

Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

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Western Cape Education Department

Annual Report: 2006/2007

Contents	Pages	
General Information	1-7	(Part 1)
Programme Performance	1-82	(Part 2)
Report of the Audit Committee	1-3	(Part 3)
Annual Financial Statements	1-62	(Part 4)
Human Resource Management	1-27	(Part 5)

FOREWORD BY THE MEC FOR EDUCATION, CAMERON DUGMORE, MEC



This year has seen the ushering in of a new chapter for the Western Cape Education Department (WCED), as we have just concluded the first phase of the Redesign Project with the filling of the Senior Management Service posts.

We are now in the second phase with the filling of middle management posts. The fact that more than 70% of the budget will be spent on beefing up capacity at district and circuit levels, means that our schools will be given more effective support.

The WCED has also increased the total number of teaching posts by 747, from 30,872 in 2007 to 31,619 in 2008. There will be an increase in the number of Foundation Phase teachers, to reduce class sizes in Grades 1 to 3 – from a learner:teacher ratio of 39:1 to 37,5:1.

I believe the WCED's organisational and technical capacity to implement its Human Capital Development Programmes will be strengthened as a central player for sustainable economic development in the province.

The redesign was a systemic intervention, which seeks to increase the capacity of this department to accelerate the programme of transformation in pursuit of quality education for especially historically marginalised communities.

The developmental needs of the country mean that we should maintain the strategic initiative in the skills development roll-out. We are aware of the immense challenges that we face, of which the most critical, in my view, are Literacy and Numeracy; Safety; Infrastructure Provisioning; and the successful implementation of FET in schools and colleges.

My vision for this department is a curriculum and education system, which will lead to increasing social equality and economic growth, in a virtuous cycle of development in which national prosperity is ensured through intellectual innovation and cutting-edge technology.

In order to achieve the above, we also need more effective mobilization of Non Governmental Organisations and the private sector behind our objectives of skills development.

I am looking forward to a year in which we not only advance on strategies to achieve equity and redress, but that each learning institution sets clear targets and is held accountable to deliver on these.

PART 1 - GENERAL INFORMATION

Introduction by the Head of the institution

The Western Cape Education Department (WCED) made significant progress towards achieving national and provincial objectives during the 2006/07 financial year.

Key projects included a major programme to redesign the WCED, to ensure that the department has the capacity to implement the Human Capital Development Strategy of the Western Cape (HCDS). The strategy is a cornerstone of iKapa Elihlumayo, the province's growth and development strategy.

Other highlights included the launch of the WCED's Literacy and Numeracy Strategy, designed to improve learner performance in literacy and numeracy, especially in the Foundation Phase.

The WCED reached a major milestone, with other provinces, when we started implementing the national curriculum for Grades 10 to 12, starting with Grade 10 in 2006. The process of introducing a single, national curriculum is now nearing completion. This is an important moment in the history of education in South Africa.

MEC Cameron Dugmore set five priorities for 2006/07, as part of the WCED's drive to achieve the objectives of the HCDS. The five priorities were:

- Literacy and numeracy
- Introducing the new national curriculum for Grades 10 to 12
- Recapitalising FET colleges
- School safety
- The WCED Redesign project

Literacy and numeracy

The WCED has studied the performance of Grade 3 and 6 learners in literacy and numeracy since 2002 to inform strategies to improve the quality of education and the throughput rate in Western Cape schools.

The WCED has introduced literacy and numeracy strategies to meet the challenges identified by these studies. However, the results have continued to show that the department has to adopt well-integrated interventions that address all aspects of education in our schools, families and communities.

The WCED therefore introduced a literacy and numeracy strategy in July 2006 that seeks to strengthen and coordinate existing strategies more effectively, and to introduce new approaches.

New approaches in 2006 included appointing 510 teaching assistants in 163 primary schools to support teachers in Grades 1 to 3 in poor areas. We have continued the pilot in 2007. Indications are that they are making a difference.

The WCED has appointed a team of 100 specialists who are working intensively with schools to implement the strategy across the Western Cape. Their key focus is to support teachers in the classroom to help strengthen teaching and learning practices.

Key elements of the literacy and numeracy strategy include teacher support and development; changes to classroom practice; a renewed focus on early childhood development; family and community literacy and numeracy; research; monitoring and support; coordination; sustainability; and learning and teaching support material.

The WCED surveyed the performance of 82 879 Grade 3 learners at 1 086 schools in October and November 2006. The results indicated that the pass rate for Grade 3 learners in literacy has improved from 39.5% in 2004 to 47.7% in 2006, an increase of 8.2%. This is an improvement of 12.2% since 2002. We are less happy with the results of the numeracy study, which reflects a decline of 6.5% from 37.3% to 31%.

While the overall performance is not yet satisfactory, the improvement is encouraging, and shows that special interventions to improve results can work. However, the pass rates are still too low, and we will continue to implement our literacy and numeracy strategy to ensure continued improvement.

FET in schools

The WCED moved closer towards completing the process of introducing the new national curriculum when it introduced the new curriculum for FET in schools in Grade 10 in January 2006.

Education departments are introducing the FET curriculum for schools in stages, starting with Grade 10 in 2006, followed by Grade 11 in 2007 and Grade 12 in 2008. South Africa will award its first school leaving certificates based on the national curriculum in 2008.

The WCED prepared for the implementation of the FET curriculum for Grades 10 to 12 for four years prior to 2006. The department organised workshops for 8 372 teachers at 136 venues during the June/July 2006 school holiday to prepare for implementing the curriculum in Grade 11 in 2007. About 1 500 teachers attended further sessions during the September school holiday.

Meanwhile, the WCED organised workshops for more than 5 700 teachers at 93 venues during the July 2006 holiday to prepare for introducing the revised national curriculum in Grades 8 and 9 in 2007. This means that the WCED organised workshops for more than 14 000 teachers during the year on the national curriculum for both general and further education and training.

FET colleges

2006/07 marked the first year of the three-year national programme to recapitalise FET colleges at a cost of R1.9 billion. The WCED received R70 million for this programme for 2006/07, and invested the full amount by the end of the financial year.

Recapitalisation projects during the year included training 496 staff members on the new National Curriculum (Vocational) and developing administrative systems, including asset, financial and quality management.

The WCED used the funds to refurbish 32 workshops and to upgrade three computer laboratories and 12 student resource centres. The department created 16 new classrooms and refurbished 40 existing classrooms, while upgrading 32 campus sites. The funding financed equipment and learning and teaching support materials for 11 new Level 2 programmes based on the National Curriculum (Vocational) on 31 campuses.

The WCED introduced 11 new Vocational Certificate Programmes at FET colleges in 2007. The three-year programmes provide qualifications on Levels 2, 3 and 4 of the National Qualifications Framework, with formal exit opportunities after each year. Areas covered include Administration, Finance, Information Technology, Marketing, Management, Building and Civil Construction, Engineering and related design, Electrical Infrastructure Construction, Primary Agriculture, Hospitality and Tourism.

The provincial government provided R25-million for student loans in 2006/07 to improve access to FET colleges for learners from disadvantaged backgrounds, as part of the iKapa Elihlumayo strategy. More than 8 000 students took advantage of the interest-free loans during the year.

School safety

The Safe Schools Division has contributed significantly to ensuring safe school environments since the WCED launched the programme in 1999. The division has worked increasingly with partners in recent years to meet ongoing demands placed on schools by poverty, crime, violence, gangsterism and substance abuse.

Highlights of 2006/07 included a special focus on 109 high-risk schools. These included improving security infrastructure, such as remote-controlled gates with CCTV cameras and intercom systems, safety gates, burglar bars and improved fencing, as well as safety procedures in line with the Safe Schools safety manual. The Department of Community Safety deployed Bambanani volunteers to guard the 109 schools and to protect learners and teachers.

Safe Schools seeks to influence both the social and physical environments of our schools. Special programmes include learner seminars, positive discipline programmes, conflict resolution and mediation training, and the training of peer mediators. The WCED has employed Learner Support Offices to assist in reducing truancy and to promote positive attitudes towards teaching and learning.

Ultimately, we depend families and communities to assist us in building a society based on the values of respect and tolerance and we will continue to work with all role players to ensure safe, nurturing environments needed for effective teaching and learning.

WCED Redesign

The WCED Redesign project represents the first phase of the implementation of the Human Capital Development Strategy for the Western Cape (HCDS). The department embarked on the project shortly after launching the HCDS in March 2006.

The WCED engaged management consultants, ODA, to assist the department in driving the project. The redesign team completed the macro structure in December 2005 following extensive consultation. Cabinet approved the macro structure in February 2007.

The key points of departure for the macro design are to position circuits as the main focus of service delivery to schools, to position districts as the main focus for education management, and to position the head office as the main focus for policy development, coordination, monitoring and evaluation.

During 2007, the redesign team will focus on the micro-design, by looking at the fine detail required to ensure the success of the revised structure of the WCED. The department will phase in the revised design over three years.

Other highlights

Senior Certificate results

The Western Cape achieved a Senior Certificate pass rate in 2006 of 83.7%, the highest in the country. A total of 33 316 candidates passed, reflecting an increase of 743 compared to 2005.

The quality of the passes also showed steady improvement. The number of candidates who passed with endorsement (10 589) improved by 195 compared to 2005, while the number of candidates who passed with distinction continued to grow, reaching 2 280 (5.73%), the best result in this category for the five-year period, 2002 to 2006.

The pass rate in former Department of Education and Training (DET) schools grew by 3.68%. The endorsement rate in ex-DET schools has seen steady improvement over the past five years, and a slight increase in 2006 in the merit pass rate. However, the endorsement rate in former House of Representatives and DET schools was still below 14%, compared to 52% in former Cape Education Department schools. This reflects the huge challenges that remain as we seek to ensure access to quality education for all.

Target setting

In March 2007, school principals, school governing bodies and learner representative councils signed commitments to set targets for improving pass rates and the quality of passes at their schools. The exercise formed part of broader efforts to deal with the drop-out rate in high schools, and the need to increase the number of candidates who are passing the Senior Certificate examinations with endorsement, merit and distinction.

The move follows close analysis and consultation. The WCED has prepared templates to make it easier for every school to set these targets. The targets will cover Grades 10 to 12 initially. The department will ask schools to set targets during 2007 for reducing the drop-out rates in Grades 9 to 12. Action plans must accompany the targets, and must involve all role players, including learners, parents and teachers.

Early childhood development (ECD)

The WCED and partners in provincial government launched a learnership programme for 900 pre-school teachers on 11 August 2006 designed to improve access to quality ECD. The project formed part of the Siyabulela campaign initiated by the Premier and contributed to the national Expanded Public Works Programme (EPWG).

The training programme forms part of an integrated strategy to support ECD, involving the provincial departments of Education, Social Development, Health and Safety and Security. Candidates began their 18-month, in-service training programme in September 2006. Service providers provided the training, funded by the WCED.

The training programme includes theoretical and experiential components and provides qualifications on levels determined by the National Qualifications Framework (NQF). The programme is training 200 people at Level 1, 500 people at Level 4 and 200 people at Level 5.

Meanwhile, the WCED continued to expand access to ECD, to meet targets set by the HCDS. The department subsidised an additional 6 000 learners in Grade R classes during the financial year.

Language Transformation Plan

The WCED launched its Language Transformation Plan on 28 February 2007, following 18 months of consultation and planning with language experts and planners. Key elements of the plan include promoting mother-tongue based bilingual education for at least six years wherever practicable, and advancing a plan to provide at least three years of teaching in all three official languages of the province.

Research has shown that learners who develop early literacy and numeracy skills in their mother tongue tend to achieve better results than learners who learn in a second or third language. The WCED is testing the plan at 16 schools. The WCED is inviting schools to participate in the project. The plan forms part of the WCED's Literacy and Numeracy strategy.

No fee schools

The Education Laws Amendment Act 24 of 2005 empowers the national Minister of Education to identify categories of schools that may not charge school fees.

The national Minister decided that all schools in national quintiles one and two must become "no fee" schools from 1 January 2007. However, provinces could invite schools to apply for no fee status on a voluntary basis in 2006.

The WCED invited schools with certain poverty rankings to apply for no-fee status early in 2006 on a voluntary basis. A total of 419 schools accepted the invitation. The status took effect on 1 May 2006. With the approval of the Minister, the WCED also invited schools in national quintile three to apply for no-fee status. 245 quintile three schools opted for this status.

In 2007, no-fee status became compulsory at 407 schools in national quintiles one and two. The 245 quintile three schools continued to opt for no-fee status, bringing the total number of no-fee schools in the province to 652. These schools represent 45% of the 1 452 schools in the Western Cape. About 345 000 learners attend these schools, representing 38% of the learners in the province.

Community schools initiative

More than 200 000 learners and 500 000 members of communities took part in the inaugural week of the WCED's Community Schools Initiative from August 14 to 18 2006. The initiative is the brainchild of MEC Dugmore to build social capital, and formed part of the Learning Cape Festival.

The WCED provided R1 000 to each participating school as seed funding to support programmes designed to engage with local communities. Examples of projects organised by schools ranged from "adopting" an informal settlement to cleaning neighbourhoods, repairing vandalised school buildings, caring for the elderly, pampering nurses, reading activities and a community "pop idols" competition, among others.

School business management

The WCED launched a new School Business Management training programme in April 2007 in conjunction with partners in the United Kingdom and South Africa. The aim of the programme is to build the management and administration capacity of schools.

The WCED and local and international partners developed the programme during 2006 followed a visit by MEC Dugmore in 2005 to the UK to find out more about what is being done to develop school business management skills in that country.

The partners include the Manchester Metropolitan University (UK); the National College of School Leadership (NSCL) (UK); the Institute of Administrative Management (IAM); the South African Bursars Institute of South Africa (SABISA); and the Independent Schools Association of South Africa (ISASA).

The programmes will range from certificate-level courses in School Business Management to Master's Degrees. The WCED is collaborating with the University of the Western Cape (UWC) and the province's six Further Education and Training Colleges to offer the graduate and certificate programmes respectively.

Shandong education agreement

The WCED and the Shandong Provincial Education Department in China signed an agreement in January 2007 to cooperate on a range of education projects. The agreement forms part of a broader agreement signed Premier Ebrahim Rasool on behalf of the Western Cape and Mr Han Yunqun, Governor of Shandong Province, in July 2006. The agreement covers economic cooperation, trade, investment, agriculture, fisheries, tourism, education, energy and medical care.

Key features of the agreement on education include the exchange of interns; support for the Chinese Language and Culture Centre at Stellenbosch University; encouraging contact between the youth of the two provinces; facilitating the exchange of textbooks; exhibitions; and cooperation on all levels of education in both provinces.

Premier Awards for Service Excellence

The WCED won six of the eight Premier's Awards for Service Excellence in 2006, including the top Gold Award for a project called "160 Days of Intervention for ABET Centres", based at the Breede River/Overberg EMDC.

The WCED won the Gold Award, two of the three Silver Awards, and three of the four Bronze Awards. Nine projects submitted by the WCED were among the 13 finalists. Provincial government departments submitted 55 entries for the 2006 awards.

The WCED's Khanya Project and WCED Client Services won Silver Awards. The WCED's SA Schools Choral Eisteddfod Project (SASCE), the Cape Teaching Institute and an LSEN Advisors Project won Bronze Awards.

The Khanya Project won two other prestigious awards during the financial year. The project is an initiative of the WCED to enhance teaching and learning using information and communications technologies (ICT).

In November 2006, Khanya won the prestigious Technology Top 100 (TT100) Leader in Empowerment Award for 2006. The award honours the enterprise "that has best delivered on its commitment to incorporating all South Africans into the business of Science and Technology".

Khanya received a Gold Award from the Impumelelo Innovations Award Trust in February 2007. The Impumelelo awards recognise exceptional projects, which involve partnerships with the public sector that enhance the quality of life of poor communities in innovative ways.

Mission Statement

The mission of the WCED is to ensure that learners acquire the knowledge, skills and values they need to lead fulfilling lives and to contribute to the development of the province and the country.

Legislative Mandate

The strategic objectives are based on the following constitutional and other legislative mandates:

Mandates	Brief description
The Constitution of South Africa, 1996 (Act No 108 of 1996)	Requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
The Constitution of the Western Cape Province, 1997	Subject to the national Constitution, it is the highest law in the Western Cape.
The South African Schools Act (SASA), 1996 (Act No 84 of 1996) as amended.	To provide for a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
The National Education Policy Act, 1996 (Act No 27 of 1996)	To provide for the determination of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, <i>inter alia</i> , curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.

Mandates	Brief description
The Further Education and Training Act, 1998 (Act No 98 of 1998)	To regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions; to provide for the registration of private further education and training institutions; to provide for quality assurance and quality promotion in further education and training. Together with the Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001), it provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.
The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001)	To provide for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council, to provide for quality assurance in general and further education and training, to provide for control over norms and standards of curriculum and assessment, to provide for the issue of certificates at the exit points, to provide for the conduct of assessment and to repeal the South African Certification Council Act, 1986
The Employment of Educators Act, 1998 (Act No. 76 of 1998)	To provide for the employment of educators by the State and for the regulation of the conditions of service, discipline, retirement and discharge of educators. It regulates the professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. One Act of Parliament and one professional council, the South African Council of Educators (SACE), now govern the historically divided teaching force.
The Western Cape Provincial School Education Act, 1997 (Act No 12 of 1997)	To provide for a uniform education system for the organisation, governance and funding of all schools and to make provision for the specific educational needs of the province.
The Public Finance Management Act, 1999 (Act No 1 of 1999) as amended.	To regulate financial management in the national government and provincial governments, to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively and to provide for the responsibilities of persons entrusted with financial management in those governments
The annual Division of Revenue Acts	To provide for the equitable division of revenue raised nationally among the national, provincial and local spheres of government for the respective financial years, to provide for reporting requirements for allocations pursuant to such division, to provide for the withholding and delaying of payments and to provide for the liability for costs incurred in litigation in violation of the principles of co-operative governance and intergovernmental relations
The Public Service Act, 1994 as amended [Proclamation No 103 of 1994]	To provide for the organisation and administration of the public service of the Republic as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service
The South African Qualifications Authority Act, 1995 (Act No 58 of 1995)	To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority. The NQF is an essential expression, as well as a guarantor of a national learning system where education and training are of equal importance as complementing facets of human competence. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our young and adult learners.
The Adult Basic Education and Training Act, 2000 (Act No 52 of 2000)	To regulate adult basic education and training; to provide for the establishment, governance and funding of public adult learning centres; to provide for the registration of private adult learning centres; and to provide for quality assurance and quality promotion in adult basic education and training

PART 2: PROGRAMME PERFORMANCE

1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Under Expenditure
R6 988 131 000	R7 115 861 000	R 6 920 362 000	R195 499 000
Responsible Minister	Provincial Minister of Education		
Administering Dept	Department of Education		
Accounting Officer	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

2. Aim of the Vote

To develop the intellectual, physical, emotional and spiritual potential of learners through effective, well-managed institutions functioning as learning organisations so that the learners may become mature and valued members of society, productive participants in the global knowledge economy and contributors to a desirable future for the country.

3. Summary of programmes

The Education sector adopted uniform budget and programme structures that reflect the minimum number of programmes. The activities of the WCED are organised in the following eight programmes.

Programme	Sub-programme
1. Administration	1.1. Office of the MEC 1.2. Corporate services 1.3. Education management 1.4. Human resource development 1.5. Education management information system (EMIS)
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. National school nutrition programme
3. Independent School Subsidies	3.1. Primary phase 3.2. Secondary phase
4. Public Special School Education	4.1. Schools 4.2. Professional services 4.3. Human resource development
5. Further Education and Training	5.1. Public institutions 5.2. Professional services 5.3. Human resource development 5.4. Conditional grant
6. Adult Basic Education and Training	6.1. Subsidies to private centres 6.2. Professional services 6.3. Human resource development

Programme	Sub-programme
7. Early Childhood Development	7.1. Grade R in public schools 7.2. Grade R in community centres 7.3. Professional services 7.4. Human resource development
8. Auxiliary and Associated Services	8.1. Payments to SETA 8.2. Conditional grant projects-HIV/ AIDS 8.3. External examinations 8.4. Teacher training 8.5. iKapa Elihlumayo

4. Overview of the service delivery environment in 2006/07

Demographics

The population of the Western Cape has grown rapidly over the last five years and continues to grow. According to the Statistics South Africa (StatsSA) 2005 General Household Survey, the Western Cape is home to about 4,7 million people, representing 10% of South Africa's total population. The Western Cape population growth is estimated at 2,1% per annum.

The migration patterns indicate that rates of migration increased substantially from 1991 - 1996 to 1996 - 2001. The broad pattern of migration remains the same: substantial net movement into Gauteng and the Western Cape and substantial net movement out of the Eastern Cape and Limpopo. In-migration and out-migration are more balanced in the remaining five provinces, with KwaZulu-Natal showing most net out-migration.

StatsSA projects inter-provincial migrations to take place from 2005 - 2015 at much the same rate as between 1996 - 2001. Net five-year migration assumptions (positive denotes net in-migration and negative denotes net out-migration) into provinces from 2006 - 2011 are shown below:

Province	Increase / (decrease)
Eastern Cape	(323 622)
Free State	(58 514)
Gauteng	533 410
KwaZulu-Natal	7 707
Limpopo	(252 928)
Mpumalanga	(42 190)
Northern Cape	(28 167)
North West	(64 176)
Western Cape	228 480

The formal sector in the province absorbs 1,3 million and the informal sector 144 065 (roughly 9.4%) of the overall provincial economy. The labour force of 1,5 million are concentrated in agriculture (13%), manufacturing (19%), wholesale and retail (17.5%), financial services (11.9%); employing a total of 80% of the labour force. Of the employed, the proportion of the overall labour force that is in possession of a school level qualification exceeds the cohort that has some level of further or higher education by a ratio of 77% to 19%. The percentages of those who have some further or higher education by race are the following: 7% African, 11% Coloured, 34% Asian and 49% White.

Unemployment rates are also heavily influenced by race. While nationally 30 out of every 100 Africans found employment between 1995 and 2002, only 3 per 100 Africans living in the Western Cape found employment in this period (SER, 2003). 80% of the 18,9% of the labour force unemployed in the province are youth. Contrary to the national trend, tertiary unemployment has dropped while at the lower education levels, unemployment has increased. The demand is for educated and skilled individuals.

Service delivery challenges

One consequence of this increase in population in the Western Cape is that every form of education and training in the province has experienced growth in numbers in the past five years: ECD sites, schools, FET colleges, adult centres and learnerships. The growth in learner numbers is, however, unpredictable. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

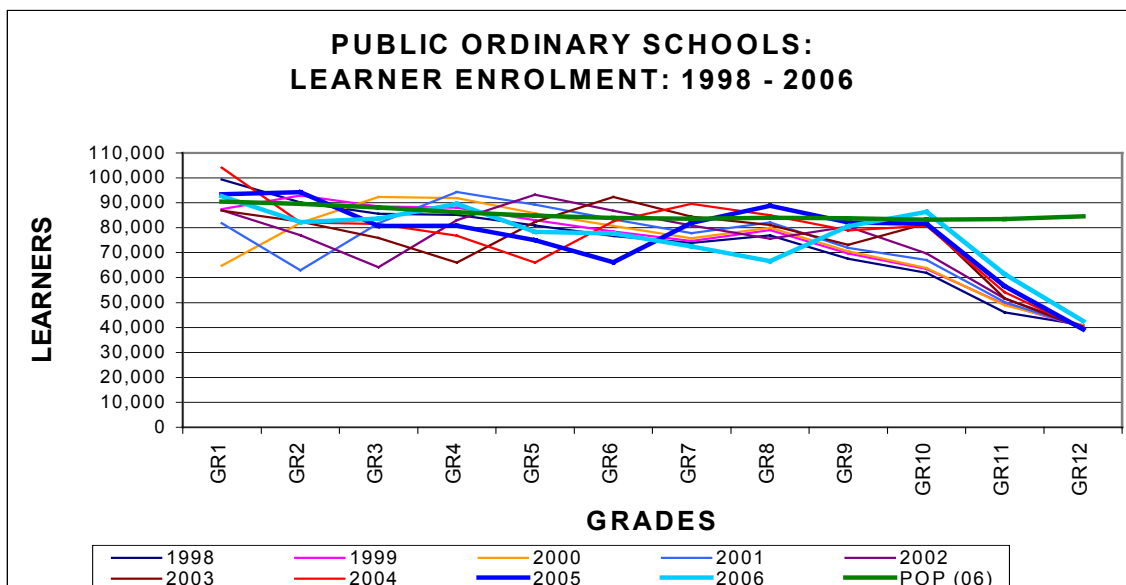
The data for the Western Cape public ordinary school system from 1995 - 2006 is provided in **Table 1** below to illustrate the growth in learner numbers in the province and illustrates the first of the service delivery challenges faced by the WCED. While some provinces experienced a decline in enrolments, the WCED continued to experience growth until 2004. The abnormal growth from 2003 - 2004 of 23 121 was mainly due to the relaxing of the intake/admission policy for Grade 1 learners that was in effect from 2000 (and also the reason for the decline in learner numbers from 1999 to 2000). The 2005 Annual Survey of Schools indicated no growth from 2004 to 2005, due mainly to the 2004 abnormal growth. The 2006 numbers, obtained from the CEMIS (Learner Tracking System), reflect a substantial decrease from 2005 to 2006 (Note: this is the first year that CEMIS has been used). Normal growth is expected again from 2006 to 2007.

Table 1: Enrolment in public ordinary schools 1995 – 2006

Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
1995	99,158	84,963	80,921	79,199	76,789	72,293	68,795	67,473	61,079	50,698	41,124	34,659	817,151
1996	99,998	84,845	81,137	79,996	77,673	74,142	69,474	72,116	62,696	54,440	43,574	36,764	836,855
1997	97,854	84,892	80,608	81,191	76,894	74,368	70,967	73,261	64,892	57,070	44,586	38,940	845,523
1998	99,380	90,168	85,625	85,188	80,881	76,716	73,928	76,949	67,644	61,926	46,115	40,980	885,500
1999	87,436	92,925	88,613	88,014	83,074	78,495	74,661	79,043	69,674	63,479	49,247	40,206	894,867
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	92,707	82,214	83,672	89,595	78,362	77,702	72,462	66,561	80,597	86,374	61,429	42,672	914,347

Data Source:
 1995 – 2005: Annual Survey for Schools (Public Ordinary schools)
 2006: CEMIS current (31 March 2007)

Figure 1



Data Source:
 1995 – 2005: Annual Survey for Schools (Public Ordinary schools)
 2006: CEMIS Current (31 March 2007)
 StatsSA: Population 2006 based on 2005 General Household Survey

The second challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. While there has been some improvement in the five-year period 1996 - 2001, large numbers of people have not had access to education at the level required for dignified participation in the civic, political and economic life of the province. For example, **Table 2** below shows that less than a quarter of the Western Cape population has a Senior Certificate.

Table 2: Percentage of population at various levels of schooling 1996 and 2001

Levels of schooling	1996	2001
No schooling	6,3%	5,7%
Some primary	15,0%	15,2%
Only completed primary	8,4%	7,9%
Some secondary	37,2%	36,5%
Grade 12	18,0%	23,4%
Higher	10,1%	11,2%

Source: Statistics South Africa Census 1996 and 2001

Current enrolment figures for public ordinary schools suggest that the worrying situation described above will not change substantially in the foreseeable future. The enrolment figures for the period 1999 - 2006 show that only 50% of learners that enrolled in Grade 1 reach Grade 12 (See Figure 1 above). The throughput rate in schools is also highly correlated with race. While enrolment in schools up to the age of 17 is almost 100% amongst Whites, enrolment is much lower among Africans and even lower among Coloured adolescents. (Seekings, 2003 and WCED EMIS)

Recent studies conducted in the Western Cape indicate that the race-based throughput and output figures in the school system can be traced to the early years of the school system. The results of reading and mathematics tests conducted at the Grade 3 and Grade 6 levels indicate that the vast majority of learners from low-income homes are achieving two to three years below expectation on the national curriculum.

The HCDS cannot easily attain its objectives in a social environment undermined by, inter alia, absenteeism amongst learners and educators due to ill health, substance abuse (particularly 'tik' in the Western Cape), an increasing prevalence of violence in schools, sexual abuse, teenage pregnancy and HIV/AIDS - fuelled by poverty and the inequities of the past. Despite economic advantages, the Western Cape remains the most unequal and racially divided of provinces. Failure to address these inequities and related issues such as HIV/AIDS and school safety, will continue to hamper the attainment of HCDS objectives and will profoundly impact upon the ability of all learners to achieve their full potential. Whilst these challenges increase (and the number of orphans and vulnerable children continues to grow), the quality of teaching and learning (and the attainment of the provincial growth and development objectives of iKapa Elihlumayo, with its vision of a 'home for all') are increasingly under threat. The situation demands that traditional teaching roles change, with an increasing requirement for educators to act as carers, giving emotional support to traumatised learners, and providing them with survival skills from an early age.

5. Overview of the organisational environment in 2006/07

The WCED comprises the Provincial Ministry of Education, headed by a Member of the Executive Council (MEC) and the provincial head office. The provincial head office is subdivided into three branches namely Corporate Services, Operational Education Management, and Education Planning and Development. In a bid to bring management and development support closer to schools, Education Management and Development Centres (EMDCs) have been established in the seven districts in the province of which three are in the rural areas. The organogram of the Department is reflected in **Schedule 1** and the map of the education management and development districts is indicated in **Schedule 2**.

The educational institutions consist of public ordinary and special schools, FET Colleges, adult community learning centres and early childhood development sites.

WCED activities – scope and scale

Learners **	947 815
Public ordinary schools *	1 452
Schools for learners with special needs ***	70
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
District offices (EMDCs)	7
Educators (Post Provisioning Model)	30 872
Public service staff (approved establishment)	8 823

* Institutions current (All public ordinary schools, Grades Pre-Gr R to Post Matric) - Master List as at 31 March 2007

** 2006: CEMIS Current (as at 31 March 2007) – Learners in all grades at public ordinary schools (PreGRR, GRR, Gr1-12, LSEN)

*** 2006 Annual Schools Survey Master List as at 31 March 2007

5.1 Internal environment

Workplace Skills Plan (WSP)

The WCED is the largest government department in the province. The immense size of the WCED presents an enormous responsibility to ensure that its employees are provided with continuous and lifelong development programmes. This holds true for both the public service sector, where the demands for effective and efficient service delivery (Batho Pele) increase with every passing year, and for the educator sector, where the rapid developments in education, knowledge management and education technology demand that educators stay abreast of new forms of knowledge and methodology.

The representative Departmental Training Committee (DTC) of the WCED has constantly confirmed its serious commitment to ensure sustainable, accountable, effective and equitable skills development as envisaged in the Skills Development Act and related legislation and policy. The WSP for 2006/07 and the Annual Training Report for 2005/06 were duly signed off and submitted to the Education Training and Development Practices (ETDP) SETA, as prescribed. The DTC has embarked on a process to develop a WSP for the MTEF period to ensure improved effectiveness and sustainability of skill development and training over the medium term.

Employment Equity (EE) Plan

The present 5 year WCED EE Plan is nearing the end of its term. Despite many barriers, steady progress was made on achieving the EE Plan and the representative EE Forum maintained their oversight responsibility. The WCED complied with all the prescripts of the EE Act and submitted the annual EE Report to the Department of Labour as required. The WCED also issued a policy directive for EE in educational institutions and this resulted in remarkable progress with especially female representation in school management teams.

Service Delivery Improvement Plan (SDIP)

The WCED has defined itself as a learning organisation with a preoccupation on service delivery excellence over the next ten years. As a learning organisation, WCED is undergoing a constant process of self critique and renewal through focusing on organisational efficiency, strengthening and focusing district capacity, reinforcing school effectiveness and driving support strategies to address various aspects of quality education in schools.

Good progress has been made in developing a comprehensive SDIP. A Service Delivery Charter was developed and approved. An implementation plan with time scales was developed and it is envisaged that the SDIP will be implemented in the beginning of the 2007/08 financial year. Service standards have been developed per directorate and an intense advocacy campaign has been launched to ensure general buy-in and awareness. Monitoring and evaluation systems are being developed for implementation, including a compliments and complaints mechanism managed by the Directorate Quality Assurance. In this way the WCED will also be able to gather information on those functions, which do not offer satisfactory service.

Human Resource (HR) Plan

Although the draft HR Plan for the WCED has been in a developmental state for an extended period, various policies, strategies and directives on issues such as EE, recruiting, HR Development, HR Management, Performance Management and planning have been in place to ensure effective and sustainable HR management. The Department of Public Service and Administration (DPSA) has recently developed a framework for HR planning that will serve as a template to all government departments to ensure uniformity in HR planning in the public Service. Existing HR planning policies are being collated and further developed into a comprehensive HR plan for the WCED, in the newly developed framework format.

Employee Wellness Programme (EWP)

The WCED has been in the forefront with the implementation of an EWP in 2004. The EWP has steadily developed and extensive advocacy has been provided. The utilisation rate is presently at a level that exceeded the expectations. Regular report back meetings are held with the service provider and statistics and trends have been analysed and compared against international benchmarks. Good progress has also been made in converting the EWP into a more comprehensive Employee Health and Wellness Programme, in line with provincial, national and international developments, to provide a more comprehensive service to its employees. Various successful Open Days have been held at head office as well as at some of the EMDCs.

Monitoring and evaluation

The WCED has continued to strengthen the processes and tools that are intended to improve the quality of education within the province. Through the Directorate: Quality Assurance, the WCED co-ordinates and integrates all the existing accountability systems, and has established those where none exist. In keeping with the increasing government focus on results and impact, monitoring and evaluation systems have been introduced at all levels of the organisation. This includes the improved monitoring and evaluation of projects and interventions – to determine their impact and value. Performance appraisal systems (at the individual level) are also being strengthened by the greater use of standards together with work plans. The congruency between individual plans and strategic goals is also receiving increased attention. Each school is required to develop a School Improvement Plan (SIP).

During 2006 the external Whole School Evaluation (WSE) had positive effects at all the schools evaluated.

The Directorate: Quality Assurance has published two Progress Reports on the HCDS. The verification of Performance Measure data has also been undertaken to determine their correctness and validity.

5.2 Organisational efficiency

Departmental

The department is undergoing a major organisational re-design to ensure that it can deliver on the HCDS. The aims of the re-design process are to –

- Build institutional capacity in support of iKapa Elihlumayo's lead strategies, of which the HCDS is the main lead strategy;
- Enhance service delivery;
- Accelerate employment equity; and
- Achieve the envisaged educational outcomes.

The Re-design Project is being implemented in four phases, viz. –

- Phase 1 involved the starting up of the project and planning the re-design intervention.
- Phase 2 involved the analysis of the current design of the WCED in the light of the HCDS and identifying areas needing improvement to ensure that the department can meet the objectives of the strategy.
- Phase 3 involved the actual organisational re-design in line with the findings of the in-depth analysis (development of a new macro and micro organisational structure).
- Phase 4 involves the implementation new macro and micro organisational structure that will take place commencing during the 2007/08 financial year, and will include the filling of posts on the basis of the Personnel Plan.

Phases 1 to 3 of the project have been completed. The project has thus far involved extensive consultation session at head office and district level as well as with representatives from a number of stakeholder groupings, including FET College chief executive officers (CEOs), school principals, educators, learners, SGB Forums and organised labour involved in the department.

In terms of the proposed new organisational structure, the provincial head office will be subdivided into four branches namely Strategy and Planning, Curriculum Management, Institutional Development and Co-ordination and Corporate Services. In a bid to bring management and development support closer to schools, the current 7 district offices will become 8 with 49 Circuit Teams.

Institutional

Administrative support services to schools are of paramount concern to the WCED. Given that schools are required to focus most of their energy on the delivery of the curriculum in the classroom, the WCED ensures that the administrative support provided to schools is quick, efficient and accurate. The less time school managers have to deal with administrative problems such as teacher appointments, teacher salaries and other matters relating to conditions of service, the more time they are able to devote to organising their professional and learning programmes.

Several things are continuously being done to give effect to this objective. These include the following:

- More and more public ordinary schools are becoming Section 21 (of the South African Schools Act, 1996 (Act No 84 of 1996) institutions. A range of development programmes for School Governing Bodies (SGBs) and school managers have been launched to ensure that the management capacity exists for schools to take control of certain key functions.
- By devolving these key management (Section 21) functions to schools, much of the responsibility for provisioning and logistical services has shifted to schools, enabling the Head Office and EMDCs to focus on policy mediation, support and monitoring.
- Head office is continually improving the Client Services office to ensure that principals and educators receive a high quality service and that, as far as possible, enquiries are dealt with immediately.
- The WCED Call Centre, which became operational during 2004 and improved since, provides the education community and the public at large with a wide range of services and information relating to the management of education in the province. This form of access to the department is augmented by the WCED website (WCED Online), where the public can access information ranging from recent news to examinations developments and curriculum issues.

6. Strategic overview and key policy developments for the 2006/07 financial year

The broad policies, priorities and strategic goals of the WCED are encompassed in the HCDS, which has been influenced primarily by the provincial vision of a "Home for All" and the Western Cape's development strategy, iKapa Elihlumayo, priorities identified and prioritised by the provincial Cabinet Social Cluster that impact on the department (safety of learners, integrated framework on ECD, school sport and campaign against substance abuse amongst youth) as well as the national education sector priorities.

The following (national) education sector priorities for the 2006 MTEF also influenced the strategic direction of the WCED –

- Quality through re-capitalisation
- National Quality Education Development and Upliftment Programme for Public Schools
- Access and equity
- Implementation of 'no fee status' schools
- Expansion of Grade R
- Curriculum delivery
- Implementation of the National Curriculum Statements in Grades 7 – 12
- Teacher development
- Monitoring and evaluation
- Education Management and Information System (EMIS)
- Human Resource (HR) Systems

Advocacy for the HCDS

Since the approval of the HCDS in November 2005, and subsequent launch in March 2006, copies of the document were printed and distributed to various education and other stakeholders, especially schools and potential development partners in the private sector. Additional advocacy material for schools and a pamphlet advocating for human agency at school level have been to all schools for every educator and non-teaching staff member in all three languages.

Further development, refinement and alignment of the HCDS

The development of a series of position papers and discussion documents (totalling 27) that will guide the further development of the HCDS in the province is in its final stages. Key recommendations within these papers will be the need to review strategic priorities in line with the PGDS to ensure that the skills development needs are prioritised in the short-to-medium term through the FET sector; that the understanding of core indicators for quality education are unpacked and then prioritised; and that the learning platform of ECD is given recognition for the key role it plays in providing a foundation for future learning.

A draft scarce skills strategy document has been developed in line with the PGDS second-generation strategies.

Work is currently underway on an integrated management plan and operational framework for the HCDS, which will be based upon the four key strands and priority areas for intervention in terms of PGDS, ASGI-SA, the national strategic plan of the Department of Education, Education for All goals and the Millennium Development Goals. The recommendations for integrated planning processes, progress reporting and the continual refinement of the goals and operational plans of Head Office and the EMDCs will be proposed within this framework.

Implementation of the HCDS

Four key strands have been identified as the foundation upon which the HCDS has been built: a focus on improving the **conditions of education** at institution level is being supported by a drive to improve the **educational environment** by dealing with issues of social pathology and crime. The core of the strategy is one that focuses on improving the **quality of education** and ensuring that opportunities for the **expansion of the skills and qualifications base** are created.

