and deal with health and safety issues

Effective teaching, learning and assessment that result in quality learner outcomes cannot be achieved in an unsafe milieu. Besides the Department putting measures in place to ensure health and safety, it is the prerogative of every school to have safety committees in place to deal effectively with health and safety issues that might put learners and teachers at risk.

Source

Institutional Management Development and Support

PPM 227: Percentage of disciplinary cases against learners resolved within 21 days in line with the South African Schools Act (SASSA) No. 84 of 1996

Maintaining discipline of its learners is vital to ensure that there is conducive environment for teaching and learning in all schools. To this end the Department is obliged by the South African Schools Act to ensure that disciplinary cases against its learners are resolved in line with the code and procedures as stipulated in this Act which provides legal prescripts that have to be followed.

Source

Institutional Management Development and Support

PPM 228: Number of mathematics, science and technology educators trained annually to bridge the content gap annually

Maths, Science and Technology form the foundation of learning in modern society given the technological age that the world has entered. This Province has an acute shortage of suitably qualified teachers in these subjects/learning areas and in many cases teachers teaching other subjects have to substitute to teach Maths, Science and Technology. These teachers need regular training to ensure that they are fully acquainted with the content of the subject/learning areas.

Source

Curriculum Management



PPM 229: Number of under-qualified and unqualified educators' qualifications upgraded.

The demands that the Curriculum places on effective teaching and learning in our classrooms dictate that teachers have to be fully qualified to teach whichever learning area/subject is entrusted to them. In cases where teachers are unqualified or under qualified, they are at risk to teach ineffectively, resulting in high learner failure rates which are unacceptable. The Department therefore has an obligation to ensure that its teaching corps is fully qualified to teach the learners entrusted to their care.

Source

Curriculum Management

PPM 230: Percentage of schools visited by Subject and Curriculum Advisors at least once per quarter to provide on-site support

The demands that the Curriculum placed on teachers necessitate that they be supported on an on-going basis. Of the different models of support that exist, the on-site approach has proven to be most effective, as the teacher is supported in his/her classroom in which he/she fulfils his/her daily duties.

Source

Curriculum Management

PPM 231: Percentage of public ordinary schools visited at least twice per quarter/term by Education Development Officers or Circuit Managers who will focus on monitoring and supporting the functioning of schools

The demands that effective school management place on SMTs dictate that EDOs/CMs visit schools on a regular basis to support SMTs in the carrying out of their duties. The fact that the "one-size-fits-all" approach does not work at all when it comes to supporting schools, necessitate that each individual school receive attention and support in the areas that are unique to it.

Source

Institutional Management Development and Support

PPM 232: Throughput rate in Grade 1 to 12 increased by 2% per annum.

The success of the education system is measured in terms of the number of learners who progress successfully through the system. It is therefore desirable that this PPM increase consistently. It is calculated by dividing the number of learners eligible to progress to the next grade at the end of each year by the number of learners in these grades.

Source

EMIS

PPM 233: Repetition rate in Grade 1 to Grade 12 decreased by 2% per annum

This is the percentage of learners repeating their present grade in Grade 1 to 12, divided by all learners enrolled in these grades. A high repetition rate is both costly and detrimental for teaching and learning. It is desirable for this performance measure to be as low as possible.

Source

EMIS

PPM 234: Drop-out rate in public ordinary schools (Grade 1 to 12) decrease by 5% per annum.

This is the number of learners dropping out of school divided by the number of learners enrolled in Grades 1 to 12. A high drop-out rate is both costly and detrimental for teaching and learning. It is desirable for this performance measure to be as low as possible.

Source

EMIS



PPM 235: Number of girl learners enrolled for Mathematics and Science in Grades 10 – 12 (Excluding mathematical literacy)

This is the number of girl learners who are enrolled in Mathematics and Science in Grades 10, 11 and 12. Historically, girls have been under-represented in these subjects, so increased participation in them would be an important indicator of the move towards a more gender balanced FET band.

Source

EMS

PPM 236: ALL prescribed national targets for school funding in all quintiles met by 2009

One of the major sources of income for schools is the norms and standards for school funding. Both Section 20 and 21 schools have financial obligations to meet, which they need to budget for. It is therefore imperative that the Province funds schools according to the amounts determined by the National Department, in line with the quintile system.

