

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

# Jaarverslag Annual Report INgxelo yoNyaka

## 2008/09

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# Western Cape Education Department

## Annual Report: 2008/2009

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## Foreword

This Annual Report provides a comprehensive record of the work of the Western Cape Education Department (WCED) for the 2008/09 financial year. Given the change in administration after the 2009 General Election, matters that lie within this report therefore fall under the former administration's tenure.

However, there are a number of key projects in the 2008/09 financial year that fit in line with our administration's key priorities.

These include expanding access to Early Childhood Development (ECD) in poor communities, improving school infrastructure and maintenance by implementing the national "Quality Improvement, Development, Support and Upliftment programme" (QIDS-UP), enhancing school safety, and improving literacy and numeracy rates in primary schools by implementing the national Foundations for Learning Campaign.

Other positive contributions include the expansion of access to the National School Nutrition Programme and learner transport.

Looking forward to the 2009/10 financial year, we will work hard to achieve our priorities in all these spheres and make further positive contributions in improving the quality of education in our classrooms, enhancing the leadership and management of our schools, and increasing the number of learners acquiring skills in Science, Technology, Engineering and Maths (STEM).

We are also determined to make sure that every rand spent in this budget is focused on adding value to the classroom environment. We will therefore review, benchmark and measure expenditure to make this a reality. We will also root out any potential vested interests that may limit our capacity to improve the teacher - learner interface, wherever they may be.

**Donald Grant**  
**Minister for Education**  
**Western Cape**

## Part 1 – General Information

### 1.1 Submission of the annual report to the executive authority

Herewith is the formal submission of annual report for the Western Cape Education Department for the year 2008/09 to the responsible executive authority.

### 1.2 Introduction by the Head of Department

A prominent feature of the year under review was the addition of new personnel, under the “Redesign” process, to help enhance service delivery. The process of post-filling and taking up a range of new, or different, functions made this a process which was both exciting and daunting.

The other significant systems’ development was that 2008 was the first year in which the National Senior Certificate was written.

The developments in the year under review are spelled out in the rest of this document.

### 1.3 Information on the Ministry

The priority monitoring focuses of the MEC for Education were Literacy and Numeracy improvement; the Re-design of the WCED; successful implementation of the FET curriculum and expansion of the FET College sector; School Safety; Infrastructure development and Social Capital development. These, together with the focus on ECD, ABET and on school improvement, summarise the particular emphases which characterised the period under review.

### 1.4 Mission statement

The mission of the Western Cape Education Department is to ensure that all learners acquire the knowledge, skills and values they need to:

- Realise their potential
- Lead fulfilling lives
- Contribute to social and economic development
- Participate fully in the life of the country
- Compete internationally, and
- Build communities capable of managing their lives successfully and with dignity.

### 1.5 Legislative mandate

Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), as amended

Constitution of the Western Cape, 1998 (Act 1 of 1998)

South African Schools Act, 1996 (Act 84 of 1996), as amended

National Education Policy Act, 1996 (Act 27 of 1996)

Further Education and Training Act, 1998 (Act 16 of 2006)

General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)

Employment of Educators Act, 1998 (Act 76 of 1998)

Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)

Public Finance Management Act, 1999 (Act 1 of 1999), as amended

The Annual Division of Revenue Act

Public Service Act, 1994 (Proclamation 103 of 1994)

South African Qualifications Authority Act, 1995 (Act 58 of 1995)

Adult Basic Education and Training Act, 2000 (Act 52 of 2000)

Medium Term Budget Policy Statement 2008 – 2011

Provincial *iKapa Elihlumayo* Strategy

Human Capital Development Strategy

National Curriculum Statements

Micro-economic Development Strategy

White Paper 5 on Early Childhood Development

White Paper 6 on Inclusive Education

## Part 2: Programme Performance

### 1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Underexpenditure
R9,019,913,000	R9,206,088,000	R9,192,478,000	R13,610,000
<b>Responsible Minister</b>	Provincial Minister of Education		
<b>Administering Dept</b>	Department of Education		
<b>Accounting Officer</b>	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

### 2. Aim of the Vote

To ensure that all learners acquire the knowledge, skills and values they need to realise their potential, to contribute to the life of the country, to compete internationally and to build communities capable of managing their lives successfully and with dignity.