The progress made in the implementation of the key deliverables and specific policy options, aligned to these four key strands, that were funded in the 2006/07 Budget is as follows –

1) Conditions of Education

- a) 15 new schools were completed in time for the 2006 school year. Two sites were handed over to contractors on 15 January 2007. The schools are, Dalebuhle Primary School and Sigcawu Primary School.
- b) Building plans for the 12 focus schools were approved, and building commenced for eight schools. Infrastructure, upgrading and refurbishing of all focus schools is in progress.
- c) A management team for the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) was appointed, and this will improve the rate and efficiency of delivery of services and resources to schools in disadvantaged areas in 2007, and contribute to the improved management of schools resources.
- d) New lists of Learning and Teaching Supply Materials (LTSMs) for additional LTSM to support the introduction of the new curriculum were provided to all schools to facilitate the improved ordering, procurement and supply of LTSM to schools for the 2007 school year.

- e) Strong school management is critical to the effective delivery of quality education. The HRD Directorate developed a training programme for School Governing Bodies (SGBs) and a code of conduct for SGBs was drafted and is with legal counsel.
- f) The number of schools attaining Section 21 (of the South African Schools Act, 1996) status increased from the initial 409 (2000/01) to 934 (2006/07), and work/provision of support is continuing with the 516 remaining schools. Ongoing marketing of the Section 21 status is facilitating the growth in numbers.

2) Improving the Educational Environment

- a) The key project in this regard is that of school safety. The integrated Safe Schools Strategy was developed and is in its final draft stage. Formulation of the strategy was a collaborative effort of the various role-players within the WCED, and was strengthened by the participation, involvement and commitment of others provincial and national departments, including Community Safety, the South African Police Services (SAPS), Justice and Social Development.
- b) The learner behaviour strategies programmes were implemented in all EMDCs, with staff at the EMDCs trained and capacitated as diversion or developmental programme facilitators. The policy on minimum standards for special education services to learners experiencing emotional and/or behavioural difficulties has been approved as WCED policy, and manuals were developed and distributed to schools.
- c) Significant work was done around popularising the concept of social capital within the WCED, and informal data on various activities at EMDC level was collected in order to develop a comprehensive social capital strategy. The schools-community initiative in August 2006, introduced by the MEC, was successful. As a key aspect of the WCED contribution to building social capital, the Representative Council of Learners (RCL) forum was established in June 2006. Although efforts to establish an association for SGBs have not yet been successful, a SGB Conference was held during 2006/07.
- d) The HIV/AIDS Peer Education programme has already received international acclaim. Currently in 136 secondary schools, it uses trained NPO supervisors to assist groups of suitable learners to (i) formally educate their peers (accurate, skills-based, learner-centred prevention education); (ii) informally model healthy behaviour (fostering norms that support sexually responsible behaviours that discourage sexual predation and risk); (iii) recognise youth in need of additional help and refer them for assistance (counselling); and (iv) become change agents in advocating for resources for themselves and their peers (such as the promotion of voluntary counselling and testing, youth-friendly clinic services and supporting community-based care).
- e) The Schools and Nodes of Care and Support (SNOCS) programme focuses on vulnerable children in a context of poverty, crime, HIV/AIDS and substance abuse to promote caring, inclusive and supportive school communities. Working closely with SGBs and community-based organisations, the programme seeks to establish local partnerships or networks of support - and is closely aligned to related initiatives such as Health Promoting Schools (HPS), Safe Schools and Schools as Hubs of Extra-Mural Education (EMEP). Nodal schools within clusters will also host Jamborees to bring seamless national, provincial and local government services to the school community, such as birth and ID registrations, processing of social grants, voluntary HIV and TB counselling and testing.

3) Improving the Quality of Education

This issue of quality of education remains one of constant debate. With a view to participating in and influencing this debate, the WCED's Quality Assurance Directorate produced a discussion document on quality public education. Further to this, the HCDS project team took this further and, with the Directorate: Quality Assurance, are refining this discussion document. The recently held 16th Commonwealth Conference of Education Ministers, the theme for which was the quality of education, will inform refinements. Implementation of the HCDS in 2006/07 focused on the following:

- a) Improving performance in the Senior Certificate examinations: Of the 39 832 candidates who wrote the full set of Senior Certificate examinations in 2006, 33 316 passed. This represents an overall percentage pass rate of 83,7%, slightly down from the figure of 84,4% for 2005. However, an additional 1 238 candidates sat the full set of exams and 743 more candidates passed. This increase in numbers, plus a generally consistent performance overall, bodes well for the future.
- b) Implementation of the learner tracking system: The learner tracking system was developed, implemented and is operational in all public ordinary and special schools. A contract for further support and training of schools in the use and updating of the data was concluded. The WCED received approval from DoE to develop a link between CEMIS and School Administration Systems (SASAMS).
- c) Implementation of no-fee schools: The No-Fee Schools Policy was implemented during the course of the 2006 year. Of the 424 of the poorest primary schools invited to apply for no-fee status, 419 schools applied, relieving the burden of school fees for approximately 150 000 learners (15,1%) w.e.f. 1 May 2006. A further 233 schools (both primary and secondary) were awarded no-fee status w.e.f. 1 January 2007, bringing the total number of no-fee schools in the Western Cape to 652, accommodating approximately 346 000 learners or 37,6% of all learners.
- d) Improving the teacher-learner ratio: A progressive increase in the number of teaching posts (an additional 500 for 2007) contributed significantly to improving the teacher-learner ratio, which is critical to the delivery of quality education. At the beginning of the 2007 calendar year, there were 30 872 approved teaching posts. This includes 50 additional mathematics/science teachers appointed in the Dinaledi Schools, 21 additional teachers appointed in the various focus schools to assist with the development of the focus schools concept and 70 posts allocated to the 7 districts for a range of development interventions in disadvantaged schools, including the improvement of the performance of 34 under-performing high schools. The Teaching Assistant Programme (TAP) appointed 510 teaching assistants in 163 schools. These teaching assistants were provided with training through the FET colleges.
- e) The Literacy and Numeracy Strategy was launched officially in 2006 after extensive consultation amongst WCED role players at head office and EMDC level. The project entailed –
 - The testing of all Grade 3 learners in literacy and numeracy during October and November 2006. The report of the Grade 3 test results was made available in May 2007.
 - The launch of the Teaching Assistant Programme (TAP). This entails the continued introduction of 510 teacher assistants to assist in the Foundation Phase in the poorest schools.
 - Training of 100 Learning Support and Curriculum Advisors from the EMDCs and 450 Learning Support Educators from mainstream schools in the utilisation of learning and teaching support material (Mental Maths Flip Books; Literacy and Numeracy Manual; MST Kit, Literacy Kit and the Literacy and Numeracy Kit for Grade R teachers) was held in January and February 2007.
 - All teachers in all Grade 4 to 7 classes in poverty quintiles 1 to 4 received a pack of graded reading sets, as well as training with regard to classroom management and the effective use of graded reading in small groups. Quintile 5 schools received an exemplar set and training.
 - Monitoring of classroom practice was initiated, but due to challenges raised by teacher unions was put on hold subject to a classroom visitation protocol being agreed upon.

- All curriculum advisers and learning support officials received in-depth training in literacy and numeracy practices, which shared with the teachers that they are supporting as part of the literacy and numeracy strategy.
 - As part of this strategy, the Language in Education Policy encouraging mother-tongue education for the first three-years of schooling was developed and distributed to schools in 2006 and further debated at the Language-in-Education colloquium held in July 2006.
- f) Implementation of the NCS: The introduction of the NCS to Grades 10 - 12, starting with Grade 10 in 2006, to support the implementation of the NCS in Grade 10 and to prepare teachers for Grade 11 in 2007, went well. A wide range of preparation activities included a highly successful conference for school principals and other school managers. Training of 5 648 Grade 10 to 12 FET teachers took place in June, with longer training sessions for newer subjects, including agriculture, dance studies, technology subjects (including CAT and IT). Workshops were conducted during the January 2007 school holidays for 367 teachers who were inexperienced in key FET subjects. The National Business Institute arranged for and funded the training of the 30 Grade 10 to 12 teachers who had no training in the new subject Tourism, whilst the Elsenburg Agricultural College held a residential course on Plant Studies, a new content section of the curriculum, for the 35 teachers teaching the three Agriculture subjects.

Although the mid-year Grade 10 results presented some cause for concern initially, extensive support programmes and systems have been implemented in schools to help them to improve on these results. Ultimately, there was a 68.4% pass rate in Grade 10 in 2006. This pass rate is similar to the pass rate in Grade 10 in previous years. The lowest pass rate usually occurs in Grade 10. The introduction of the NCS in Grade 9 as from 2007 should begin to address the disjuncture between the GET and FET bands. Provisional reports on end-of-year pass rate reveals a pass rate of 74%, with the South Cape/Karoo showing an improvement on previous years.

Teachers responded well to training on the NCS for Grades R to 9. Continued rollout of the NCS in Grades 7 – 9 was supported through 5-day orientation sessions for educators. In 2006, 2800 Grade 8 and 9 educators attended such sessions in July and September 2006 to prepare teachers for the implementation of the NCS in Grades 8 and 9 in 2007. Teachers received learning area statements, learning programme guidelines and learning area assessment guidelines.

CTAs for Grade 9 were distributed to all schools. The provision of additional textbooks to Grade 8 and 9 schools in the lower quintiles through the Inkxaso project proved to be successful in ensuring that learners have access to teaching and learning support material. Training of Grade 8 and 9 teachers took place in July and September 2006 to prepare teachers for the implementation of the NCS in Grades 8 and 9 in 2007. Teachers received learning area statements, learning programme guidelines and learning area assessment guidelines.

Learning and teaching support material, to supplement the LTSM purchased by schools with Norm and Standards funds, has been provided for learners in Grades 8 to 11 to support the implementation of the curriculum.

- g) Use of ICT: The WCED is one of the front-runners in the country in the use of ICT in schools. Computer facilities were completed at a total of 225 schools in the 2006/07 financial year. In addition preparations are underway for a further 73 schools to be implemented in 2007/08. To date the Khanya project has assisted 575 schools in the effective use of ICT and there are a further 276 schools at various stages of preparation. There are 22 271 computers being used in Khanya schools, with technology being used effectively by 14 993 educators for curriculum delivery and access being provided to 496 207 learners. Growth in the areas of broadband connectivity for schools, and the continued rollout of ICT infrastructure in schools will be addressed through CEMIS, Khanya and the Telecommunications Project (TK).

Khanya is consistently recognised as an innovator in school-based ICT. During the reporting period, Khanya won a silver award in the Premier's 2006 Service Excellence Awards (a provincial award) and was the winner of the Leader in Empowerment Award in the 2006 Technology Top 100

Awards (a national award). The Khanya Project also won yet another Gold Award for excellence from the Impumelelo Innovations Award Trust. The Trust rewards exceptional projects, which involve partnerships with the public sector that enhance the quality of life of poor communities in innovative ways. The citation for the award reads:

“A comprehensive and multi-faceted approach to the educational experience in classrooms across the Western Cape is the driving force behind the installation of computers in classrooms in schools in the last five years. Computers are not installed in isolation; teachers are given training, schools are provided with high-speed Internet access and schools are required to take a 'partnership' approach to the project by providing at the very least sweat equity to demonstrate their commitment. The support provided by surrounding communities has resulted in a decrease in the incidence of theft, as communities have taken ownership of the schools.”

The Gold Impumelelo Award is the 11th award presented to the Khanya project over the past two years.

- i) The continued improvement of access to Grade R, the quality of Grade R teaching and learning, the introduction of a new subsidy system for Grade R learners and the distribution of new teaching and learning kits that help learners to meet the requirements of the national curriculum: An integrated Early Childhood Development strategy was approved by Provincial Legislature and the National Integrated Plan was launched in October 2006. All learners are being subsidised instead of the previous ceiling of 30 learners per class. For Grade R, the WCED doubled the subsidy from R3 to R7 per child per school day on a sliding scale from R3 to R7 depending on a poverty index, and the WCED will be facilitating the training of 900 ECD practitioners identified by the Department of Social Development, as part of a broader EPWP programme. In order to eliminate delays in this regard, the WCED approached the FET colleges directly to deliver the training programmes. These training programmes will commence in the 2007/08 financial year.
- j) Project excellence: The WCED won six of the eight awards for excellence at the 2006 Premier's Excellence Awards. The WCED had 9 projects out of 13 finalists. A Breede River/Overberg ABET project won the top award.
Gold: Breede River/Overberg Project - 160 Days of Intervention for ABET Centres
Silver: Khanya Project; and the WCED Client Services
Bronze: SA Schools Choral Eisteddfod Project (SASCE); Cape Teaching Institute; LSEN Advisers Project (Special Education).
Other WCED projects among the finalists were the Western Cape Movement Education Association, the Teaching Assistant Project (TAP) and the Curriculum ICT/KM Unit. The Gold Peer Education Programme, submitted jointly by the WCED and the Department of Health, was also among the finalists (and also won the international Commonwealth 'Good Practice in Education' award).
- k) The Mobile Library Project, being run under the auspices of EDULIS, won a Star Award at the Impumelelo Innovation Awards Trust. With assistance from the Japanese NGO, Together Africa and Asia Association (TAAA), mobile library buses are being procured and schools in remote rural and disadvantaged communities are now receiving the benefit of regular access to library resources. Currently the project includes schools in Elgin, Khayelitsha, Vredendal and Zoar.

4) Improving Access to the World of Work and Scarce Skills

The development of scarce skills through formal and non-formal education is a critical part of the HCDS. With this in mind, the WCED has launched the following initiatives:

- a) 50 Dinaledi Schools were identified and continue to be supported in the delivery of curricula focus on developing mathematics, science and technology in the province. The 10 Mathematics and Science Dinaledi schools were expanded to 40. In addition, the WCED established another 10 Maths and Science focus schools, to support mathematics and science education in the province. Teachers at these schools received extensive training and support in the consolidation of numeracy

at Grade 8 level, mathematical knowledge and teaching strategies, teaching science experiments and teaching English Second Language to learners where English is the language of teaching and learning, but not their mother-tongue. The national Deputy Minister of Education and the MEC visited a selection of the Dinaledi schools to monitor progress. These schools receive support in the form of mathematics and science equipment, a well-resourced computer centre supplied by Khanya and further management and teacher training by Khanya, the running of winter schools for Grade 12 learners in mathematics and science and career guidance, etc. The 50 schools wrote common exams and were granted approval to introduce small-group tutoring in mathematics. Significant numbers of educators were involved in a wide range of continuous professional development activities.

- b) The special Focus Schools Programme was launched. A total of 28 focus schools for Engineering, Arts and Culture, Sports, and Business Management were identified. The focus schools offer specialised education in Arts and Culture; Business, Commerce and Management; and Engineering and Technology. Funds were spent on infrastructure to accommodate the focus subjects, including the re-vamping of 8 workshops. A successful Arts and Culture conference was held for teachers and principals. Bridging courses were held at the end of term for all Grade 9 learners who would be taking Dance, Music, Visual Art and Design, Dramatic Arts and Accounting in Grade 10. 30 teachers were enrolled for ACE courses in the field of commerce, which took place in February 2007. Life Orientation teachers attended workshops to develop career guidance skills by using the internet to expose learners to the world and the opportunities for work and study. These schools were provided with additional resource support to enable them to deliver on their goals of being schools of excellence for their area of focus. Conferences and workshops for focus schools were held in Arts and Culture, Engineering and Technology, Business Commerce and Management, and Life Orientation, with a total of 850 delegates attending.

While there has been steady progress in the establishment and development of the focus schools, initial poor planning left schools insufficiently prepared to complete and implement business plans. However, the project is now on track and growth in these schools is expected emerge.

A Global Citizenship partnership was established to promote career guidance, especially in the focus schools. ACE course are being offered part-time at Cape Peninsula University of Technology for 20 focus school educators. A highly successful "Artists in Residence" programme is being conducted at 9 of the Arts and Culture focus schools. 1 000 Grade 9 learners attended courses to prepare them for focus subjects in Grade 10.

A Map Awareness workshop was conducted for 85 educators and curriculum advisers at focus and a number of selected schools.

A forum for focus schools was set up in West Coast/Winelands and in Metropole East.

- c) The Re-capitalisation of the FET College is proceeding quite successfully in the province – this includes a focus on the introduction of new curricula (in line both with the demands of the Micro-economic Development Strategy (MEDS) and national priorities), infrastructure renewal and personnel review. FET Colleges will form the backbone of the HCDS and the generation of scarce skills in the province. The re-capitalisation of all 6 FET colleges, with a focus on skills development aligned to the MEDS and national needs as outlined by the National Human Resource Development Strategy, commenced with the funding received and transferred to the FET colleges during May and November 2006. The re-capitalisation of the FET Colleges is based on the implementation of 11 National Certificate (Vocational) Programmes. In January 2007 the colleges enrolled a total of 3 222 students in the 11 new NCV programmes.
- d) The FET College Bursary/Loan Scheme enables destitute and poor students who wish to further their education to acquire critical qualifications that will enable them to access the world of work. As at 31 March 2007, R37,241 million had been awarded as loans and 9 690 beneficiaries had benefited from the scheme.

- e) The department initiated a research project to review the provision of ABET services in the province. The Centre for Adult and Continuing Education in the University of the Western Cape's Faculty of Education completed the Feasibility Study of the Adult Basic Education and Training Programme and submitted a report in December 2006. After further information was requested, a final report was submitted during April 2007.
- f) Owing to the great demand for placement of learners at Schools of Skills, the Mitchell's Plain School of Skills was opened in January 2007 and the Siviwe School of Skills opened in Gugulethu in April 2007.
- g) Grade 9 Life Orientation educators were trained and supported in career guidance through the use of the PACE programme. Career guidance training in the use of PACE was conducted for 171 teachers in Grades 10, 11 and 12. The Grade 9 Life Orientation educators at the focus schools were trained to assist learners in making subject choices for Grade 10. As a pilot, a further 37 Grade 7 educators were trained to assist learners in guidance and applying to specific focus schools. A career guidance policy for schools is being developed, and will be distributed to schools during 2007.

5) Other areas of focus – systemic strategies

- a) The proposal for the alignment of the organisational structure of the WCED within the performance requirements of the HCDS was approved by the Cabinet. To date the re-design of the WCED consisted of the following phases –
 - Phase 1 involved the starting up of the project and planning the re-design intervention;
 - Phase 2 involved the analysis of the current design of the WCED in the light of the HCDS and identifying areas needing improvement to ensure that the department is able to meet the objectives of the strategy; and
 - Phase 3 involved the actual macro and micro organisational re-design in line with the findings of the in-depth analysis.
- b) Human Capital is being developed within the Department with a special focus on teachers (ongoing and accelerated teacher development) by ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS), which is being implemented in the WCED.
- c) In terms of broader human resources practices, the service delivery charter was completed. It is anticipated that the implementation of this programme will begin in 2007 through a process in which each directorate and EMDC will identify its service delivery standards.
- d) The funding that was made available through the Workplace Skills Plan for 2006/07 was allocated to directorates and EMDCs to manage their workplace programmes. The WSP for 2007/08 will be developed early in 2007, so that the funding can be allocated earlier than it was in 2006.
- e) The teacher incentive strategy is still in discussion at a national level, and the Council of Education Ministers (CEM) proposed a draft agreement for which input has been requested from provinces with respect to the management of rural schools in this programme. The WCED provided input to this process.
- f) The Directorate: Quality Assurance drafted a monitoring and evaluation framework for the HCDS, conducted training with project managers in monitoring and evaluating for the HCDS, and completed and distributed its first status report of the HCDS in November. In addition, they were a valuable contributor to the conceptualisation of an integrated management and operational plan for the HCDS.

7. Specific challenges and responses

The WCED, together with its social partners, needs to ensure a dramatic increase in the number of young people participating in and succeeding in FET and Higher Education programmes that contribute to the growth and development of the province. To this end, the WCED is addressing the current dropout rate in the school system to ensure much higher retention rates in further and higher education. But success in further and higher education depends on the exposure of young children to a healthy active and stimulating environment and a good general education. In order to ensure that these goals are achieved the challenge for the WCED is to –

- ensure that every child is accommodated in a safe, well-lit, ventilated and comfortable classroom;
- equip and support educators in their efforts to provide effective education;
- ensure effective management and governance in all learning sites and support structures;
- deliver a National School Nutrition Programme (NSNP); and
- apply scarce resources as effectively and as equitably as possible.

8. Issues requiring ongoing attention

Key issues requiring ongoing attention include –

- The improvement of all aspects of financial management and accounting responsibilities in an effort to move to a Level 4 auditable organisation
- The integration of the various quality assurance and accountability measures introduced
- Focused literacy and numeracy strategies for Foundation Phase and Intermediate Phase have been introduced to address the number of learners in Grades 3 and 6 who have not achieved the outcomes required by the national curriculum for their grades in numeracy and literacy.
- Teacher training, to ensure that teachers have the knowledge and skills needed to teach the national curriculum and improve learner performance in all learning areas are being enhanced.
- The need to ensure safe school environments, and to position schools as sacred places of teaching and learning in our communities.
- There are a number of information gaps that exist in gathering the performance data. The department is putting the necessary systems in place to ensure that the performance targets and data are provided.

9. SECTOR, PROGRAMME AND SUB-PROGRAMME PERFORMANCE

9.0 The Provincial Education Sector

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to the provincial education sector:

	Measurable objectives	Performance measures
Access	<ul style="list-style-type: none"> ▲ To ensure that the population of compulsory school-going age in the province attends schools. ▲ To make education progressively available to youth and adults above compulsory school-going age. 	<ul style="list-style-type: none"> ▶ PM001: Percentage of children of compulsory school going age that attend schools ▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions
Equity	<ul style="list-style-type: none"> ▲ To ensure that overall the poor are favoured in the public resourcing of education. 	<ul style="list-style-type: none"> ▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners
Efficiency	<ul style="list-style-type: none"> ▲ To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets. 	<ul style="list-style-type: none"> ▶ PM004: Years input per FETC graduate
Output	<ul style="list-style-type: none"> ▲ To ensure that the output of graduates from the education system is in line with economic and social needs. 	<ul style="list-style-type: none"> ▶ PM005: Average highest school grade attained by adults in the population
Quality	<ul style="list-style-type: none"> ▲ To build a society that is literate. 	<ul style="list-style-type: none"> ▶ PM006: Adult literacy rate

Progress

Departmental revenue amounting to R24,296 million was received during 2006/07. The main sources of own revenue collected were –

- Administration fees (insurance premium collections);
- Fees for reprographic services; and
- Refunds in respect of previous years and financial transactions, i.e. write-off to revenue.

The actual expenditure for 2006/07 compared to the funds allocated, was at 97,3% of the approved adjusted budget. The under-expenditure is mainly due to a compulsory saving for the salary adjustments in respect of incentives for various groups of educators as the criteria for the payment was not finalised before 31 March 2007. There is also an under-spending in the capital budget due to the delays in some contracts where the building could not start pending an environmental impact assessment that must be done. Delays in the procurement of services for the training of ECD practitioners in the Expanded Public Works Programme (EPWP) and delays in the upgrading of the two new schools of skill and the roll-out of the literacy strategy for the WCED also contributed to the under-spending.

By far the greatest portion of the expenditure was incurred on the primary and secondary school system, including schools for LSEN. In the schools system, personnel are equitably allocated in terms of the post provisioning norms according to reported learner numbers, community poverty rankings and subjects offered. Norms and standards funding is allocated according to national poverty quintiles with the poorest quintile receiving on average six times more than the least poor.

Non-personnel expenditure represents 24,1% of total expenditure for the 2006/07 financial year. Non-personnel expenditure includes funds for norms and standards funding for public ordinary primary and secondary schools, learner transport schemes, infrastructure as well as for transfer payments to independent schools, public special schools, FET colleges, ABET centres and ECD schools and sites.

Capital expenditure has increased from 3,2% of the expenditure in 2004/05 to 3,4% of the expenditure for 2006/07. This includes mainly provision for infrastructure projects as well as for computers and equipment for the Khanya Project. The reason for the increase is due to the funding for the accelerated capital infrastructure delivery programme, which was made available in 2005/06 and 2006/07 financial years from the Asset Financing Reserve (AFR).

Programme 2: Public ordinary school education continues to be the main focus of the department's funding. This Programme incurred 81,3% of the total expenditure for 2006/07. The main services included under this Programme are primary and secondary school education at public ordinary schools (including infrastructure), the district office management and development support to educational institutions, human resource development for institution-based personnel as well as the National School Nutrition Programme conditional grant. 55,5% of the Programme's expenditure was incurred on primary schools and 39,9% on secondary schools.

Other Programmes that have had considerable expenditure growth compared to previous years are Programme 5: Further education and training, where funds have been provided for the re-capitalisation of FET Colleges, Programme 7: Early childhood development, where additional resources have been provided to promote participation in Grade R as well as for the EPWP to provide for the training of ECD practitioners at ECD sites and to provide resource kits for these sites, and Programme 8: Auxiliary and associated services, where funds have been specifically provided for the further roll-out of the HCDS in line with the provincial development strategy iKapa Elihlumayo.

According to the data from the 2005 General Household Survey, universal participation is being maintained in the primary school level. In other words, the overwhelming majority, 99%, of Western Cape children between the compulsory school-going ages of 7 and 14 years old are enrolled in the education system. However, there is a drop-off in enrolment at the post-compulsory level (ages 15 – 17 years old) with only 85% of learners attending schools and other educational institutions.

The reason for the actual learner numbers being less than the target, or even previous years' learner numbers, is that for the first time CEMIS (learner tracking system) numbers were used and not numbers from the Annual or Snap surveys.

ST001	PROVINCIAL EDUCATION SECTOR – Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
REVENUE (R'000)					
	Equitable share	5,596,033	6,292,822	6,705,146	6,705,146
	Conditional grants	84,714	143,683	257,012	257,012
	Donor funding	0	0	0	0
	Other	0	0	132,062	132,062
	Own Revenue	9,962	12,739	21,641	23,655
	TOTAL	5,690,709	6,449,244	7,115,861	7,117,875
PAYMENTS BY PROGRAMME (R'000)					
	1 Administration	215,094	237,493	292,471	287,714
	2 Public ordinary school education (see further split below)	4,772,661	5,348,558	5,796,342	5,623,650
	3 Independent school subsidies	29,761	32,445	34,127	34,259
	4 Public special school education	345,224	366,447	386,040	389,112
	5 Further education and training	152,383	168,186	264,527	271,048
	6 Adult Basic Education and Training	21,151	23,051	23,571	23,539
	7 Early Childhood Development	60,135	74,477	107,397	90,195
	8 Auxiliary and associated services	94,300	198,587	211,386	200,845
	TOTAL	5,690,709	6,449,244	7,115,861	6,920,362
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)					
	2.1 Public primary schools	2,722,031	2,981,194	3,246,205	3,119,550
	2.2 Public secondary schools	1,845,868	2,139,444	2,294,094	2,245,798
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	5,072,967	5,493,589	6,156,220	5,911,981
	Compensation of employees	4,567,683	4,962,469	5,388,030	5,253,453
	Educators	3,991,487	4,332,973	4,702,920	4,570,496
	Non-educators	576,196	629,496	685,110	682,957
	Goods and services and other current	505,284	531,120	768,190	658,498
	Transfers and subsidies	436,448	629,145	651,486	773,526
	Payments for capital assets	181,294	326,510	308,155	234,885
	TOTAL	5,690,709	6,449,244	7,115,861	6,920,362

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
STAFFING					
	Number of Educators (publicly employed)	29,943	30,257	30,095	30,786
	Number of Non-educators (publicly employed)	8,689	8,802	8,260	8,402
ENROLMENT AT COMPULSORY LEVEL					
	Learners aged 7 to 14 in public ordinary schools	620,685	621,250	627,273	599,112
	Learners aged 7 to 14 in public special schools	6,426	6,490	6,555	7,413
	Learners aged 7 to 14 in independent schools	15,409	12,109	-	16,072
	TOTAL	642,520	639,849	633,828	622,597
ENROLMENT AT POST-COMPULSORY LEVEL					
	Learners aged 15 to 17 in public ordinary schools	190,491	192,997	199,800	193,834
	Learners aged 15 to 17 in public special schools	7,049	7,401	7,772	6,452
	Learners aged 15 to 17 in independent schools	4,986	4,314	-	4,823
	Students aged 15 to 17 in FET colleges	No historical data available		-	3,593
	TOTAL	202,526	204,712	207,572	208,702
POPULATION					
	Population aged 7 to 14	714,846	679,463	729,212	690,806
	Population aged 15 to 17	240,871	247,265	245,620	250,644
▶ PERFORMANCE MEASURES					
▶ PM001:	Percentage of children of compulsory school going age that attends schools	No historical data available	98.8%	99%	98.4%
▶ PM002:	Percentage of youths above compulsory school going age attending schools and other educational institutions		83.5%	84%	84.7%
▶ PM003:	Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	92.7%	104.8%	-*	102.9%
▶ PM004:	Years input per FETC (NSC) graduate	Provinces cannot compute this PM currently since accurate data sources are not available.			

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)				
	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual	
▶ PM005: Average highest school grade attained by adults in the population	No historical data available	9.3	9.8	9.5	
▶ PM006: Adult literacy rate		94%	94.2%	95.1%	
<p>Sources: Provincial Budget Statement (2007) [2006/07 financial figures are revised estimates]; Persal [2005 and 2006 employee figures refer to July and February respectively]; EMIS [2006 enrolment figures are non-final estimates]; (CEMIS as 31 March 2007 for public ordinary and special schools and Annual Survey 2006 for independent ordinary schools); Population figures provided by DoE. The publicly employed staff figures in this table and all other key trends tables reflect a count of unique employees on Persal, regardless of employment status (e.g. regardless of whether permanent or temporary) at one point in the year.</p> <p>Note: All the performance measures, except for PM003 and PM004, are based on household survey data. The percentages for PM001 and PM002 are obtained from the 2004 and 2005 StatsSA General Household Surveys and may differ slightly from enrolment over population reflected elsewhere. PM005 and PM006 are also obtained from the 2004 and 2005 StatsSA General Household Surveys.</p> <p>Note: * - At the time of finalising the Annual Performance Plan (APP) in March 2006, the definitions and formulas for the determination and calculation of the targets for the specific Performance Measures listed, as provided in the national Department of Education (DoE) guidelines of 25 November 2005, were not yet finalised by the DoE. No targets could thus be determined. However, the definitions and formulas have since (20 September 2006) become available and, therefore, the actual performance can now be determined and calculated.</p>					

ST004	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (2006/07)								
	<i>Prog 1 Admin</i>	<i>Prog 2 POS</i>	<i>Prog 3 Indep</i>	<i>Prog 4 Spec</i>	<i>Prog 5 FET</i>	<i>Prog 6 ABET</i>	<i>Prog 7 ECD</i>	<i>Total</i>	
Expenditure (thousand R)									
Trainees									
Educators	2 094	11 563						13 657	
Curriculum change training	1 356	25						1 381	
Other in-service training	3488							3 488	
HIV/AIDS training		264						264	
Non-educators	3 963	491						4 454	
<p>Note: This table reflects all Departmental expenditure on the skills development of Department staff. It includes the cost of Department-employed trainers. All training expenditure is located in Programmes 1 and 2 as displayed in the above schedule irrespective of the sector where staff works. The same educator may be counted twice, if for example an educator has been through curriculum and HIV/AIDS training during the year in question. However, the values in the row 'Educators' do <i>not</i> reflect any double counting of educators.</p>									

9.1 Programme 1: Administration

Programme objective

To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies.

The Administration programme consists of the following sub-programmes:

Office of the MEC

- to provide for the functioning of the office of the Member of the Executive Council (MEC) for education

Corporate services

- to provide management services that are not education specific for the education system

Education management

- to provide education management services for the education system

Human resource development

- to provide human resource development for head office-based staff

Education Management Information System (EMIS)

- to provide education management information in accordance with the National Education Information Policy

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 1: Administration:

	Measurable objectives	Performance measures
Efficiency	<ul style="list-style-type: none"> ▲ To bring about effective management at all levels of the education system. ▲ To realise an optimal distribution of financial, physical and human resources across the system. 	<ul style="list-style-type: none"> ▶ PM101: Percentage of schools implementing the School Administration and Management System ▶ PM102: Percentage of schools that can be contacted electronically by the department ▶ PM103: Percentage of black women in senior management positions ▶ PM104: Percentage of current expenditure going towards non-personnel items

Programme policy developments during 2006/07

The key programme policy developments included -

- Implementation of the HCDS
- Implementation of the Learner Tracking System in public ordinary schools as well as the commencement of the Further Education and Training Management Information System (FETMIS) in FET colleges.
- Re-designing of the WCED
- Building of Social Capital within the education sector, including the establishment of Forums for Representative Council of Learners (RCLs)

ST101	ADMINISTRATION - Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
	1.1 Office of the MEC	3,182	3,151	3,698	3,445
	1.2 Corporate services	98,044	99,898	142,245	128,642
	1.3 Education management	101,993	114,429	118,833	130,278
	1.4 Human resource development	9,093	9,309	12,218	10,307
	1.5 Education Management Information System (EMIS)	2,782	10,706	15,477	15,042
	TOTAL	215,094	237,493	292,471	287,714
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	171,113	210,362	266,069	254,379
	Compensation of employees	115,930	123,673	137,758	140,652
	Educators	24,046	25,652	28,619	29,538
	Non-educators	91,884	98,021	109,139	111,114
	Goods and services and other current	55,183	86,689	128,311	113,727
	Transfers and subsidies	21,094	13,835	13,945	22,731
	Payments for capital assets	22,887	13,296	12,457	10,604
	TOTAL	215,094	237,493	292,471	287,714
STAFFING					
	Number of Educators (publicly employed)	109	109	102	123
	Number of Non-educators (publicly employed)	693	767	698	736
STATISTICS ON ADMINISTRATION SYSTEMS					
	Number of schools with SAMS (a)	1 447	1,460	1 460	1,452
	Number of schools with e-mail	No historical data available	1,380	1 380	1,420
▶ PERFORMANCE MEASURES					
	▶ PM101: Percentage of schools implementing the School Administration and Management System	100%	100%	100%	100%
	▶ PM102: Percentage of schools that can be contacted electronically by the department	No historical data available	95.0%	95.1%	97,8%
	▶ PM103: Percentage of black women in senior management service (SMS) positions	8,8%	8,8%	9%	12,5%
	▶ PM104: Percentage of current expenditure going towards non-personnel items	17,1%	19,0%	20,8%	21%

ST102	ADMINISTRATION – Expenditure by item (2006/07) R'000									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Current payments	254,379	5,067,372		312,419	140,010	6,163	44,411	87,197	5,911,951	
Compensation of employees	140,652	4,573,712		307,469	139,993	5,916	44,390	41,321	5,253,453	
CS educators	29,538	4,116,341		236,750	116,194	4,969	44,390	22,313	4,570,495	
Salaries and wages	25,994	3,581,218		205,973	102,251	4,820	37,732	20,974	3,978,962	
Social contributions	3,544	535,123		30,777	13,943	149	6,658	1,339	591,533	
Non-educators	111,114	457,371		70,719	23,799	947		19,008	682,958	
Salaries and wages	97,781	397,913		61,526	20,943	919		17,868	596,950	
Social contributions	13,333	59,458		9,193	2,856	28		1,140	86,008	
Goods and services	112,640	493,660		4,950	17	247	21	45,876	657,411	
Inventory	8,229	256,513		33		9	4	7,534	272,322	
Learning support material	1,503	214,853		33				308	216,697	
Stationery and printing	6,467	2,577				9	4	7,194	16,251	
Other	259	39,083						32	39,374	
Consultants, contractors and special services	27,253	2,868		8		3		9,834	39,966	
Equipment less than R5, 000	2,974	1,152						73	4,199	
Maintenance of buildings	19,028	90,991		64	17				110,100	
Operating leases	1,928	1,591						7,750	11,269	
Learner transport		93,300							93,300	
Other goods and services	53,228	47,245		4,845		235	17	20,685	126,255	
Interest and rent on land										
Interest										
Rent on land										
Financial transactions in assets and liabilities	1,087								1,087	
Unauthorised expenditure										

ST102	ADMINISTRATION – Expenditure by item (2006/07) (continued)									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Transfers and subsidies	22,731	332,292	34,259	76,489	131,038	17,376	45,784	113,557	773,526	
Municipalities	86	2,925		190	87	3	28	11	3,330	
Departmental agencies and accounts								3,756	3,756	
Non-profit institutions	19,740	315,639	34,259	75,448	130,688	17,373	45,619	107,862	746,628	
Section 21 schools		181,516				83			181,599	
LTSM		159,592				83			159,675	
Utilities		15,028							15,028	
Maintenance		6,896							6,896	
Service rendered										
Other educational institutions	19,740	134,123	34,259	75,448	130,688	17,290	45,619	107,862	565,029	
Households	2,905	13,728		851	263		137	1,928	19,812	
Payments for capital assets	10,604	223,986		204				91	234,885	
Buildings and other fixed structures		220,853		25					220,878	
Buildings		220,853		25					220,878	
Hostels									-	
New schools		155,445		25					155,470	
Additional classrooms		36,928							36,928	
Other additions		28,480							28,480	
Other										
Other fixed structures										
Machinery and equipment	10,588	3,120		179				91	13,978	
Transport equipment		624		179					803	
Other machinery and equipment	10,588	2,496						91	13,175	
Software and other intangible assets	16	13							29	
GRAND TOTAL	287,714	5,623,650	34,259	389,112	271,048	23,539	90,195	200,845	6,920,362	

Specific challenges and responses and issues requiring ongoing attention

The WCED has an education management information system (EMIS) in place that includes data collection and reporting systems from institutional level to improve data management and quality of data. A range of reports has been developed on EduInfoSearch. In many cases these reports are based on data obtained directly from CEMIS (learner tracking system). A number of GIS reports were also developed.

The implementation of CEMIS, which is an online system, has placed significant financial pressure on schools and funding was set aside to support schools financially. To ensure the effective implementation of CEMIS, circuit managers were provided with laptops and edge cards. Additional computers were also purchased to enable contract staff appointed at EMDCs to support schools with the updating of the CEMIS information.

All schools do not specifically have the School Administration Systems (SASAMS) in place, but all schools have CEMIS in place. The WCED received approval from DoE to develop a link between CEMIS and School Administration Systems (SASAMS). With the assistance of Cel, the service of an analyst was sourced to begin with the implementation of a link between CEMIS and SASAMS. The systems analysis phase was completed in the first quarter of 2007, while the Development of the integration should be well underway by the end of the 2007 academic year. This development will allow for the integration of SASAMS with CEMIS. A feasibility study of how to integrate CEMIS in the FET college sector is being done. This study is being done in two phases. Phase 1 was conducted in November/December 2006 and a report was made available in January 2007. Phase 2 commenced in January 2007 and should be completed by July 2007.

The integration of the various quality assurance and accountability measures introduced is a serious challenge to the WCED. It is important to ensure that these measures lead to improved teaching and learning and are not seen as ends in themselves.

The improvement of all aspects of financial management and accounting responsibilities in an effort to move to a Level 4 auditable organisation remains a serious challenge.

Issues require ongoing attention include –

- Capacity building at educational institutions to ensure compliance with prescripts.
- Improvement of educational institutions around financial autonomy and administration.

9.2 Programme 2: Public Ordinary School Education

Programme objectives

To provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act, 1996.