Source

Institutional Management Development and Support

PPM 303: Number (percentage) independent schools externally evaluated in line with the Independent Schools Association of South Africa (ISASA) policies

As is the case with public schools (see PPM 115), independent schools also need to be evaluated to determine the quality of teaching, learning, assessment, management and governance – with the aim to continuously improve. The existence of this PPM is critically important to ensure that these schools are monitored and evaluated to ensure that they provide quality education to their learners. **Source**

Education Social Support Services

PPM 403: Increased number of educators who are able to identify and screen learners with barriers to learning from the current 300 to 500 in 2009/10 financial year

There are learners experiencing barriers to learning in every classroom in the Province. These barriers are causing learners not to reach their full academic potential. In terms of effectively supporting learners to overcome any barriers it is imperative that as many teachers as possible are trained in the identification and screening of learners to ensure that they are appropriately placed and supported.

Source

Inclusive Education

PPM 404: Number (percentage) of special schools whose school governing bodies (SGIB's), are exposed to empowerment programmes within the first year of assuming office

A key approach to restructuring the education system in the country to promote social change was school-level decentralisation. School Governing Bodies are an important structure with regards to this objective hence strengthening their capacity to perform their duties as spell out in Sections 20 and 21 of the SASA is vital. This PPM is similar to PPM224. The only difference is that it focuses on Special Schools.

Source

Inclusive Education

PPM 405: Number (percentage) of special schools whose school management teams are exposed to empowerment programmes in their roles and responsibilities

Effective school management teams are imperative for effective and efficient functionality of all schools. In order to meet the present day challenges facing school management, it is of critical importance that principals, deputy principals and heads of departments are trained on a continuous basis on issues related to their job description, as found e.g. in the PAM as well as Section 58B of SASA. This is similar in its intent to PPM 225. The only difference is that this one focuses on Public Special Schools.

Source

Inclusive Education



PPM 406: Number of Special Schools with Health Advisory Committees (HAC)

Due to the health nature of learners in Special Schools, it is imperative that each Special School has an institutionalized HAC to deal effectively and efficiently with any health related issues that learners in such schools may face.

Source

Inclusive Education

PPM 407: Number (percentage) of School Safety Committees that meet once a quarter to record and deal with health and safety issues

Effective teaching, learning and assessment that result in quality learner outcomes cannot be achieved in an unsafe milieu. Besides the Department putting measures in place to ensure health and safety, it is the prerogative of every school to have safety committees in place to deal effectively with health and safety issues that might put learners at risk. This is similar to PPM226 in its intention. The only difference is that focuses on Public Special Schools.

Source

Inclusive Education

PPM 504: FET Colleges through put rate on the NCV programme

The success of the education system is measured in terms of the number of learners who progress successfully through the system. It is therefore desirable that this PPM increase consistently. It is calculated by dividing the number of students who pass the final examination in the NCV programme at the end of each year by the number of students who registered into the programme with the intention of passing the examination.

Source

Vocational Education Services

PPM 505: Number (percentage) of posts at FET Colleges filled by appropriately qualified (both technical and teaching) staff at the start of each academic year.

The filling of both technical and teaching posts in FET colleges with appropriately qualified personnel is important for improving the quality of teaching and learning in the colleges. It is therefore vital for the Department to be able to monitor progress with regards to this measure.

Source

Vocational Education Services

PPM 602: Number of students successfully completing ABET level 4

The success of the education system is measured in terms of the number of learners who progress successfully through the system. It is therefore desirable that this PPM increase consistently. It is calculated by dividing the number of students who pass the final examination in ABET Level 4 at the end of each year by the number of students who registered for the examination with the intention of passing the examination.

Source

Vocational Education Services



PPM 603: Number of Adult Education and Training (AET) tutors appointed in writing on the first day of each academic year

The filling of vacant posts at ASET Centres is important for the provision of quality education and teaching to these learners. This PPM therefore refers to the number of AET tutors that receive their letters of appointment at the beginning of each academic year.

Source

Vocational Education Services

PPM 703: Repetition rate in Grade R to Grade 1

This is the percentage of learners repeating their present grade in Grade R to 1, divided by all learners enrolled in these grades. A high repetition rate is both costly and detrimental for teaching and learning. It is desirable for this performance measure to be as low as possible.

Source

EMS

PPM 704: Number of (percentage) Pre Grade R Practitioners trained to improve the quality of education in foundation phase

Prior to the white Paper 5, many ECD practitioners had not been formally trained to render services as ECD practitioners. The Department has embarked on a programme to raise the quality of learning and education and levels of qualification of the ECD practitioners through training pitched and levels 4 and 5 of the NQF.