### 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
<b>1. Administration</b>	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)
<b>2. Public Ordinary School Education</b>	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
<b>3. Independent School Subsidies</b>	3.1. Primary phase 3.2. Secondary phase
<b>4. Public Special School Education</b>	4.1. Schools 4.2. Professional services 4.3. Human resource development
<b>5. Further Education and Training</b>	5.1. Public institutions 5.2. Professional services 5.3. Human resource development 5.4. Conditional grant
<b>6. Adult Basic Education and Training</b>	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 2008/09

The population of the Western Cape has grown since the last census in 2001 and continues to grow. According to the Community Survey 2008, released by Statistics South Africa (StatsSA) on 31 July 2008, the Western Cape is home to about 5,262 million people, representing 10,8% of South Africa's total population. The Western Cape population has the highest life expectancy at birth for both males and females.

StatsSA indicates that provincial estimates have been substantially adjusted. Data from the Community Surveys regarding fertility, mortality and migration implies therefore that some provinces have a lower growth rate than was previously estimated. Migration flows to the Western Cape also appear to have been underestimated. The table below shows the increase/decrease in population growth since the last census in 2001 to the 2008 population estimate.

Province	Increase / (decrease)
Eastern Cape	142 537
Free State	180 925
Gauteng	1 609 922
KwaZulu-Natal	679 483
Limpopo	1 158
Mpumalanga	467 010
Northern Cape	303 173
North West	(244 349)
<b>Western Cape</b>	<b>737 665</b>

The variability in learner numbers is unpredictable. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

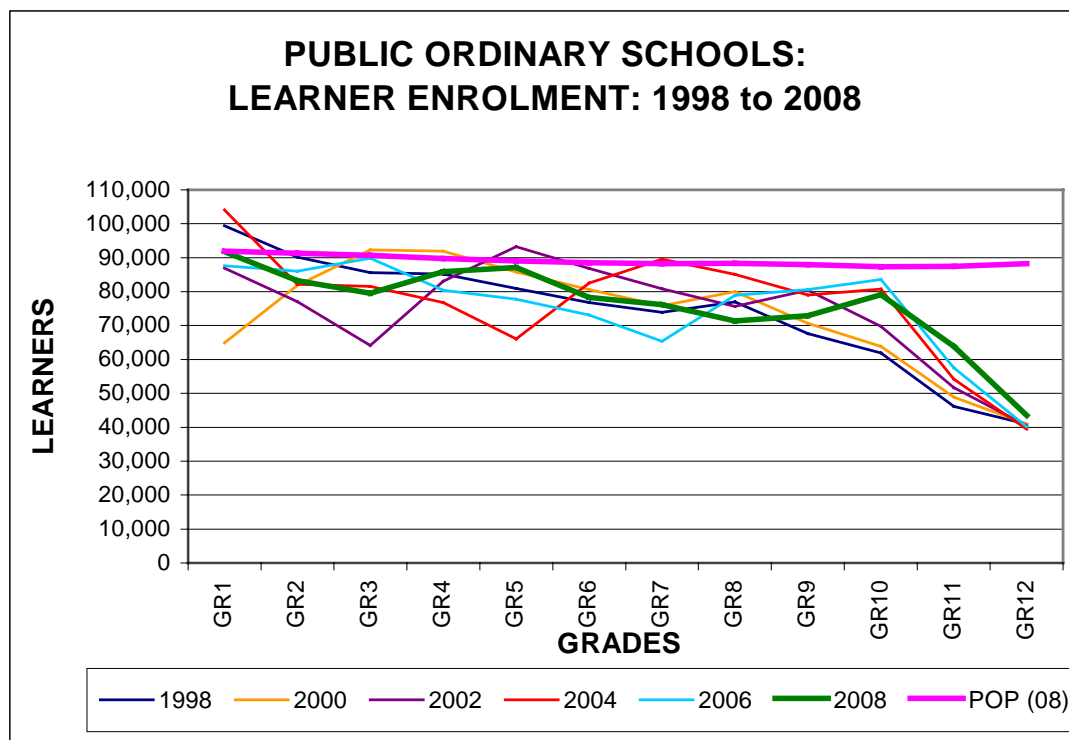
The data for the Western Cape public ordinary school system from 1995 to 2008 is provided in **Table 1** below to illustrate the growth in learner numbers in the province. This illustrates the service delivery challenge faced by the WCED. While some provinces experienced a decline in enrolments, the 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 for the first time from the CEMIS (Learner Tracking System), reflect a substantial decrease from 2005 to 2006. The increase from 2006 to 2007 is as a result of the expected normal growth and better administration of CEMIS. The decline in numbers in 2008 is due to cautious administration and some schools struggling to maintain the tracking system.