The Public Ordinary School Education programme comprises the following sub-programmes:

Public primary schools

- to provide specific public primary ordinary schools with resources required for the Grades 1 to 7 phase

Public secondary schools

- to provide specific public secondary ordinary schools with resources required for the Grades 8 to 12 phase

Professional services

- to provide educators and learners in public ordinary schools with departmentally managed support services

Human resource development

- to provide for the professional and other development of educators and non-educators in public ordinary schools

National school nutrition programme

- to provide identified poor and hungry learners in public ordinary primary schools with the minimum food they will need to learn effectively in school

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 2: Public Ordinary School Education:

	Measurable objectives	Performance measures
Access	▲ To provide access in the public ordinary schooling system in accordance with policy.	▶ PM201: Percentage of learner days covered by the nutrition programme ▶ PM202: Percentage of learners in public ordinary schools with special needs
Adequacy	▲ To put the basic infrastructure for public ordinary schooling in place in accordance with policy. ▲ To provide adequate human resourcing in public ordinary schools. ▲ To provide adequate Learner Teacher Support Materials to public ordinary schools	▶ PM203: Percentage of public ordinary schools with a water supply ▶ PM204: Percentage of public ordinary schools with electricity ▶ PM205: Percentage of schools with at least two functional toilets ▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure ▶ PM207: Percentage of schools with more than 40 learners per class ▶ PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered on day one of the school year
Efficiency	▲ To bring about effective and efficient self-managing public ordinary schools. ▲ To foster a culture of effective learning and teaching in public ordinary schools.	▶ PM209: Percentage of schools with Section 21 status ▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools

The following measurable objectives (▲) and performance measures (▶) relate to Sub-programme 2.1: public primary schools:

	Measurable objectives	Performance measures
Equity	▲ To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3
Efficiency	▲ To ensure that the progression of learners through public primary schools is optimal.	▶ PM213: Repetition rate in Grades 1 to 7
Quality	▲ To attain the highest possible educational outcomes amongst learners in public primary schools.	▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy ▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences

The following measurable objectives (▲) and performance measures (▶) relate to Sub-programme 2.2: public secondary schools:

	Measurable objectives	Performance measures
Equity	▲ To promote the participation of historically marginalised groups of learners in public secondary schools. ▲ To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	▶ PM216: Percentage of girl learners who take maths and science in Grades 10 to 12 ▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate
Efficiency	▲ To ensure that the progression of learners through public secondary schools is optimal.	▶ PM218: Repetition rate in Grades 8 to 12
Output	▲ To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	▶ PM219: Pass ratio in Grade 12 examinations ▶ PM220: Pass ratio in Grade 12 for mathematics and science examinations ▶ PPM201: Endorsement rate in Grade 12 examinations ▶ PPM202: Pass rate in Grade 12 for mathematics and science ▶ PPM203: Number of schools achieving less than 60% in the Grade 12
Quality	▲ To attain the highest possible educational outcomes amongst learners in public secondary schools.	▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas

Programme policy developments during 2006/07

Key programme policy developments included -

- The implementation of the amended Norms and Standards for School Funding (NSSF) to provide for the implementation of 'no fee status' schools for certain of our poorest schools in 2006.
- The enhancement of numeracy and literacy, especially in primary schools thus ensuring effective teaching and learning. All Grade 3 learners were tested in literacy and numeracy in 2006 and the Teacher Assistant Project (TAP) was launched with the deployment of 510 teaching assistants in the foundation phase classes at the poorest schools.
- The implementation of the new National Curriculum Statement (NCS) especially in regard to the further education and training (FET) band, which started with Grade 10 in 2006.
- The improvement and provisioning of education infrastructure in the light of increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme.

- The improvement of school safety.
- The development of Human Capital within the WCED with a special focus on teachers (ongoing and accelerated teacher development) by ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS).
- The expansion of participation rates in Mathematics, Physical Science and Technology through the increase in the number of Dinaledi schools. The 28 focus schools for Arts and Culture; Business, Commerce and Management; and Engineering and Technology continue to receive support to provide curriculum redress to previously disadvantaged learners as part of a three-year programme to get them up to standard as schools of excellence.

ST201	PUBLIC ORDINARY SCHOOLING – Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
2.1	Public primary schools	2,722,031	2,981,194	3,246,205	3,119,550
2.2	Public secondary schools	1,845,868	2,139,444	2,299,094	2,245,798
2.3	Professional services	165,385	166,918	189,683	199,240
2.4	Human resource development	3,186	11,665	13,047	13,104
2.5	Conditional grants	36,191	49,337	48,313	45,958
TOTAL		4,772,661	5,348,558	5,796,342	5,623,650
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	4,386,315	4,734,420	5,269,025	5,067,372
	Compensation of employees	3,974,198	4,326,839	4,699,054	4,573,712
	Educators	3,585,008	3,903,115	4,238,879	4,116,341
	Non-educators	389,190	423,724	460,175	457,371
	Goods and services and other current	412,117	407,581	569,971	493,660
	Transfers and subsidies	257,847	343,085	278,246	332,292
	Payments for capital assets	128,499	271,053	249,071	223,986
TOTAL		4,772,661	5,348,558	5,796,342	5,623,650
EFFICIENCY STATISTICS					
	Learners (a)	921,176	920,812	933 969	914,543
	Total possible learner days per learner (b)	205	205	205	195
	Total learner days lost due to absenteeism (c)	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through quarterly submissions from schools.			
	Number of Educators (publicly employed)	27,098	27,309	27,458	27,748
	Number of Educators (publicly employed) Prim & Sec (d)	26,482	26,693	26 842	27,066
	Number of Educators (publicly employed) (Control)	616	616	616	682
	Number of permanent educators who have left public ordinary schools (e)	844	1,007	-	883
	Attrition rate for permanent educators (e/d)	3%	4%	-	3%

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)				2006/07 Actual
		2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
SCHOOL NUTRITION STATISTICS					
Learners benefiting from the school nutrition programme (j)		152,839	156,617	204 000	203,535
Programme reach in terms of average days per learner (k)		170	170	170	170
SCHOLAR TRANSPORT STATISTICS					
Learners benefiting from scholar transport (l)		45,731	46,700	46,700	46,700
► PERFORMANCE MEASURES					
► PM201: Percentage of learner days covered by the nutrition programme ((j x k) / (a x b))		13.7%	14.1%	18.1%	19.4%
► PM202: Percentage of learners in public ordinary schools with special needs (i / a)		This PM can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through the CEMIS submissions from schools.			
► PM203: Percentage of public ordinary schools with a water supply		99%	100%	100%	100%
► PM204: Percentage of public ordinary schools with electricity		99%	100%	100%	100%
► PM205: Number of schools with adequate number of functional toilets		Historical data not available	11%	11.2%	11.7%
► PM206: Expenditure on maintenance as a percentage of the value of school infrastructure		1.0%	0.7%	-*	0.8%
► PM207: Percentage of schools with more than 40 learners per class		0.0%	0.0%	0.0%	0.0%
► PM208: Percentage of non-Section 21 schools with all L TSMs and other required materials delivered on day one of the school year		100%	100%	65.5%	100%
► PM209: Percentage of schools with Section 21 functions		48.0%	58.6%	59.1%	64.3%
► PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f)) / (a x b))		Historical data not available			
► PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))		This PM can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through quarterly submissions from schools.			
Sources: Provincial Budget Statement (2007).					
Note: The numbers of schools with a water supply and electricity (used for PM203 and PM204) can be found in the tables on primary and secondary schools.					
Note: * - At the time of finalising the Annual Performance Plan (APP) in March 2006, the definitions and formulas for the determination and calculation of the targets for the specific Performance Measures listed, as provided in the national Department of Education (DoE) guidelines of 25 November 2005, were not yet finalised by the DoE. No targets could thus be determined. However, the definitions and formulas have since (20 September 2006) become available and, therefore, the actual performance can now be determined and calculated.					

ST202	PUBLIC PRIMARY SCHOOLS – Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	2,528,721	2,690,480	2,998,377	2,819,522
	Compensation of employees	2,301,283	2,499,115	2,747,294	2,625,088
	Educators	2,101,279	2,281,917	2,500,038	2,388,830
	Non-educators	200,004	217,198	247,256	236,258
	Goods and services and other current	227,438	191,365	251,083	194,434
	Transfers and subsidies	116,300	174,582	149,221	182,005
	Payments for capital assets	77,010	116,132	98,607	118,023
	TOTAL	2,722,031	2,981,194	3,246,205	3,119,550
STAFFING					
	Number of Educators (publicly employed) (a)	16 317	16 441	16 539	16 445
	Number of Non-educators (publicly employed)	3,577	3,608	3 629	3,432
ENROLMENT					
	Learners in public primary schools (b)	582 753	572 328	578 395	582,566
	L:E ratio in public primary schools (b/a)	35.7	34.8	35	35.4
	Learners Grade 1 to Grade 7 (c)	582,682	572,328	578 395	576,910
	of which disabled learners	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through the CEMIS submissions from schools.			
	of which females	286,729	281,609	-	284,538
	Gender parity index	0.94	0.94	-	0.95
INSTITUTIONS & INFRASTRUCTURE					
	Schools	1,107	1,108	1 105	1,095
	Number of schools with SASA Section 21 functions	517	643	643	709
	Number of schools declared no fee schools	0	0	-	547
	Number of schools with a water supply	1,100	1,108	1 105	1,095
	Number of schools with electricity	1,093	1,108	1 105	1,095
	Number of schools with adequate number of functional toilets	Historical data not available	115	115	163
	Classrooms (d)	20,078	20,197	20,433	20,433
	Learner/classroom ratio (b/d)	29.0	28.3	28.3	28.5
	Schools with more than 40 learners per class	0	0	0	0

ST202	PUBLIC PRIMARY SCHOOLS – Key trends				
	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual	
EXPENDITURE ON MAINTENANCE (R'000)					
Expenditure on school maintenance	70,425	52,667	58,000	55,121	
Replacement value of all immobile school infrastructure (R'000)	7,200,000	8,000,000	-	8,000,000	
OUTPUT AND EFFICIENCY STATISTICS					
Number of Grade 3 learners sitting for standardised tests* (e)	34,487	Testing only done every 2nd year	82,336	82,879	
Number of Grade 3 learners attaining acceptable outcomes* (f)	Literacy: 13,622 Numeracy: 12,864		41,168	Literacy: 39,533 Numeracy: 25,692	
Number of Grade 6 learners sitting for standardised tests** (g)	Testing only done every 2nd year	31,726		Testing only done every 2nd year	
Number of Grade 6 learners attaining acceptable outcomes** (h)		Lit: 13,357 Num: 5,457			
Number of Grades 1 to 7 learners repeating their grade (i)	See note under Specific challenges and responses and issues requiring ongoing attention regarding repeaters				
▶ PERFORMANCE MEASURES					
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3*	Literacy: 0.249 Numeracy: 0.162	Testing only done every 2nd year	62%	Literacy: 0.375 Numeracy: 0.174	
▶ PM213: Repetition rate in Grades 1 to 7 (l/c)	See note under Specific challenges and responses and issues requiring ongoing attention regarding repeaters				
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy and life skills* (f/e)	Literacy: 39,5% Numeracy: 37,3%	Testing only done every 2nd year	50%	Literacy: 47,7% Numeracy: 31,0%	
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and life skills** (h/g)	Testing only done every 2nd year	Literacy: 42,1% Numeracy: 17,2%	Testing only done every 2nd year		

ST203	PUBLIC SECONDARY SCHOOLS – Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	1,705,020	1,844,405	2,039,841	2,022,613
	Compensation of employees	1,551,268	1,696,412	1,809,472	1,806,391
	Educators	1,394,249	1,524,702	1,628,525	1,625,752
	Non-educators	157,019	171,710	180,947	180,639
	Goods and services and other current	153,752	147,993	230,369	216,222
	Transfers and subsidies	89,690	140,592	109,452	120,336
	Payments for capital assets	51,158	154,447	149,801	102,849
	TOTAL	1,845,868	2,139,444	2,299,094	2,245,798
STAFFING					
	Number of Educators (publicly employed) (a)	10,165	10,252	10 303	10,621
	Number of Non-educators	2,631	2,653	2 667	2,505
ENROLMENT					
	Learners in public secondary schools (b)	338,423	348,484	355 574	330,790
	L:E ratio in public secondary schools (b/a)	33.3	34.0	34.5	31.1
	Learners Grade 8 to Grade 12 (c)	339,561	348,484	355 574	337,633
	of which disabled learners	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through the CEMIS submissions from schools.			
	of which females (d)	181,385	186,107	177 787	179,685
	Gender parity index	1.1	1.1	1.0	1.1
	Females in Grades 10 to 12 taking both mathematics and science (e)	Historical data not available			
INSTITUTIONS & INFRASTRUCTURE					
	Schools	340	345	346	357
	Number of schools with SASA Section 21 functions	177	208	214	225
	Number of schools declared no fee schools	0	0	-	105
	Number of schools with a water supply	337	345	346	357
	Number of schools with electricity	337	345	346	357
	Number of schools with adequate number of functional toilets	Historical data not available			
	Number of schools with a science laboratory	309	314	318	318
	Classrooms (f)	10,711	10,825	11,056	10,960

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)					2006/07 Actual
	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual	2006/07 Actual	
Learner/classroom ratio (b/f)	31.6	32.2	32.2	30.2	30.2	
Schools with more than 40 learners per class	0	0	0	0	0	
EXPENDITURE ON MAINTENANCE (R'000)						
Expenditure on school maintenance	35,212	26,333	39,150	42,721	42,721	
Replacement value of all immobile school infrastructure (R'000)	3,600,000	4,000,000	-	4,000,000	4,000,000	
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 9 learners sitting for standardised tests (g)	78,964	82,169	83 812	78,584	78,584	
Number of Grade 9 learners attaining acceptable outcomes (h)	60,013	64,092	67 050	65,291	65,291	
Number of Grades 8 to 12 learners repeating their grade (i)	See note under Specific challenges and responses and issues requiring ongoing attention regarding repeaters					
Population of age 18 (j)	89,249	83,524	89 249	84,605	84,605	
Number of learners writing SC examinations (k)	38,886	38,586	39 371	39,824	39,824	
Number of learners passing SC examinations (l)	33,066	32,573	34 647	33,316	33,316	
Number of learners passing with endorsement	10,524	10,394	11 056	10,589	10,589	
SC pass rate (l/k)	85.0%	84.4%	88.0%	83.7%	83.7%	
Number of SC candidates passing both mathematics and science (m)	Historical data not available					
Number of schools writing SC examinations	386	389	389	396	396	
Number of schools with an SC pass rate below 40%	14	9	-	6	6	
SC pass rate of quintile 1 schools (n)	67.8%	69.5%	74.5%	77.1%	77.1%	
SC pass rate of quintile 5 schools (o)	98.3%	98.1%	98.5%	98.7%	98.7%	
▶ PERFORMANCE MEASURES						
▶ PM216: Percentage of girl learners who take maths and science in Grades 10 to 12 (e/d)	Historical data not available					
▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate (n/o)	0.69	0.71	0.76	0.78	0.78	
▶ PM218: Repetition rate in Grades 8 to 12 (i/c)	See note under Specific challenges and responses and issues requiring ongoing attention regarding repeaters					
▶ PM219: Pass ratio in Grade 12 examinations (l/j)	37%	39%	38.8%	39.4%	39.4%	
▶ PM220: Pass ratio in Grade 12 for mathematics and science (m/j)	Historical data not available					
▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes (h/g)	76%	78%	80%	83.1%	83.1%	
Note: * - At the time of finalising the Annual Performance Plan (APP) in March 2006, the definitions and formulas for the determination and calculation of the targets for the specific Performance Measures listed, as provided in the national Department of Education (DoE) guidelines of 25 November 2005, were not yet finalised by the DoE. No targets could thus be determined. However, the definitions and formulas have since (20 September 2006) become available and, therefore, the actual performance can now be determined and calculated.						

Specific challenges and responses and issues requiring ongoing attention

Performance data

There are a number of information gaps that exist in gathering some of the performance data. Reasons for this include:

- The Department did not have the operational systems in place to provide the information on the learner days lost due to absenteeism. A process has now been put in place to obtain this information through quarterly submissions from schools in future.
- The information on learners with high-level special needs in public ordinary schools cannot be computed since accurate data sources were not available. It is envisaged that in future this information will be obtained through the CEMIS submissions from schools.
- The WCED, historically, collected repeater information in aggregated format from schools three months into the following academic year. However, audits done at selected schools showed that this information was not always accurate. The learner tracking system was implemented in 2006 and the 2006 school year was viewed as a pilot year in order to deal with all the teething problems. An online promotion process was successfully completed in 2006 as well as an online Snap 2007 process. In the next report the department will be able to report on the repeaters in the province as well as on learners that drop out in the 2007 academic year.

The reason for the days lost due to educator absenteeism exceeding the target is due to all leave having been taken into account irrespective of whether the educator was replaced by a substitute educator or not. The Performance Measure is intended to measure only the number of educator working days that have been lost taking into account any absence of educators from schools, for any reason, where there was no replacement educator. The WCED is also putting a process in place to address this difference.

The reason for the actual learner numbers being less than the target, or even previous years' learner numbers, is that for the first time CEMIS (learner tracking system) numbers were used and not numbers from the Annual or Snap surveys. Learner number information will be obtained through CEMIS submissions from schools on a daily basis.

The number of Non-section 21 schools receiving LTSMs by day one of each school year will decrease due to the awarding of Section 21 functions to more and more schools. The reason for the actual output being less than the target is due to more schools being awarded Section 21 status in 2006 than originally anticipated.

HCDS implementation

- The number of learners in Grades 3 and 6 who have not achieved the outcomes required by the national curriculum for their grades in numeracy and literacy. This has a devastating impact on quality outputs throughout the system at all levels. Focused literacy and numeracy strategies for Foundation Phase and Intermediate Phase have been introduced.
- The knowledge and skills levels of teachers: Teacher training, to ensure that teachers have the knowledge and skills needed to teach the national curriculum and improve learner performance in all learning areas is being enhanced.
- Shortage of school accommodation in certain areas seeing rapid population growth and our inability to get rid of backlogs due to financial constraints. The increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme, which does not have dedicated funding for school infrastructure.
- The need to ensure safe school environments, and to position schools as sacred places of teaching and learning in our communities.
- Increasing pressure to provide learner transport for those mainly rural learners who stay more than 5km's from the nearest school within our current policy
- Implementation of developmental and restorative programmes for learners manifesting challenging behaviour in schools, and ongoing capacity building of educators in order to improve school discipline.

National School Nutrition Programme (NSNP)

- The monitoring of the delivery of kitchen equipment to targeted schools is a huge and arduous operation, which takes considerable time, keeping in mind that only two officials per EMDC need to visit up to 200 schools.
- Large numbers of targeted primary and special schools are commencing with the preparation of cooked meals. The necessary training was provided and NSNP officials supported schools that were starting out. So far this process unfolded successfully.
- Vandalism impacted negatively upon the enthusiasm of educators who are concerned with the development of food gardens. NSNP officials performed the monitoring of the delivery of kitchen equipment within the constraints of available time and human resources. Formal progress reports were requested from Service Providers and NSNP Programme Coordinators at EMDCs to measure progress in this regard.

Other issues requiring ongoing attention include –

- Strategy for encouraging positive behaviour and responding to challenging behaviour in public schools: The objective of the strategy is twofold: In the first place it must provide a conceptual framework and operational guidelines for encouraging positive behaviour, and secondly, it must identify strategies and provide mechanisms for responding effectively to challenging behaviour in schools. In order to realise this objective, the aim of the strategy will be (a) to promote reclaiming school environments in an inclusive education system, (b) to promote a developmental, strength-based and restorative approach to challenging behaviour, and (c) to build capacity of educators in order to respond to challenging learners in a developmental and restorative way and to ensure quality and effective programmes, services and education to learners at risk.
- Identification of dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multi-grade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.
- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Inclusive education is implemented in line with Education White Paper 6. The development of an inclusive and integrated education and training system entails the strengthening of special schools to serve as resource centres, the development of mainstream schools into full service schools and the development of institutional level support teams and district based support teams. The process is being field tested in order to enable National DoE to determine norms and standards for budgeting, post provisioning and organisation of support service delivery within an inclusive context.
- The EMDCs and their different structures visit all educational institutions and assist them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing new governing bodies, financial matters, curriculum, etc.

9.3 Programme 3: Independent school subsidies

Programme objective

To support independent schools in accordance with the South African Schools Act, 1996.

The Independent School Subsidies programme comprises the following sub-programmes:

Primary phase

- to support independent schools in the Grades 1 to 7 phase

Secondary phase

- to support independent schools in the Grades 8 to 12 phase

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 3: Independent school subsidies:

	Measurable objectives	Performance measures
Quality	▲ To ensure that quality education occurs in independent schools.	▶ PM301: Percentage of funded independent schools visited for monitoring purposes

Programme policy developments during 2006/07

All independent schools that are registered with the WCED and who conform to the conditions for subsidy as set out in the National Norms and Standards for School Funding are eligible for funding from the Department. Subsidies are granted in relation to the level of school fees levied by an independent school. Eligible schools charging the lowest fee qualifies for the highest level of subsidy, which is equal to 60% of the provincial average cost per learner in an ordinary public school.

There are currently 205 registered independent schools in the Western Cape. These schools accommodate a range of learners from varied socio-economic backgrounds and are important and valued partners in education delivery in the province.

During the 2006/07 financial year, the WCED provided subsidies to 87 independent schools in the Western Cape. These independent schools provide learning opportunities to disadvantaged learners in the province.

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
3.1 Primary phase		15,673	17,432	19,270	15,902
3.2 Secondary phase		14,088	15,013	14,857	18,357
TOTAL		29,761	32,445	34,127	34,259
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
Current payment		-	-	-	-
Compensation of employees		-	-	-	-
Goods and services and other current		-	-	-	-
Transfers and subsidies		29,761	32,445	34,127	34,259
Payments for capital assets		-	-	-	-
TOTAL		29,761	32,445	34,127	34,259
STAFFING					
Number of Educators (publicly employed)		-	-	-	-
ENROLMENT					
Learners in independent schools receiving a subsidy		16,747	16,837	17,006	17,964
3.1 Primary phase		10,973	11,177	11,289	11,843
3.2 Secondary phase		5,774	5,660	5,717	6,121
Learners in non-subsidised independent schools		Historical data not available		-	6,170
Grades 1 to 7		This statistic currently can't be computed since accurate data sources are not available. This information will be obtained by EMIS through the Annual School Survey			
Grades 8 to 12					
TOTAL (all independent school learners)		16,747	16,837	17,006	24,134
INSTITUTIONS					
Schools receiving a subsidy		75	81	81	87
3.1 Primary phase		55	60	60	65
3.2 Secondary phase		20	21	21	22
Schools not receiving a subsidy		100	104	104	118
TOTAL		175	185	185	205
Subsidised schools visited during the year for monitoring purposes (b)		-	-	41	0
▶ PERFORMANCE MEASURE					
▶ PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)		-	-	50.6%	0%

Specific challenges and responses and issues requiring ongoing attention

While the Constitution stipulates that anyone may establish an independent school, it is incumbent on the WCED to ensure that the constitutional rights of the child to receive a quality education in a safe environment. During the registration process particular attention is focussed on compliance with the outcomes of the National Curriculum Statements, qualifications of the teachers and health and safety issues.

The number of independent schools receiving a subsidy increased from 81 in 2005/06 to 87 in 2006/07 and the number of registered independent schools increased from 185 to 205 during the same period.

In order to ensure that quality education occurs in independent schools, it was the intention to visit at least 50% of the subsidised schools annually. However, due to personnel constraints none of these schools could be visited during 2006. The WCED is in the process of ensuring that at least 50% of the subsidised independent schools are visited annually in future.

Schools are monitored closely to ensure that they provide quality teaching and learning. The throughput and output of independent schools receiving a subsidy is closely monitored and analysed annually. Subsidies can be adjusted accordingly. However, a few independent schools have very poor records in the systemic testing at Grade 3 and 6 levels and in Grade 12. On average they perform well above the provincial means both in pass rates and endorsements. Three schools received special attention and have shown significant improvement in their matric results for 2006.

9.4 Programme 4: Public special school education

Programme objective

To provide public education in special schools in accordance with the South African Schools Act, 1996 and White Paper 6 on Inclusive Education.

The Public special school education programme consists of the following sub-programmes:

Schools

- to provide specific public special schools with resources

Professional services

- to support public special schools

Human resource development

- to provide for the professional development of educators and non-educators in public special schools

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 4: Public special school education:

	Measurable objectives	Performance measures
Access	▲ To provide access in special schools in accordance with policy and the principles of inclusive education	▶ PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions

Programme policy developments for 2006/07

Inclusive Education (IE)

In order to promote accessibility of learners experiencing barriers to learning, the rationalisation of special schools in the province is a priority. Therefore ongoing attention was given to the strengthening and restructuring of special schools and specialised education support services to promote accessibility, equity, redress inclusivity and quality education.

The strengthening of special schools/resource centres in line with the Implementation of Education White Paper 6 is critical in order to provide specialised support to mainstream and full service schools in conjunction with the district-based support teams. This priority is also linked with the national Inclusive Education field-testing project in the three nodal zones of the province and includes the upgrading of capacity to provide specialised services to learners with high intensity support needs, and upgrading of physical facilities of schools in order to improve accessibility. This field-testing enables DoE to determine norms and standards for budgeting post provisioning and organisation of support service delivery within an inclusive context.

In line with Education White Paper 6 a provincial initiative is also in the process of being rolled out to assist the national field-testing process. EMDCs were visited for consultation and discussion sessions with the IE co-ordinator or the IE co-ordinating teams.

Schools Of Skills

Two new schools of skills have been established in EMDC: Metropole South, namely Mitchell's Plain School of Skills in Mitchell's Plain and Siviwe School of Skills in Gugulethu in order to bring relief to the great demand for placement in schools of skills, especially in these areas.

Western Cape Sports School

The Department of Culture Affairs and Sport and the WCED, jointly established the Western Cape Sports School in Kuils River. The school opened on 1 January 2007 with Grade 8 and 9 learners.

Resourcing

Transfer Payments

Transfer payments include subsidies for remuneration of bus drivers and class assistants, transport, hostel accommodation, LTSM, professional and special services and administrative costs.

Transfer payments to special schools are determined according to the number of learners as well as the learner weightings based on the various barriers to learning, as is stipulated in the Employment of Educators Act, 1998. School-based Management Teams at EMDCs and SGBs monitor expenditure and quarterly financial reports are provided to the WCED. The schools submit their audited statements to the WCED for monitoring and verification.

An amount of R 73 247 million was transferred to the public special schools in 2006/7 and was utilised for the efficient running of the schools.

Staff Provisioning

The educator posts allocated to special schools are determined in terms of the available posts for special schools in the post basket. These posts are determined according to the number of learners and the weightings based on the various barriers to learning. Therapist posts are provided as stipulated in the Employment of Educators Act, 1998 according to a distributive model of available posts.

Since 2006 public special schools receive an annual staff establishment instead of the previous 3-year cycle system. All available posts were allocated to public special schools in 2006/7.

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends				
	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual	
PAYMENTS BY SUB-PROGRAMME (R'000)					
4.1 Schools	345,224	366,447	386,038	389,112	
4.2 Professional services	0	0	1	0	
4.3 Human resource development	0	0	1	0	
TOTAL	345,224	366,447	386,040	389,112	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
Current payment	275,434	294,556	309,150	312,419	
Compensation of employees	273,315	291,577	305,235	307,469	
Educators	216,114	225,010	235,550	236,750	
Non-educators	57,201	66,567	69,685	70,719	
Goods and services and other current	2,119	2,979	3,915	4,950	
Transfers and subsidies	69,790	71,735	76,890	76,489	
Payments for capital assets	0	156	0	204	
TOTAL	345,224	366,447	386,040	389,112	
STAFFING					
Number of Educators (publicly employed)	1,480	1,480	1,544	1,538	
Number of Non-educators (publicly employed)	904	905	906	904	
ENROLMENT					
Up to and including Grade 7	10,791	9,444	-	9,536	
Grade 8 and above	4,031	4,411	-	4,812	
INSTITUTIONS & INFRASTRUCTURE					
Schools	76	70	70	70	
► PERFORMANCE MEASURES					
► PM401: Percentage of children with special needs aged 6 to 15 not enrolled in educational institutions	Historical data not available		2%	23.2%*	
Source: * StatsSA 2005 General Household Survey - This is the percentage of disabled children of compulsory school-going age not enrolled in any educational institution compared to the total number of disabled children of compulsory school-going age in the province. Previously the number of disabled children of compulsory school-going age not enrolled in any educational institution was compared to the total number of all children of compulsory school-going age in the province.					

Specific challenges and responses and issues requiring ongoing attention

There has been a significant increase in the number of referrals of learners with barriers to learning for placement in special schools in the past year. The greatest need is for placement of learners in the schools of skills. Two schools of skills, namely Mitchell's Plain School of Skills and Siviwe School of Skills in Gugulethu in EMDC: Metropole South were established to improve access for these learners. It is an ongoing challenge to provide in the great demand for these type of schools. A further two schools of skills are being planned to serve the need of learners in EMDC: Metropole East for the next financial year.

Specialised education must continue to be supported, as the sector covers education for those with barriers to learning, as well as the conventionally known "gifted learners". The EMDCs and their different structures visits the special schools and assist them with capacity building regarding such matters as appointing a new governing body, financial matters and implementing the IQMS. Ongoing interventions regarding the training of SMT members include managing the curriculum, discipline, women in leadership, policy management, latest amendments to acts and signed resolutions.

In order to build capacity to facilitate positive learner behaviour, more than 700 people have been trained in programmes such as the *Mapping the Future Programme* and the *Drug Information Programme* as programme facilitators and other skills training such as *drug counselling*, *restorative interviewing* and *family group conferencing*. Other training introduced during 2006/07 was the *Developmental Assessment of at-risk learners in order to capacitate staff in the development of individual developmental programmes for learners*. A diversion pilot project is currently being implemented by the EMDC: West Coast/Winelands and the Wellington Youth Centre for learners referred from mainstream schools manifesting challenging behaviour. All the circuit managers were introduced to the *WCED strategy for encouraging positive behaviour and dealing with challenging behaviour* with the emphasis on the strength-based and restorative approach. The focus of this strategy was to facilitate a paradigm shift moving from a punitive approach towards a restorative approach.

Other issues requiring specific attention are –

- Planning of sufficient accommodation for learners referred to youth centres in terms of the relevant legislation will need further attention in order to prevent young people from being detained in prison.
- Implementation of the Minimum standards for special education services to learners experiencing emotional and/or behavioural difficulties is receiving attention. Developmental Quality Assurance investigations have been done at two youth centres in order to monitor the implementation of the minimum standards and will be ongoing.

9.5 Programme 5: Further education and training

Programme objective

To provide FET at public FET colleges in accordance with the Further Education and Training Act, 1998

The FET programme comprises the following sub-programmes:

Public institutions

- to provide specific public FET colleges with resources

Professional services

- to support public FET colleges

Human resource development

- to provide for the professional development of educators and non-educators in public FET colleges

Conditional grant

- to provide for the re-capitalisation in public FET colleges

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 5: Further education and training:

	Measurable objectives	Performance measures
Access	▲ To expand the FET college sector in terms of the economic and social needs of the country.	▶ PM501: Number of FET college students relative to youth in the province
Equity	▲ To promote the participation by historically marginalised groups in public FET institutions.	▶ PM502: Percentage of female students who are in technical fields
Output	▲ To improve the success rate in the FET college sector	▶ PM503: FET college throughput rate
Quality	▲ To provide relevant and responsive quality FET learning opportunities	▶ PM504: Percentage of learners placed in learnerships through FET colleges

Programme policy development during 2006/07

The re-capitalisation of all 6 FET colleges with a focus on skills development aligned to the MEDS and national needs, as outlined by the National Human Resource Development Strategy. The introduction of a Conditional Grant for the re-capitalisation of the FET colleges is funding this strategy.

The re-capitalisation of the FET Colleges is closely related to the implementation of 9 National Vocationally Oriented Programmes. The allocation of funds was predetermined by the national Department of Education and covered the following specific categories under which all spending had to take place according to pre-approved business plans. The total amounts for each category allocated to the Western Cape FET Colleges for the 2006/07 financial year are:

• Development of Human Resources	R4,2m
• Development of System and Procedures	R3,1m
• Upgrading of classrooms and workshops	R33,4m
• Buying/Building new classrooms/workshops	R 3m
• Upgrading college sites	R3,7m
• Purchasing equipment for teaching/learning	R16,8m
• Development of curriculum	<u>R5,6m</u>
Total	<u>R70,00m</u>

The provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities are being increased as follows -

- Track learner completion and job placement
- Increase number of learnerships offered in areas identified by MEDS
- Improve throughout and completion rates
- Apply placement instruments

ST501	FURTHER EDUCATION AND TRAINING - Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
5.1	Public institutions	152,383	168,186	194,525	201,048
5.2	Professional services	0	0	1	0
5.3	Human resource development	0	0	1	0
5.4	Conditional grants	0	0	70,000	70,000
TOTAL		152,383	168,186	264,527	271,048
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	121,977	133,538	154,774	140,010
	Compensation of employees	121,969	133,538	154,722	139,993
	Educators	101,035	110,618	128,156	116,194
	Non-educators	20,934	22,920	26,566	23,799
	Goods and services and other current	8	0	52	17
	Transfers and subsidies	30,406	34,648	109,753	131,038
	Payments for capital assets	0	0	0	0
TOTAL		152,383	168,186	264,527	271,048
STAFFING					
	Educators	940	1,040	697	1,062
	In posts	733	776	697	767
	Employed by college	207	264	-	295
	Non-educators	777	858	349	815
	In posts	262	253	349	245
	Employed by college	515	605	-	570
ENROLMENT					
	Full-time equivalent students	19,350	21,000	23 000	21,323
	Students (headcount) (a)	49,185	44,296	60 000	53,695
	of which females	17,707	16,390	27 000	19,151
	of which females in technical fields (b)	6,643	6,684	-	7,605
	Students completing programmes successfully during the year (c)	33,446	31,007	43 200	43,200
STATISTICS ON LEARNERSHIPS					
	Active learnership agreements in the province (d)	This statistic cannot be computed since accurate data sources of active learnership agreements in the province are currently not available			
	Number of agreements involving FET colleges as provider (e)	Historical data not available			2,378

ST501	FURTHER EDUCATION AND TRAINING - Key trends (continued)				
	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual	
▶ PERFORMANCE MEASURES					
▶ PM501: Percentage of FET students relative to youth in the province	20.4%	17.9%	24.4%	21.4%	
▶ PM502: Percentage of female students who are in technical fields (b/a)	38%	41%	*	40%	
▶ PM503: FET college throughput rate (c/a)	68%	70%	72%	80.5%	
▶ PM504: Percentage of learners placed in learnerships through FET colleges (e/d)	This statistic cannot be computed since accurate data sources of active learnership agreements in the province are currently not available				
Note: * - At the time of finalising the Annual Performance Plan (APP) in March 2006, the definitions and formulas for the determination and calculation of the targets for the specific Performance Measures listed, as provided in the national Department of Education (DoE) guidelines of 25 November 2005, were not yet finalised by the DoE. No targets could thus be determined. However, the definitions and formulas have since (20 September 2006) become available and, therefore, the actual performance can now be determined and calculated.					

Specific challenges and responses and issues requiring ongoing attention

The rate of growth of full-time equivalents (FTE's) in FET colleges is constrained only by resources e.g. staff, equipment, finance. Indications are that targets will be reached as additional enrolments are recorded in 2006. FET colleges offer courses, which range from a few hours to years in terms of duration. Learner enrolment is, therefore, ongoing. Audited FTE's for the preceding year are only available from April in the subsequent year as these are subject to complex calculations and auditing by external auditors, along with the financial statements of the college concerned.

The credibility and value of qualifications achieved at FET colleges will depend on the quality of their programme offering. Colleges will develop and apply quality management systems in order to measure and improve the quality of academic programmes and non-academic processes.

The record keeping on learnership activity at the FET colleges is not a comprehensive one, simply because the college's IT systems are not geared ideally for this type of intervention. Learnerships are not the core business of the FET colleges (it's self funding). Colleges run learnerships as separate business units, employing staff (administrative, educators, project managers, etc). The implementation of the FETMIS (learner-tracking system for FET colleges) will in future assist with the provision of this information.

Other issues requiring ongoing attention include -

- Human resource management issues: Matching of educators to posts in the post merger phase and the filling of vacancies. Ongoing consultation with the employee parties and the relevant internal departments.
- Approval of learning programmes. Consultation with the relevant Sector Education and Training Quality Authorities (SETAs)
- Demand led programmes aligned with the needs of commerce and industry. Ongoing research and consultation with the relevant role-players.
- Sector Education and Training Authorities relationships.
- Targeted programmes that will enable educators at colleges to upgrade mathematical literacy and mathematics skills; upgrade their academic and professional qualifications; gain current industry experience through temporary placement; assess learning to meet Umalusi and SETA standards; and deal with barriers to learning.
- Colleges have established student support units to accommodate and provide support for the vast variety of students with different learning backgrounds and experiences. Tracking of students internally will be done to support students in curriculum and work placement.
- Colleges will also develop strategies to broaden access to FET colleges such as -
 - A variety of delivery modes (e-learning, distance learning, learnerships, skills programmes, etc.)
 - Quality management systems in order to measure and improve the quality of academic programmes and non-academic processes.
 - Facilities and training that meet the needs of differently-abled students
 - New sites for the disadvantaged and rural communities
 - Provision of loan / bursary schemes

9.6 Programme 6: Adult basic education and training

Programme objective

To provide ABET in accordance with the Adult Basic Education and Training Act, 2000.

The ABET programme comprises the following sub-programmes:

Subsidies to private centres

- to support specific private ABET sites through subsidies

Professional services

- to support ABET sites

Human resource development

- to provide for the professional development of educators and non-educators at ABET sites

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 6: Adult basic education and training:

	Measurable objectives	Performance measures
Access	▲ To ensure that adults without basic education access to ABET centres.	▶ PM601: Number of ABET learners relative to adults in the province

Programme policy developments in 2006/07

Provision was made for 2 500 new learners per annum to access ABET. This is being provided through the following:

- Purpose-driven ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, offered in all community learning centres (CLCs)
- Level 4 Centres offering a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community
- Provision of physical and financial resources to support the ABET curriculum
- All CLCs receiving a computer and printer
- All existing educators receiving targeted training and all new educators receiving orientation and training
- All CLC managers receiving appropriate training (technical skills and personal development plans)

The Provincial ABET Stakeholder Body, the ABET Board, serves to advise the Head of Education regarding ABET related matters.

The Centre for Adult and Continuing Education, based at the University of the Western Cape, was appointed as the Service Provider to conduct the feasibility Study of current ABET delivery in the Western Cape. The terms of reference of the Service Provider included the following -

- Critically review the current ABET delivery in the Western Cape.
- Make recommendations to improve delivery to ensure the outcomes of the HCDS are met in terms of accessibility and expansion.
- Review the mode of the delivery at CLCs, i.e. amongst other, the operational hours of CLCs and the curriculum being offered and make recommendations in this regard.
- Investigate the feasibility of outsourcing ABET delivery in the Western Cape.
- Make recommendations regarding the strengths and limitations of development of full-time ABET centres.

The WCED has also ensured improved governance of ABET centres through the implementation of relevant capacity building interventions. As part of the WCEDs commitment to ensure ABET centres characterised by effective and efficient management, training session for Centre Managers and Site Co-

ordinators were conducted on strategic planning and business plan writing skills, tax deductions, sound curriculum management in CLCs, orientation in preparation for the June and October national examinations.

As part of the WCEDs advocacy campaign to highlight the importance of adult education and breaking down the negative stigma attached to adult illiteracy, the following marketing tools were developed and distributed:

- A new colourful brochure outlining the following were developed and printed: importance and benefits of ABET, the work of the ABET sub-directorate in the WCED, the available curriculum and where and how potential learners can access ABET and benefits of ABET.
- Posters reflecting the importance of ABET was designed and printed.
- 3 Large Banners for branding during official events.
- A five-minute video info similar to that contained in the brochure as well as info of ABET and the HCDS.