Source

Early Childhood Development/General Education and Training Band Resourcing

PPM 705: Number of (percentage) Grade R practitioners trained in level 4 per annum to improve the quality of education in foundation phase

Prior to the white Paper 5, many ECD practitioners had not been formally trained to render services as ECD practitioners. The Department has embarked on a programme to raise the quality of learning and education and levels of qualification of the ECD practitioners through training pitched and levels 4 and 5 of the NQF.

Source

Early Childhood Development/General Education and Training Band Resourcing

PPM 706: Number of (percentage) Grade R practitioners trained in level 5 per annum to improve the quality of education in foundation phase

Prior to the white Paper 5, many ECD practitioners had not been formally trained to render services as ECD practitioners. The Department has embarked on a programme to raise the quality of learning and education and levels of qualification of the ECD practitioners through training pitched and levels 4 and 5 of the NQF.

Source

Early Childhood Development/General Education and Training Band Resourcing

PPM 801: Number of orphans and vulnerable children (OVC) in school

These are learners who have been orphaned or are vulnerable due to their social circumstance. They prone to dropping out of school and do not have the necessary parental support and guidance. It is therefore important for the Department to identify these learners and support them through linking them with the Departments of Social Development, Health and Home Affairs. This support assist in the reduction of school drop-outs and it ensures that OVCs are afforded the same opportunities in accessing education like all other children.

Source

HIV and AIDS and Social Planning



PPM 802: Number of schools with Health Advisory Committees (HAC)

The purpose of this measure is to ensure that the HIV and AIDS policy is implemented in school. HAC have an important monitoring and advisory function to their respective schools in the implementation of the HIV and AIDS policy and ensuring that the general wellbeing of learners is prioritised at school level. It is important to note that its focus is on Public Ordinary Schools while PPM400 focuses on Public Special Schools.

Source

HIV and AIDS and Social Planning

PPM 803: Number of schools trained in the six pillars of Child Friendly Schools Health promotion Programme.

Informed by the National Policy on HIV & AIDS for learners and educators in Public Schools and FET colleges (1999) and the School Health Policy and Implementation Guidelines of the Department, a life-skills based health education programme was embarked upon. The aim of the programme was to ensure a healthy, hygienic and safe learning environment, with adequate water and sanitation facilities in all schools. Thus this PPM seeks to ensure that schools are sensitised and capacitated to implement this policy directive.

Source

HIV and AIDS and Social Planning

PPM 804: Number of schools that are implementing the six pillars of the Child Friendly Schools model.

This PPM is similar in its intent to PPM803 above. The only difference is that the focus for this one is on the number of schools who are actually implementing the six pillars the Child Friendly Schools Model

Source

HIV and AIDS and Social Planning

PPM 805: Number of educators, learners and school communities supported in creating effective schools.

This PPM is similar in its intent to PPM803. The only difference is that the focus for this one is on the number of educators, learners and school communities supported in creating effective schools. The support entails training, monitoring and providing after training advisory services by Child Friendly School Coordinators located in District Offices.

Source

HIV and AIDS and Social Planning

PPM 806: Number of principals and heads of Department at school level that have capacity to collect and analyse Child Friendly School data and utilize the information interventions that can be managed and monitored at school level.

This PPM is similar in its intent to PPM803. The difference with this one is its focus on capacitation of school management teams to collect, analyse data and develop appropriate interventions to address identified challenges in their respective schools.

Source

HIV and AIDS and Social Planning

PPM 807: Number of learners in grades 9, 11, 12 and ABET level 4 who meet assessment and examination requirements

This PPM seeks to measure the number of learners who successfully mastered the learning outcomes for Grades 9, 11, 12 and ABET level 4 and therefore either exit the schooling system or are promoted to the next grade. The success of the education system is measured in terms of the number of learners who progress successfully through the system. It is therefore desirable that this PPM increase consistently.

Source

Curriculum Management



PPM 808: Number of schools and examination centres that participate and conduct public examinations efficiently

This PPM refers to the number of examination centres that meet the requirements that enable them to conduct public examinations efficiently. There is a great responsibility on the Department to ensure that the public examinations are conducted to a high standard of quality so that the results of learners can be certified as authentic. It is in this regard that examination centres across the Province play a pivotal role.

Source

Curriculum Management



7.3 ACKNOWLEDGEMENTS

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Title: Province of the Eastern Cape, Department of Education
Annual Report for the 2009/10 Financial Year

ISBN: 978-0-620-47328-6





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Annual Report 2009/2010
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