**Table 1: Enrolment in public ordinary schools 1995 to 2008**

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	87,650	85,972	89,828	80,443	77,811	73,106	65,347	78,926	80,595	83,529	57,536	40,198	900,941
2007	92,818	82,562	83,914	89,973	78,674	78,021	72,733	66,406	80,697	86,495	61,938	42,624	916,855
2008	91,853	83,267	79,454	85,891	87,116	78,290	76,146	71,410	72,914	79,133	63,819	43,470	912,763

Data Source:  
1995 – 2008: Annual Survey for Schools (Public Ordinary schools)

**Figure 1**



Data Source:  
1995 – 2008: Annual Survey for Schools (Public Ordinary Schools)  
StatsSA: Population 2008 based on 2007 Community Survey



The Western Cape has seen a slight improvement in the educational profile of its workforce over the past five years. It is not unexpected that employment rates amongst the youth, specifically those under the age of 25 years, would be lower than for the non-youth. This is evident in an employment rate of just 29,3% amongst 15 to 24-year-olds (many of whom are still studying during a proportion of the years in question) and 69,7% amongst 25 to 34 year olds. Similarly, older individuals are more likely to have retired from active employment and thus the employment rate amongst 55 to 65-year-olds is around one-third (32,8%).

A strong correlation exists between the illiteracy levels and the unemployment rate. High levels of illiteracy are found in predominantly rural areas. The illiteracy levels are particularly high for the Central Karoo (37%), Cape Winelands (28%), Eden (26%), Overberg (27%) and West Coast (29%). Central Karoo had the most unfavourable indicators with regard to unemployment, illiteracy and school enrolment rates. According to Census 2001 the unemployment rate was the highest (36%), the illiteracy rate, with 37% of the population over 14 illiterate, was the highest, and enrolment rate (87%) was the lowest.

Education levels and employability are closely linked (which is not to imply that education creates jobs). Over 70% of the unemployed have no more than Grade 11. Although this proportion is slightly lower in 2005 than it was five years earlier, the number of unemployed individuals with Grade 9 to 11 education rose dramatically over the period, by a statistically-significant 12,6% a year. A similar rate of growth is observed in the number of unemployed individuals with a Grade 12 qualification.

## 5. Overview of the organisational environment in 2008/09

The WCED, being the largest employer in the Western Cape Provincial Government, comprises the Provincial Ministry of Education, headed by the Member of the Executive Council responsible for Education (MEC), a provincial head office, education district offices and educational institutions, including public ordinary and special schools, further education and training (FET) colleges, adult community learning centres and early childhood development (ECD) sites.

### WCED activities – scope and scale

Learners **	945,864
Public ordinary schools *	1 452
Schools for learners with special needs #	72
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
District offices	8
Educators	31 619
Public service staff (approved establishment)	8 971

\*\*2008: Annual Survey for schools (Grades pre-Gr R to post matric)

\* Institutions current (All public ordinary schools, Grades pre-Gr R to post matric).

In October 2008, the total was increased by 3, i.e. bringing the total to 1455 schools

# Source: 2009 Master list 7 February 2009

## **Organisational Re-design**

The implementation of the organisational re-design has continued. The foci of the re-design process are to build institutional capacity; enhance service delivery; and accelerate employment equity. In terms of the new organisational structure, the provincial head office has been subdivided into four branches (previously three) 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, there is a substantial increase in the number of posts servicing schools directly from the education district offices.

In the year under review 283 new appointees took up their positions within the microstructures. The processes of short-listing, selection, orientation and induction – together with concurrent challenges of maintaining service delivery in sections that were losing staff to promotion posts – set major challenges. A dedicated Recruitment and Selection Centre was activated to support the expeditious filling of posts.