As a result of a marketing drive targeting specific areas, where meetings with community structures took place, the Breede River/Overberg area experienced a significant increase in learner numbers with an estimated 4000 learners. This coordinated campaign, "160-Days Intervention", ultimately won Gold in the Premier Service Excellence Awards for its success in providing increased access to the communities of this EMDC.

New sites were opened in Mfuleni and Delft In EMDC North Metropole. Both of these sites are satellites of main centres in the area. With the assistance of the ABET Sub-directorate, a new site, was also established in Heideveld at the Woodlands Primary School. This site was established in response to a need identified collectively by the principal and parent community.

An accredited electrical learnership programme was offered for 30 ABET Level 4 learners at George CLC. This was done in collaboration with the ESETA.

Draft partnership guidelines for community learning centres (CLCs) were developed and distributed to centres and relevant role-players for input. The successful implementation of ABET delivery through partnerships with government departments, private sector and industry continues. New partnerships entered into include the following:

- Department of Community Safety
- Provincial Department of Transport and Public Works: Western Cape Metered Taxi Council
- South African National Defence Force

Memoranda of Understanding were signed with Knysna Municipality (55 learners) and Metrorail (43 learners).

Following initial discussion in April 2006, the ABET sub-directorate formed a partnership with the Western Cape Provincial Council of Churches (WPPCC). The aim of this partnership is to expand ABE delivery and access to citizens of the province through Faith Based Organisations (FBOs). The initial stages of this partnership entailed a survey of adult education needs conducted in congregations affiliated to the WPPCC. Data returned has been captured, analysed and used to guide the delivery of basic literacy through FBOs in 2007.

21 Partnerships were maintained and/or formed providing tuition to 527 learners generating income of R1,6 million for CLCs outlined as follows:

PARTNERS	NO OF LEARNERS	FUNDS GENERATED
Health	154	R 372,600.00
Transport and Public Works	114	R 348,000.00
Social Services	58	R 198,000.00
Knysna Municipality	42	R 100,800.00
Metrorail	43	R 152,400.00
Sanparks	30	R 133,200.00
Kurlandbriks	14	R 33,600.00
Cape Medical Depot	11	R 38,400.00
PGWC	9	R 22,800.00
Cape Bentonite	9	R 30,000.00
Premier's Office	8	R 21,600.00
Cultural Affairs	8	R 22,800.00
Eisenberg	5	R 12,000.00
DWAF	4	R 19,200.00
Karoo District Municipality	3	R 7,200.00
Leeuwenhof	3	R 7,200.00
Local Government and Housing	3	R 10,800.00
Sport and Recreation	3	R 13,200.00
Provincial Treasury	3	R 10,800.00
Labour	2	R 7,200.00
Community Safety	1	R 3,600.00
TOTAL	527	R 1,565,400.00

With the assistance of the Directorate: Research, ABET 2005 and 2006 data related to CLC information, learner numbers, information per EMDC, etc. is available on Webfocus and plays a significant role in decision-making and future planning. The Directorate research also assisted the ABET sub-directorate to develop relevant software to calculate the norms and standards funding for CLCs.

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
6.1	Subsidies to private centres	21,151	23,051	23,569	23,539
6.2	Professional services	0	0	1	0
6.3	Human resource development	0	0	1	0
TOTAL		21,151	23,051	23,571	23,539
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	5,564	5,850	7,797	6,163
	Compensation of employees	5,198	5,432	5,948	5,916
	Educators	4,372	4,569	5,002	4,969
	Non-educators	826	863	946	947
	Goods and services and other current	366	418	1,849	247
	Transfers and subsidies	15,587	17,201	15,774	17,376
	Payments for capital assets	0	0	0	0
TOTAL		21,151	23,051	23,571	23,539
STAFFING					
	Number of Educators (publicly employed)	4	3	4	4
	Number of Non-educators (publicly employed)	11	11	11	10
ENROLMENT					
	GET level	15,925	16,975	18,374	15,529
	FET level	16,574	17,668	19,124	22,110
TOTAL (a)		32,499	34,643	37,498	37,639
POPULATION					
	Population aged 18 to 60 (b)	2,667,975	2,718,151	2,633,620	2,767,069
INSTITUTIONS					
	Subsidised centres	314	346	351	351
► PERFORMANCE MEASURES					
	► PM601: Number of ABET learners relative to adults in the province (a/b)	1.2%	1.3%	1.4%	1.4%

Specific challenges and responses and issues requiring ongoing attention

The majority of learners achieve the required credits over a period of time of at least two to three years. Once a learner obtains the required 120 credits, a GETC can be issued by UMALUSI. Consequently, the numbers of GETCs being issued (actual performance) is relatively low compared to the target set. Furthermore, learning area certificates were issued when learners successfully completed a learning area.

Intermediate- and high-skill development in learnerships and other learning programmes is experiencing a number of generic problems and the resolution of these must be prioritised through a co-ordinating mechanism. Some of these problems are the following: poor mathematics, science and English language abilities (essentially the Foundations of the NQF system); motivation of learners; equity and scarce skills development; the fragmentation of education & training supply; and increase in numbers of learners in all types of provision.

Norms and standards funding for public adult learning centres, as well as regulations regarding the service conditions of ABET practitioners have not been finalised by the national Department of Education. This continues to hamper the WCED's aim of improving the delivery of adult education in this province.

In order to improve the quality of provision of adult education, appropriate models for teaching and curriculum management at CLCs are being investigated. In addition, a training and development model for staff at ABET centres is being established and implemented. The model will ensure that all existing educators receive training and all new educators receive orientation, training and development.

The delivery of skills programmes, in collaboration with SETAs, is continuously being attended to. Continuous discussions with the Western Cape SETA forum representing 24 SETAs are taking place. Through this the WCED aims to assist SETAs in reaching their target in respect of ABET, whilst also expanding current delivery in the province.

A draft proposal and draft Memorandum of Understanding was submitted to the West Coast District Municipality. This initiative aims to offer basic literacy to rural communities in the jurisdiction of the Municipality. Funded by the Municipality, it further aims to address the social challenges of unemployment and alleviate poverty by using unemployed community members as facilitators to offer a very basic literacy course to adults. Consultations have taken place with all school principals during the last week of August 2006 in the following areas: Bitterfontein, Kliprand, Nuwerus and surrounding farm areas. Schools will be used as sites of delivery.

Other issues requiring ongoing attention include -

- Maintaining government partnerships and developing new partnerships with industry.
- Increasing the number of learners by 2 500 each year.
- Providing Levels 1 – 4 skills-based qualifications according to need.
- Providing ICT skills for learners.

9.7 Programme 7: Early childhood development

Programme objective

To provide ECD at the Grade R and earlier levels in accordance with White Paper 5.

The ECD programme comprises the following sub-programmes:

Grade R in public schools

- to provide specific public ordinary schools with resources required for Grade R

Grade R in community centres

- to support particular community centres at the Grade R level

Professional services

- to support ECD sites

Human resource development

- to provide for the professional development of educators and non-educators at ECD sites

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 7: Early childhood development:

	Measurable objectives	Performance measures
Access	▲ To provide publicly funded Grade R in accordance with policy	▶ PM701: Percentage of learners in publicly funded Grade R

Programme policy developments in 2006/07

A strategy to support ECD in the Western Cape was developed by an inter-sectoral planning team led by the WCED and the Department of Social Welfare and Poverty Alleviation.

The overall goal of the approach is the provision of an integrated and co-ordinated approach to ensure the effective and holistic services to young children in the age group from birth to 4-years age group. The aim of the strategy is not to have all children in crèches or day-care centres, but to ensure that those who care for children (parents, grandparents, community workers, day centre, pre-primary school and crèche staff) are equipped to promote the physical, emotional and cognitive development of children.

As part of the integrated approach to the physical, social and cognitive development of all children in the 0 – 4 years age group in the province, the WCED is in the process of training caregivers in the ECD curriculum. The Expanded Public Works Programme (EPWP) has been extended to the ECD sector to provide for the training for ECD learnerships as well as to supply resource kits to certain ECD community sites.

While there is universal enrolment of children in the 6 – 15 years age group in the Western Cape, not all 5-year-olds have access to Grade R. The province's second HCDS goal is to provide high quality learning programmes to all 5-year-old children in the Western Cape at the first level of formal education, namely Grade R by 2010, so that they are introduced to pre- or emerging literacy and numeracy skills. This is particularly important in communities where parents are illiterate and homes are text and resource poor.

To provide high quality Grade R tuition to all five year-olds so that they are ready for school learning, the WCED has endeavoured to –

- Provide subsidy on poverty sliding scale of R3 to R7 per child per day for tuition of Grade R learners. This is used to pay teachers, procure LTSM and secure sites.
- Increase the number of Grade R learners so that all five year-olds are in Grade R classes by 2010.
- Provide teacher training to teachers in 3 poorest quintiles on NCS - emphasis on reading and numeracy.
- Provide resource kits for development of literacy, numeracy and life skills at each site.
- Administer school readiness profile at all Grade R sites.
- Distribute school readiness checklist to all parents, grandparents and public servants.
- Provide support to sites that do not meet health and cognitive development requirements.

ST701	Early Childhood Development- Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
	7.1 Grade R in public schools	49,243	57,829	52,434	66,902
	7.2 Grade R in community centres	10,125	16,648	42,499	23,293
	7.3 Professional services	0	0	1	0
	7.4 Human resource development	0	0	12,463	0
	7.5 Conditional grants	767	0	-	-
	TOTAL	60,135	74,477	107,397	90,195
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	44,544	44,764	55,913	44,411
	Compensation of employees	42,170	43,829	45,249	44,390
	Educators	42,170	43,829	45,249	44,390
	Non-educators	0	0	0	0
	Goods and services and other current	2,374	935	10,664	21
	Transfers and subsidies	15,591	29,713	51,484	45,784
	Payments for capital assets	0	0	0	0
	TOTAL	60,135	74,477	107,397	90,195
STAFFING					
	Number of Educators (publicly employed)	312	299	289	295
	Number of Non-educators (publicly employed)	-	-	-	-
ENROLMENT (PUBLICLY FUNDED ONLY)					
	Grade R in public schools* (a)	30,873	31,505	35,000	31,916
	Grade R in community centres (b)	25,160	28,000	30,000	30,000
	Pre-Grade R in public schools*	2,685	2,481	-	1,356
	Pre-Grade R in community centres	This statistic cannot be computed since data sources in this regard are not available in the WCED.			
	TOTAL	58,718	61,986	65,000	63,272
POPULATION					
	Population aged 5 (c)	83,914	89,423	85,601	90,975
► PERFORMANCE MEASURES					
	► PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)	70%	69.3%	75.9%	69.5%

Specific challenges and responses and issues requiring ongoing attention

The spending on the EPWP (ECD learnerships – R15m) began late in the financial year due to delays in the procurement of services for the training of ECD practitioners in the Expanded Public Works Programme (EPWP). The bids for Levels 1, 4 and 5 training were awarded and training took place from the first term of 2007.

The number of Grade R learners in public schools did not increase as initially anticipated due mainly to the relaxation of the Grade 1 intake policy.

Access to many rural and remote sites remains a challenge for EMDCs. This also hampers collecting accurate data concerning Grade R in Community Centres as many of these are in Informal Settlements, with scanty postal/physical addresses for delivery of survey forms. Verification of ages at all sites is essential to ensure correctness of claims.

Other issues requiring ongoing attention include -

- Registration – the suitability of sites for the admission of classes in the most impoverished areas needs to be monitored.
- Advocacy and identification of areas of need for the establishment of Grade R Classes on an incremental basis so that every 4½ - 5-year-old child has access to a quality year of education prior to entering Grade 1.
- Governing bodies change more frequently than at the Primary and High Schools because of the natural changes in parent bodies. Monitoring and support to ensure efficacy of management is required.
- The quality of qualification to deliver the Grade R curriculum.
- Continued interaction with the Departments of Health and Social Services as well as the NGOs must be promoted.
- Payment of subsidies being made only on receipt of completed survey forms has evoked more rapid responses from the Community Sites. Sites are visited by Curriculum Advisers and verification is done through birth certificates.

9.8 Programme 8: Auxiliary and associated services

Programme objective

To provide the education institutions as a whole with support.

The Auxiliary and Associated Services programme comprises the following sub-programmes:

Payments to SETA

- to provide employee human resource development in accordance with the Skills Development Act

Conditional grant projects

- to provide for projects specified by the national Department of Education that are applicable to more than one programme and funded from conditional grants

External examinations

- to provide for departmentally managed examination services

Teacher training

- to assist with the supply of qualified and competent educators for the teaching profession

iKapa Elihumayo

- to assist with the building of human capital

Measurable objectives

The following measurable objectives (▲) and performance measures (▶) relate to Programme 8: Auxiliary and associated services:

	Measurable objectives	Performance measures
Access	▲ To deliver HIV/AIDS-Life Skills education in primary schools	▶ PPM 801: Number of primary and secondary school educators trained in the HIV and AIDS Life Skills Programme ▶ PPM 802: Number of HIV and AIDS Life Skills peer educators trained ▶ PPM 803: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community

Programme policy developments 2006/07

One of the most serious threats to the development of human resources in South Africa is the HIV/AIDS pandemic. The WCED plays a strategic role in ensuring that all teachers and learners have the appropriate knowledge, skills attitudes and values to remain HIV free yet supportive of persons infected and affected. Targets for 2006/07 included:

- 18 000 educators to be trained to deliver the HIV/AIDS Life Skills programme in the classroom
- 6 500 high school learners to be trained as peer educators (12 000 cumulatively since 2003/04)
- 700 schools to be supported in the management of HIV/AIDS in their school communities

An important need for the HCDS is the availability of well-qualified teachers, especially those teaching mathematics, science and technology, specifically identified through research as areas in need of more teachers. Targeted bursaries were offered to students wishing to enter the profession in these fields.

Poverty is another serious threat to human capital development. In an attempt to address some of the consequences of poverty the WCED launched the FET College Loan Scheme.

The Khanya Project continued to established computer laboratories in schools.

ST801	Auxiliary and Associated Services - Key trends	2004/05 Actual	2005/06 Actual	2006/07 Target	2006/07 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
8.1	Payments to SETA	3,659	3,306	3,756	3,756
8.2	Conditional grant projects	9,814	11,205	11,870	11,872
8.3	External examinations	51,436	54,561	62,632	63,124
8.4	Teacher training	1,345	1,743	1,753	1,868
8.5	iKapa Elihlumayo	28,046	127,772	131,375	120,225
TOTAL		94,300	198,587	211,386	200,845
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	68,020	70,099	93,492	87,197
	Compensation of employees	34,903	37,581	40,064	41,321
	Educators	18,742	20,180	21,513	22,313
	Non-educators	16,161	17,401	18,551	19,008
	Goods and services and other current	33,117	32,518	53,428	45,876
	Transfers and subsidies	26,133	118,928	105,394	113,557
	Payments for capital assets	147	9,560	12,500	91
TOTAL		94,300	198,587	211,386	200,845
STAFFING					
	Number of Educators (publicly employed) (a)	0	17	1	16
	Number of Non-educators	140	119	147	142
▶ PERFORMANCE MEASURES					
▶	PPM801: Number of primary and secondary school educators trained in the HIV and AIDS Life Skills Programme (accumulated)	15,910	17,124	18,000	21,347
▶	PPM802: Number of HIV and AIDS Life Skills peer educators trained (accumulated)	4,500	8,910	12,000	14,126
▶	PPM803: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community	17	537	1,400	607

Specific challenges and responses and issues requiring ongoing attention

The underspending is mainly due to delays in the upgrading of the two new schools of skill in Mitchell's Plain and Gugulethu as well as in the roll-out of the literacy strategy for the WCED.

HIV/AIDS

HIV/AIDS has the potential to undermine the Provincial Growth and Development Strategy (inclusive of Education's Human Capital Development strategies). Dealing purposefully with HIV/AIDS and related issues will improve other seemingly unrelated aspects of education delivery.

A holistic, co-operative and integrated management system is required at provincial, district and community levels, coupled with outspoken leadership from WCED managers. An attempt is underway to ensure greater mainstreaming and line management responsibility as a phase-out strategy of the conditional grant.

Teacher education

It is increasingly difficult to attract good quality, dedicated persons to the teaching profession. The reasons for this are complex and intertwined and relate both to the public view of education and the opportunities available to young graduates both in South Africa and abroad.

There are currently 96 students studying full time, contracted to become Mathematics and or Science Teachers. These students are provided with substantial bursaries, which cover their tuition fees as well as their textbooks and other learning materials.

The WCED has launched a teacher recruitment campaign with the local HEIs. This has had some success and more effort will be invested in this campaign in the next five years.

The PACE Career Guidance resource CD provides relevant information for teaching as a profession.

IKapa elihlumayo

There are very few qualified guidance teachers left in the WCED. This means recruiting and training teachers in this important and skilled area must be done from scratch. This will not be easy. The WCED has devised a 3-year programme to develop the skills of life orientation teachers in respect of subject and career guidance.

The results of the tests written by Grade 8 learners – a mathematics test and a combined home language and language of learning and teaching (LoLT) test – will be available during 2007 and will give learners guidance when making career and subject choices for Grade 10.

It has also not been easy to establish the necessary processes and controls for the FET College Loan Scheme. In addition, learners from financially deprived backgrounds reacted with suspicion to the concept of loans.

The WCED has consulted and worked with National Student Financial Aid Scheme (NSFAS) and has adopted many of their processes. The WCED has had to change the name of the scheme to a financial aid scheme and to conduct considerable advocacy concerning the scheme. As at 31 March 2007, R37,241 million had been awarded as loans and 9 690 beneficiaries had benefited from the scheme. Monitoring and support of students who have been awarded study loans is being instituted to ensure efficacy of the initiative.

The development of programmes responsive to the economic needs of the citizens and the economy of the Western Cape must be monitored and ensured.

10. Transfer payments

Name of Institution/Beneficiaries	Amount Transferred (R'000)	Compliance with Section 38(1)(j) of the PFMA
Programme 1	22,731	
Of which -		
Telecommunications Project at public ordinary schools	7,153	Yes
Khanya Project at public ordinary schools	9,731	Yes
Maths and Science Project at public ordinary schools	2,664	Yes
Programme 2	332,292	
Of which -		
Public ordinary primary schools	172,087	Yes
Public ordinary secondary schools	114,437	Yes
Safe Schools Project at public ordinary schools	25,595	Yes
National School Nutrition Programme	3,519	Yes
Programme 3	34,259	
Of which -		
Independent primary schools	15,902	Yes
Independent secondary schools	18,357	Yes
Programme 4	76,489	
Of which -		
Public special schools	76,933	Yes
Programme 5	131,038	
Of which -		
Public FET institutions	60,688	Yes
FET Conditional grant	70,000	Yes
Programme 6	17,376	
Of which -		
Community learning centres	17,373	Yes
Programme 7	45,784	
Of which -		
Early childhood education in public schools	22,335	Yes
Early childhood education in community centres	23,284	Yes
Programme 8	113,557	
Of which -		
ETDP SETA	3,756	Yes
Bursaries to students	1,868	Yes
Khanya Project at public ordinary schools	49,986	Yes
IKapa Elihlumayo Projects at FET colleges	25,000	Yes
IKapa Elihlumayo Projects at Focus schools	31,391	Yes
IKapa Elihlumayo Projects at schools of skill	1,485	Yes
Total Transfer Payments	773,526	

11. Conditional Grants

Table: Summary of Conditional Grants for 2006/07 (R'000)

Conditional Grant	Expenditure 2005/06	Roll-over from 2005/06	Total Allocation 2006/07	Total Transfers Received	Actual Expenditure 2006/07	% Expenditure
	R'000	R'000	R'000	R'000	R'000	
HIV/AIDS	11,205	0	11,870	11,870	11,872	100,0%
National School Nutrition Programme (NSNP)	49,337	0	48,313	48,313	45,958	95,1%
Further Education and Training College Sector Re-capitalisation			70,000	70,000	70,000	100,0%
TOTAL	60,542	0	130,183	130,183	127,830	98,2%

All the requirements according to the Division of Revenue Act, 2006 (Act No 1 of 2006) in respect of the abovementioned Conditional Grants were met, viz. –

- All transfers received were deposited into the Department's bank account.
- All conditions of the conditional grants, as set out in the approved Business Plans, were met.

The under-spending of the NSNP Conditional Grant was as a result of payments made towards the end of March 2007 that were only effected in April 2007, i.e. in the 2007/08 financial year. The full expenditure has, therefore, been incurred.

Objectives achieved:

Conditional Grant: HIV/AIDS

Project Objectives	Achievements
KPA 1: Advocacy	Cumulatively, 120 000+ learners have participated in awareness activities this year that have included School AIDS Month and World AIDS Day activities. There have been 94 reported HIV/AIDS workshops with parents and 154 cluster meetings. All schools are clustered and all have an HIV/AIDS Co-ordinator/s. The Provincial AIDS Council approved a draft Provincial Inter-Departmental HIV/AIDS Strategic Plan on 1 December 2006 and all provincial departments are now developing operational plans. This plan is in alignment with the anticipated National Strategic Plan for HIV/AIDS, due for release on 4 June, whose responsibilities will extend to all government departments as well as civil society. Both national and provincial plans will have long-term implications for the WCED beyond the current conditional grant deliverables (and inclusive of potentially contentious issues such as the promotion of voluntary counselling and testing (VCT) to educators and learners >15 yrs, and the improved access to condoms for both educators and sexually-active learners). Implementation of the Provincial HIV/AIDS Strategy will be monitored, via MECs, from the Premier's office. The WCED's responsibilities for HIV/AIDS are accordingly reflected in its Annual Performance Plan 2007/08–2009/10. A key focus of the entire HIV/AIDS Strategy is on youth aged 15-24, and a key target of the national Strategic Plan is to reduce HIV prevalence levels by 50% over the next five years. The fact that prevalence levels for 15-19 year olds over the past three years (and, unofficially, four years) have come down in the Western Cape (and are now at half of the national levels for this age group) are clear indicators that the provincial strategy is achieving some success.

Project Objectives	Achievements
KPA 2: Educator training for HIV/AIDS Life Skills in the curriculum	Targets (including a target of 80% of primary school educators to be trained) have largely been achieved or exceeded - an especially remarkable achievement given the voluntary nature of the training, the fact that it has had to take a backseat to NCS training and, in most cases, has been delivered over weekends or during school holidays. 18 363 Grades 1-7 educators have been trained since the inception of this programme (and 21 347 educators in total, all categories). The focus, since April 2006, has shifted largely to secondary schools. The training of FET Life Orientation educators in HIV/AIDS and sexuality education remains a critical issue, given that insufficient Life Orientation educators have been appropriately trained and that schools give many additional, but unqualified, educators this responsibility.
KPA 3: Education management and governance dev. (SMTs & SGBs)	Behind targets, largely due to training support material (with translations) not yet being ready for roll out of workshops, limited capacity of EMDCs at this stage to support this strategy, and an EMGD manager not yet appointed to oversee this strategy. Resource files are currently being finalised for 2007/08, and MTEF targets have had to be adjusted accordingly so that all schools are trained and supported over the next three years. This adjustment is already reflected in the 2007/08–2009/10 Annual Performance Plan.
KPA 4: Care and Support training	Also behind target, largely due to training support material still being finalised. However, a number of pilot projects are well underway, notably the Children's Institute/SADTU Caring Schools project, the 60Soul City Schools as Nodes of Care and Support (SNOCS) schools, and the 9 ARK schools. A 15 credit NQF Level 4 Counselling short-course has been developed for roll out to educators, as well as a 134-credit learnership for FET Life Orientation educators (currently awaiting approval from the Health Professionals Council). 90 EMDC staff has already been trained in the UNISA Counselling programme, 25 in the Positive Living programme, and 104 EMDC South educators who were trained by LifeLine are receiving ongoing supervision. A further 120 educators were trained in referral skills this quarter. The SNOCS programme will be extended to a further approx. 150 schools in 2007/08, based upon 15 prioritised communities identified by the Premier, and planning in this regard is already underway. A seconded school principal is responsible for the management of this programme within the WCED.
KPA 5: Peer education for learners	This programme is implemented in partnership with the Department of Health and 18 service providers. 136 secondary schools currently benefit from the programme (5 216 peer educators having been trained at junior and senior levels during 2007, and 14 126 cumulatively over the past few years). A similar number of secondary schools benefit from the LifeStyle programme support of loveLife groundBreakers, whilst a further partnership with Soul City benefits 120 primary school SoulBuddyz clubs. The 'GoLD' peer education programme was one of the finalists in the Premier's Service Excellence awards, and the outright winner in the international Commonwealth 'Good Practice in Education' awards.
KPA 6: Teaching and learning support material	For the past four years every Grade 1-7 educator and learner in the Western Cape has been provided with grade-appropriate TLSM, which has been replenished annually as requested by schools, in language of choice. This was extended to Gr 8-9 in 2004 and introduced to Grades 10-11 in 2005. Whilst there were again delays of several months in getting materials to schools at the outset of the academic year, this matter was addressed during 2007 via a circular and telephonic verification of orders for every school in the province. Delivery to schools, however, was only able to commence in January 2007, and it is anticipated that deliveries to schools will only have been completed by May 2007. Whilst this may well be the only province that offers HIV/AIDS activity-based material to all its schools on an annual basis, the late distribution thereof is not good enough. It should also be noted that these materials are in addition to Life Orientation materials provided by the WCED. It should also be noted that approximately 20% of schools do not request this material. The proportions of these schools that utilise alternative materials vs. those offering no alternative have yet to be ascertained.

Project Objectives	Achievements
KPA 7: Monitoring, support and evaluation	<p>During 2006/07 a number of external evaluations were concluded, including two national evaluations of the programme conducted by the Department of Education as well as a value-added audit undertaken by the Auditor General. The inclusion of the value-added audit findings in the WCED's Annual Report created an incorrect perception regarding the financial efficiency with which this programme is managed. This was the second value added audit undertaken on the HIV/AIDS programme, at the National Treasury's insistence - no other WCED programme has been so thoroughly investigated in this manner. But is an indication of the degree to which all WCED expenditure of public funds will increasingly be monitored. Both a provincial and a national programme evaluation is being planned for early 2007, and a further AG value-added audit is anticipated. Evaluation of the peer education programme, undertaken by the Adolescent Health Research Unit at the University of Cape Town, has been extended for a further three years. Note that all WCED schools receive ongoing HIV/AIDS programme support through site visits and quarterly cluster meetings, and that all schools do have one or more designated HIV/AIDS Co-ordinators to manage classroom and school-based programmes and activities.</p>

Conditional Grant: National School Nutrition Project (NSNP)

Project Objectives	Achievements
To ensure adequate access to the National School Nutrition Programme by targeted schools	<ul style="list-style-type: none"> • All targeted learners were fed. • The bid tender specifications were drawn up and were successfully submitted for advertising purposes and further processing by the Directorate: Logistics. The bid was advertised in November 2006 and closed on 29 January 2007. • Transfer payments in respect of volunteer food handlers were successfully concluded. • The Head of Education approved the NSNP business plan for 2007/08. • The committee responsible for drafting the Memorandum of Understanding between the Western Cape Education Department [WCED] and the Department of Health in the Western Cape [DoH-WC] finalised the document. It is expected that this document will be approved and signed during the first quarter of the next 2007/08 financial year. • From updates that were formally signed by programme co-ordinators at districts, it became evident that volunteers at 916-targeted schools across the province were trained in gas and food safety and the storage of food and guidelines were provided with respect to cooked menus. • All funded staff vacancies are filled. • An updated information booklet was disseminated to all targeted schools. • A two-day financial planning meeting preceded the mid-year adjustment of the online budget. • Service providers successfully effected the delivery of kitchen equipment to 967 targeted schools. NSNP staff successfully monitored the delivery of kitchen equipment at 805 schools. • 83 mobile units were constructed and successfully monitored at selected needy-targeted schools. • An updated perpetual stock-monitoring tool has been prepared and is systematically being introduced at targeted schools. • A group of 15 Directors of nutrition programmes in various states in the USA spent a day with the NSNP provincial office and visited a targeted school. The exchange of information and experiences were found to be mutually beneficial. • 8 targeted schools were visited during an international school milk conference as part of a programme. An NSNP delegation participated in planning the programme and attended the conference. • A successful 3-day strategic planning took place from 4 to 6 December. The National acting Director, Ms M Maduna, attended the session as an observer. • NSNP staff training took place on 25 January and 15 March respectively and the following topics, gas safety and the approval of food products, were covered. Certificates were awarded to NSNP staff members.

Project Objectives	Achievements
	<ul style="list-style-type: none"> • 893 food safety manuals were received from the national Directorate: Nutrition and were being distributed to schools on an ongoing basis when NSNP staff visited schools. Between 50% and 100% of the material received were already distributed targeted schools across the 7 provincial Districts. • The general monitoring tool was updated, mainly to accommodate the different food products. • NSNP staff at five out of the seven provincial Districts started to present school principals with a standardised report upon the completion of monitoring performed at targeted schools. The remaining two Districts indicated that they would introduce this report during the first term of the 2007/8 financial year. • Approximately 91% of the targeted schools that received funds in respect of kitchen equipment and mobile units during the 2006/7 financial year were monitored. • Approximately 98% of the all the targeted schools serve warm meals. The remaining 2% do not have the necessary infrastructure to accommodate the gas stoves and related equipment necessary for the preparation of warm meals. • A new system was developed for the approval of food products prior to it being dispatched to targeted schools. This system will be introduced with the appointment of new Service Providers
<p>To encourage, advise and support the development of food gardens and other sustainable food production activities at targeted schools where infra-structural readiness and staff and community commitment prevail</p>	<ul style="list-style-type: none"> • Capacity building workshops regarding various aspects of food gardens were held across all districts in the province. Educators, learners and parents attended these workshops. • Food gardens were successfully established at targeted schools across all districts. • At the end of the 2006/7 financial the total number of food gardens at targeted schools amounted to 219. • Five members of the community who work in Cypress Primary in Athlone committed themselves to taking turns to look after the garden, even during school holidays. This clearly indicated their enthusiasm about having a garden. • Working relations were strengthened with the Agricultural Extension Officer responsible for Khayelitsha and Gugulethu areas. He promised to provide Litha Primary School in Gugulethu with some essential material. • A relationship was forged with a community organization called Oasis, which is based in Grassy Park. This organization is involved in community development through sport, HIV-AIDS awareness and vegetable production. They (Oasis) have established a vegetable garden at Perivale and Zeekoevlei Primary Schools in Grassy Park • The food gardens are doing very well at Tyholora and Mzoxolo in George, Grootkraal in Oudsthoorn (they made a profit of R525.00 from potatoes and spinach) and at Indwe Secondary in Mossel Bay. The Department of Agriculture in Knysna has donated three water tanks to harvest rainwater. • Sir Lowry's Pass Primary in Gordon's Bay has a productive garden with an irrigation system that they received from the Department of Agriculture. • A meeting was held at Elsenberg with the Provincial Director for Food Security. This meeting, which was held on 6 March 2007, was aimed at strengthening the relationship with the Department of Agriculture. • Ummangaliso Primary School in Khayelitsha is in the process of establishing a vegetable garden in co-operation with some members of the community. • In Wellington the following colleges have promised to support some schools next quarter: Phillipi Police College - Groenberg Primary, Huguenot College - Voorgroenberg and Kaput [University of Technology] - both Wagenmakervallei and Blouvlei Primary Schools. • Cypress Primary in Athlone established a garden late last year, which is doing very well. Their spinach and radish were ready during March 2007. • Sivuyiseni Primary in Khayelitsha is progressing well in growing vegetables and utilizing tunnels that were given to them by Ark [donor organization]. • On 27 March 2007 a meeting was held between two NSNP officers and an Ark officer to discuss ways of making proper use of tunnels in Khayelitsha schools. Both parties came to an agreement to organize more capacity building workshops for the relevant persons at the above-mentioned schools.

Conditional Grant: Re-capitalisation of FET Colleges

Project Objectives	Achievements
1. To develop human resources to support the delivery of new and modern programmes by 2009	In 2006 a minimum of 450 educator and management staff members were capacitated in various elements of vocational delivery in preparation for Level 2 programme delivery in 2007. Workshops and classrooms were prepared and equipment and resources for 11 NQF Level 2 programmes were procured
2. To develop systems and procedures to offer new DoE programmes from 2007 and to support increased student enrolment	LANs and WAN fully operational at 6 colleges. 40 Campuses of 6 colleges connected provincially and nationally. Up to date asset and campus management systems. Successful marketing of Level 2 programmes
3. To upgrade/alter and refurbish classrooms, laboratories and workshops that will be used for teaching new programmes. This may include converting existing buildings	Minimum of 20 workshops upgraded to meet industry standards, minimum of 45 classrooms refurbished for high quality curriculum delivery, 11 resources centres stocked and operational
4. To buy or build new classrooms, workshops, offices, land, etc. where there is clear evidence of need	Four campuses at South Cape College completed: Mossel Bay Campus fully operational with prefabricated buildings replaced and 3 workshops, 4 classrooms and 2 resource centres completed. Extensions for 7 classrooms and 3 resource centres to George Campus is planned and commissioned. 4 Classrooms, 2 workshops and 1 resource centre at Beaufort West Campus completed and operational.
5. To upgrade college sites	8 Campus sites upgrade with regard to fencing, redecoration, signage, electricity, paving.
6. To purchase equipment to support teaching and learning	Equipment for 72 workshops at 27 campuses purchased, installed and operational for Level 2 and 3 delivery
7. To develop curriculum/ programmes and materials	LTSM for the delivery of 11 Level 2 and 3 vocational programmes at 32 campuses are purchased/ordered and in use

12. Capital investment, asset management and maintenance

The National Treasury initiated the Infrastructure Development Improvement Plan (IDIP) to improve infrastructure delivery and spending of infrastructure funds in the various provinces of the country. With this in mind, the Western Cape is very proud of its achievements in delivering infrastructure relatively quickly and utilising (spending and/or committing) all available infrastructure funds.

As a first step towards improving infrastructure service delivery, the officials on the operational level in the WCED and the Department of Transport and Public Works (Works) met to review the existing Service Delivery Agreement (SDA) and to put together an operating manual of documents necessary to apply and adhere to all clauses of the SDA.

The requirements of the IDIP process and clauses contained in the revised SDA cannot be met with the present staff establishment. This is reflected in the type of questions posed during performance audits. Because all requirements are not being met, the Directorate: Physical Resource Planning staff in the WCED are required to answer numerous audit queries on school infrastructure matters.

An additional amount of R65 million was approved during the 2006/07 financial year for infrastructure.

These funds were allocated in the following manner:

- R39 million for the construction of three secondary schools in Khayelitsha
- R13,2 million for construction projects at Mondale Secondary School (forum), Turfhall Primary School (forum), Ravensmead Secondary School (forum), Khayamandi Secondary School (new school), Oaklands Secondary School (administration facility), Rosmead Primary School (classrooms) and Esselenpark Secondary School (administration facility).

- An amount of R12,8 million was transferred to schools for the construction of halls. The schools involved are Sarepta Secondary School, Mzamomtsha Primary School, Rocklands Secondary School, Scottsville Secondary School, Knysna Secondary School and Phoenix Secondary School.

The scheduled maintenance budget for 2006/07 was R89,806 million of which R15 million was spent on the EPWP (Buildings Maintenance Pilot Project), which is being managed by Works.

A very important milestone has been reached in terms of the rights of SGBs to improve school property. A legal opinion clarified the matter and funds may now be transferred to schools - whether the funds are PIG (Provincial Infrastructure Grant) or equitable share funds.

Procedures were put in place for schools to manage the projects. The procedures not only minimise the risk of mismanaging State funds, but they also provide clear guidelines to ensure that projects are completed successfully. Quality control was implemented during the construction process so that the completed infrastructure would not be an added financial burden for the WCEDs maintenance budget during ensuing years.

12.1 Fixed capital investment

12.1.1 Building projects completed during 2006/07

Summary:

Capital Works	Number of projects completed		Schools
School building projects	Primary schools	1 of 2	Imvulmelwano PS (30)
	Secondary schools	2 of 3	Kuilsrivier SS (37) and Khayamandi SS (Temporary building (10). Bloekombos SS (Temporary building) (15) is nearing completion.
Instruction rooms as part of each new school or as separate projects	Primary schools	114 of 22	Conville PS (6) (Equity Share (ES)), Rainbow PS (6) (ES), Parkdene PS (6) Imvulmelwano PS (30) and Kretchenshoop PS (6), Meulenhof PS (3) (SGB), Siyafuneka PS (5) (SGB), Vredendal PS (22) (ES), Heinz Park PS (30) (PIG)
	Secondary schools	111 of 30	Simunye SS (6), Manzomthombo SS (6), Zolani CS (5), Kuilsrivier SS (37), Khayamandi SS (temporary building (10), Bridgton JSS (5) and Van Cutsem Combined School (6), Naphakade SS (3) (SGB), Wellington SS (6) (SGB), Bloekombos SS (22) (SGB), Murray SS (5) (ES), Kenmere PS (1) (SGB)
Relocation of mobile classrooms	Primary Schools	38 of 18	Citrusdal PS (SGB) (2), Dalubuhle PS (SGB) (2), Karookop PS (SGB) (1), Kleinrivier PS ((SGB) 1), Trevor Manual PS (SGB) (3), Lutzville PS (ES) (2), Steilhoogte PS (ES) (1), Melkbostrand PS (ES) (1), Phakamisani PS (ES) (2), Sedgefield PS ((ES) (1), Slangrivier PS (1), Melkhoutfontein PS (1) and Mzoxolo PS (1), Bongulethu PS (3) (SGB), Masakhane PS (5) (SGB), Lukhanyo PS (2) (SGB), Amalienstein PS (3) (SGB), Vuyani PS (3) (SGB), Sir Lowry's PS (3) (SGB) (3),
	Secondary schools	24 of 7	Wesbank SS (SGB) (8), Umyezo Wama Apile PS (SGB) (4), Sizimisele SS (SGB) (4), Sitembele Matiso SS (3) (SGB), Khayamandi SS (2) (SGB), Thandokhulu SS (3) (SGB)

Capital Works	Number of projects completed		Schools
Forums	Primary schools	3 of 4 2 under construction	Completed: Wesfleur PS (ES), Victoria Park PS (ES), Panorama PS (ES). Under construction: Turfhall PS (PIG), Protea Park PS (ES)
	Secondary schools	11 of 9 7 still being constructed.	Completed: Ladismith SS (ES), Imizamo Yethu SS (SGB), Glendale SS (SGB), Bridgton SS (ES), Charleston Hill SS (ES), Heideveld SS (ES), Proteus SS (PIG), Villiersdorp SS (ES) and Luhlaza SS (SGB), Kasselsvlei SS (SGB), Spine Road (SGB). Under construction: Paulus Joubert SS (ES), Ravensmead SS (PIG), Mondale SS (PIG) and Matthew Goniwe SS (SGB), Gugulethu Comp School (SGB), Vusisiswe SS, (SGB), Rocklands SS (SGB)
Toilets	Primary schools	109 of 66	Imvulmelwano PS (33 WCs), Garden Village PS (10 WCs) (SGB), Vredendal PS (33 WCs) (ES), Heinz Park PS (33 WCs) (PIG)
	Secondary schools	81 of 81	Kuilsrivier SS (27 WCs), Khayamandi SS (Temporary building (10 WCs), Bloekombos SS (Temporary building (17 WCs) (Inkwenkwezi SS (27 WCs)
Upgrading projects	Primary schools	0 of 1 1 still being constructed	Under construction: Thembani PS (Administration block)
	Secondary schools	1 of 1 2 still being constructed	Completed: Auriel College (ES) Under construction: Essellenpark SS (PIG) and Oaklands SS (PIG)

12.1.2 Maintenance projects undertaken during 2006/07

Number of projects	Budget for 2006/07 R'000	Estimated Final cost R'000
*2005/06-2007/08 1 201 projects	89, 806	91, 072

*an indicative number of projects

Progress made to address the maintenance backlog during the period under review

The estimated cost of replacing all existing school buildings in the Western Cape is R12 billion. According to the Civil Service Code, 1,5% of the replacement value of a building should be made available annually to maintain it. An amount of R180 million, before escalation, should thus be budgeted annually to maintain education buildings in the Western Cape.

The maintenance budget for 2006/07 was R89,806 million. This amount represents only 50% of what is actually required to maintain the WCED school buildings. At this rate, the maintenance backlogs are increasing.

Approximately 3 500 classrooms are constructed from unsuitable materials such as wood, chipboard or asbestos cement. The classrooms or schools constructed from these materials are vulnerable to vandalism or theft and need regular maintenance. According to reports, drawn up by consultants after evaluating such classrooms or schools, submitted by the Department of Transport and Public Works, it is proposed that such buildings should be phased out. Learners could be channelled to nearby schools, which have capacity.

Expanded Public Works Programme (EPWP)

The Department of Transport and Public Works (Works) introduced the EPWP during 2004. This programme entailed the cleaning of ablution facilities, sites, gardens and writing boards, including sweeping and polishing floors/corridors. Every three months graffiti was removed from walls and gutters and rain water channels were cleaned.

Forty-four schools (44) in the West Coast District Municipality (Saldanha, Bergrivier, Swartland Municipalities) received attention to the value of R1,325 million and 412 in the Cape Metropolitan area received attention to the value of R13,172 million.

12.2 Asset management

Immovable assets

The WCED uses the Education Management Information System (EMIS) and the Schools Register of Needs Information System (SRNIS), which are adequate in managing immovable assets

Major movable assets

Head Office and EMDCs (including offices linked to EMDCs)

In respect of moveable assets, the WCED established an asset management unit. This unit is one of the pillars of the Supply Chain Unit.

All furniture and equipment required for Head Office and the EMDCs was purchased from Head Office and was captured on an inventory of moveable assets in terms of the requirements prescribed by the National Treasury. An annual audit of all moveable assets (November) and a stock-take (February/March) was done with the assistance of a private contractor specifically appointed for this purpose.

The following measures were taken to ensure data integrity that supports an effective asset register that maintains accounting standards and ensures an effective, efficient and accurate reconciliation of information:

- Annual stocktaking done by the Department as prescribed in the Treasury Regulations.
- A biannual stocktaking is also under way in view of the volume of items.
- Inventories were signed off by the responsible officials and certified by cost centre managers.
- Circulars were issued in line with Chapter 10 of Treasury Regulations.
- Procurement procedures for assets were outlined in the Accounting Officer's System.
- A reconciliation of purchases on LOGIS and the expenditure on BAS was done each month.
- The asset register contains all the information required in terms of Treasury Regulations.

The mechanisms that were implemented to ensure that an efficient system of identification, safeguarding, monitoring and record-keeping of moveable assets is in place were as follows:

- All assets were bar coded, marked "RSA" and recorded on inventories.
- All assets were identified in the movable asset register in all of the asset categories indicated by Treasury and were allocated unique numbers (bar codes).
- Cost centre managers are responsible for the safeguarding of their assets.
- All movable assets were recorded on an inventory per cost centre and location. Inventories were certified as correct by the cost centre managers and kept in a visible place at each location.

Schools

It was decided to make transfer payments to schools in terms of existing Treasury Guidelines so that schools could purchase their own equipment from contracted suppliers. All purchases for schools were removed from the LOGIS Asset Register as they are, in terms of the South African Schools Act, 1996 (Act No 84 of 1996), considered to be inventory items of the schools. Schools must, therefore, report on these inventory items in their annual financial statements. The LOGIS Asset Register reflects only the inventories for Head Office of the WCED and the EMDCs and their respective service points.

Plans regarding movable assets, such as motor vehicles

The Provincial Department of Transport and Works (Government Motor Transport) manage the provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles. They also see to the licensing, maintenance and fuelling of the vehicles, as well as maintaining an asset register on the Fleetman System. They also formulate provincial policy with regard to the use of GG vehicles.

The WCED ensures that the provincial policy is adhered to. It also maintains a register of vehicles in use by the WCED, monitors vehicle use by means of log sheets and ensures that the vehicles are roadworthy and properly maintained.

The present fleet meets the current needs of the WCED.

Measures taken to ensure that the Department's asset register is up to date

Annual stocktaking is carried out to ensure that the WCED's asset register remains up-to-date. The physical verification of assets was outsourced to an expert service provider.

13. Co-ordination, co-operation and outsourcing plans

13.1 Interdepartmental linkages

The WCED is the lead department responsible for developing implementing and monitoring the province's HCDS. However, the magnitude of the task requires that all government departments at provincial and local government level support and contribute to the implementation of the strategy. Key departments include the Departments of Health, Social Development, Community Safety as well as Transport and Public Works. In addition, the social partners, i.e. organised business, organised labour and civil society through the Provincial Development Council, play a key role in shaping and implementing the HCDS.

Regular meetings and discussions in forums such as CEM, the Heads of Education Committee (HEDCOM) and its various sub-committees, are held with the national Department of Education and the other provincial education departments regarding education policy.

Discussions with sister departments on inter-sectoral collaboration also take place regularly, especially with the Departments of Health (HIV/AIDS and life skills, health and wellness in schools, early identification and school health services), Community Safety (Safe Schools Project and Learner Support Officers Project to reduce truancy and juvenile offending), the Premier (Office of the Status of Disabled Persons – Provincial Integrated Disability Strategy), Economic Development and Tourism (Learning Cape Festival and economic growth sectors) and Transport and Public Works (capital projects and maintenance). Quarterly meetings are held with the ISLP co-ordinating committee for the provision of school buildings in previously disadvantaged areas. Discussions with sister departments on integrated holistic development also take place regularly. Together with provincial and local government departments, an Integrated Provincial Strategic Plan for HIV and AIDS has been developed and has already been endorsed by the Provincial AIDS Council.

The ABET Sub-directorate of the WCED is involved in numerous partnerships with other provincial departments. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. A Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments is in place. Partnerships are being formed at provincial and centre level. These guidelines include, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, cost and cost drivers. 10 provincial departments, as well as the national Departments of Water Affairs and Correctional Services, form part of these partnerships. To formalise the partnerships, memoranda of understanding (MOUs) were developed. Both parties, i.e. the WCED, as the service provider, and the partner (e.g. provincial department), must sign this MOU. A MOU has also been signed with Metrorail. Draft MOUs were compiled and must be finalised with the Provincial Departments of Social Services, Transport and Works and Health.

13.2 Local government linkages

The WCED co-operates with the City of Cape Town regarding the Urban Renewal Programme (URP) and the Central Karoo Municipality regarding the Integrated Sustainable Rural Development Programme (ISRDP). The aim of both programmes is to work collaboratively and integratedly with other departments and governments to alleviate poverty through skills development for unemployed people.

Discussions took place between the WCED and the City of Cape Town as well as SALGA with regard to –

- aligning the HIV/AIDS and Life Skills Programme, Peer Education Programme and the sub-district Multi-Sectoral Action Teams for HIV/AIDS (MSATs);
- aligning the WCED's ICT initiatives with the Smart Cape initiatives; and
- the approval of structure plans (Town Planning).

13.3 Public entities

There are currently no public entities for which the WCED is responsible.

13.4 Public, private partnerships, outsourcing etc

Although the WCED has no outright public-private partnerships (PPPs), the department has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the EMDCs) directly or through several education non-governmental organisations (NGOs). These partnerships are generally transversal (within the WCED) and/or multi-sectoral in nature, exist to address psycho-social and economic issues that, unless addressed effectively, undermine the provision of quality education in schools, and are furthermore established to increase the pool of funds available whilst ensuring a diminished WCED financial investment.

The Global Fund, through the Department of Health, supports a rigorous HIV/AIDS peer education initiative in 94 secondary schools. An additional 42 schools are also implementing this programme through other funding. There are also a number of other low-level collaborative partnerships within the WCED's HIV/AIDS programme.

The WCED is collaborating with 6 private developers in the development of systems for use in the School Administration and Management Systems (SAMS) Project.

The WCED has also collaborated with PETROSA. They completed a R12m school for Rietvlei Primary School in Mossel Bay and have fully equipped all 4 ex-DET schools in Mossel Bay with state-of-the-art computer and science laboratories.

A Memorandum of Understanding was signed between PETROSA and the Western Cape Education Department, which provides a modus operandi for spending the R15 million donation for the construction of a new primary school in Vredenburg.

Garden Cities is involved with the construction of forums for schools. They completed forums for Glendale Secondary School, Imizamo Yethu Secondary, Luhlaza Secondary School and Kasselsvlei Secondary School. Construction is also taking place at Matthew Goniwe Secondary School in Khayelitsha and Intshukumu Comprehensive School in Guguletu. Agreements have been signed between Garden Cities and Knysna Secondary School, Sarepta Secondary School, Mzamomtsha Primary School, Phoenix Secondary School, Scottsville Secondary School and Mountview Secondary School. Planning is presently taking place.

Chamber of Commerce: Technopreneur competition for Grade 10s

SANTAM: Funding best practices for EMS

Sanlam: Development of a holistic HIV/AIDS curriculum-based programme

Cape Town Holocaust Centre: Facing History and Ourselves (Grades 9 to 12)

13.5 Donor Funding

The WCED received no donor funding during the 2006/07 financial year.

APPENDIX A: PERFORMANCE MEASURES – 2006/07

► **PM001: Percentage of the children of compulsory school going age that attend schools**

This is the percentage of the children of compulsory school going age in the province attending any school or educational institution. 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.

Source: For non-census years the StatsSA General Household Survey (GHS) data applicable to the year in question is used for both the numerator and denominator.

► **PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions**

This is similar to PM001, except that this performance measure refers to older children. This is the percentage of the population in the province aged 15 to 17 attending any school or other educational institutions. 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.

Source: For non-census years, the StatsSA General Household Survey (GHS) data applicable to the year in question is used for both the numerator and the denominator.

► **PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners**

This is government's expenditure on the poorest one-fifth of children and 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%. 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); number of poor children who are not in school (and therefore receive no education funding); problems in attracting teachers to rural areas (these factors push the percentage down).

Source: Enrolment figures for learners in public ordinary schools in quintile 1 or quintile 5 schools are obtained from EMIS enrolment figures as computed from the Annual School Survey (ASS).

► **PM004: Years input per FETC graduate**

This is the number of years of schooling government invests to produce each Grade 12 or equivalent graduate. Because learners repeat, and because learners drop out of the schooling system before the end of Grade 12, the number of years is always greater than 12. However, by keeping the number of years as low as possible, government can provide more education of a better quality to more people.

Source: Provinces cannot compute this PM currently since accurate data sources are not available.

► **PM005: Average highest school grade attained by adults in the population**

The maximum value possible for this performance measure is 12. This would be the case if all adults in the population had completed Grade 12. 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.

Source: For non-census years, the data for the numerator and the denominator is based on sample data derived from StatsSA household surveys.

► **PM006: Adult literacy rate**

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 to 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.

Source: For non-census years, the data is based on sample data derived from StatsSA household surveys or population estimates as provided by the DOE.

► **PM101: Percentage of schools implementing the School Administration and Management System**

The School Administration and Management System (SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. The greater the number of schools with SAMS, the better the services that we can expect from schools.

Source: All schools do not specifically have the SAMS in place, but all schools have CEMIS in place. The WCED received approval from DoE to develop a link between CEMIS and SAMS. With the assistance of Cel, the service of an analyst was sourced to begin with the implementation of a link between CEMIS and SAMS. The systems analysis phase was completed in the first quarter of 2007, while the development of the integration should be well underway by the end of the 2007 academic year. This development will allow for the integration of SAMS with CEMIS.

► **PM102: Percentage of schools that can be contacted electronically by the department**

E-mail assists 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.

Source: The ASS provides information about the number of schools that use e-mail for administrative purposes.

► **PM103: Percentage of black women in management positions**

This is the percentage of black women in management positions. Although employment equity covers a number of areas, black women in management positions is very important in highlighting progress towards employment equity in Provincial Education Departments.

Source: PERSAL

► **PM104: Percentage of current expenditure going towards non-personnel items**

This is the percentage of education expenditure, other than expenditure on physical infrastructure (Non Personnel Non Capital), going towards non-personnel items such as textbooks, stationery and scholar transport.

Source: Provincial budget statements and annual reports

► **PM201: Percentage of learner days covered by the nutrition programme**

This is the number of lunches provided at schools, through government's nutrition programme, divided by all the learner days in a year (a learner day is one learner's attendance on one day). This percentage goes up when the nutrition programme covers more learners, or when each learner receives more lunches in one year. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels.

Source: The ASS has a question on the number of learners that receive support under the NSNP. It currently does not collect information on the number of days that this support is provided at each school but other provincial data sources are used for this.

School nutrition statistics are specified in the statistical tables and indicate both the number of learners that benefit from the programme as well as the average number of school days that this nutritional support covers.

► **PM202: Percentage of learners in public ordinary schools with special needs**

This is the percentage of learners in public ordinary schools with special needs. 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 disabled learners.

Source: This PM can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through the CEMIS submissions from schools.

► **PM203: Percentage of public ordinary schools with a water supply**

This is the percentage of public ordinary schools with some kind of supply of clean water. For health and other reasons it is important that all schools should have access on the premises to clean water.

Source: ASS data applicable to the year in question.

► **PM204: Percentage of public ordinary schools with electricity**

This is the percentage of public ordinary schools with an electricity supply. Electricity is an important prerequisite for the introduction of modern technologies that can enhance management, teaching and learning in schools.

Source: ASS data applicable to the year in question.

► **PM205: Percentage of schools with an adequate number of functional toilets**

This is the number of schools with at least two functional toilets for each classroom. For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

Source: The total number of toilets and urinals as well as the total number of non-functioning toilets and urinals are found in the sanitation section of the ASS. The total number of classrooms used for teaching or the total number of learners per school are also found in the ASS.

► **PM206: Expenditure on maintenance as a percentage of the value of school infrastructure**

It is important that existing buildings and equipment in the schooling system 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.

Source: Maintenance expenditure figures are determined by PEDs financial departments as per the SCOA grid and the capital asset value is extracted from the relevant asset register(s) held by the PED or the Provincial Department of Public Works.

► **PM207: Percentage of schools with more than 40 learners per class**

This is the percentage of schools with a learner/educator ratio greater than 40. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to 0%.

Source: Both learner numbers and educator numbers are extracted from the ASS.

► **PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered by day one of the school year**

This is the percentage of schools depending on the Department for the procurement of textbooks and other LSMs, which receive all the goods they expect by the first day of the school year, at the latest.

Source: Supply Chain Management holds the information about the delivery of textbooks.

► **PM209: Percentage of schools with Section 21 status**

This is the percentage of schools granted certain management responsibilities, including financial management responsibilities, in terms of section 21 of the South African Schools Act. (This has nothing to do with Section 21 companies.) It is important for more schools to be made ready for this self-management status so that schools can respond more effectively to local pressures.

Source: The Directorate Budget Management holds this information.

► **PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools**

This performance measure takes into account any absence of educators from schools, for any reason, where there was no replacement educator. For schools to function properly, it is important that learners should not be without their educators. The aim should be to keep this performance measure as low as possible.

Source: PERSAL, however, existing information sources on educator absenteeism are not appropriate since PERSAL does not provide information on how many educators were absent without a replacement teacher at the school.

► **PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools**

This performance measure is similar to PM210, but it considers learners instead of educators. Any absence from school by any learner would be taken into account by this performance measure.

Source: The Department did not have the operational systems in place to provide the information on the learner days lost due to absenteeism. A process has now been put in place to obtain this information through quarterly submissions from schools in future.

► **PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3**

This is the average of the reading and mathematics scores of Grade 3 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. 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.

Source: The results of the provincial testing of Grade 3. Testing was done in 2006 and is only done every second year, i.e. the next Grade 3 tests will be conducted in 2008.

► **PM213: Repetition rate in Grades 1 to 7**

This is the number learners repeating their present grade in Grades 1 to 7, divided by all learners enrolled in Grades 1 to 7. A high repetition rate is both costly, and detrimental for teaching and learning. It is important for this performance measure to be as low as possible.

Source: The WCED, historically, collected repeater information in aggregated format from schools three months into the following academic year. However, audits done at selected schools showed that this information was not always accurate. The learner tracking system was implemented in 2006 and the 2006 school year was viewed as a pilot year in order to deal with all the teething problems. An online promotion process was successfully completed in 2006 as well as an online Snap 2007 process. In the next report the department will be able to report on the repeaters in the province as well as on learners that drop out in the 2007 academic year.

► **PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy**

This performance measure is based on the same data as PM212. It indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in numeracy and literacy.

Source: The results of the provincial testing of Grade 3. Testing was done in 2006 and is only done every second year, i.e. the next Grade 3 tests will be conducted in 2008.

► **PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences**

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in numeracy, literacy and natural sciences.

Source: The results of the provincial testing of Grade 6. Testing was last done in 2005 and is only done every second year, i.e. the next Grade 6 tests will be conducted in 2007.

► **PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12**

This is the percentage 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: The Annual School Survey contains information on the number of male and female learners that take Mathematics and Science in Grades 10 – 12, and also provides an indication of the total number of learners in these grades.

► **PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate**

This is the average of the Senior Certificate marks of Grade 12 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. This performance measure is thus similar to PM209.

Source: Senior Certification Examinations database.

► **PM218: Repetition rate in Grades 8 to 12**

This is the same as PM213, except that this performance measure deals with Grades 8 to 12.

Source: The WCED, historically, collected repeater information in aggregated format from schools three months into the following academic year. However, audits done at selected schools showed that this information was not always accurate. The learner tracking system was implemented in 2006 and the 2006 school year was viewed as a pilot year in order to deal with all the teething problems. An online promotion process was successfully completed in 2006 as well as an online Snap 2007 process. In the next report the department will be able to report on the repeaters in the province as well as on learners that drop out in the 2007 academic year.

► **PM219: Pass ratio in Grade 12 examinations**

This is the total number of Senior Certificate passes in a year, divided by the total number of 18 year olds. This is not the same as the Matric pass rate. This performance measure takes into account two things. Firstly, it takes in account how many youths are participating in the examinations. Secondly, it takes into account how many youths who write the examinations, also pass them.

Source: The senior certificate examination report for the previous year. The population of 18 year olds are determined from the population estimates provided by the DOE.

► **PM220: Pass ratio in Grade 12 for mathematics and science**

This is the total number of learners who pass either the mathematics or science Senior Certificate examinations in a year, divided by the total number of 18-year-olds. Like the overall pass ratio (see PM219), this performance measure provides an idea of how much output the education system is producing relative to the population.

Source: The Senior Certificate Examinations database contains information about the number of learners that passed the Senior Certificate Examinations in Science or Mathematics or both. The DOE provides population estimates on the number of 18 year olds in the Province.

► **PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas**

This performance measure indicates the percentage of all Grade 9 learners who, on average, attain acceptable educational outcomes.

Source: Grade 9 results.

► **PM301: Percentage of funded independent schools visited for monitoring purposes**

This is the percentage 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 occurring in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Source: The Education Management and Development Centres.

► **PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions**

This is the percentage of disabled children 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%.

Source: Relevant questions from the most recent General Household Survey have been used.

► **PM501: Number of FET college students relative to youth in the province**

This is the number of FET college students, of all ages, divided by youth aged 16 to 18. Whilst many FET college students would be above age 18, this performance measure nonetheless provides a useful indication of how well FET colleges are reaching out to the youth and the population as a whole.

Source: For non-census years the population figures are obtained from the most recent General Household Survey or population estimates as provided by the DOE. FET Headcounts are obtained from the FET Colleges.

► **PM502: Percentage of female students who are in technical fields**

This is the percentage of all female FET college students who are enrolled in engineering or other technical fields. Historically, enrolment of females in these fields has been low. In the interests of gender equity, this situation should improve.

Source: Although College Enrolment records should contain all of the information for the calculation of this PM, there is currently no systematic approach by the PEDs or the DOE to collect this information. The data for this PM is currently obtained from the FET Colleges.

► **PM503: FET college throughput rate**

This is the number of students who pass the final examinations, divided by the total number of students who entered the FET college system with the intention of passing the examinations.

Source: To collect this data at present is a very complex process, which colleges will have to be trained to accomplish. (There is no neat examination once a year for all students that will provide an easy base from which to make the calculations, as there is no single examination authority - every SETA has its own requirements for the assessment of their programmes). The data for this PM is currently obtained from the FET Colleges.

► **PM504: Percentage of learners placed in learnerships through FET colleges**

This is the learners in learnerships receiving their training through an FET college, as a percentage of all learners in learnerships in the province. This performance measure indicates how effective FET colleges are at attracting learners from the learnership system.

Source: The record keeping on learnership activity at the FET colleges is not a comprehensive one, simply because the colleges' IT systems are not geared ideally for this type of intervention. Learnerships are not the core business of the FET colleges (it's self funding). Colleges run learnerships as separate business units, employing staff (administrative, educators, project managers, etc). The implementation of the FETMIS (learner-tracking system for FET colleges) will in future assist with the provision of this information.

► **PM601: Number of ABET learners relative to adults in the province**

This is the number of students enrolled in public ABET centres, divided by the total number of adults in the population. This percentage provides an indication of how extensive the public provisioning of ABET is in the province.

Source: For non-census years the population figures for adults are obtained from the General Household survey for the year in question or population estimates as provided by the DOE.

► **PM701: Percentage of learners in publicly funded Grade R**

This is the total number of learners in publicly funded Grade R (in public schools or community centres), divided by all five year olds in the population. Whilst it is not government's aim to reach 100% with respect to this performance measure (some learners can be expected to attend private centres), policy stipulates that by 2010 we should have reached a high level, of between 80% and 90%.

Source: Although the ASS could be considered as an adequate data source for school based Grade R, it does not yet cover the community-based sites. Although the intention in White Paper 5 was for 10% or less of the learners to be accommodated in community based sites, the implementation in various provinces have led to a situation where far more learners actually make use of community based sites. The figures from the ASS would therefore be grossly inaccurate.

Access to many rural and remote sites remains a challenge for EMDCs. This also hampers collecting accurate data concerning Grade R in Community Centres as many of these are in Informal Settlements, with scanty postal/physical addresses for delivery of survey forms. Verification of ages at all sites is essential to ensure correctness of claims.

Despite the source data challenges, the GHS is the most appropriate data source to use for the denominator of this PM.

PART 3 - REPORT OF THE AUDIT COMMITTEE

REPORT OF THE WESTERN CAPE PROVINCIAL GOVERNMENT AUDIT COMMITTEE ON THE DEPARTMENT OF EDUCATION (VOTE 5) FOR THE FINANCIAL YEAR ENDED 31 MARCH 2007

1. Introduction

The Audit Committee is pleased to present its report for the above-mentioned financial year ended 31 March 2007.

2. Audit Committee Members and Attendance

2.1 The Audit Committee consists of the members listed hereunder. It is required to meet a minimum of 4 times per annum as per its approved Terms of Reference. During the current year 6 meetings were held.

2.2 Members for the year	Number of Meetings Attended
Mr RG Nicholls (Chairperson)	6
Dr L Kathan	4
Mr J January	3
Mr R Lalu	5
Mr M Joshua (Appointed 01 May 2006)	4

3. Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1)(a) of the Public Finance Management Act, 1999 (Act 1 of 1999) and Treasury Regulation 3.1.13 as required.

The Audit Committee also reports that it has adopted an appropriate formal Terms of Reference as its audit committee charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

4. Effectiveness of Internal Control

In our opinion, based on the reports received from the service providers and information reported during our audit committee meetings, the internal control environment contains weaknesses which are unacceptable and need to be substantially strengthened in the financial year ending March 2008. We further believe that findings reported by the audit service providers need to result in positive change. The Accounting Officer has established an audit monitoring team with a brief to ensure that the necessary action is taken to address the findings reported by the audit service providers.

Achievement on the above brief is one of very limited success. Delivery on the brief must be a priority for the 2007/08 financial year.

5. Internal Audit

As reported last year by the Audit Committee, the internal audit has not been effective in creating the necessary positive change related to the audit service provider findings. The internal audit process must be re-visited with a view to ensuring that the correct value is provided to address the reported weaknesses and facilitate the correction needed.

Change initiatives and the internal audit plan for 2007/08 has been compiled with specific input from the Audit Committee and the department to enable this process to deliver the required corrective value.

A Quality Assessment Review was undertaken by the Institute of Internal Auditors (IIA), on the Provincial Internal Audit function which also services the Education Department. The Audit Committee has been informed that the opinion expressed by the IIA has been that the Internal Audit function is only partially compliant with the Standards of the IIA.

6. The quality of in year management and monthly / quarterly reports submitted in terms of the PFMA and the Division of Revenue Act

In our opinion the requirements of the PFMA and Division of Revenue Act have been met by the monthly and quarterly reports produced and delivered to stakeholders.

The In-Year Monitoring Treasury process results have not been fed back to our committee. Such a process can effectively enable the committee to monitor any significant deviations found.

The Auditor-General found a number of errors in the un-audited Annual Financial Statements related to disclosure requirements. These matters should have been detected by the Financial Governance section of the Accounting Component to allow correction before the Annual Financial Statements are submitted for audit.

7. Information Technology

Information Technology remains an area needing attention. The transversal systems general and application controls are graded as unreliable by the Auditor-General.

It is further reported to the Audit Committee that the user controls related to computer input and output are non-existent or ineffective which with the general and application control weaknesses make these areas high risk.

These weaknesses result in the user controls not being a source of reliance for both the audit process and the user.

The Audit Committee received an internal audit report on the provincial IT function. The report indicated a number of critical weaknesses in the IT systems managed by the Ce-I which also impacts on this department. The Audit Committee noted that some of the weaknesses reported related to outdated IT infrastructure, inadequate back-up strategies, high staff vacancy rates within the Ce-I and budget constraints.

8. Evaluation of Financial Statements

The Audit Committee has:

- reviewed and discussed the audited financial statements to be included in the annual report with the Auditor-General and the Accounting Officer;
- reviewed the Auditor-General's management letter and management's response thereto;
- reviewed significant adjustments resulting from the audit.

The Audit Committee concurs and accepts the Auditor-General's conclusion on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General.

Conclusion

As concluded last year, good corporate governance and effective controls especially in the computer and risk management areas must be the prioritised matters for attention and improvement in the financial year ending March 2008.



MR RG NICHOLLS
CHAIRPERSON OF THE WESTERN CAPE
EDUCATION DEPARTMENT AUDIT COMMITTEE
DATE: 17 September 2007

PART 4 - ANNUAL FINANCIAL STATEMENTS

Contents	Page
Report of the Accounting Officer	1
Report of the Auditor-General	6
Accounting Policies	13
Appropriation Statement	21
Notes to the Appropriation Statement	31
Statement of Financial Performance	32
Statement of Financial Position.....	33
Statement of Changes in Net Assets	34
Cash Flow Statement.....	35
Notes to the Annual Financial Statements	36
Disclosure Notes to the Annual Financial Statements.....	46
Annexures	
Annexure 1A	52
Annexure 1B	53
Annexure 1C	54
Annexure 1D	55
Annexure 1E	56
Annexure 1F	57
Annexure 1G.....	58
Annexure 2A	59
Annexure 2B	60
Annexure 3.....	61
Annexure 4.....	62

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2007**

Report of the Accounting Officer

Report by the Accounting Officer to the Executive Authority and Provincial Legislature of the Republic of South Africa.

1. General review of the state of financial affairs

The approval and acceptance by all stakeholders of the Human Capital Development Strategy (HCDS), which is one of the key pillars of *the iKapa eliHlumayo* Strategy, have set a particular course for the Western Cape Education Department (WCED) in the province. The alignment of all activities of the department can now start in earnest. The re-design process, which is one of the first key activities for the re-alignment of the department to ensure implementation of the HCDS, started during the period under review. This represents a significant step towards assisting schools in the delivery of quality education.

The department has been able to deliver on its key programme-based strategies, which also contain definite targets. The increased funding from earmarked allocations ensured that the department could deliver on those targets. However, the department did encounter constraints in particular sectors, such as Early Childhood Development, where, in certain instances, no tenders were offered due to the relative infancy of this market.

The department receives the bulk of its revenue from its equitable share, which is the largest in the province. The department did manage to secure additional funding of R65 million at the adjustment stage for infrastructure due to good spending patterns. The National Treasury had to be convinced to secure the additional funding as part of the Division of Revenue Act. The department managed to spend all these funds on the huge backlog that exists in infrastructure.

The department had an under expenditure of R195 million for the 2006/07 financial year. The major portion of this amount is due to labour resolutions not being concluded at a national level in the Education Labour Relations Council. The result is that permission has been requested from Provincial Treasury for the rollover of this amount for the second year in succession. The rest of the under expenditure was for infrastructure, where School Governing Bodies were involved in the construction of additional classrooms, forums etc, which have not been completed at year end. The under expenditure represents 2.7% of adjusted budget.

Virements

The following virements between main divisions in the Vote were approved by Provincial Treasury:

Shifting of R132,000 from Programme 7 to Programme 3 due to increase in learner enrolment at independent schools.

Shifting of R2,234,000 from Programme 2 to Programme 4 due to the implementation of the upgrading of principals' remuneration.

Shifting of R838,000 from Programme 2 to Programme 4 due to the increase in tariffs for government vehicle usage.

Shifting of R4,606,000 from Programme 7 to Programme 5 for the purchase of a new building to be used as a satellite FET campus. The total amount of the building was R5,800,000.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2007**

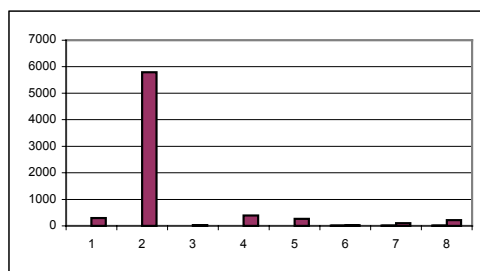
Shifting of R1,916,000 from Programme 7 to Programme 5 made up as follows: The R1,194,000 to fund remaining portion of the satellite campus and the balance i.e. R722,000, to be used to fund the FET colleges staff establishment involved in the re-capitalization process.

Statement of Financial Performance

The Statement of Financial Performance is the result of the activities for the year ended 31 March 2007.

Division of amounts (Rm) voted per programme

1	Administration	293	4%
2	Public ordinary school education	5,793	81%
3	Independent school subsidies	34	0%
4	Public special school education	389	6%
5	Further education and training colleges	271	4%
6	Adult basic education and training	24	0%
7	Early childhood development	101	1%
8	Auxiliary & associated services	211	3%
		7,116	100%



Programme 1 incorporates Personnel and Financial Management, Senior Management, the Ministry, Curriculum Development, Information Technology, Edumedia, Building Management and Management of Schools with Special Educational Needs. Programmes 2 to 7 represent the various categories of educational institutions and comprises 93% of the WCED's total expenditure. The management of schools and development centres is included in Programme 2. Programme 8 includes Examination Administration, Conditional Grants (HIV/AIDS, Financial Management and Quality Enhancement) and *iKapa Elihlumayo*.

2. Services rendered by the department

2.1 Tariff policy

The department does render services that are subject to tariffs in respect of examination related services which are prescribed by the National Department of Education.

2.2 Free Services

The department does not render services free of charge, which could have yielded significant revenue.

3. Capacity constraints

Although the department is delivering on its key programme-based strategies, constraints are encountered, as the departmental structure is not properly aligned to deal with such activities effectively. The re-design of the department will address this constraint with new structures being established.

The filling of vacant posts remains a challenge due to the lack of appropriate skilled staff in the Maths and Science subjects. The department has, however, issued bursaries to address the problem to some extent in the future.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2007**

The vacant posts in Head Office, especially in the transversal disciplines such as Human Resources Management, Supply Chain Management and Financial Accounting, remain a challenge. Initiatives that are being undertaken to address the problem include the training of existing staff and the re-evaluation of job levels, as part of a succession management plan.

4. Utilisation of donor funds

The department did not receive any significant donor funds.

5. Trading entities and public entities

The department does not have any such stated entities.

6. Organisations to whom transfer payments have been made

The department has approximately 1900 institutions to which transfer payments are effected.

Appropriate procedures, as instituted in terms of section 38(1)(j) of the Public Finance Management Act (PFMA), are observed before a transfer payment is made. In most instances, institutions are required to submit audited financial statements to prove compliance.

7. Public-private partnerships (PPP)

No public-private partnerships were entered into for the year under review.

8. Corporate governance arrangements

Current Treasury Regulations determine the establishment of a risk-based approach to an internal audit. This approach is consistent with the King II report.

A risk-based approach requires coverage of all significant risks, but is not limited to focusing on operational and strategic risks.

The function of internal audit is currently conducted by Provincial Treasury, with the assistance of an outside service provider, *Sihluma Sonke* Consortium. They have been tasked to do the normal risk assessment for the 2005/06 financial year, while the 2006/07 financial year is under review.

The department does have an audit committee, which consists of independent members. It is currently in its third year of operation. They meet regularly and engage constantly with management. The internal audit function reports directly to the Audit Committee.

The department has established, in line with Treasury requirements, a Risk Assessment Unit. One of its main functions is to develop a Risk Policy framework in conjunction with Provincial Treasury. The Risk Policy will unfold into a Fraud Risk Assessment Policy. Although the latter is lacking, the department does have a generic fraud prevention plan, which would not be significantly different if a fraud risk assessment was completed.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2007**

Senior management has to complete and submit a declaration of 'No conflict of Interest' annually. All bid committee members and all staff in Supply Chain Management must also declare any conflict of interest. The department has requested the assistance of the National Intelligence Agency to conduct the necessary security clearance for the relevant senior staff involved in Supply Chain Management, as well as the normal operational staff.

9. Discontinued activities/activities to be discontinued

None

10. New/proposed activities

None

11. Asset management

The asset register complies to the minimum requirements as prescribed by National Treasury. The asset verification process was performed by an outside service provider. The department did meet the targets as set out for the Asset Management Reforms process.

12. Transactions from previous dispensations (Mopping up)

The Western Cape Provincial Administration inherited old balances from the previous political dispensation that originated prior to the 1994/1995 financial year. The decentralisation of the accounting functions of the former Department of Finance (FMS Department 70) resulted in these balances, including unauthorized expenditure, being transferred to the various departments. The Western Cape Provincial Treasury is currently in consultation with the National Treasury to expedite the process of passing the necessary legislation to fund the unauthorised expenditure, since these old balances were incurred against the SA Reserve Bank accounts of ex-Cape Provincial Administration and ex-House of Representatives, which is a National Treasury competency.

13. Events after the reporting date

The Finance Act for the Stores Requisition Account was approved and passed by Cabinet in the current financial year. The amount of R26 million is under review for this exercise.

14. Performance information

An approved Strategic Plan for the period 2007/08 to 2009/10, with measurable objectives, was submitted to Provincial Legislature. Performance information and evaluation is conducted on a quarterly basis and is in line with the objectives of the strategic plan.

The Directorate Quality Assurance is responsible for the verification of the data submitted for performance measures. These monitoring activities prevent or detect and correct material misstatements in the performance information reported. This is necessary to ensure that performance information is accurately and completely reflected.

The systems in place are mainly the Central Education Management Information System (CEMIS) to provide learner data, Persal to provide personnel numbers and BAS to provide expenditure data.

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2007

15. SCOPA resolutions

Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
Resolution 1: Audit report 2004 Paragraph 5.4(ii)	Unauthorised expenditure: Expenditure on literacy programme 1991/92 – R21.949 million and over-expenditure on vote of former Administration: House of Representatives 1995/96 – R10.707 million	The committee recommended that the WCED and the Provincial Treasury again make urgent representations to the National Treasury to expedite the matter.
Fourth Report: SCOPA, Paragraph 7.1	Investment in Infrastructure	The WCED accepts the committee's recommendations and implemented processes to address the committee's concerns.
Fourth Report: SCOPA, Paragraph 7.2	HIV/AIDS	The WCED accepts the committee's recommendations and implemented processes to address the committee's concerns.
Fourth Report: SCOPA, Paragraph 9.2	Performance measurements	The concern of the Committee is noted. The WCED complies with the National Treasury's reporting requirements and has a system in place to regularly control and monitor the information being reported and the standards thereof.
Fourth Report: SCOPA, Paragraph 9.3	Asset Management	Recommendations noted and the WCED confirmed that the recommendations were implemented.

Approval

The Annual Financial Statements as set out in pages 13 to 62 have been approved by the Accounting Officer:



RB Swartz
ACCOUNTING OFFICER
DATE: 31 MAY 2007



A U D I T O R - G E N E R A L

REPORT OF THE AUDITOR-GENERAL TO THE WESTERN CAPE PROVINCIAL PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF VOTE 5 - WESTERN CAPE EDUCATION DEPARTMENT FOR THE YEAR ENDED 31 MARCH 2007

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the accompanying financial statements of the Western Cape Education Department (WCED) which comprise the statement of financial position as at 31 March 2007, appropriation statement, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 13 to 62

Responsibility of the accounting officer 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 National Treasury as set out in accounting policy 1.1 to the financial statements and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA). 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
 - making accounting estimates that are reasonable in the circumstances.

Responsibility of the Auditor-General

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 read with section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004) and section 40(2) of the PFMA, my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with the International Standards on Auditing read with *General Notice 647 of 2007*, issued in *Government Gazette No. 29919 of 25 May 2007*. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.
5. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

6. An audit also includes evaluating the:
- appropriateness of accounting policies used
 - reasonableness of accounting estimates made by management
 - overall presentation of the financial statements.
7. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Basis of accounting

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

Basis for qualified opinion

9. Housing loan guarantees

The department did not have adequate procedures and controls in place throughout the year to ensure the existence and validity of housing loan guarantees. The department sent out letters for confirmation of guarantees older than 5 years with the relevant financial institutions on 19 January 2007 and the remainder of the guarantees on 7 June 2007. This process resulted in guarantees being adjusted from R100 million as included in the original submitted financial statements to R65 million on the final financial statements. As a significant number of guarantees were only confirmed from 7 June 2007 onwards by the relevant financial institutions, this amount has significantly decrease to R25 million at mid August 2007 and further amounts are being release as the process is continuing. Although most of the releases after year-end is based on the date the bank provided the confirmation that the guarantee has been released, a sample on these cases indicated that in certain instances the guarantees were released before or were not valid at 31 March 2007, and therefore housing loan guarantees are overstated by an undetermined amount.

Qualified opinion

10. In my opinion, except for the effects of the matter described in the basis for qualified opinion paragraph, the financial statements present fairly, in all material respects, the financial position of the WCED as at 31 March 2007 and its financial performance and cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy note 1.1 and in the manner required by the PFMA.

Emphasis of matters

I draw attention to the following matters:

Highlight of a matter affecting the financial statements

11. Comparatives

The audit opinion relating to the financial statements of the previous financial year was disclaimed due to various limitations in scope that could not be resolved. The comparatives have not been adjusted in preparation of the current year financial statements. The comparatives affected by the previous year disclaimer include compensation of employees, additions to fixed assets, provision for potential irrecoverable debt, commitments, housing loan guarantees and various suspense accounts.