The first phase of the implementation process focused primarily on the setting up of 16 service points and the new 49 education district circuit teams - to bring focused support closer to educational sites. On average, circuit team posts (11 posts per circuit team) are filled up to 76%. Most of the circuit teams are adequately positioned to provide more focused support - especially to under-performing schools.

In the year under review 14 of the 16 service points have been set up. A major challenge is to find suitable accommodation for service points in Knysna and Riversdale. In this regard the WCED is working very closely with its sister department, Transport and Public Works, to establish these service points during the next phase. The relocation of the West Coast Education District in Paarl to Malmesbury is also dependent on finding suitable accommodation in Malmesbury. This challenge will be addressed in the medium to longer term.

## **6. Strategic overview and key policy developments for the 2008/09 financial year**

### **Education Laws Amendment Act**

2008 saw a new challenge with the implementation of the Education Laws Amendment Act, 2007 (Act 31 of 2007), which came into operation and effect on 31 December 2007. The initiation and co-ordination of the implementation plan focuses on key aspects of the Education Laws Amendment Act - namely: random search and seizure; drug testing; the functions and responsibilities of principals; the identification of under-performing schools; norms and standards of infrastructure; capacity of schools and learning and teaching support materials.

### **FET Colleges' Act**

In terms of the FET Colleges' Act of 2006, the "employer" in colleges becomes the college instead of the WCED: this is currently being effected in the system. The Act has retained a considerable measure of Executive Powers in the Member of the Executive Council in the Province. These powers, some of which may be exercised with the concurrence of the National Minister of Education, can, by means of delegation between the MEC and Head of Department, be exercised by the latter - in addition to those specifically allocated to the HOD by the Act. Even though the college becomes an employer, the MEC appoints staff in various categories and decides on matters such as the college establishment; disposal of both movable and immovable assets; merger of public colleges; and approval of college statute.

### **Human Capital Development Strategy**

The broad policies, priorities and strategic goals of the WCED were expressed in the Five-Year Plan and were encompassed in the Human Capital Development Strategy (HCDS), launched in March 2006. At that stage, the HCDS defined its function as follows: "To promote the concept of "holism" this strategy document will subsume the WCED's Education Vision 2020 document and its 5-year Strategic Plan". In October 2008, however, the provincial cabinet approved a proposal that the WCED would no longer be the lead department responsible for developing the HCDS on behalf of the Provincial Government. While participating vigorously in the Province's broader development strategy, the WCED would only have, as its specific responsibility, the Province's educational strategy. As a consequence of this step the original 5-year plan of the WCED reverted to its status as the key document.

## National Curriculum Statement (NCS)

Implementation of the NCS reached Grade 12 in 2008. The introduction of new subjects, the radical changes to previous syllabi and the new assessment models combined to make this a very serious challenge for the Education Department.

### 7. Departmental Receipts

Receipts are included in Table ST001.

Departmental revenue amounting to R22,545 million was received during 2008/09. The main sources of own revenue collected was the following:

- 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.

### 8. Departmental Payments

Payments are included in Table ST001

The actual expenditure for 2008/09 compared to the funds allocated was at 99,9% of the approved adjusted budget. The underexpenditure is mainly due to an underspending in the capital budget due to the delays in some contracts where the building could not start pending an environmental impact assessment. There was also a delay in payments for the National School Nutrition Conditional Grant and the HIV/AIDS Conditional Grant due to the BAS being down.

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 22,9% of total expenditure for the 2008/09 financial year. Non-personnel expenditure includes funds for norms and standards; funding for public ordinary primary and secondary schools; learner transport schemes and infrastructure. It also includes transfer payments to independent schools, public special schools, FET colleges, ABET centres and ECD schools and sites.

Programme 2: Public ordinary school education continues to be the main focus of the department's funding. This Programme incurred 80,6% of the total expenditure for 2008/09. The main services included under this Programme are primary and secondary school education at public ordinary schools (including infrastructure), the education district office management and development support to educational institutions, human resource development for institution-based personnel and the National School Nutrition Programme Conditional Grant. 55,1% of the Programme's expenditure was incurred on primary schools and 38,8% 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 and 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 were specifically provided for the further roll-out of the HCDS, in line with the provincial development strategy, iKapa Elihlumayo.