OTHER MATTERS

I draw attention to the following matters that are ancillary to my responsibilities in the audit of the financial statements:

Non-compliance with applicable legislation

12. Transfer payments

For eight institutions included in the audit sample, no written assurance was obtained that the entities to whom transfer payments were made had implemented efficient, effective and transparent financial management and internal control activities in terms of section 38(1)(j) of the PFMA.

Material corrections made to the financial statements submitted for audit

13. The financial statements approved by the accounting officer as submitted for audit on 31 May 2007 have been significantly revised in respect of the following misstatements identified during the audit:

- commitments in respect of maintenance contracts amounting to R31 million that was not included in the disclosure note, resulting in the understatement of commitments.
- released and/or invalid housing loan guarantees amounting to R35 million were included in the balance as at 31 March 2007, resulting in contingent liabilities disclosure note being overstated.

Value for money matters

14. Human Resource (HR) plan

The department compiled a draft HR plan for the 2006-07 financial year. However, the draft HR plan was not approved as the Department of Public Service and Administration only finalised the template for the Human Resource (HR) plan during September 2006. A review of the draft HR plan and associated policies indicated that the following minimum requirements as per Public Service Regulation, 2001 (Part III D) were not addressed:

- A gap analysis to test the difference between the existing demand and supply of human resource requirements.
- Strategies and plans to address the achievement of affirmative action targets.
- Costing implications and strategies to address the existing disparity in the demand and supply of human resources.
- An assessment of training needs, employment capacity, skills and competencies of existing staff.

15. Vacancies

A review was performed to evaluate whether the vacancy level of the department was within the acceptable level of five per cent as determined by the National Treasury's framework of normative measures for financial management (National Treasury's framework). Owing to the unavailability of information to determine the extent of the vacancy level for educators, the review focused only on the public service staff. It was determined that as at 31 March 2007 the vacancy level at the department was 12 per cent, which exceeded the norm of five per cent. Material delays existed between the vacancy dates and the advertisement of vacant posts. The selection and appointment process after the closing date of an advertised post was also not finalised timely.

It was, furthermore, determined that 886 (79 per cent) of the 1 123 vacant posts were vacant for longer than the three-month period which was recognised as an acceptable norm within the National Treasury's framework. The average vacancy period of the department was 27 months.

16. Qualifications and experience of educators

The department did not maintain a comprehensive database to indicate staff competencies, skills, experience, qualifications and training. This contributed negatively to the department's ability to analyse existing demand and supply as well as assessments of training needs, skills and competence.

A review was conducted of the qualifications and experience of educators employed by the WCED and currently engaged at secondary schools in the learning area Mathematics and Physical Science for grade 12. The purpose of the review was to identify whether a correlation existed between the qualifications and experience of the educators employed and the efficacy of learning as indicated by the pass rate achieved by learners in the 2006 grade 12 examination.

The percentage of educators without a formal teaching or specialised qualification was higher at schools that achieved low pass rates than at schools that achieved high pass rates in the grade 12 examinations for Mathematics and Physical Science in 2006.

17. Excess HIV/Aids Learner and teacher support material (LTSM) procured during 2005-06 financial year

It was reported in our audit report of the 2005-06 financial year that incorrect quantities of HIV/Aids LTSM were ordered by the department for the 2006 academic year and that a total of 152 591 teacher guides for grades one to seven, estimated at a total value of R872 821, were on hand, based on the Valkenberg distribution centre's monthly report for April 2006. Based on the Valkenberg distribution centre's monthly report for April 2007, a total of 145 882 teacher guides were still on hand at an estimated value of R834 445 at the end of April 2007.

The department indicated on 15 June 2007 that they were in the process of distributing 28 000 teacher guides to the Free State Education Department. A large quantity of teacher guides will remain in stock at the Valkenberg distribution centre and, therefore, an estimated amount of R674 285 (117 882 teacher guides at an average cost of R5,72) was considered as fruitless and wasteful expenditure in terms of paragraph 38(1)(c)(ii) and (g) of the PFMA.

18. HIV/Aids secondary school educator training

The department did not achieve the set targets for secondary school educator training in the 2006-07 financial year as specified in the HIV/Aids Business Plan for 2006-07. Although the target was set that 500 grades eight and nine Life Orientation educators should be trained, only 104 (21 per cent) educators were trained. Furthermore, the target was set that 400 grades 10 and 11 Life Orientation educators should be trained and the department could only train 360 educators (90 per cent). The set targets for HIV/Aids secondary school educator training were not achieved owing to training required in terms of the national curriculum taking preference to HIV/Aids educator training. Furthermore, departmental policy precludes educators from attending training courses during school hours.

19. Care and support training

The HIV/Aids care and support programme had not been implemented, although it was previously indicated that it would be rolled out from the third quarter of 2006. The delay in implementation was due to the HIV/Aids care and support training programme and support material not having been finalised.

The objective of the care and support programme is to enable schools to become a resource to their communities and vice versa, in order to address the school community's needs holistically; to ensure an effective counselling service for learners; and to support the establishment of district support teams and school-based educator support teams.

20. Monitoring and evaluation of the HIV/Aids programme

The department did not monitor and evaluate the implementation of the HIV/Aids programme at schools in the West Coast/Winelands area as forty two per cent of schools were not visited by a HIV/Aids co-ordinator or fieldworker at least once during the 2006 calendar year.

21. Investment in infrastructure

In paragraph 6.5.1(b)(ii) of the 2005-06 audit report it was reported that two tender contracts for infrastructure projects were cancelled as the contractor did not have the capacity to successfully complete the projects. The Department of Public Works and Transport during August 2005 provisionally estimated that the loss owing to the cancellation of the two contracts would amount to R12 million and that an accurate value could only be determined after finalisation of the final account for both the cancelled contracts and new contracts to complete the projects. The two projects were completed. However, as at July 2007, the final accounts had not been finalised and an accurate value of the loss owing to the cancellation of the two contracts could still not be provided.

Internal control

22. Control environment

The department did not establish key elements of a control environment to ensure compliance with laws and regulations. This is evident from matters reported on non compliance.

23. Control activities

The effectiveness of control activities over business and accountancy processes is not adequate. This is evident from the matters reported on housing loan guarantees, commitments and comparatives.

Delay in finalisation of audit

24. Due to the national public sector strike action during June 2007 the Auditor-General had to delay the finalisation of affected departments. As a result, the Auditor-General's consistency review process of the audit reports could only be conducted subsequent to 31 July 2007, the consequence of which was a delay in the finalisation of the audit of this department for the 2006-07 financial year.

OTHER REPORTING RESPONSIBILITIES

Reporting on performance information

25. I have audited the performance information as set out in Part 2.

Responsibility of the accounting officer

26. The accounting officer has additional responsibilities as required by section 40(3)(a) of the PFMA to ensure that the annual report and audited financial statements fairly present the performance against predetermined objectives of the department.

Responsibility of the Auditor-General

27. I conducted my engagement in accordance with section 13 of the Public Audit Act, 2004 (Act No. 25 of 2004) read with *General Notice 646 of 2007*, issued in *Government Gazette No. 29919 of 25 May 2007*.

28. In terms of the foregoing my engagement included performing procedures of an audit nature to obtain sufficient appropriate audit evidence about the performance information and related systems, processes and procedures. The procedures selected depend on the auditor's judgement.
29. I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for the audit findings reported below.

Audit findings

Lack of systems generating performance information

30. We were unable to obtain sufficient appropriate audit evidence in relation to the performance information of the WCED because the system relevant for generating information on the target outputs was not adequate for purposes of the evaluation. Details are as follows:
 - For performance measure PM801, the figure of 21 347 reported in the annual report on performance information could not be verified because the database is being cleaned up and therefore the figures will only be rectified in future periods.
 - For performance measure PM802, the figure of 14 126 is up to December 2006 and the numbers will only be adjusted and rectified in future periods.

Evidence materially inconsistent with reported information or lack of adequate evidence

31. The following actual achievements of performance measures could not be substantiated by adequate source documentation:
 - PM502, PM503, and PM601: No supporting documentation provided.
 - PM206: The estimated replacement costs of R12 billion for the immovable school infrastructure could not be substantiated.
32. The evidence provided to support the performance information reported in the annual report was materially inconsistent with the reported performance information. Details are listed below:
 - PM205: Three totals for the total number of schools were provided to the auditors. We could not ascertain which total is the correct one.
 - PM203: There was a difference in the number of schools provided. A figure of 1 506 as well as a list with a total of 1 452 schools. No explanation for the difference could be provided.
 - PM501: The supporting documents provided for audit purposes did not agree to the actual performance against targets as reported in the annual report. The actual statement of performance against targets reported that the "enrollment students headcount" was 53 695 students while the information provided for support showed the "enrollment students headcount" as 56 350 students.

Lack of targets and outputs for performance measures reported in the annual report

33. No targets were set in the annual performance plan and no outputs reported in annual report for the following performance measures:

PM004, PM202, PM211, PM213, PM218 and PM504.
34. No targets were set in the annual performance plan and annual report for the following actual achievements of performance measures:

PM003, PM206, PM216 and PM502.

Inconsistent reporting format between target and output

35. The reporting format for performance measure PM212 is inconsistent, as the reporting format of the actual output differs from the reporting format of the target. The target is a percentage (62%) and the output is indicated in decimal numbers (Literacy: 0.174, Numeracy 0.375).

APPRECIATION

36. The assistance rendered by the staff of the WCED during the audit is sincerely appreciated.



J Diedericks *for* Auditor-General

Cape Town

31 August 2007



A U D I T O R - G E N E R A L

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

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 2006.

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 (R'000).

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.

2. Revenue

2.1 Appropriated funds

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

Total appropriated funds are presented in the statement of financial performance.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund. Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is paid into the Provincial Revenue Fund when received, unless otherwise stated. Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the statement of financial position. Amounts receivable at the reporting date are disclosed in the disclosure notes to the annual financial statements.

2.2.1 Tax revenue

Tax revenue consists of all compulsory unrequited amounts collected by the department in accordance with laws and or regulations (excluding fines, penalties & forfeits).

Tax receipts are recognised in the statement of financial performance when received.

2.2.2 Sales of goods and services other than capital assets

The proceeds received from the sale of goods and/or the provision of services is recognised in the statement of financial performance when the cash is received.

2.2.3 Fines, penalties & forfeits

Fines, penalties & forfeits are compulsory unrequited amounts which were imposed by a court or quasi-judicial body and collected by the department. Revenue arising from fines, penalties and forfeits is recognised in the statement of financial performance when the cash is received.

2.2.4 Interest, dividends and rent on land

Interest, dividends and rent on land is recognised in the statement of financial performance when the cash is received.

2.2.5 Sale of capital assets

The proceeds received on sale of capital assets are recognised in the statement of financial performance when the cash is received.

2.2.6 Financial transactions in assets and liabilities

Repayments of loans and advances previously extended to employees and public corporations for policy purposes are recognised as revenue in the statement of financial performance on receipt of the funds.

Cheques issued in previous accounting periods that expire before being banked are recognised as revenue in the statement of financial performance when the cheque becomes stale. When the cheque is reissued the payment is made from Revenue.

Forex gains are recognised on payment of funds.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

2.2.7 Gifts, donations and sponsorships (transfers received)

All cash gifts, donations and sponsorships are paid into the Provincial Revenue Fund and recorded as revenue in the statement of financial performance when received. Amounts receivable at the reporting date are disclosed in the disclosure notes to the financial statements.

All in-kind gifts, donations and sponsorships are disclosed at fair value in the annexures to the financial statements.

2.3 Local and foreign aid assistance

Local and foreign aid assistance is recognised as revenue when notification of the assistance is received from the National Treasury or when the department directly receives the cash from the donor(s).

All in-kind local and foreign aid assistance are disclosed at fair value in the annexures to the annual financial statements.

The cash payments made during the year relating to local and foreign aid assistance projects are recognised as expenditure in the statement of financial performance. The value of the assistance expensed prior to the receipt of the funds is recognized as a receivable in the statement of financial position.

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

3. Expenditure

3.1 Compensation of employees

Salaries and wages comprise payments to employees. Salaries and wages are recognised as an expense in the statement of financial performance when the payment is effected on the system (by no later than 31 March of each year). Capitalised compensation forms part of the expenditure for capital assets in the statement of financial performance¹.

All other payments are classified as current expense.

Social contributions include the employer's contribution to social insurance schemes paid on behalf of the employee. Social contributions are recognised as an expense in the statement of financial performance when the payment is effected on the system.

¹ This accounting policy is only relevant where the department elects to capitalise the compensation paid to employees involved on capital projects.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

3.1.1 Short term employee benefits

Short term employee benefits comprise of leave entitlements (including capped leave), thirteenth cheques and performance bonuses. The cost of short-term employee benefits is expensed as salaries and wages in the statement of financial performance when the payment is effected on the system (by no later than 31 March of 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 are not recognised in the statement of financial performance.

3.1.2 Long-term employee benefits

3.1.2.1 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 payment is effected on the system (by no later than 31 March of each year).

3.1.2.2 Post employment retirement benefits

The department provides retirement benefits (pension benefits) for certain of its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contributions to the fund are expensed when the payment to the fund is effected on the system (by no later than 31 March of 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 Provincial Revenue Fund and not in the financial statements of the employer department.

The department provides medical benefits for certain of its employees. Employer contributions to the medical funds are expensed when the payment to the fund is effected on the system (by no later than 31 March of each year).

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 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 services were used for a capital project or an asset of R5 000 or more is purchased. All assets costing less than R5 000 will also be reflected under goods and services.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the 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*.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

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 underspending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but amounts are disclosed as a disclosure note.

Forex losses are recognised on payment of funds.

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

3.5 Unauthorised expenditure

When discovered 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 recognised in the statement of financial performance when the unauthorised expenditure is approved and the related funds are received. Where the amount is approved without funding it is recognised as expenditure, subject to availability of savings, in the statement of financial performance on the date of approval.

3.6 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

3.7 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.

3.8 Transfers and subsidies

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

3.9 Expenditure for capital assets

Payments made for capital assets are recognised as an expense in the statement of financial performance when the payment is effected on the system (by no later than 31 March of each year).

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

4. Assets

4.1 Cash and cash equivalents

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

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 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made.

4.3 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party.

Revenue receivable not yet collected is included in the disclosure notes. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.4 Investments

Capitalised investments are shown at cost in the statement of financial position. Any cash flows such as dividends received or proceeds from the sale of the investment are recognised in the statement of financial performance when the cash is received.

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 disclosure note 30.

4.5 Loans

Loans are recognised in the statement of financial position at the nominal amount when cash is paid to the beneficiary. Loan balances are reduced when cash repayments are received from the beneficiary. Amounts that are potentially irrecoverable are included in disclosure note 30.

4.6 Inventory

Inventories purchased during the financial year are disclosed at cost in the notes.

4.7 Capital assets

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 capital asset may be stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

Projects (of construction/development) running over more than one financial year relating to assets, are only capitalised as assets on completion of the project and at the total cost incurred over the duration of the project.

Disclosure Notes 31 and 32 reflect the total movement in the asset register for the current financial year.

5. Liabilities

5.1 Payables

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

5.2 Lease commitments

Lease commitments represent amounts owing from the reporting date to the end of the lease contract. These 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.

Operating and finance lease commitments are expensed when the payments are made. Assets acquired in terms of finance lease agreements are disclosed in the annexures and disclosure notes to the financial statements.

5.3 Accruals

Accruals represent goods/services that have been received, but where no invoice has been received from the supplier at the reporting date, or where an invoice has been received but final authorisation for payment has not been effected on the system.

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.

5.4 Contingent liabilities

A contingent liability is a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the department; or

A contingent liability is a present obligation that arises from past events but is not recognised because:

- It is not probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation; or
- The amount of the obligation cannot be measured with sufficient reliability.

Contingent liabilities are included in the disclosure notes.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2007**

5.5 Commitments

Commitments represent goods/services that have been approved and/or contracted, but where no delivery has taken place at the reporting date.

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.

6. Net Assets

6.1 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 transferred to the Provincial Revenue Fund on disposal, repayment or recovery of such amounts.

6.2 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.

7. Related party transactions

Related parties are departments that control or significantly influence entities in making financial and operating decisions. Specific information with regards to related party transactions is included in the disclosure notes.

8. Key management personnel

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the department.

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

9. Public private partnerships

A public private partnership (PPP) is a commercial transaction between the department and a private party in terms of which the private party:

- Performs an institutional function on behalf of the institution; and/or
- acquires the use of state property for its own commercial purposes; and
- assumes substantial financial, technical and operational risks in connection with the performance of the institutional function and/or use of state property; and
- receives a benefit for performing the institutional function or from utilizing the state property, either by way of:
 - consideration to be paid by the department which derives from a Revenue Fund;
 - charges fees to be collected by the private party from users or customers of a service provided to them; or
 - a combination of such consideration and such charges or fees.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement for the year ended 31 March 2007

Appropriation per Programme

Programme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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. Administration									
Current payment	266,069	-	(7,391)	258,678	254,379	4,299	98.3%	215,027	210,362
Transfers and subsidies	13,945	-	9,244	23,189	22,731	458	98.0%	14,065	13,835
Payment for capital assets	12,457	-	(1,853)	10,604	10,604	-	100.0%	14,042	13,296
2. Public ordinary school education									
Current payment	5,269,025	-	(72,794)	5,196,231	5,067,372	128,859	97.5%	4,775,158	4,734,420
Transfers and subsidies	278,246	-	53,580	331,826	332,292	(466)	100.1%	343,102	343,085
Payment for capital assets	249,071	-	16,142	265,213	223,986	41,227	84.5%	277,532	271,053
3. Independent school subsidies									
Transfers and subsidies	34,127	-	132	34,259	34,259	-	100.0%	32,471	32,445
4. Public special school education									
Current payment	309,150	-	3,072	312,222	312,419	(197)	100.1%	294,683	294,556
Transfers and subsidies	76,890	-	(203)	76,687	76,489	198	99.7%	71,738	71,735
Payment for capital assets	-	-	203	203	204	(1)	100.5%	500	156
5. Further education and training colleges									
Current payment	154,774	-	(14,729)	140,045	140,010	35	100.0%	133,541	133,538
Transfers and subsidies	109,753	-	21,251	131,004	131,038	(34)	100.0%	34,647	34,648
6. Adult basic education and training									
Current payment	7,797	-	(1,602)	6,195	6,163	32	99.5%	5,848	5,850
Transfers and subsidies	15,774	-	1,602	17,376	17,376	-	100.0%	17,202	17,201
7. Early childhood development									
Current payment	55,913	-	(6,522)	49,391	44,411	4,980	89.9%	44,765	44,764
Transfers and subsidies	51,484	-	(132)	51,352	45,784	5,568	89.2%	30,033	29,713
8. Auxiliary and associated services									
Current payment	93,492	-	(267)	93,225	87,197	6,028	93.5%	71,288	70,099
Transfers and subsidies	105,394	-	8,165	113,559	113,557	2	100.0%	119,459	118,928
Payment for capital assets	12,500	-	(7,898)	4,602	91	4,511	2.0%	9,558	9,560
Total	7,115,861	-	-	7,115,861	6,920,362	195,499	97.3%	6,504,659	6,449,244

Reconciliation with Statement of Financial Performance

Add: Prior year unauthorised expenditure approved with funding

Departmental receipts

Actual amounts per Statement of Financial Performance (Total Revenue) -

Prior year unauthorised expenditure approved

Actual amounts per Statement of Financial Performance Expenditure

-	-	29,456	-
2,014	-	1,647	-
7,117,875	-	6,535,762	-
-	-	29,456	-
6,920,362	-	6,478,700	-

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement for the year ended 31 March 2007

Appropriation per Economic classification

Economic classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	5,388,030	-	(13,380)	5,374,650	5,253,453	121,197	97.7%	4,999,731	4,962,469
Goods and services	763,435	-	(84,300)	679,135	657,411	21,724	96.8%	533,648	525,330
Interest and rent on land	-	-	-	-	-	-	0.0%	1,141	-
Financial transactions in assets and liabilities	4,755	-	(2,553)	2,202	1,087	1,115	49.4%	5,790	5,790
Transfers & subsidies									
Provinces & municipalities	3,322	-	171	3,493	3,330	163	95.3%	13,007	12,857
Departmental agencies & accounts	3,756	-	-	3,756	3,756	-	100.0%	3,839	3,306
Non-profit institutions	655,328	-	93,042	748,370	746,628	1,742	99.8%	620,994	620,954
Households	23,207	-	426	23,633	19,812	3,821	83.8%	24,877	24,473
Payment for capital assets									
Buildings & other fixed structures	247,216	-	14,887	262,103	220,878	41,225	84.3%	274,808	270,665
Machinery & equipment	26,812	-	(8,322)	18,490	13,978	4,512	75.6%	23,747	20,323
Software & other intangible assets	-	-	29	29	29	-	100.0%	3,077	3,077
Total	7,115,861	-	-	7,115,861	6,920,362	195,499	97.3%	6,504,659	6,449,244

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 1 – Administration for the year ended 31 March 2007

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	3,696	-	(294)	3,402	3,402	-	100.0%	3,140	3,140
Transfers and subsidies	2	-	-	2	2	-	100.0%	12	11
Payment for capital assets	-	-	41	41	41	-	100.0%	-	-
1.2 Corporate services									
Current payment	139,063	-	(14,110)	124,953	122,354	2,599	97.9%	109,802	107,951
Transfers and subsidies	2,016	-	745	2,761	2,762	(1)	100.0%	2,280	2,279
Payment for capital assets	1,166	-	2,360	3,526	3,526	-	100.0%	1,120	374
1.3 Education Management									
Current payment	96,142	-	7,782	103,924	103,911	13	100.0%	89,972	89,973
Transfers and subsidies	11,466	-	8,499	19,965	19,964	1	100.0%	11,542	11,542
Payment for capital assets	11,225	-	(4,822)	6,403	6,403	-	100.0%	12,914	12,914
1.4 Human resource development									
Current payment	11,760	-	(724)	11,036	9,783	1,253	88.6%	12,113	9,298
Transfers and subsidies	458	-	-	458	1	457	0.2%	231	3
Payment for capital assets	-	-	523	523	523	-	100.0%	8	8
1.5 Education Management and Information Systems									
Current payment	15,408	-	(45)	15,363	14,929	434	97.2%	-	-
Transfers and subsidies	3	-	-	3	2	1	66.7%	-	-
Payment for capital assets	66	-	45	111	111	-	100.0%	-	-
Total	292,471	-	-	292,471	287,714	4,757	98.4%	243,134	237,493

Economic classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	137,758	-	2,893	140,651	140,652	(1)	100.0%	124,645	123,673
Goods and services	123,556	-	(7,731)	115,825	112,640	3,185	97.3%	84,592	80,899
Financial transactions in assets and liabilities	4,755	-	(2,553)	2,202	1,087	1,115	49.4%	5,790	5,790
Transfers & subsidies									
Provinces & municipalities	82	-	4	86	85	1	98.8%	433	299
Non-profit institutions	11,479	-	8,458	19,937	19,741	196	99.0%	11,445	11,445
Households	2,384	-	782	3,166	2,905	261	91.8%	2,187	2,091
Payments for capital assets									
Buildings and other fixed structures	600	-	(600)	-	-	-	0.0%	-	-
Machinery & equipment	11,857	-	(1,269)	10,588	10,588	-	100.0%	11,466	10,722
Software & other intangible assets	-	-	16	16	16	-	100.0%	2,576	2,574
Total	292,471	-	-	292,471	287,714	4,757	98.4%	243,134	237,493

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 2 – Public ordinary school education for the year ended 31 March 2007

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	3,008,394	-	(56,787)	2,951,607	2,819,522	132,085	95.5%	2,725,609	2,690,480
Transfers and subsidies	140,996	-	32,505	173,501	182,005	(8,504)	104.9%	174,581	174,582
Payment for capital assets	96,815	-	21,210	118,025	118,023	2	100.0%	122,611	116,132
2.2 Public Secondary schools									
Current payment	2,039,823	-	(16,450)	2,023,373	2,022,613	760	100.0%	1,844,723	1,844,405
Transfers and subsidies	109,470	-	12,371	121,841	120,336	1,505	98.8%	140,592	140,592
Payment for capital assets	149,801	-	(5,727)	144,074	102,849	41,225	71.4%	154,447	154,447
2.3 Professional services									
Current payment	164,448	-	892	165,340	170,341	(5,001)	103.0%	154,191	148,900
Transfers and subsidies	22,780	-	8,681	31,461	26,409	5,052	83.9%	17,576	17,557
Payment for capital assets	2,455	-	35	2,490	2,490	-	100.0%	461	461
2.4 Human resource development									
Current payment	13,047	-	188	13,235	13,093	142	98.9%	11,644	11,643
Transfers and subsidies	-	-	10	10	11	(1)	110.0%	21	22
2.5 National school nutrition programme									
Current payment	43,313	-	(637)	42,676	41,803	873	98.0%	38,991	38,992
Transfers and subsidies	5,000	-	13	5,013	3,531	1,482	70.4%	10,332	10,332
Payment for capital assets	-	-	624	624	624	-	100.0%	13	13
Total	5,796,342	-	(3,072)	5,793,270	5,623,650	169,620	97.1%	5,395,792	5,348,558

Economic classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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 payment									
Compensation of employees	4,699,054	-	(5,035)	4,694,019	4,573,712	120,307	97.4%	4,363,127	4,326,839
Goods and services	569,971	-	(67,759)	502,212	493,660	8,552	98.3%	410,890	407,581
Interest and rent on land	-	-	-	-	-	-	0.0%	1,141	-
Transfers & subsidies									
Provinces & municipalities	2,929	-	165	3,094	2,926	168	94.6%	11,319	11,303
Non-profit institutions	258,714	-	53,592	312,306	315,638	(3,332)	101.1%	312,852	312,849
Households	16,603	-	(177)	16,426	13,728	2,698	83.6%	18,931	18,933
Payments for capital assets									
Buildings & other fixed structures	246,616	-	15,462	262,078	220,853	41,225	84.3%	274,308	270,509
Machinery & equipment	2,455	-	667	3,122	3,120	2	99.9%	3,224	544
Software and other intangible assets	-	-	13	13	13	-	100.0%	-	-
Total	5,796,342	-	(3,072)	5,793,270	5,623,650	169,620	97.1%	5,395,792	5,348,558

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 3 – Independent school subsidies for the year ended 31 March 2007

Programme per subprogramme		2006/07						2005/06		
		Adjusted Appropriation	Shifting 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
3.1	Primary phase									
	Transfers and subsidies	19,270	-	(3,368)	15,902	15,902	-	100.0	17,458	17,432
3.2	Secondary phase									
	Transfers and subsidies	14,857	-	3,500	18,357	18,357	-	100.0	15,013	15,013
	Total	34,127	-	132	34,259	34,259	-	100.0	32,471	32,445

Economic Classification		2006/07						2005/06		
		Adjusted Appropriation	Shifting 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
Transfers & subsidies										
	Non-profit institutions	34,127	-	132	34,259	34,259	-	100.0	32,471	32,445
	Total	34,127	-	132	34,259	34,259	-	100.0	32,471	32,445

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 4 – Public special school education for the year ended 31 March 2007

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	309,150	-	3,072	312,222	312,419	(197)	100.1%	294,683	294,556
Transfers and subsidies	76,888	-	(203)	76,685	76,489	196	99.7%	71,736	71,735
Payments for capital assets	-	-	203	203	204	(1)	100.5%	500	156
4.2 Professional services									
Transfers and subsidies	1	-	-	1	-	1	0.0%	1	-
4.3 Human resource development									
Transfers and subsidies	1	-	-	1	-	1	0.0%	1	-
Total	386,040	-	3,072	389,112	389,112	-	100.0%	366,921	366,447

Economic classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	305,235	-	2,234	307,469	307,469	-	100.0%	291,574	291,577
Goods and services	3,915	-	838	4,753	4,950	(197)	104.1%	3,109	2,979
Transfers & subsidies									
Provinces & municipalities	190	-	-	190	190	-	100.0%	744	744
Non-profit institutions	75,623	-	(173)	75,450	75,448	2	100.0%	69,871	69,868
Households	1,077	-	(30)	1,047	851	196	81.3%	1,123	1,123
Payments for capital assets									
Buildings & other fixed structures	-	-	25	25	25	-	100.0%	500	156
Machinery and equipment	-	-	178	178	179	(1)	100.6%	-	-
Total	386,040	-	3,072	389,112	389,112	-	100.0%	366,921	366,447

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

**Detail per programme 5 – Further education and training colleges
for the year ended 31 March 2007**

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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
5.1 Public institutions									
Current payment	154,774	-	(14,729)	140,045	140,010	35	100.0%	133,541	133,538
Transfers and subsidies	39,751	-	21,251	61,002	61,038	(36)	100.1%	34,645	34,648
5.2 Professional services									
Transfers and subsidies	1	-	-	1	-	1	0.0%	1	-
5.3 Human resource development									
Transfers and subsidies	1	-	-	1	-	1	0.0%	1	-
5.4 Conditional grant									
Transfers and subsidies	70,000	-	-	70,000	70,000	-	100.0%	-	-
Total	264,527	-	6,522	271,049	271,048	1	100.0%	168,188	168,186

Economic Classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	154,722	-	(14,729)	139,993	139,993	-	100.0%	133,541	133,538
Goods and services	52	-	-	52	17	35	32.7%	-	-
Transfers & subsidies									
Provinces & municipalities	87	-	-	87	87	-	100.0%	334	336
Non-profit institutions	109,310	-	21,251	130,561	130,688	(127)	100.1%	33,904	33,903
Households	356	-	-	356	263	93	73.9%	409	409
Total	264,527	-	6,522	271,049	271,048	1	100.0%	168,188	168,186

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

**Detail per programme 6 – Adult basic education and training
for the year ended 31 March 2007**

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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
6.1 Subsidies to private centres									
Current payment	7,797	-	(1,602)	6,195	6,163	32	99.5%	5,848	5,850
Transfers and subsidies	15,772	-	1,602	17,374	17,376	(2)	100.0%	17,202	17,201
6.2 Professional services									
Transfers and subsidies	1	-	-	1	-	1	0.0%	-	-
Human resource development									
6.3 Transfers and subsidies	1	-	-	1	-	1	0.0%	-	-
Total	23,571	-	-	23,571	23,539	32	99.9%	23,050	23,051

Economic Classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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									
Compensation of employees	5,948	-	-	5,948	5,916	32	99.5%	5,431	5,432
Goods and services	1,849	-	(1,602)	247	247	-	100.0%	417	418
Transfers & subsidies									
Provinces & municipalities	3	-	-	3	3	-	100.0%	14	13
Non-profit institutions	15,771	-	1,602	17,373	17,373	-	100.0%	17,188	17,188
Total	23,571	-	-	23,571	23,539	32	99.9%	23,050	23,051

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 7 – Early childhood development for the year ended 31 March 2007

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	45,450	-	-	45,450	44,402	1,048	97.7%	44,755	44,756
Transfers and subsidies	6,984	-	15,516	22,500	22,500	-	100.0%	13,391	13,073
7.2 Grade R in community centres									
Current payment	3,000	-	-	3,000	9	2,991	0.3%	8	8
Transfers and subsidies	39,499	-	(15,648)	23,851	23,284	567	97.6%	16,642	16,640
7.3 Professional services									
Current payment	-	-	-	-	-	-	-	1	-
Transfers and subsidies	1	-	-	1	-	1	0.0%	-	-
7.4 Human resource development									
Current payment	7,463	-	(6,522)	941	-	941	0.0%	1	-
Transfers and subsidies	5,000	-	-	5,000	-	5,000	0.0%	-	-
Total	107,397	-	(6,654)	100,743	90,195	10,548	89.5%	74,798	74,477

Economic Classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	45,249	-	-	45,249	44,390	859	98.1%	43,829	43,829
Goods and services	10,664	-	(6,522)	4,142	21	4,121	0.5%	936	935
Transfers & subsidies									
Provinces & municipalities	21	-	-	21	28	(7)	133.3%	112	110
Non-profit institutions	50,429	-	192	50,621	45,619	5,002	90.1%	29,503	29,495
Households	1,034	-	(324)	710	137	573	19.3%	418	108
Total	107,397	-	(6,654)	100,743	90,195	10,548	89.5%	74,798	74,477

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 8 – Auxiliary and associated services for the year ended 31 March 2007

Programme per subprogramme	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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
8.1 Payments to SETA									
Transfers and subsidies	3,756	-	-	3,756	3,756	-	100.0%	3,839	3,306
8.2 Conditional grant projects									
Current payment	11,870	-	(37)	11,833	11,833	-	100.0%	11,199	11,199
Transfers and subsidies	-	-	2	2	2	-	100.0%	6	6
Payments for capital assets	-	-	37	37	37	-	100.0%	-	-
8.3 External examinations									
Current payment	62,622	-	379	63,001	63,001	-	100.0%	55,534	54,349
Transfers and subsidies	10	-	60	70	69	1	98.6%	111	111
Payments for capital assets	-	-	53	53	54	(1)	101.9%	101	101
8.4 Teacher training									
Transfers and subsidies	1,753	-	115	1,868	1,868	-	100.0%	1,743	1,743
8.5 iKapa Elihlumayo									
Current payment	19,000	-	(609)	18,391	12,363	6,028	67.2%	4,555	4,551
Transfers and subsidies	99,875	-	7,988	107,863	107,862	1	100.0%	113,760	113,762
Payments for capital assets	12,500	-	(7,988)	4,512	-	4,512	0.0%	9,457	9,459
Total	211,386	-	-	211,386	200,845	10,541	95.0%	200,305	198,587

Economic Classification	2006/07							2005/06	
	Adjusted Appropriation	Shifting 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	40,064	-	1,257	41,321	41,321	-	100.0%	37,584	37,581
Goods and services	53,428	-	(1,524)	51,904	45,876	6,028	88.4%	33,704	32,518
Transfers & subsidies									
Provinces & municipalities	10	-	2	12	11	1	91.7%	51	52
Departmental agencies & accounts	3,756	-	-	3,756	3,756	-	100.0%	3,839	3,306
Non-profit institutions	99,875	-	7,988	107,863	107,862	1	100.0%	113,760	113,761
Households	1,753	-	175	1,928	1,928	-	100.0%	1,809	1,809
Payments for capital assets									
Machinery & equipment	12,500	-	(7,988)	4,602	91	4,511	2.0%	9,057	9,057
Software & other intangible assets	-	-	-	-	-	-	0.0%	501	503
Total	211,386	-	-	211,386	200,845	10,541	95.0%	200,305	198,587

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Appropriation Statement for the year ended 31 March 2007

- 1. Detail of transfers and subsidies as per Appropriation Act (after Virement):**
Detail of these transactions can be viewed in note 6 (Transfers and subsidies) and Annexure 1 (B-E) 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 note 5 (Details of special functions (theft and losses)) to the annual financial statements.
 - 4. Explanations of material variances from Amounts Voted (after virement):**
- 4.1 Per programme:**

	Final appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Administration	292,471	287,714	4,757	2%
Public ordinary school education	5,793,270	5,623,650	169,620	3%
Explanation of variance: The underspending is mainly due to a compulsory saving for the salary adjustments in respect of incentives for various groups of educators. The criteria for the payment was not finalised before 31 March 2007. There is also an underspending in the capital budget due to the delays in some contracts where the building could not start, pending an environmental impact assessment that must be done.				
Independent school subsidies	34,259	34,259	-	0%
Special schools education	389,112	389,112	-	0%
Further education and training	271,049	271,048	1	0%
Adult basic education and training	23,571	23,539	32	0%
Early childhood development	100,743	90,195	10,548	10%
Explanation of variance: The saving is mainly due to delays in the procurement of services for the training of ECD practitioners in the Expanded Public Works Programme (EPWP).				
Auxiliary and Associated services	211,386	200,845	10,541	5%
Explanation of variance: The underspending is mainly due to delays in the upgrading of the two new schools of skill and the roll-out of the literacy strategy for the WCED				

Note	2006/07 R'000	2005/06 R'000
Compensation of employees	121,197	37,262
Goods and services	21,724	8,318
Interest and rent on land	-	1,141
Financial transactions in assets and liabilities	1,115	-
Provinces and municipalities	163	150
Departmental agencies and accounts	-	533
Non-profit institutions	1,742	40
Households	3,821	404
Building and other fixed structures	41,225	4,143
Machinery and equipment	4,512	3,424

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Financial Performance for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
REVENUE			
Annual appropriation	1.	7,115,861	6,504,659
Appropriation for unauthorised expenditure approved	8.	-	29,456
Departmental revenue	2.	2,014	1,647
TOTAL REVENUE		<u>7,117,875</u>	<u>6,535,762</u>
EXPENDITURE			
Current expenditure			
Compensation of employees	3.	5,253,453	4,962,469
Goods and services	4.	657,411	525,330
Financial transactions in assets and liabilities	5.	1,087	5,790
Unauthorised expenditure approved	8.	-	29,456
Total current expenditure		<u>5,911,951</u>	<u>5,523,045</u>
Transfers and subsidies	6.	773,526	661,590
Expenditure for capital assets			
Buildings and other fixed structures	7.	220,878	270,665
Machinery and equipment	7.	13,978	20,323
Software and other intangible assets	7.	29	3,077
Total expenditure for capital assets		<u>234,885</u>	<u>294,065</u>
TOTAL EXPENDITURE		<u>6,920,362</u>	<u>6,478,700</u>
SURPLUS/(DEFICIT)		197,513	57,062
Add back fruitless and wasteful expenditure	9.	14	-
SURPLUS/(DEFICIT) FOR THE YEAR		<u>197,527</u>	<u>57,062</u>
Reconciliation of Net Surplus (Deficit) for the year			
Voted Funds to be surrendered to the revenue fund	15.	195,513	55,415
Departmental revenue to be surrendered to the revenue fund	16.	2,014	1,647
SURPLUS/(DEFICIT) FOR THE YEAR		<u>197,527</u>	<u>57,062</u>

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Financial Position as at 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
ASSETS			
Current assets		320,211	199,255
Fruitless and wasteful expenditure	9.	708	-
Cash and cash equivalents	10.	244,742	128,834
Prepayments and advances	12	430	2,485
Receivables	13.	74,331	67,936
Non-current assets		11,008	9,435
Investments	14.	10,190	9,435
Other financial assets	11	818	-
TOTAL ASSETS		331,219	208,690
LIABILITIES			
Current liabilities		284,483	131,932
Voted funds to be surrendered to the revenue fund	15.	195,513	55,415
Departmental revenue to be surrendered to the revenue fund	16.	(214)	(1,702)
Bank overdraft	17.	47,471	54,050
Payables	18.	41,713	24,169
Non-current liabilities			
Payables	19.	-	26,035
TOTAL LIABILITIES		284,483	157,967
NET ASSETS		46,736	50,723
Represented by:			
Capitalisation reserve		10,301	9,546
Recoverable revenue		36,435	41,177
TOTAL		46,736	50,723

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Changes in Net Assets for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
Capitalisation reserves			
Opening balance		9,546	8,962
Transfers		755	584
Closing balance		10,301	9,546
Recoverable revenue			
Opening balance		41,177	59,641
Transfers		(4,742)	(18,464)
Debts written off	5.3	(1,593)	(10,325)
Debts recovered (included in departmental receipts)		(3,419)	(8,139)
Closing balance		36,435	41,177
TOTAL		46,736	50,723