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

#### Progress

#### Report on priorities identified in the Annual Performance Plan for 2008/09

##### 1) Improving the Quality of Learning

###### *a) Ongoing support for Literacy and Numeracy in primary schools*

Results on diagnostic tests at Grades 3 and 6 are showing an incremental improvement in Literacy scores which give credence to our interventions. The Numeracy scores are proving harder to shift and slow progress has resulted in redoubling of efforts to make an impact.

250 schools have been identified to participate in the first stage of the Literacy Numeracy Intervention (2008 – 2016). 125 schools have been allocated to Literacy interventions and 125 for Numeracy. A provincial launch for the Foundations for Learning Campaign was held in November and attended by nearly 2000 representatives from schools across the province

*b) The further roll-out of the QIDS-UP, targeting the poorest schools in national quintiles 1, 2 and 3 in 2008/09 to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible*

QIDS-UP extended its support in 2008/09 to primary and secondary schools in National Quintile 3.

The QIDS-UP intervention strategy in 2008/09 attempted to address the shortcomings and challenges identified by the audit of resources (material, physical and human) in 405 national quintiles (NQ) 1 & 2 schools, and NQ 3 non-fee-paying schools. It focused on improving the delivery of quality education amongst educators, creating a classroom atmosphere conducive to teaching and learning, and providing equal opportunities within the Western Cape through a programme of redress. QIDS-UP is a redress programme which, through a structured process, endeavours to provide basic resources such as equipment, consumable items, infrastructure repairs, library material and curriculum support resources to the poorest schools.

Whilst the rationale of QIDS-UP is to bring poor schools on par with other adequately resourced schools, the ultimate goal is improved quality of learning and teaching.

The key objectives therefore are the following:

1. To support and integrate with the current Literacy and Numeracy strategies of the WCED
2. Not to duplicate, nor add to, initiatives of the WCED, but instead to enhance and enrich its present teaching, learning and assessment strategies
3. To assess needs of schools and the impact of the project by utilising current evaluation and assessment processes within the WCED, viz. IQMS processes
4. To recognise the impact of poverty on the provision and quality of schooling as the primary influence on the design and implementation of the project
5. To ensure that a minimum level of resource provisioning is guaranteed for all schools to increase learner achievement.
6. To strengthen the National Curriculum Statement in the GET and FET Bands
7. To enhance classroom practice by ensuring a comfortable and warm classroom environment
8. To ensure print-rich classrooms by providing resource materials that will support good teaching and learning
9. To effectively monitor and support education districts and schools on integrating curriculum practice with resources

#### *c) Successful implementation of the National Curriculum Statement (NCS) in Grade 12 in 2008*

In 2008, the first National Senior Certificate (NSC) examinations were written by 43 953 learners from across 408 examination centres. The Western Cape maintained the highest pass rate of 78.6%. There was, however, a decline of 2% when compared to the pass rate of 80.6% achieved in 2007 in the Senior Certificate examinations (Report 550).

A total of 14 522 (33.04%) candidates achieved the NSC with access to a Bachelors Degree, whilst 7 182 candidates achieved the NSC with access to a Higher Certificate, and 12 851 candidates achieved the NSC with access to a Diploma. In terms of quality of passes, 4 222 more candidates qualified for entry to university in 2008 than in 2007. This augurs well for the future of the province.

A total of 19 957 candidates wrote Mathematics in 2008, and a total of 13 612 candidates wrote Physical Science. Of these 13 003 (65%) candidates passed Mathematics at 30%, and 9 691 (71%) candidates passed Physical Science at 30%. A total of 8 031 candidates passed Mathematics at 50% or more, and 4 351 candidates passed Physical Science at 50% or more.

#### *d) Strengthen the National Learner Attainment Strategy to reduce the number of schools achieving less than 60% in the Senior Certificate examinations*

If one examines the 2008 results of the 54 public schools which underperformed in 2007 one can see that:

- 23 of the 56 (54 Public) schools improved their pass rate to above 60%.
- 30 of the 56 (54 Public) schools improved their results to varying degrees.
- 24 schools showed a decrease in their final results in comparison to 2007.

WCED officials provided intensive support to the 54 public schools. A range of interventions, based on the needs of the school, as well as provincially co-ordinated initiatives, formed the basis of the strategy. The WCED strategy in 2008 focused on 3 core areas, namely Management and Leadership, Teaching and Learning and Networking and Partnership.

*e) The continued professional development of principals and teachers (Advanced Certificate in Education (ACE) and National Professional Diploma in Education (NPDE)), with principals enrolled for a two-year ACE, and teachers enrolled in a variety of courses*

In 2008, the WCED enrolled 289 principals, deputy principals and heads of departments at three higher education institutions across the province in the ACE for School Leadership. In the first term of 2009 an additional 100 were enrolled.

*f) The roll-out of a further 200 computer facilities as part of the Khanya Technology in Education Project*

In total, 1 007 schools have been provided thus far with technology facilities, typically computer laboratories, consisting of between 25 and 40 computers each (LAN networked and Internet linked). The infrastructure required is being prepared at a further 150 schools. 39 022 PCs have been deployed in the above schools. 21 500 educators have received basic IT training. Approximately 750 000 learners are benefiting from using the technology on a daily basis. The expenditure for 2008/2009 was R93 million. R98 million is budgeted for 2009/2010.

*g) The implementation of a pilot course for school business managers in 2008*

The programme was approved by the ETDP-SETA and the pilot commenced in August 2008. It is scheduled to run until November 2009.

*h) All schools to develop school improvement plans (SIP) and set targets, which will serve as the basis for the support offered by education district support staff, and the whole school evaluation (WSE) of at least 30 schools per annum*

All schools had school improvement plans with targets for 2008. All high schools set targets for learner achievement in Grade 12. Leading up to the SIPS for 2009, special training was given to school management teams and education district staff on how to set realistic stretch targets. 61 schools were evaluated by the end of March 2009, 31 of which were QIDS-UP schools.

*i) The development of teachers (ongoing and accelerated teacher development) - through the WSP and CTLI interventions, ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS)*

The performance measurement of teachers takes place in all schools in the province.

*j) The final phase of the re-capitalisation of all 6 FET colleges, with a focus on the expansion of the West Coast College facility, to ensure skills' development aligned to the MEDS and national needs, as outlined by the national Human Resource Development Strategy*

Lecturers and managers have been trained on National Certificate (Vocational) (NC(V)) related matters and administrative staff have been trained on MIS administration. There have been systems upgrades. Engineering workshops, kitchens, classrooms and computer workstations have been upgraded. New classrooms and workshops were built. Workshops and offices were newly equipped. 14 NC(V) programmes have been implemented across the province and outstanding textbooks procured. The Vredendal and phase one of the Vredenburg Campus of West Coast College have been completed. Further building phases depend on the availability of funds. The two new Centres of Excellence (viz. Boatbuilding at False Bay and Creative Arts and ICT at Cape Town – started as part of the WCED contribution to an Integrated Creative Arts Initiative for the province) are proceeding well.

*k) The expansion of participation rates in Mathematics, Physical Science and Technology through the continued introduction of focus schools, and the increase in the number of Dinaledi schools, and the improvement of pass rates for Grade 12 Mathematics and Science*

Enrolments of historically disadvantaged learners in Mathematics and Physical Science in Dinaledi schools have doubled over the last five years, particularly in terms of the number of black female and male learners taking these subjects. Increased enrolment is an ongoing focus. The number of Dinaledi schools has increased to 48, and in addition there are 8 Mathematics, Science and Technology (MST) focus schools.

In 2008 the provincial target of 8000 high level Mathematics passes was exceeded, which contributed to the attainment of the national target of 50 000 such passes for the 2008 National Senior Certificate Examination.

Dinaledi and MST schools accounted for 1398 (17.4 %) of the provincial target for high level Mathematics passes of 50% and above. 761 (17.5%) learners achieved high level passes for Physical Science of 50% and above.