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Cash Flow Statement for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		7,139,516	6,546,854
Annual appropriated funds received	1.1	7,115,861	6,504,659
Appropriation for unauthorised expenditure received	8.	-	29,456
Departmental revenue received		23,655	12,739
Net decrease in working capital		12,510	26,583
Surrendered to revenue fund		(77,582)	(82,718)
Current payments		(5,911,951)	(5,493,589)
Transfers and subsidies paid		(773,526)	(661,590)
Net cash flow available from operating activities	20.	<u>388,967</u>	<u>335,540</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets		(234,885)	(294,065)
Increase in investments		(755)	(584)
Increase in other financial assets		(818)	
Net cash flows from investing activities		<u>(236,458)</u>	<u>(294,649)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Decrease in net assets		(3,987)	(17,880)
Decrease in non-current payables		(26,035)	
Net cash flows from financing activities		<u>(30,022)</u>	<u>(17,880)</u>
Net increase in cash and cash equivalents		122,487	23,011
Cash and cash equivalents at beginning of period		74,784	51,773
Cash and cash equivalents at end of period	21.	<u><u>197,271</u></u>	<u><u>74,784</u></u>

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act for Provincial Departments (Equitable Share)

	Final Appropriation 2006/07	Actual Funds Received 2006/07	Funds not requested/ not received 2006/07	Appropriation Received 2005/06
	R'000	R'000	R'000	R'000
Administration	292,471	292,471	-	243,134
Public ordinary school education	5,793,270	5,793,270	-	5,395,792
Independent school subsidies	34,259	34,259	-	32,471
Public special school education	389,112	389,112	-	366,921
Further education and training colleges	271,049	271,049	-	168,188
Adult basic education and training	23,571	23,571	-	23,050
Early childhood development	100,743	100,743	-	74,798
Auxiliary and associated services	211,386	211,386	-	200,305
Total	7,115,861	7,115,861	-	6,504,659

	Note	2006/07 R'000	2005/06 R'000
1.2 Conditional grants**			
Total grants received	Annex 1 A	257,012	143,091
Provincial grants included in total grants received		-	-

** (It should be noted that the Conditional grants are included in the amounts per the Total Appropriation in Note 1.1)

2. Departmental revenue to be surrendered to revenue fund

Sales of goods and services other than capital assets	2.1	8,539	5,412
Fines, penalties and forfeits		350	180
Interest, dividends and rent on land	2.2	1,561	2,163
Financial transactions in assets and liabilities	2.3	13,205	4,984
Total revenue collected		23,655	12,739
Less: Departmental revenue budgeted*	16.	21,641	11,092
Total		2,014	1,647

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
2.1 Sales of goods and services other than capital asset			
Sales of goods and services produced by the department		8,516	5,401
Other sales		8,516	5,401
Sales of scrap, waste and other used current goods		23	11
Total		8,539	5,412
2.2 Interest, dividends and rent on land and buildings			
Interest		1,561	2,163
Total		1,561	2,163
2.3 Financial transactions in assets and liabilities			
Nature of loss recovered			
Receivables		3,942	3,164
Other Receipts including recoverable revenue		9,263	1,820
Total		13,205	4,984
3. Compensation of employees			
3.1 Salaries and Wages			
Basic salary		4,081,112	3,859,786
Performance award		5,985	17,349
Service based		9,188	9,094
Compensative/circumstantial		41,040	35,444
Periodic payments		2,573	4,891
Other non-pensionable allowances		414,988	385,391
Total		4,554,886	4,311,955
3.2 Social contributions			
3.2.1 Employer contributions			
Pension		464,546	424,542
Medical		233,048	224,994
Bargaining council		430	430
Official unions and associations		543	548
Total		698,567	650,514
Total compensation of employees		5,253,453	4,962,469
Average number of employees		38,263	38,693

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
4. Goods and services			
Advertising		2,446	2,119
Attendance fees (including registration fees)		178	14
Bank charges and card fees		996	1,017
Bursaries (employees)		1,462	1,168
Communication		9,724	8,861
Computer services		2,257	-
Consultants, contractors and special services		40,197	31,240
Courier and delivery services		3,515	2,623
Tracing agents & debt collections		302	-
Drivers licences and permits		-	307
Entertainment		190	159
External audit fees	4.1	6,136	5,070
Equipment less than R5000		4,200	11,762
Freight service		-	56
Inventory	4.2	272,320	194,743
Legal fees		2,137	2,396
Maintenance, repairs and running cost		112,665	84,167
Operating leases		11,268	10,305
Plant flowers and other decorations		46	2
Printing and publications		9,652	8,309
Professional bodies and membership fees		5,559	5,606
Resettlement costs		426	882
Subscriptions		471	221
Owned leasehold property expenditure		15,956	17,190
Translations and transcriptions		500	760
Transport provided as part of the departmental activities		93,660	95,428
Travel and subsistence	4.3	38,197	25,613
Venues and facilities		16,718	12,301
Protective, special clothing & uniforms		167	116
Training & staff development		6,066	2,895
Total		657,411	525,330
4.1 External audit fees			
Regulatory audits		4,379	4,996
Performance audits		1,294	4
Other audits		463	70
Total external audit fees		6,136	5,070

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
4.2 Inventory			
Domestic consumables		191	95
Learning and teaching support material		216,860	147,339
Food and food supplies		38,992	36,741
Other consumables		25	20
Stationery and printing		16,252	10,548
Total inventory		272,320	194,743
4.3 Travel and subsistence			
Local		37,052	25,264
Foreign		1,145	349
Total travel and subsistence		38,197	25,613
5. Financial transactions in assets and liabilities			
Other material losses written off	5.1	152	3,202
Debts written off	5.2	935	2,588
Total		1,087	5,790
5.1 Other material losses written off			
Nature of losses			
GG-accidents		144	525
Claims against the state		8	2,677
Total		152	3,202
5.2 Debts written off			
Nature of debts written off			
Transfer to debts written off			
Employee tax		4	44
State guarantees		62	613
Salary overpayments		245	1,455
Other		524	464
Bursaries		1	12
Interest on debts		99	-
Total		935	2,588

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
5.3 Irrecoverable amounts written off			
Receivables written off		1,593	10,325
Salary debt		123	772
Bursary debts		1,241	8,950
Other		229	603
Total		1,593	10,325
6. Transfers and subsidies			
Provinces and municipalities	Annex 1B	3,330	12,857
Departmental agencies and accounts	Annex 1C	3,756	3,306
Non-profit institutions	Annex 1D	746,628	620,954
Households	Annex 1E	19,812	24,473
Total		773,526	661,590
7. Expenditure on capital assets			
Buildings and other fixed structures	31.	220,878	270,665
Machinery and equipment	31.	13,978	20,323
Software and other intangible assets		29	3,077
Computer software	32.	29	3,077
Total		234,885	294,065
8. Unauthorised expenditure			
Opening balance		-	29,456
Amounts approved by Parliament/Legislature (without funding)		-	(29,456)
Total		-	-
9. Fruitless and wasteful expenditure			
9.1 Reconciliation of fruitless and wasteful expenditure			
Fruitless and wasteful expenditure – prior year		694	
Current		694	
Fruitless and wasteful expenditure – current year		14	-
Current		14	-
Fruitless and wasteful expenditure – awaiting condonement		708	-

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
9.2 Analysis of current fruitless and wastful expenditure			
Incident Disciplinary steps taken/criminal proceedings			
VLS 03224 In process		-	
VLS 04716 In process		-	
VLS 04868 In process		1	
VLS 04869 In process		4	
VLS 04871 In process		10	
VLS 04956 In process		-	
VLS 04915 In process		4	
VLS 04967 In process		1	
VLS 04923 In process		14	
VLS 05089 In process		674	
		708	-
		708	-
10. Cash and cash equivalents			
Cash on hand		-	3
Cash with commercial banks (Local)*		244,742	128,831
Total		244,742	128,834
		244,742	128,834
<p>* "Cash with commercial banks" represents cash not required by the department for immediate use and is invested by the Provincial Treasury at various commercial banks. Interest earned on these investments is reflected in the financial statements of the Provincial Revenue Fund.</p>			
11. Other financial assets			
Non-current			
Local			
Ex Departments: Mopping up		818	-
Total		818	-
Total non-current other financial assets		818	-
		818	-
12. Prepayments and advances			
Description			
Travel and subsistence		381	518
Advances paid to other entities		49	1,967
Total		430	2,485
		430	2,485

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

					Note	2006/07 R'000	2005/06 R'000
13	Receivables	Note	Less than one year	One to three years	Older than three years	Total	Total
	Households and non profit institutions	13.1	7,399	5,389	-	12,788	3,888
	Staff debt	13.2	8,997	8,354	857	18,208	11,171
	Other Debtors	13.3	1,560	8,431	26,707	36,698	41,508
	Intergovernmental receivables	Annex 3	2,135	1,258	3,244	6,637	11,369
	Total		20,091	23,432	30,808	74,331	67,936
					Note	2006/07 R'000	2005/06 R'000
13.1	Households and non-profit institutions						
	Salary deductions: housing					1,709	1,072
	Miscellaneous					106	2,816
	Disallowances: Damages & Losses					4,650	-
	Salary: Income Tax					1,230	-
	Disallowance: Miscellaneous					2,168	-
	Salary: ACB recalls					1,389	-
	Suspense: CPRS Trading Acc Loss					1,536	-
	Total					12,788	3,888
13.2	Staff Debt						
	Salary overpayments					8,852	3,597
	Debt account					9,356	7,574
	Total					18,208	11,171
13.3	Other debtors						
	Breach of contract					23,133	30,475
	Ex employees					8,150	6,961
	State guarantees					1,171	1,067
	Criminal acts					2,024	1,996
	Miscellaneous					2,220	1,009
	Total					36,698	41,508

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
14. Investments			
Non-Current			
Shares and other equity			
School Building Fund		9,792	9,053
JL Bisset Fund		313	292
Royal Reception Fund		34	36
Graham Civil Service Bursary Fund		42	42
Sir David Harris Trust		9	12
Total non-current		10,190	9,435
Analysis of non current investments			
Opening balance		9,435	8,851
Additions in cash		755	584
Closing balance		10,190	9,435
15. Voted funds to be surrendered to the revenue fund			
Opening balance		55,415	66,536
Transfer from Statement of Financial Performance		195,513	55,415
Paid during the year		(55,415)	(66,536)
Closing balance		195,513	55,415
15.1 Voted funds not requested/not received			
Funds to be rolled over		197,527	57,060
16. Departmental revenue to be surrendered to the revenue fund			
Opening balance		(1,702)	1,741
Transfer from Statement of Financial Performance		2,014	1,647
Departmental revenue budgeted		21,641	11,092
Paid during the year		(22,167)	(16,182)
Closing balance		(214)	(1,702)
17. Bank overdraft			
Consolidated Paymaster General Account		47,471	54,050
Total		47,471	54,040

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
18. Payables – current			
Description		2006/07 Total R'000	2005/06 Total R'000
	Note	30 Days R'000	30+ Days R'000
Clearing accounts	18.1	2,111	39,602
Total		2,111	39,602
		2006/07 R'000	2005/06 R'000
18.1 Clearing accounts			
Description			
Disallowance miscellaneous		2,392	2,308
Salary deduction: pension fund		-	4,615
Other (former WCCE & ABC recalls)		4,558	3,168
Advances from Western Cape		5,152	10,005
Other deduction accounts		2,653	55
Salary deduction: income tax		-	3,384
Salary deduction: medical aid		-	634
Ex Depts Mopping-up: Trading Account Capital		26,958	-
Total		41,713	24,169
19. Payables – Non-current			
Description		Total R'000	Total R'000
	Note	One to two years R'000	Two to three years R'000
		More than three years R'000	
Other payables	19.1	-	-
Total		-	-
19.1 Other payables			
Description			
Ex departments: Mopping up - Voted funds to be surrendered			613
Ex departments: Mopping up - CPRS Trading Account			25,422
Total			26,035

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
20. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		197,527	57,062
Add back non cash/cash movements not deemed operating activities		191,440	278,478
Increase in receivables – current		(6,395)	26,122
Decrease in prepayments and advances		2,055	(2,067)
Increase in other current assets		(708)	
Increase in payables – current		17,544	2,528
Expenditure on capital assets		234,885	294,065
Surrenders to revenue fund		(77,582)	(82,718)
Other non cash items		21,641	40,548
Net cash flow generated by operating activities		388,967	335,540
21. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General Account		(47,471)	(54,050)
Cash on hand		-	3
Cash with commercial banks - Local		244,742	128,831
Total		197,271	74,784

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

These amounts are not recognised in the annual financial statements and are disclosed to enhance the usefulness of the annual financial statements.

	Note	2006/07 R'000	2005/06 R'000	
22. Contingent liabilities				
 Liable to	Nature			
Housing loan guarantees	Employees	Annex 2A 65,390	44,047	
Claims against the department		Annex 2B 26,409	13,795	
Other departments (interdepartmental unconfirmed balances)		Annex 4 2,573	156	
Total		94,372	57,998	
23. Commitments				
 Current expenditure				
Approved and contracted		275,729	276,474	
Approved but not yet contracted		5,423	98,507	
		281,152	374,981	
 Non current expenditure				
Approved and contracted		113,770	93,231	
Approved but not yet contracted		33,582	186,245	
		147,352	279,476	
Total Commitments		428,504	654,457	
24. Accruals				
 Listed by economic classification				
	30 Days	30+ Days	Total	Total
	R'000	R'000	R'000	R'000
Compensation of employees	98	17	115	17
Goods and services	7,935	599	8,534	6,838
Transfers and subsidies	1,015	4,014	5,029	-
Buildings and other fixed structures	2,726	1,048	3,774	2,386
Machinery and equipment	-	-	-	43
Software and other intangible assests	-	124	124	-
Other	1	11	12	-
Total	11,775	5,813	17,588	9,284
 Listed by programme level				
Programme 1			2,562	2,717
Programme 2			10,970	5,011
Programme 4			13	-
Programme 5			49	-
Programme 7			19	-
Programme 8			3,975	1,556
Total			17,588	9,284
Confirmed balances with other departments	<i>Annex 4</i>		115	1
Total			115	1

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000	
25. Employee benefit provisions				
Leave entitlement		47,958	46,500	
Thirteenth cheque		174,102	159,020	
Performance awards		-	38	
Capped leave commitments		791,511	783,054	
Total		1,013,571	988,612	
26. Lease Commitments				
	Land	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000	R'000
26.1 Operating leases				
2006/07				
Not later than 1 year	-	342	4,469	4,811
Later than 1 year and not later than 5 Years	-	1,367	1,376	2,743
Total present value of lease liabilities	-	1,709	5,845	7,554
2005/06				
Not later than 1 year	-	462	-	462
Later than 1 year and not later than 5 Years	-	-	6,402	6,402
Total present value of lease liabilities	-	462	6,402	6,864
27. Irregular expenditure				
27.1 Reconciliation of irregular expenditure				
Opening Balance		1,578	-	
Irregular expenditure – current year		3,034	1,578	
Irregular expenditure awaiting condonement		4,612	1,578	
Analysis of awaiting condonement per classification				
Current expenditure		4,612	1,578	
		4,612	1,578	
Analysis of awaiting condonement per age classification				
Current		3,034	1,578	
Prior years		1,578	-	
Total		4,612	1,578	

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
27.2 Irregular expenditure			
Incident	Disciplinary steps taken/ criminal proceedings		
Prior years			
VLS 04989 MD Martin	Investigation in progress	-	9
VLS 04990 S&F Christians	Investigation in progress	-	19
VLS 04991 S Chilwan Coachlines	Investigation in progress	-	23
VLS 04992 M America	Investigation in progress	-	22
VLS 04993 JBS Transport	Investigation in progress	-	11
VLS 04994 D Adams Bus Service	Investigation in progress	-	40
VLS 04995 J Pistorius	Investigation in progress	-	7
VLS 04996 J Pistorius	Investigation in progress	-	26
VLS 04997 CMA Jacobs	Investigation in progress	-	16
VLS 04998 CMA Jacobs	Investigation in progress	-	31
VLS 04999 GJ Botha	Investigation in progress	-	62
VLS 05000 S Chilwan Coachlines	Investigation in progress	-	85
VLS 05001 Vergotine Transport	Investigation in progress	-	90
VLS 05002 Simpsons Bus Service	Investigation in progress	-	103
VLS 05003 Hanekoms Bus Service	Investigation in progress	-	171
VLS 05004 JG Gaffleys	Investigation in progress	-	192
VLS 05005 JG Gaffleys	Investigation in progress	-	220
VLS 05006 JG Gaffleys	Investigation in progress	-	43
VLS 05007 JG Gaffleys	Investigation in progress	-	6
VLS 05008 Munniks Intertown Coaches	Investigation in progress	-	402
Current year			
VLS 05010 E Dijebe	Investigation in progress	23	-
VLS 05011 Pers en Seuns	Investigation in progress	41	-
VLS 05012 Kobus Kruger Vervoer	Investigation in progress	3	-
VLS 05017 J Pistorius	Investigation in progress	16	-
VLS 05018 F Christiaans	Investigation in progress	47	-
VLS 04841 Independent Newspapers	Investigation in progress	22	-
VLS 04833 Schools Choral Eisteddfod	Investigation in progress	31	-
VLS 04843 I Can Communications	Investigation in progress	178	-
Adult Basic Education And Training	Investigation in progress	477	-
B/WCED 452/06	Investigation in progress	83	-
B/WCED 638/08	Investigation in progress	461	-
13/2/8/17/2/1/T066	Investigation in progress	98	-
13/2/8/17/2/1/T509	Investigation in progress	248	-
13/2/8/17/2/1/T063	Investigation in progress	1306	-
Total		3,034	1,578

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

	Note	2006/07 R'000	2005/06 R'000
28. Related party transactions			
In terms of the definition for related parties, public ordinary schools are regarded as a related party and the transactions thereto are disclosed under Annexure 1D			
29. Key management personnel			
Description	No. of Individuals		
Political Office Bearers (MEC)	1	792	742
Level 15 to 16	4	3,259	3,057
Level 14	6	3,654	3,026
Total		7,705	6,825
30. Provisions			
Potential irrecoverable debts			
Staff debtors		857	583
Other debtors		26,707	32,005
Claims recoverable		3,244	9,391
Total		30,808	41,979

The amounts i.r.o. the potential irrecoverable debts are based on the debts older than 3 years as indicated in Note 13 to the Financial Statements for "Receivables". In terms of the Prescription Act 68 of 1969 most debts would become prescribed after a period of 3 years.

31. Tangible Capital Assets

Movement in tangible capital assets per asset register for the year ended 31 March 2007

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Building and other fixed structures	-	-	134,474	134,474	-
Non-residential buildings	-	-	134,474	134,474	-
Machinery and equipment	25,340	1,712	13,984	5,770	35,266
Transport assets	-	-	815	802	13
Computer equipment	23,155	821	7,565	4,865	26,676
Furniture and Office equipment	2,185	891	5,512	11	8,577
Other machinery and equipment	-	-	92	92	-
Total tangible assets	25,340	1,712	148,458	140,244	35,266

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

31.1 Additions to tangible capital asset per asset register for the year ended 31 March 2007

	Cash	Non-Cash	(Capital 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
Building and other fixed structures	220,878	112,649	(199,053)	-	134,474
Non-residential buildings	220,878	112,649	(199,053)		134,474
Machinery and equipment	13,978	13	-	(7)	13,984
Transport assets	802	13	-		815
Computer equipment	7,572	-	-	(7)	7,565
Furniture and Office equipment	5,512	-	-	-	5,512
Other machinery and equipment	92	-	-	-	92
Total capital assets	234,856	112,662	(199,053)	(7)	148,458

31.2 Disposals of tangible capital assets per asset register for the year ended 31 March 2007

	Sold (cash)	Non-cash	Total	Cash Received Actual
	R'000	R'000	R'000	R'000
Building and other fixed structures	-	134,474	134,474	-
Non-residential buildings	-	134,474	134,474	-
Machinery and equipment	-	5,770	5,770	-
Transport assets	-	802	802	-
Computer equipment	-	4,865	4,865	-
Furniture and Office equipment	-	11	11	-
Other machinery and equipment	-	92	92	-
Total	-	140,244	140,244	-

31.3 Movement in tangible capital assets per asset register for the year ended 31 March 2006

	Opening balance	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000
Building and other fixed structures	-	270,665	270,665	-
Non-residential buildings	-	270,665	270,665	-
Machinery and equipment	20,578	20,377	15,615	25,340
Computer equipment	18,752	4,403	-	23,155
Furniture and Office equipment	1,826	359	-	2,185
Other machinery and equipment	-	15,615	15,615	-
Total tangible assets	20,578	291,042	286,280	25,340

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2007

32. Intangible Capital Assets

Movement in intangible capital assets per asset register for the year ended 31 March 2007

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Computer Software	130	-	29	-	159
Total intangible assets	130	-	29		159

32.1 Additions to intangible capital assets per asset register for the year ended 31 March 2007

	Cash	Non-cash	(Development 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	
Computer Software	29	-	-	-	29
Total	29	-	-	-	29

32.2 Capital intangible asset movement schedule for the year ended 31 March 2006

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
Computer Software	96	3,077	3,043	130
Total intangible assets	96	3,077	3,043	130

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

**Annexure 1A
STATEMENT OF CONDITIONAL GRANTS RECEIVED**

NAME OF DEPARTMENT:	GRANT ALLOCATION					SPENT			2005/06	
	Division of Revenue Act	Roll Overs	DORA adjustments	Other adjustments	Total Available	Amount received by Department	Amount spent by Department	% of available funds spent by department	Division of Revenue Act	Amount spent by departments
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Division of Revenue Act										
HIV/AIDS	11,870	-	-	2	11,872	11,870	11,872	100.0%	11,205	11,205
National school nutrition programme	48,313	-	-	-	48,313	48,313	45,958	95.1%	49,321	49,337
FET Grant	70,000	-	-	-	70,000	70,000	70,000	100.0%	-	-
Provincial infrastructure grant (PIG)	126,829	-	-	-	126,829	126,829	126,706	99.9%	82,565	83,141
Total	257,012	-	-	2	257,014	257,012	254,536		143,091	143,683

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 1B

STATEMENT OF UNCONDITIONAL GRANTS AND TRANSFERS TO MUNICIPALITIES

Name of Municipality	GRANT ALLOCATION				TRANSFER		SPENT			2005/06
	Amount	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Amount received by municipality	Amount spent by municipality	% of available funds spent by municipality	Total available
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	R'000
Cape Metropolitan Council	2,140	-	-	2,140	2,140	100.0	2,140	2,140	100.0	8,270
Cape Winelands District Municipality	440	-	-	440	440	100.0	440	440	100.0	1,700
Central Karoo District Municipality	56	-	-	56	56	100.0	56	56	100.0	220
Eden District Municipality	433	-	-	433	433	100.0	433	433	100.0	1,666
Overberg District Municipality	141	-	-	141	141	100.0	141	141	100.0	536
West Coast District Municipality	120	-	-	120	120	100.0	120	120	100.0	465
Total	3,330	-	-	3,330	3,330		3,330	3,330		12,857

RCS levies discontinued 1/7/2006

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 1C

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

Department/ Agency/Account	TRANSFER ALLOCATION				TRANSFER		2005/06
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	3,756	-	-	3,756	3,756	100.0	3,306
Total	3,756	-	-	3,756	3,756		3,306

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

**Annexure 1D
STATEMENT OF TRANSFERS/SUBSIDIES TO NON PROFIT INSTITUTIONS**

Non Profit Organisation	TRANSFER ALLOCATION				EXPENDITURE		2005/06
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Public ordinary schools	370,068	-	70,038	440,106	416,756	94.7	406,125
Independent schools	34,127	-	132	34,259	34,259	100.0	32,445
Schools for learners with special education needs	75,623	-	(173)	75,450	76,933	102.0	69,868
Further education and training colleges	109,310	-	21,251	130,561	155,688	119.2	65,833
ABET: Private centres	15,771	-	1,602	17,373	17,373	100.0	17,188
ECD: Gr-R-Public Schools	6,985	-	15,516	22,501	22,335	99.3	12,853
ECD: Gr-R-Community Centres	43,444	-	(15,324)	28,120	23,284	82.8	16,642
Total	655,328	-	93,042	748,370	746,628		620,954

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 1E
STATEMENT OF TRANSFERS/SUBSIDIES TO HOUSEHOLDS

Households	TRANSFER ALLOCATION				EXPENDITURE		2005/06
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Employee Social Benefits (leave gratuity)	16,007	-	-	16,007	16,007	100.0	21,097
Claims Against State	1,929	-	-	1,929	1,929	100.0	1,628
Staff debt write-off – Bursary	3	-	-	3	3	100.0	5
Bursaries (non-employees)	1,868	-	-	1,868	1,868	100.0	1,743
Act of grace/ <i>Ex gratia</i> payments	5	-	-	5	5	100.0	-
Total	19,812	-	-	19,812	19,812		24,473

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 1F

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED
31 MARCH 2007

NATURE OF GIFT, DONATION OR SPONSORSHIP	2006/07 R'000	2005/06 R'000
Received in kind		
Together with Africa and Asia Association - vehicle (bus)	13	-
Total	13	-

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 1G

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE FOR THE YEAR ENDED 31 MARCH 2007

NATURE OF GIFT, DONATION OR SPONSORSHIP	2006/07 R'000	2005/06 R'000
Remissions, refunds, and payments made as an act of grace		
Ambulance services – Brandwacht Primary	2	10
BP Lujabe – Funeral costs of learner, Y Lujabe	3	-
Total	5	10

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2007 - LOCAL

Guarantor institution	Guarantee in respect of	Original Guaranteed capital amount	Opening balance as at 01/04/2006	Guarantee drawdowns during the year	Guarantee repayments/ cancelled/ reduced/ released during the year	Currency Revaluations	Closing Balance 31/03/2007	Guaranteed interest outstanding 31/3/2007	Realised losses not recoverable i.e. claims paid out
		R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Housing									
0001 – Standard Bank of S.A. Limited		-	6,320	4,976	3,109	-	8,187	-	16
0002 Nedbank Limited (former Cape of GHB)		-	829	(34)	520	-	275	-	-
0003 Nedbank Limited		-	1,219	4,430	2,286	-	3,363	-	16
0004 First Rand Bank Limited: First NA		-	3,527	9,656	8,626	-	4,557	-	26
0010 Nedbank limited incorporating BOE		-	1,531	1,402	2,831	-	102	-	-
0017 ABSA		-	14,727	36,658	19,590	-	31,795	-	20
0041 Old Mutual Finance Limited		-	444	92	224	-	312	-	-
0052 People's Bank Limited (Former FBC)		-	1,107	332	1,156	-	283	-	-
0053 Nedbank Limited (incorp NB)		-	2,185	4,232	2,116	-	4,301	-	21
0054 First Rand Bank Limited: FNB former		-	2,757	4140	1,281	-	5,616	-	-
0055 Old Mutual Bank Div of Nedbank		-	7,827	5,564	10,002	-	3,389	-	-
0071 GBS Mutual Bank		-	49	(20)	14	-	15	-	-
0280 Albaraka Bank		-	13	20	-	-	33	-	-
0281 Nedbank Ltd (incorporated Bo)		-	30	-	-	-	30	-	-
0444 BOE Bank Ltd		-	929	(120)	683	-	126	-	-
0512 SA Homeloans (Pty) Ltd		-	-	20	-	-	20	-	-
0514 First Rand Bank: Origin Division		-	-	22	22	-	-	-	-
0516 Greenstart Homeloans (Pty) Ltd		-	105	47	78	-	74	-	-
0530 National Housing Finance Corporation		-	448	247	61	-	634	-	-
Spes Bona Bank		-	-	3	-	-	3	-	-
Santam Bank		-	-	14	-	-	14	-	-
Provincial Building Society		-	-	10	-	-	10	-	-
Old Mutual (Perm)		-	-	3,043	1,776	-	1,267	-	9
Future Bank		-	-	6	-	-	6	-	-
Fidelity		-	-	62	-	-	62	-	-
EP Bank		-	-	33	-	-	33	-	-
Community Bank		-	-	62	-	-	62	-	-
Cash Bank		-	-	19	-	-	19	-	-
BOE Boland		-	-	682	255	-	427	-	-
Other		-	-	375	-	-	375	-	-
Total		-	44,047	75,973	54,630	-	65,390	-	108

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

Annexure 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2007

Nature of Liability	Opening Balance 01/04/2006	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable	Closing Balance 31/03/2007
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Various	13,795	14,585	1,971	-	26,409
Total	13,795	14,585	1,971	-	26,409

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

**Annexure 3
INTER-GOVERNMENTAL RECEIVABLES**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2007	31/03/2006	31/03/2007	31/03/2006	31/03/2007	31/03/2006
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
National Department of Education	-	-	180	325	180	325
Department of Education Gauteng	-	-	50	37	50	37
Miscellaneous (Salary Claims 0061)	-	-	3,316	-	3,316	-
Northern Cape Education (0067)	-	-	200	433	200	433
Eastern Cape Education Department (EED)	-	-	82	922	82	922
National Department of Labour (DLB)	-	-	214	-	214	-
ELRC (Electoral Labour Resolution Council)	-	-	408	553	408	553
S.A. Police Services	-	-	63	17	63	17
S.A. Defence	-	-	19	7	19	7
SADTU (South African Democratic Teachers Union)	-	-	1,830	1,214	1,830	1,214
CTPA (Cape Teachers Professional Ass.)	-	-	220	25	220	25
Public Allied Workers Union S.A.	-	-	14	-	14	-
Cape Metropolitan Council	-	-	18	-	18	-
WC Dept. Social Services (WSS)	-	-	46	24	46	24
WC Department Local Gov & Housing (WHA)	-	-	54	7	54	7
WC Dept. Community Safety (WSL)	-	-	52	9	52	9
WC Dept. of Agriculture (WLA)	-	-	46	32	46	32
Dept. Health (WHW)	-	-	9	45	9	45
Cultural Affairs (WAC)	-	-	13	-	13	-
Dept of the Premier (WAM)	-	-	213	20	213	20
Western Cape Dept (WED)	-	-	431	-	431	-
WC Provincial Treasury (WFE)	-	-	37	29	37	29
Unallocated credit balances	-	-	(878)	-	(878)	-
Kwazulu/Natal Education Dept.	-	-	-	119	-	119
Free State Education Dept.	-	-	-	198	-	198
North West Education Dept.	-	-	-	3	-	3
Provincial Admin. Natal	-	-	-	394	-	394
Province PWV	-	-	-	165	-	165
Province Eastern Transvaal	-	-	-	6	-	6
Province Orange Free State	-	-	-	1	-	1
WC Dept. of Transport & Public Works	-	-	-	2	-	2
NAPTOSA	-	-	-	132	-	132
National Dept. of Social Services	-	-	-	45	-	45
Provincial Administration of W Cape	-	-	-	948	-	948
National Treasury, Pensions	-	-	-	3,288	-	3,288
WC Dept. of Environmental Affairs	-	-	-	2	-	2
Hosmed	-	-	-	50	-	50
Other	-	-	-	2,317	-	2,317
Total	-	-	6,637	11,369	6,637	11,369

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2007

**Annexure 4
INTER-DEPARTMENTAL PAYABLES - CURRENT**

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2007	31/03/2006	31/03/2007	31/03/2006	31/03/2007	31/03/2006
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTS						
Current						
Western Cape Department of Transport, Roads & Public Works	-	-	2,555	156	2,555	156
National Dept. of Justice & Constitutional Development	1	1	-	-	1	1
Free State Education Department	26	-	18	-	44	-
Western Cape Department of Health	58	-	-	-	58	-
Western Cape Department of Community Safety	30	-	-	-	30	-
Total	115	1	2,573	156	2,688	157

PART 5 - HUMAN RESOURCE MANAGEMENT

1. Service delivery

All departments are required to develop a Service Delivery Improvement Plan (SDIP). The following tables reflect the component of the WCED's SDIP as well as progress made in the implementation of the plan.

Table 1.1: Main services provided and standards

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
Development of Educators				
On-site development of educators at the Cape Teaching Institute	Educators and Principals	Institution-based educators, including principals	<ul style="list-style-type: none"> A maximum capacity of 50 employees could be accommodated per individual course, for Foundation Phase Numeracy, Literacy, Life Skills and Inclusive Education; Intermediate Phase Mathematics, Languages and Natural Sciences; Senior Phase Reading, Technology; Head of Department and High School Principals on the Revised National Curriculum Statement. Standards as set in tenders Efficient and error-free registrations and appointments of substitutes 	<ul style="list-style-type: none"> 1875 employees were trained - 460 educators participated in the courses for Foundation Phase; 456 educators for Intermediate Phase; 336 for Senior; 151 educators for Head of Department and 188 High School Principals. In addition, 174 educators received training for Women In and Into Leadership Positions; 45 educators participated in the Induction programme for newly appointed Deputy Principals and 18 Circuit Managers and Curriculum Advisers participated in the course on the Roles and Responsibilities of HODs. Employees are making a difference in the classroom by applying the knowledge gained Principals are equipped to manage the introduction of the new curriculum

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
Provisioning of Library and Information Services				
<ul style="list-style-type: none"> • Providing a Library & Information Service (LIS) • Supporting School Library (SL) development 	Educators Public Service Staff Education researchers Cape Administrative Academy WCED institutions Learners Education students & lecturers NGOs Other education-related clients	Those not yet EDULIS (Education Library & Information Service) clients	<ul style="list-style-type: none"> • Variety of access modes • Physical address • EDUPALS library system • Web-site availability • E-resources • Inter-library loan • Decentralised branch & resource centres (RCs) at EMDCs • Mobile libraries in rural areas • UNESCO <i>School Library Manifesto</i> • Draft <i>National School Library Policy</i> • <i>Beginners' Guide to School Library Organisation</i> • <i>Simplified List of Subject Headings for School Libraries</i> 	<ul style="list-style-type: none"> • Extended client base • Branch library at Kuils River (KR) Multicentre supporting in-service courses at CTI • A series of workshops on SL organisation (presented by SL Advisors) attended by school librarians in six of EMDC districts
Enhancing Client Care				
<ul style="list-style-type: none"> • Provide professional client care services via a walk-in centre and a call centre 	<ul style="list-style-type: none"> • Educators, public servants, general public, learners 	Broader cross-section of general public	<ul style="list-style-type: none"> • Provide access to full and accurate information and advice on employee benefits and salary matters and respond to general queries • Provide data on queries for management purposes 	<ul style="list-style-type: none"> • WCED Client Services won a Silver Premiers' Award for Service Excellence for 2006 • Client Services Call Centre assisted 95% of clients immediately • Walk-in Centre assisted 98% of clients immediately • Client Services Call Centre handled 125 884 calls • Walk-in Centre assisted 65 457 visitors • Call Centre referred 5 888 queries requiring further research to back office • The walk-in and call centres can assist clients in all three official languages of the Western Cape

Table 1.2: Consultation arrangements with customers

Type of arrangement	Actual Customers	Potential Customers	Actual achievements
Development of Educators			
Questionnaire/Evaluation report at the end of each course presented; Telephonic survey	Circuit managers Curriculum advisers Principals	All employees	Refinement of the nomination process for course attendants
Provisioning of Library & Information Services			
Services are extended by communicating with clients in respect of the type of information & services they would wish to have provided	Educators Public Service Staff Education researchers Cape Administrative Academy WCED institutions Learners Education students & lecturers NGOs Other education-related clients	Education sector	<ul style="list-style-type: none"> • Available resource material & services are extended to incorporate identified topics and programmes, subject to availability of funds and staff • Needs of clients are satisfied by accommodating them where possible • Selection Forum established to provide inputs i.r.o. acquisitions • e-Services have been implemented in response to requests
Enhancing Client Care			
Surveys/interviews are conducted to determine client needs.	Educators Public Service Staff. Employee parties (Unions) Other departments Learners General Public Service providers NGEOs/NGOs Private institutions	Parent community	Based on the results of the survey the operating hours of the Walk-in-Centre have been amended to span from 07:45 to 17:00 and staff utilises staggered break times in order to ensure continuity in service.

Table 1.3: Service delivery access strategy

Access Strategy	Actual achievements
Development of Educators	
The service at the Cape Teaching Institute was initially only available to Metropole educators and principals. The introduction of travel subsidies and accommodation makes the CTI accessible to educators outside the Metropole. Substitute educators are placed in schools in place of educators attending CTI courses.	1127 educators from schools in rural areas were able to attend courses at the CTI, representing about 60% of all attendees. Course attendees participating fully in the training.
Provisioning of Library Services	
<ul style="list-style-type: none"> • To make the services accessible to all clients in the province, EDULIS has extended web site access to the EDUPALS Library database • New acquisitions listed on Curriculum web site • Documentation is provided in all 3 official languages, where applicable • Direct phone, fax, e-mail& walk-in access (including Saturday mornings) • Subscription to e-journal service to improve access to 	<ul style="list-style-type: none"> • The services to the client base have been extended and/or decentralised, and the membership of EDULIS library, KR branch & EMDC resource centres increased • e-Journal services have been introduced to HO and extended to EMDCs • Communication has been enhanced • Resource Centres to support educators have been built in 5 of the 7 EMDCs and resourcing of these are continuing

Access Strategy	Actual achievements
<ul style="list-style-type: none"> current journal articles KR branch, decentralised Resource Centres and mobile library services developed EDULIS involvement in the WCED Literary Strategy intends access possibilities Quarterly meetings with EMDC LIS staff to plan for co-ordinated access strategies at all levels Access to information included in WCED Human Capital Development Strategy 	<ul style="list-style-type: none"> Collection depot established at EDUMEDIA in absence of functioning RC at EMDC Metro Central Literacy programmes have resulted in increased use of EDULIS resources SL organisation and cataloguing manuals have been published & used in workshops with school librarians An average of two workshops on SL organisation were presented per EMDC
Enhancing Client Care <ul style="list-style-type: none"> Advocacy regarding Client Services To increase the number of staff during peak times 	<p>The Client Service Centre was officially launched and received wide media coverage.</p> <ul style="list-style-type: none"> A circular to inform clients of the establishment of the centre was also issued. When warranted, additional staff was allocated to the Client Services to ensure that clients receive prompt service.

Table 1.4: Service information tool

Types of information tool	Actual achievements
Development of Educators An annual letter addressed to all institutions and other sites of the WCED which advertises the service and the procedure to ensure access. Regular visitations to Education Management and Development Centres and to Principals.	<p>The process of information sharing is more efficient. Directories are disseminated so that information reaches all sites, and staff and site contact details are known.</p>
Provisioning of Library Services <ul style="list-style-type: none"> EDUPALS automated library system Regular exhibitions at EDULIS and at seminars, conferences, workshops, etc. EDULIS web-site New acquisitions on Curriculum web site Distributing brochures, bibliographies, reviews online (selected SL resources and manuals) EDULIS Newsletters PowerPoint presentations on EDULIS services and on e-journals 	<ul style="list-style-type: none"> Increased client base. Customers are making increased and more effective use of the resources and services that EDULIS is providing. Educators & researchers have become more aware of library resources & services and have commenced/increased use of them
Enhancing Client Care <ul style="list-style-type: none"> Access to e-postmaster system for Educational institutions of the WCED. Circular announcing the establishment of the Call centre directs clients to use the new facility The Call centre software system provides information required monitoring service levels and productivity and having reporting tools, which enable management to analyse trends and performance levels over varying periods of time. Communication Protocol directs employees to use the Client Services for enquiries. The Web-site of the WCED. The access to information provided by Education Research Directorate. Regular "Information-sharing Roadshows" by the Chief Directorate: Human Resource Management 	<ul style="list-style-type: none"> Educational institutions and remote service sites receive circulars, information etc. via electronic mail. <p>The WCED Web-Site provides greater accessibility to information pertaining to the services of the department. A compact disc containing information based on the annual school surveys.</p> <p>This communication initiative keeps EMDC- and school managers abreast of latest developments/information regarding HR – issues. Simultaneously these role-players' concerns are addressed and inputs solicited to improve service delivery.</p>

Table 1.5: Complaints mechanism

Complaints Mechanism	Actual achievements
Development of Educators	
<p>A system of co-ordinators was introduced at all EMDCs to co-ordinate and facilitates nominations to attend courses at the CTI.</p> <p>The CTI has an on-site manager with co-ordinators.</p>	<ul style="list-style-type: none"> • By answering inquiries and listening to complaints the manager and co-ordinators managed to build capacity around knowledge of the processes and procedures, and were able to address most critical situations. • Training of officials and SGBs in the requirements • These officials now deal directly with all clients.
Provisioning of Library Services	
<ul style="list-style-type: none"> • Everyday communication channels • Suggestion boxes • Evaluation forms 	<p>EDULIS service providers have been made aware of the need for improvements, and have effected changes, where feasible.</p> <p>The service has become more customer-oriented.</p>
Enhancing Client Care	
<ul style="list-style-type: none"> • The Communication protocol invites complaints with regard to accessibility • Visitations to education institutions by Minister as well as management teams • Regular "Information-sharing Roadshows" by the Chief Directorate: Human Resource Management. 	<ul style="list-style-type: none"> • Clients are encouraged to forward enquiries where they have experienced response problems to the relevant directors. • Communities, learners, educators and public service staff can voice their concerns directly to the department to improve access to services. • Quarterly visits to the EMDC regions. • EMDC- and school managers are provided with a mechanism to articulate their concerns and complaints.
<ul style="list-style-type: none"> • Establishment of 'Thetha Nathi' (Compliments/Complaints Desk) by the Directorate: Quality Assurance 	
<ul style="list-style-type: none"> • 'Thetha Nathi' allows clients to express how they feel about the service they have received. 	<p>A 'Thetha Nathi' brochure explaining the protocols has been developed and distributed</p>
<ul style="list-style-type: none"> • They can: • Express thanks and appreciation to an individual/institution • Pay a compliment to the WCED/its officials • Complain about poor service delivery • Seek redress 	<ul style="list-style-type: none"> • IMS has been adapted to serve as the 'Thetha Nathi' database • A dedicated e-mail address (wcedcomp@pgwc.gov.za) and faxline (021 467 9337) are in operation • A pilot study is being conducted in EMDC Metropole North • Advertisements have been placed in 'Die Burger' and 'Northern Bulletin' to inform the public

2. Expenditure

The tables below indicate the names of the programmes and the salary ranges attached to the different salary levels referred to in this report.

Programmes

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School Education
Programme 4	Public Special School Education
Programme 5	Further Education and Training Colleges
Programme 6	Adult Basic Education and Training
Programme 7	Early Childhood Development
Programme 8	Auxiliary and Associated Services

Salary Bands

Salary level	Description	Salary range
Salary level 1	Lower skilled	R 35 916 x 1% - R 40 059
Salary level 2	Lower skilled	R 40 227 x 1% - R 44 883
Salary level 3	Skilled	R 46 200 x 1% - R 53 640
Salary level 4	Skilled	R 54 222 x 1% - R 62 946
Salary level 5	Skilled	R 64 143 x 1% - R 74 472
Salary level 6	Highly skilled production	R 79 407 x 1% - R 92 193
Salary level 7	Highly skilled production	R 98 916 x 1% - R 114 843
Salary level 8	Highly skilled production	R 122 841 x 1% - R 142 617
Salary level 9	Highly skilled supervision	R 146 685 x 1% - R 170 295
Salary level 10	Highly skilled supervision	R 183 084 x 1% - R 212 550
Salary level 11	Highly skilled supervision	R 289 635 x 1% - R 335 730
Salary level 12	Highly skilled supervision	R 343 257 x 1% - R 397 986
Salary level 13	Senior Management Service (Band A)	R 502 725 x 1.5% - R 541 284
Salary level 14	Senior Management Service (Band B)	R 591 510 x 1.5% - R 636 939
Salary level 15	Senior Management Service (Band C)	R 717 045 x 1.5% - R 772 173
Salary level 16	Senior Management Service (Band D)	R 922 491 x 1.5% - R 993 492

Departments budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 2.1) and by salary bands (Table 2.2). In particular they provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the department.

Table 2.1: Personnel cost in respect of all personnel by programme: 2006/07

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Number of employees*	Average Personnel cost per employee (R'000)
1	287 714	140 651	17 541	0	2.03	898	156.63
2	5 623 650	4 573 713	14 495	0	66.09	33 329	137.23
3	34 259	0	0	0	0	0	0
4	389 112	307 468	0	0	4.44	2 487	123.63
5	271 048	139 993	0	0	2.02	1 053	132.95
6	23 539	*1 397	94	0	0.09	13	107.46
		**4 519					
7	90 195	44 390	5	0	0.64	291	152.54
8	200 845	***25 061	17 328	0	0.60	136	***184.27
		****16 260					
Totals	6 920 362	5 253 452	49 463	0	75.91	38 207	137.50

Note:

- * The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R 1.397m, is in respect of the 13 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- ** The amount of R 4.519m reflects the amount in respect of the expenditure pertaining to 105 educators appointed on a per-hourly basis for tuition at ABET-centres.
- *** The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) amounting to R25.061m, is in respect of the 136 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- **** The amount of R16.260m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2006-Matric examinations).

Table 2.2: Personnel costs in respect of all personnel by salary bands: 2006/07

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	188 466	3.58	3 641	51.76
3-5	233 848	4.44	3 543	66.00
6-8	3 648 756	69.34	25 911	140.82
9-12	1 167 590	22.19	5 071	230.25
13-16	23 468	0.45	41	572.39
Total	5 262 128	100.00	38 207	137.72

Note

- * The total personnel expenditure in tables 2.1 and 2.2 differs because the payment of leave gratuities and Regional Service Council levies, included in table 2.2, are classified as transfer payments in BAS and some personnel related payments are made directly on BAS.
- ** The total number of employees indicated in tables 2.1 and 2.2 above includes both public service staff and educators. The number of employees in the band 13 – 16 includes the 6 CEO's attached to the Further Education and Training Colleges.

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

The following tables provide a summary per programme (Table 2.3) and salary bands (Table 2.4) of expenditure incurred as a result of salaries, overtime, homeowners' allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

Table 2.3: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by programme: 2006/07

Programme	Salaries		Overtime		Home Owners' Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Programme 1	169 226	3.22	1 539	0.029	2 472	0.047	9 470	0.180
Programme 2	3 505 501	66.73	67	0.001	50 789	0.967	200 508	3.817
Programme 3	0	0	0	0	0	0	0	0
Programme 4	236 016	4.49	160	0.003	3 506	0.067	13 947	0.265
Programme 5	111 317	2.12	0	0	1 424	0.027	6 237	0.119
Programme 6	1 064	0.02	0	0	19	0.000	57	0.001
Programme 7	33 891	0.65	0	0	473	0.009	2 145	0.041
Programme 8	18 099	0.34	885	0.017	393	0.007	1 263	0.024
Total	4 075 114	77.57	2 651	0.050	59 076	1.125	233 627	4.447

Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2006/07

Salary levels	Salaries		Overtime		Home Owners' Allowance (HOA)		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1-2	144 968	2.759	168	0.003	3 075	0.059	6 629	0.126
3-5	13 411	0.255	655	0.012	237	0.005	661	0.013
6-8	185 491	3.531	1 546	0.029	3 432	0.065	11 149	0.212
9-12	2 845 817	54.170	282	0.005	38 746	0.738	164 857	3.138
13-16	885 427	16.854	0	0.000	13 586	0.259	50 331	0.958
Total	4 075 114	77.57	2 651	0.050	59 076	1.125	233 627	4.447

3. Employment and Vacancies

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment. This information is presented in terms of three key variables: - programme (Table 3.1), salary band (Table 3.2) and critical occupations (Table 3.3). Departments have identified critical occupations that need to be monitored. Table 3.3 provides establishment and vacancy information for the key critical occupations of the department. The vacancy rate reflects the percentage of posts that are not filled.

Table 3.1: Employment and vacancies by programme: 31 March 2007

Personnel group	Programme	Number of posts	Number of posts filled	Vacancy Rate	* Number of posts filled additional to the establishment	Total No of Employees
All personnel	Programme 1	972	894	8	4	898
	Programme 2	33 452	33 042	1	287	33 329
	Programme 3	0	0	0	0	0
	Programme 4	2 551	2 434	5	53	2 487
	Programme 5	1 349	1 052	22	1	1 053
	Programme 6	15	13	13	0	13
	Programme 7 **	15	291	0	0	291
	Programme 8	132	136	0	0	136
	Total	38 486	37 862	2	345	38 207
Educators	Programme 1	169	139	18	4	143
	Programme 2	26 941	26 966	0	149	27 115
	Programme 3	0	0	0	0	0
	Programme 4	1 564	1 544	1	29	1 573
	Programme 5	882	807	9	0	807
	Programme 6	4	4	0	0	4
	Programme 7**	298	291	0	0	291
	Programme 8***	0	18	0	0	18
	Total	29 858	29 769	0.3	182	29 951
Public Service Personnel	Programme 1	803	755	6	0	755
	Programme 2	6 511	6 076	7	138	6 214
	Programme 3	0	0	0	0	
	Programme 4	987	890	10	24	914
	Programme 5	467	245	48	1	246
	Programme 6	11	9	18	0	9
	Programme 7	0	0	0	0	0
	Programme 8***	132	118	11	0	118
	Total	8 911	8 093	9	163	8 256

Note:

* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated.

** Programme 7: Posts of educator: pre-primary are abolished as they become vacant. The WCED adopted a policy according to which the posts are replaced by a subsidy payment in an effort to create more learning sites for pre-primary learners (Early Childhood Development), especially in disadvantaged communities.

*** The 18 educator personnel in Programme 8 are HIV/Aids Life-skills Personnel – these personnel are all carried in additional posts and paid out of conditional grants.

Note: It should be mentioned that as for educational institutions, the number of vacancies in respect of educators does not mean that the institution has fewer educators than the number of educators to which they are entitled. It merely indicates that the educator posts are not filled in a permanent capacity. In each case where the post is not permanently filled, a contract appointment is made to ensure that all educational institutions have the required number of educators to which they are entitled.

Table 3.2: Employment and vacancies by salary bands: 31 March 2007

Personnel Group	Salary levels	Number of Posts	Number of Posts Filled	Vacancy Rate	* Number of Posts Filled Additional to the Establishment	Total number of employees on 31 March 2007
All Personnel	1-2	3 916	3 561	9	80	3 641
	3-5	3 443	3 521	0	22	3 543
	6-8	25 307	25 714	0	197	25 911
	9-12	5 780	5 025	13	46	5 071
	13-16	40	41	0	0	41
	Total	38 486	37 862	2	345	38 207
Educators	1-2	0	0	0	0	0
	3-5**	0	**677	0	**1	**678
	6-8	24204	24222	0	135	24 357
	9-12	5654	4870	13.87	46	4 916
	13-16	0	0	0	0	0
	Total	29858	29769	0.3	182	29 951
Public Service Personnel	1-2	3 916	3 561	9	80	3 641
	3-5	3 144	2 844	10	21	2 865
	6-8	1 685	1 492	11	62	1 554
	9-12	126	155	0	0	155
	13-16	40	41	0	0	41
	Total	8 911	8 093	9	163	8 256

Note:

* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated. The matching and placement of additional employees into vacant substantive posts is an ongoing process and is guided by the applicable collective agreements. In a further effort to promote the redeployment of additional employees, vacant posts are also regularly advertised in departmental vacancy lists. The WCED developed a number of policy measures to ensure the optimal utilisation of the services of additional staff members.

** All educator posts are created for the appointment of professionally fully qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-7. The reality is that the WCED do have under-qualified and unqualified educators in the system. These are the 678 educators who are remunerated at salary levels 3 - 5 because they do not meet the minimum post requirements to be paid at salary levels 6-7. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table.

4. Job Evaluation

The Public Service Regulations, 2001, as amended, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executive authorities may evaluate or re-evaluate any job in their organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (Table 4.1) summarises the number of jobs that were evaluated during the year under review.

Table 4.1: Job Evaluation i.r.o Public Service Posts: 1 April 2006 to 31 March 2007

Salary levels	Number of posts	Number of Jobs Evaluated	% jobs evaluated	Posts grading unchanged		Posts Upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3 916	0	0	0	0	0	0	0	0
3-5	3 144	0	0	0	0	0	0	0	0
6-8	1 685	20	1.13	0	0	20	1.19	0	0
9-12	126	1	0.50	1	0.50	0	0	0	0
13	30	20	64.52	20	64.52	0	0	0	0
14	6	7	100	7	100	0	0	0	0
15	3	3	100	3	100	0	0	0	0
16	1	1	100	1	100	0	0	0	0
Total	8 911	52	0.55	32	0.36	20	0.22	0	0

Note: All SMS posts were job evaluated.

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2005/06	NIL
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5. Employment Changes

This section provides information on changes in employment over the financial year.

Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band (Table 5.1) and by critical occupations (Table 5.2).

Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. These would include employees appointed to substantive vacancies which arise as a result natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This policy means that the same employee can be appointed up to four times in a particular reporting year because each contract is regarded as a new appointment. The expiry of the contract is regarded as a termination of service for reporting purposes and this is the reason for the exceptionally high number of terminations. It nevertheless remains the WCED's goals to have all vacant posts at educational institutions, especially educator posts, filled in a permanent capacity as soon as possible after the vacancy has arisen.

Table 5.1: Annual turnover rates by salary band for the period 1 April 2006 to 31 March 2007

Personnel Group	Salary band	Number of Employees per band as on 1/4/2006	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 709	2 364	2 378	-0.38
	3-5	3 483	3 894	3 140	21.65
	6-8	26 511	14 833	14 817	0.06
	9-12	4 524	255	410	-3.43
	13	30	1	1	0
	14	7	0	1	14.28
	15	3	0	0	0
	16	1	0	0	0
	Total	38 268	21 347	20 747	1.57
Educators	1-2	0	0	0	0
	3-5	687	1 907	1 250	95.63
	6-8	24 900	14 695	14 625	0.28
	9-12	4 390	151	318	-3.80
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	Total	29 977	16 753	16 193	1.87
Public Service Personnel	1-2	3 709	2 364	2 378	-0.38
	3-5	2 796	1 987	1 890	3.47
	6-8	1 611	138	192	-3.35
	9-12	134	104	92	8.95
	13	30	1	1	0
	14	7	0	1	14.28
	15	3	0	0	0
	16	1	0	0	0
	Total	8 291	4 594	4 554	0.47

Table 5.2: Reasons why staff is leaving the department

Termination Type	Number	% of Total
Death	111	0.54
Resignation	1 044	5.05
Expiry of Contract *	18 823	91.01
Dismissal – Operational Changes **	0	0
Dismissal – Misconduct	103	0.50
Dismissal – Inefficiency	0	0
Ill Health	158	0.76
Retirement	420	2.03
Transfers to other State Departments, Statutory Bodies, etc.	23	0.11
Total	20 682	100
Total number of employees who left as a % of the total employment	1 836	4.85

Note:

* The "Expiry of Contract" number may seem to be high in comparison to other state departments and employers. The high figure is because the WCED has a policy in terms whereof employees are appointed on contract for short periods. (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity). Furthermore it must also be borne in mind that substitute educators are appointed in the place of educators who utilise leave or are seconded and the shortest period of appointment in respect of an educator is two weeks.

Table 5.3: Promotions by salary band

Personnel Group	Salary levels	Employees 1 April 2006	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
ALL PERSONNEL	1-2	3 709	0	0.00	3 305	89.11
	3-5	3 483	42	1.78	2 800	80.39
	6-8	26 511	2 498	10.07	21 420	80.80
	9-12	4 524	581	12.93	3 664	80.99
	13	30	0	0.00	26	83.87
	14	7	0	0.00	5	83.33
	15	3	0	0.00	3	100.00
	16	1	0	0.00	1	100.00
	Total	38 268	3 121	9.13	31 224	81.59
EDUCATORS	1-2	0	0	0.00	0	0.00
	3-5	687	0	0.00	364	52.98
	6-8	24 900	2 475	10.66	20 072	80.61
	9-12	4 390	573	13.13	3 580	81.55
	13	0	0	0.00	0	0.0
	14	0	0	0.00	0	0.0
	15	0	0	0.00	0	0.0
	16	0	0	0.00	0	0.0
	Total	29 977	3 048	10.82	24 016	80.11
PUBLIC SERVICE PERSONNEL	1-2	3 709	0	0.00	3 305	89.11
	3-5	2 796	42	1.50	2 436	87.12
	6-8	1 611	23	1.43	1 348	83.67
	9-12	134	8	5.97	84	62.69
	13	30	0	0.00	26	63.41
	14	7	0	0.00	5	83.33
	15	3	0	0.00	3	100.00
	16	1	0	0.00	1	100.00
	Total	8 291	73	0.88	7 208	86.94

Note:

The 34 345 promotions represent:
 3 121 employees promoted from one salary level to a higher salary level; and
 31 224 employees who received salary notch progressions.

6. Employment Equity

The tables in this section are based on the formats prescribed by the Employment Equity Act, 1998, Act 55 of 1998.

Table 6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2007

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	1	15	1	17	4	1		1	40
Professionals	1 801	6 743	60	2 029	4 285	10 784	73	4 294	30 069
Technicians and associate professionals	25	97	0	23	29	74	2	33	283
Clerks	95	368	1	32	350	1 372	10	526	2 754
Service and sales workers	1	36				7		1	45
Craft and related trades workers	1	13	0	0	0	0	0	1	15
Plant and machine operators and assemblers	3	21	0	1	0	1	0	0	26
Elementary occupations	544	2 025	0	120	289	1 786	1	210	4 975
Total	2 471	9 318	62	2 222	4 957	14 025	86	5 066	38 207
Employees with disabilities	4	12		8	3	9		6	42

Table 6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2007

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	2	0	2	0	0	0	0	4
Senior Management	1	14	1	15	4	1	0	1	37
Professionally qualified and experienced specialists and mid-management	284	1 842	27	975	292	836	20	795	5 071
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 501	5 159	33	1 071	4 014	10 242	62	3 829	25 911
Semi-skilled and discretionary decision making	263	979	1	142	377	1 386	3	392	3 543
Unskilled and defined decision making	422	1 322	0	17	270	1 560	1	49	3 641
Total	2 471	9 318	62	2 222	4 957	14 025	86	5 066	38 207

Table 6.3 Recruitment for the period 1 April 2006 to 31 March 2007

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									0
Senior Management					1				1
Professionally qualified and experienced specialists and mid-management	17	87	3	38	19	54		37	255
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	908	3 266	21	620	3 021	5 272	17	1 708	14 833
Semi-skilled and discretionary decision making	324	507	5	141	729	1 701	3	484	3 894
Unskilled and defined decision making	443	854		42	257	709		59	2 364
Total	1 692	4 714	29	841	4 027	7 736	20	2 288	21 347
Employees with disabilities									0

Note:

The recruitment total may seem to high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary for closed periods. Consequently each temporary appointment is regarded as a new recruitment.

Table 6.4 Promotions for the period 1 April 2006 to 31 March 2007

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									
Senior Management									
Professionally qualified and experienced specialists and mid-management	44	181	1	64	66	160	5	60	581
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	57	719	5	57	200	1 108	5	317	2 498
Semi-skilled and discretionary decision making	5	12		3		18	1	3	42
Unskilled and defined decision making									
Total	136	912	6	124	266	1 286	11	380	3 121
Employees with disabilities		1		1					2

Note:

The above promotions represent the number of employees who were promoted from one salary level to a higher salary level.

Table 6.5 Terminations for the period 1 April 2006 to 31 March 2007

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									0
Senior Management	1			1					2
Professionally qualified and experienced specialists and mid-management	28	136	3	62	30	63		75	397
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	862	3 302	21	620	2 885	5 318	20	1 753	14 781
Semi-skilled and discretionary decision making	262	417	5	115	557	1 398	1	370	3 125
Unskilled and defined decision making	446	880		41	241	710		59	2 377
Total	1 599	4 735	29	839	3 713	7 489	21	2 257	20 682
Employees with disabilities	1	2						1	4

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

The number of terminations may seem to high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary for closed periods. Consequently each temporary appointment is regarded as a new appointment thus resulting in one termination (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity).

Table 6.6 Skills development for the period 1 April 2006 to 31 March 2007

Occupational Categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, Senior officials and managers	12	85	3	78	35	29	0	5	247
Professionals	421	1 587	12	450	1 402	3 835	14	1 680	9 401
Professionals uncategorised in terms of race and gender									7 795
Technicians and Associate professionals uncategorised									264
Clerks	126	569	3	46	487	996	21	590	2 838
Clerks uncategorised									102
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations uncategorised	0	0	0	0	0	0	0	0	24
Total	559	2 241	18	574	1 924	4 860	35	2 275	20 671

Note:

- Many employees, especially educators, still refuse to indicate race and gender on the attendance registers, even though it is explained that the purpose is for equity and statistical reasons.
- An employee may be counted twice as they may take part in more than one course.
- Legislators, Senior Officials and Managers include MMS.

7. Performance Rewards

To encourage good performance, the department granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability (Table 6.1), salary bands (table 6.2) and critical occupations (Table 6.3).

Table 7.1: Performance Rewards by race, gender and disability for Public Service personnel (excluding SMS): 1 April 2006 to 31 March 2007

Beneficiary Profile			Cost (R'000)		
Population group	Number of Beneficiaries	Total number of employees in group	Percentage of population group	Total Cost (R'000)	Average cost per employee
African	0	1 328	0	0	0
Male	0	666	0	0	0
Female	0	662	0	0	0
Asian	0	13	0	0	0
Male	0	2	0	0	0
Female	0	11	0	0	0
Coloured	13	5 855	0,22	78	6 000
Male	6	2 647	0.23	38	6 333
Female	7	3 208	0.22	40	5 714
White	4	1 019	0.39	42	10 500
Male	1	197	0.51	27	27 000
Female	3	822	0.36	15	5 000
Total	17	8 215	0.21	120	7 059
Employees with a disability	0	0	0	0	0

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

Table 7.2: Performance Rewards by salary levels for Public Service personnel below Senior Management Service: 1 April 2006 to 31 March 2007

Beneficiary Profile			Cost		
Salary level	Number of Beneficiaries	Number of employees	Percentage of group per salary level	Total Cost (R'000)	Average Cost per Employee (R)
1-2	1	3 641	0.03	4	4 000
3-5	4	2 865	0.14	16	4 000
6-8	10	1 554	0.64	64	6 400
9-12	2	155	1.29	36	18 000
Total	17	8 215	0.21	120	7 059

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL public service employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

Table 7.3: Performance-related rewards (cash bonus) by salary band: Senior Management Service

Salary level	Beneficiary Profile			Total Cost (R'000)	Average Cost per Beneficiary (R)	Total cost as a % of the total SMS personnel expenditure (R'000)
	Number of Beneficiaries	Number of SMS members	Percentage of total within salary level			
13	14	30	47	205	14 643	0,98
14	4	7	57	68	17 000	0,32
15	2	3	67	42	21 000	0,20
16	1	1	100	27	27 000	0,13
Total	21	41	51	342	16 286	1.63

Note:

The collective agreement with regard to performance rewards for educators is still to be finalised in the national ELRC.

8. Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

Table 8.1: Foreign Workers by salary band: 1 April 2006 to 31 March 2007

Salary level	1 April 2006		31 March 2007		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	0	0	0	0	0	0
3-5	6	15	11	23.41	5	71.43
6-8	34	85	29	61.70	-5	-71.43
9-12	0	0	7	14.89	7	100
13 - 16	0	0	0	0	0	0
Total	40	100	47	100.00	7	100

Table 8.2: Foreign Workers by major occupation: 1 April 2006 to 31 March 2007

Major Occupation	1 April 2006		31 March 2007		Change	
	Number	% of total	Number	% of total	Number	% of total
Administrative office workers	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0
Professionals and managers	40	100	47	100	7	14.89
Total	40	100	47	100	7	14.89

Note:

Foreign workers are appointed only in cases where no suitably qualified RSA nationals are available and if they are in possession of a valid RSA-work permit.

9. Leave utilisation for the period 1 January 2006 to 31 December 2006

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave (Table 9.1) and disability leave (Table 9.2). In both cases, the estimated cost of the leave is also provided.

Note: Reporting in respect of leave is for the Leave Cycle i.e. for a Calendar Year and not Financial Year, except for Table 9.5 (Leave: Payouts)

Table 9.1: Sick leave: 1 January 2006 to 31 December 2006

Personnel Group	Salary level	Total Days	% Days with Medical Certification	Number of Employees using Sick Leave	Total number of employees as at 31/12/2006	% of Total Employees in salary band using Sick Leave	Average Days per Employee based on number of employees as at 31/12/2006	Estimated Cost (R'000)
ALL PERSONNEL	1-2	15 716	83	2 040	3 761	54	8	2 443
	3-5	16 026	81	1 933	3 516	55	8	3 310
	6-8	185 743	82	16 579	26 251	63	11	78 481
	9-12	29 084	86	2 617	5 054	52	11	19 250
	13-16	132	88	19	42	45	7	165
	Total	246 701	83	23 188	38 624	60	11	100 831
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	5 012	88	347	706	49	7	1 229
	6-8	176 614	82	15 481	24 674	63	7	75 444
	9-12	28 579	86	2 529	4 909	52	6	18 866
	13-16	0	0	0	0	0	0	0
	Total	210 205	83	18 357	30 289	60	7	95 816
PUBLIC SERVICE PERSONNEL	1-2	15 716	83	2 040	3 761	54	8	2 443
	3-5	11 014	78	1 586	2 810	56	7	2 182
	6-8	9 129	79	1 098	1 577	70	8	3 259
	9-12	505	72	88	145	61	6	360
	13-16	132	88	19	42	45	7	165
	Total	36 496	80	4 831	8 335	58	8	8 384

Table 9.2: Disability leave (temporary and permanent): 1 Jan. 2006 to 31 December 2006

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	Total number of employees as at 31/12/2006	% of Total Employees using Disability Leave	Average Days per Employee based on number of employees as at 31/12/2006	Estimated Cost (R'000)
ALL PERSONNEL	1-2	4 116	100	151	3 761	4	1	659
	3-5	5 191	99	165	3 516	5	1	1 208
	6-8	83 843	95	2 836	26 251	11	3	35 960
	9-12	13 115	98	400	5 054	8	3	8 630
	13-16	0	0	0	42	0	0	0
	Total	106 265	96	3 552	38 624	9	3	46 473
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	2 977	98	65	706	9	4	784
	6-8	81 491	95	2 750	24 674	11	3	35 144
	9-12	13 066	98	395	4 909	8	3	8 602
	13-16	0	0	0	0	0	0	0
	Total	97 534	96	3 210	30 289	11	3	44 457
PUBLIC SERVICE PERSONNEL	1-2	4 116	100	151	3 761	4	1	659
	3-5	2 214	100	100	2 810	4	1	471
	6-8	2 352	100	86	1 577	5	1	830
	9-12	49	100	5	145	3	0	31
	13-16	0	0	0	42	0	0	0
	Total	8 731	100	342	8 335	4	1	2 016

Note:

Disability leave (sick leave) is granted to an employee who on medical grounds is declared temporarily indisposed for work, but with a period of recuperation is able to resume his/her normal duties.

Table 9.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 9.3: Annual Leave: 1 January 2006 to 31 December 2006

Personnel Group	Salary level	Total Days Taken	Average days per Employee based on total number of employees as at 31 Dec. 2006	Total number of employees as at 31 Dec. 2006
ALL PERSONNEL	1-2	27 549	7	3 761
	3-5	19 218	5	3 516
	6-8	41 656	2	26 251
	9-12	18 724	4	5 054
	13-16	930	22	42
	Total	108 077	3	38 624
EDUCATORS	1-2	0	0	0
	3-5	301	0	706
	6-8	21 987	1	24 674
	9-12	16 479	3	4 909
	13-16	0	0	0
	Total	38 767	1	30 289
PUBLIC SERVICE PERSONNEL	1-2	27 549	7	3 761
	3-5	18 917	7	2 810
	6-8	19 669	12	1 577
	9-12	2 245	15	145
	13-16	930	22	42
	Total	69 310	8	8 335

Note:

In terms of the leave measures, institution-based educators do not qualify for annual leave as they are regarded as utilising annual leave during school closure periods, viz. school vacations.

Table 9.4: Capped leave: 1 January 2006 to 31 December 2006

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 Dec. 2006	Number of employees as at 31 Dec. 2006
ALL PERSONNEL	1-2	12 490	3.32	36	3 761
	3-5	7 604	2.16	35	3 516
	6-8	49 243	1.88	40	26 251
	9-12	17 343	3.43	82	5 054
	13-16	6	0.14	101	42
	Total	86 686	2.24	45	38 624
EDUCATORS	1-2	0	0	0	0
	3-5	2 472	3.50	35	706
	6-8	44 795	1.82	39	24 674
	9-12	17 191	3.50	84	4 909
	13-16	0	0	0	0
	Total	64 458	2.13	46	30 289
PUBLIC SERVICE PERSONNEL	1-2	12 490	3.32	36	3 761
	3-5	5 132	1.83	35	2 810
	6-8	4 448	2.82	55	1 577
	9-12	152	1.05	45	145
	13-16	6	0.14	101	42
	Total	22 228	2.67	40	8 335

Note:

1. This table gives information on capped leave for the calendar year 1 January 2006 to 31 December 2006, whilst this annual report covers the financial year 1 April 2006 to 31 March 2007.
2. Only personnel who were permanently employed before 30 June 2000 and who are still in permanent employment have capped leave to their credit.

Table 9.5: Leave payouts for the period 1 April 2006 to 31 March 2007

The following table summarises payments made to employees as a result of leave that was not taken.

Personnel Group	Reason	Total Amount (R'000)	Number of Employees	Average payment per Employee
Educators	Leave payout for 2006/07 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2006/2007	7 949	221	35 968
	Annual leave payouts on termination of service for 2006/2007	0	0	0
	Leave discounting for 2006/2007	5 881	1 016	5 788
	Total	13 830	1 237	11 180
Public Service Staff	Leave payout for 2006/07 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2006/2007	2 978	134	22 223
	Annual leave payouts on termination of service for 2006/2007	536	60	8 933
	Leave discounting for 2006/2007	998	360	2 772
	Total	4 512	554	8 144

Note:

1. The WCED adopted a policy according to which no unused annual leave is paid out to employees. Employees and supervisors were instructed to ensure that all employees utilise their full annual leave entitlement as prescribed in the approved measures on leave.
2. Capped leave payouts refer to normal leave gratuities payable on death, discharge because of ill-health, normal retirement.
3. Discounting of capped leave is allowed in respect of long service awards i.e. for 20 and 30 years continuous satisfactory service for all employees.
4. Current leave payouts on termination of service refer to the payment of unused leave at the time of resignation.

10. HIV/AIDS & Health Promotion Programmes:

TABLE 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
➤ Educators at Youth Centres	➤ Workshops regarding occupational exposure
➤ Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	➤ Brochure with procedures to follow on occupational exposure

TABLE 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, 2001? If so, provide her/his name and position.			Director: Human Resource Development
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well being 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.			The WCED has two specific programmes that it focusses on i.e. the HIV/AIDS Life Skills Orientation Programme (LSOP) and the HIV and AIDS in the Workplace (HWP). These two programmes support each other in terms of training and advocacy. Two employees focused on Employee health and Wellness Management(EHWP). R1 300 000
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.			This programme provides ongoing support to the psychological and emotional need of our employees, it is an Employee Health and Wellness Management Programme focusing on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse. These services are provided by private service providers to ensure confidentiality. This programme also addresses wellness issues of employees and as such has Health and Wellness Awareness Days. The aim of these days is to promote healthy lifestyles and raise awareness around services which the WCED offers to its employees. In additions, Health Promotion Days takes place according to days noted in the Health Calendar of the Department of Health.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.			Director: HRD, Deputy-Director: HRD, HIV Co-ordinator, representatives from Directorates, representatives from employee parties.
5. Has the department reviewed its employment policies and practices 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.			The WCED adopted its own HIV and AIDS Policy in the Workplace, based on the Framework provided by the Provincial Government.
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.			Continuous awareness raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, eg. Confidentiality, disclosure, VCT, etc. The WCED Human Rights Programmes also convey this message about anti-discriminatory behaviour.

Question	Yes	No	Details, if yes
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have achieved.			VCT made available to staff.
8. Has the department developed measures/ indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.			Monthly reports from the various service providers, reflecting utilisation of the services.

Note:

The PEAP to which the WCED is integrally tied gives constructive direction regarding the following key elements / services:

1. Education and awareness in the workplace
2. Conducting of an HIV/AIDS audit in the workplace to determine infra-structural needs e.g. First Aid kits, etc.
3. Preventative programmes e.g. distribution of condoms
4. Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons
5. Voluntary Counselling and Testing
6. Promote support to HIV/AIDS-infected employees

11. Labour Relations

The following collective agreements were entered into with the trade unions within the department.

Table 11.1 – Collective Agreements, 1 April 2006 to 31 March 2007

Total collective agreements Nil

The following table summarises the outcome of the disciplinary hearings conducted within the department for the year under review:

Table 11.2.1 – Misconduct and disciplinary hearings finalised, 1 April 2006 to 31 March 2007

Outcomes of disciplinary hearings	Number
Correctional counselling	1
Verbal warning	0
Written warning	0
Final written warning	191
Suspended without pay (as a sanction)	58
Fine	124
Demotion	1
Dismissal	80
Not guilty	11
Case withdrawn	1
Total	467

Table 11.2.2 - Disciplinary action, including Progressive Discipline, for the period of 1 April 2006 to 31 March 2007

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Total	48	124	0	12	208	84	0	7	483

Note:

483 Finalised – this includes 57 cases of abscondment and 213 cases of fraud (Social Grant Cases).

Table 11.3 – Types of misconduct addressed at disciplinary hearings

TYPE OF MISCONDUCT	NUMBER
Theft, bribery, fraud or act of corruption in regard to examinations	1
Sexual assault on learner	6
Sexual assault on other employee	0
Sexual relationship with learner of the same school	0
Serious assault with intention to cause grievous bodily harm to a learner or student	0
Serious assault with intention to cause grievous bodily harm to another employee	0
Illegal possession of an intoxicating illegal or stupefying substance	1
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	0
Wilfully or negligently mismanages the finances of the State	7
Misuse of state property	1
Unjustifiably prejudices the administration, discipline or efficiency of the Dept	0
Misuses his or her position in the DOE to promote or to prejudice the interests of any person	0
Accepts second employment and/or compensation without written approval from the Employer	1
Fails to carry out a lawful order and / or routine instruction	4
Absenteeism	23
Discrimination	0
Poor performance, for reasons other than incapacity	0
While on duty, is under the influence of intoxicating substance	3
While on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner	14
Assaults, or attempt to or threatens to assault	47
Victimisation and / or intimidation	0
Give false statements or evidence in the execution of duties, and / or falsification of records	0
Unlawful industrial action	16
Common law or statutory offence (theft, fraud and corruption)	113
Dishonesty	0
Abscondment	57
TOTAL	294

Table 11.4 – Grievances lodged for the period 1 April 2006 to 31 March 2007

	Number
Number of grievances resolved	174
Number of grievances not resolved	168
Total number of grievances lodged	342

Table 11.5 – Disputes lodged with Councils for the period 1 April 2006 to 31 March 2007

	Number
Number of disputes upheld	7
Number of disputes dismissed	35
Number of disputes pending	64
Total number of disputes lodged	106

Table 11.6 – Strike actions for the period 1 April 2006 to 31 March 2007

*Total number of persons working days lost	0
Total cost R'000) of working days lost	0
Amount (R'000) recovered as a result of no work no pay	0

Table 11.7 – Precautionary suspensions for the period 1 April 2006 – 31 March 2007

Number of people suspended	18
Number of people whose suspension exceeded 30 days	16
Average number of days suspended	106
Cost of suspensions	R811 985

12. Skills development

This section highlights the efforts of the department with regard to skills development.

Table 12.1: Training needs identified for the period 1 April 2006 to 31 March 2007 as per the WCED's Workplace Skills Plan

Occupational Categories	Gender	Number of employees on 1 April 2006	Training needs identified at start of reporting period			
			Learnerships *	Skills Programs & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	4	0	10	0	10
	Male	36	0	46	0	46
Professionals	Female	19 346	0	7 500	5	7 505
	Male	10 739	0	4 505	12	4 517
Technicians and associate professionals	Female	126	0	30	13	43
	Male	136	0	95	16	111
Clerks	Female	2 256	16	1 250	45	1 311
	Male	502	7	750	67	824
Service and sales workers	Female	8	0	10	0	10
	Male	42	0	15	0	15
Craft and related trades workers	Female	0	0	2	0	2
	Male	14	0	5	0	5
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	24	0	5	0	5
Elementary occupations	Female	2 015	0	0	0	0
	Male	2 739	0	0	0	0
Sub Total	Female	23 756	16	8 802	63	8 881
	Male	14 512	7	5 421	95	5 523
Total		38 268	23	14 223	158	14 404

Table 12.2: Training provided 1 April 2006 to 31 March 2007

Occupational Categories	Gender	Number of employees on 1 April 2007	Training provided within the reporting period			
			Learnerships*	Skills programs & other short courses	Other forms of training	Total
Legislators, senior officials & managers	Female	6	0	99	0	99
	Male	35	0	148	0	148
Professionals	Female	19 436	0	12 051	2	12 053
	Male	10 633	0	5 164	3	5 167
Technicians and associate professionals	Female	138	0	84	15	99
	Male	145	0	154	11	165
Clerks	Female	2258	16	1 971	58	2 045
	Male	496	7	844	44	895
Service and sales workers	Female	8	0	0	0	0
	Male	37	0	0	0	0
Craft and related trades workers	Female	1	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	25	0	0	0	0
Elementary occupations	Female	2285	0	0	0	0
	Male	2689	0	0	0	0
Subtotal	Female	24 133	16	14 205	75	14 296
	Male	14 074	7	6 310	58	6 375
Total		38 207	23	20 515	133	20 671

Note

- * Financial and time constraints account for not all targeted employees eventually receiving training.
- * A course or training attended by an employee is counted as one employee, who received training could outnumber the actual number of employees on the establishment.
- * Senior Officials & Managers for training record purposes included MMS.
- * Other forms of training include Bursaries & CAA courses.
- * Total does not include or reflect 4203 people trained in ABET.

13. Injury on duty

The following tables provide basic information on injury on duty.

Table 13.1: Injury on duty, 1 April 2006 to 31 March 2007

Personnel group	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only	64	100
	Temporary Total Disablement	0	0
	Permanent Disablement	0	0
	Fatal	0	0
	Total	64	100
Public Service Personnel	Required basic medical attention only	116	92.8
	Temporary Total Disablement	9	7.2
	Permanent Disablement	0	0
	Fatal	0	0
	Total	125	100

Note:

The interpretation of Basic Medical Attention is that an employee is away from work for a short period (up to a few days). Temporary total disablement is for longer periods, for example, for more than a week with a back injury.

14. Utilisation of Consultants

Table 14. 1: Report on consultant appointments using appropriated funds

Project Title	Total number of consultants who worked on the project	Duration: Work days	Contract value in Rand
N/A	0	0	0

Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in Rand
N/A	0	0	0

Table 14.2: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs)

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
N/A	0	0	0

Table 14.3: Report on consultant appointments using Donor funds

The WCED did not appoint any consultants from donor funds to conduct projects.

15. Organogram

The WCED's organisational structure is reflected in the organogram on the next page.