*l) Increased access to ABET through structured Level 1 and 2 curriculum offerings in centres*

A number of interventions have been undertaken by the newly established curriculum subdirector. Lesson plans were developed with curriculum advisers and training was provided. It is expected that the lesson plans will be distributed to all community learning centres for implementation. Site-based assessment (SBA) tasks have been developed and distributed to all community learning centres. All community learning centres have been orientated on the use of these documents. The SBAs were translated into Afrikaans and distributed to all CLCs. In addition to the above, the Revised Unit Standards were translated into Afrikaans and distributed to all CLCs.

## **2) Improvements to systems and support**

*a) In the year under review the following improvement to systems and support was rolled out:*

Human Capital Leave System which consists of the following modules

- Capturing of contract appointments system (CAT)
- Attendance register
- Persal display for line managers
- Piloting of the Control Paysheet system
- Piloting of the collection of qualifications (200 schools)

*b) The further development of key provincial education policies and strategies, as indicated by a policy audit to be conducted by the newly-formed Directorate of Policy Co-ordination*

Phase 1 of the Policy Audit has been completed as at the end of the financial year 2008/09, as per the timeframes contained in the business plan. A Policy Register has been developed in which all policies related to WCED functions are to be captured. To date 284 policies have been captured on the Policy Register, 42 of which are national policies. A key result of Phase 1 of the Policy Audit is to have hard and electronic copies of all the policies that are currently reflected on the Policy Register. The Policy Audit will consist of the following Phases:

1. The collation of a policy audit inventory, which was scheduled to be completed at the end of the 2008/09 financial year
2. The assessment and review of law and policies - scheduled for 2009/10 financial year
3. A report containing recommendations for the initiation, review, alignment and rationalisation of policies - scheduled for 2009/10 financial year
4. Facilitation and co-ordination of the policy development process in terms of agreed amendments – starting in 2009/10 financial year
5. Facilitation of the implementation of policy, consisting of the training of all relevant role-players and stakeholders - ongoing
6. Monitoring and evaluation - ongoing

The auditing of policies will bring about effective and efficient service delivery, by ensuring that the relevant policies are consistent with one another and with national law and policy and that policies are internally coherent and consistent with the Constitution.

*c) Ensuring that the learner tracking system is operating efficiently, and commence with the implementation of the Further Education and Training Management Information System (FETMIS) in FET colleges*

The learner tracking system for public ordinary schools is operational and being maintained. Management decisions such as the allocation of Norms and Standards funding, and post provisioning, are based on information extracted from the learner tracking system (CEMIS). CEMIS has been integrated with the national learner tracking system (LURITS). The CEMIS learner data is being uploaded into the LURITS database via an upload engine. The national school administration system (SASAMS) is being web-enabled to integrate with the learner tracking system. The web-enabled i-SAMS should be piloted towards the end of 2009. 100 schools are piloting SASAMS. Live implementation of i-SAMS is planned for January 2010. The current Business Intelligence (BI) system, EduInfoSearch, that draws data from a number of internal databases, has been expanded to accommodate a number of reports that could be used to inform management decision-making.

FETMIS: The WCED is acquiring a common FET Business Management System in conjunction with DoE. The plan to roll out the FET College Business Management System (BMS), which includes a learner tracking system for colleges, has been initiated as part of the national pilot.

The Western Cape FET colleges are currently investigating how their ICT network infrastructure matches the new system requirements. It is envisaged that the closest SITA network point of presence will be used to connect to the national pilot back-end infrastructure. Consultation with all role-players is currently underway and it is generally accepted that the Western Cape will piggyback off the national pilot in a staggered manner.

*d) Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation*

The WCED was given an unqualified audit report in 2008. The department has implemented steps to improve the general control environment.

*e) Continued enhancement and improvement of school safety, with a focus on improved physical safety facilities for schools at risk, to ensure a safe educational environment*

Of note is the successful installation of CCTV monitoring systems at 60 schools in the province. A limited number of these schools is being monitored centrally. A further enhancement will be establishing a monitoring system for the full complement of 60. On-going physical security improvements at schools are taking place as the need arises. These improvements encompass alarm systems, burglar proofing and fencing.

*f) Continued building of social networks in Education through, inter alia, the embryonic Retired Teachers Association, support for schools in the inception of Past Pupils' Associations, the peer education initiative, and the provision of fora for school governing bodies (SGBs). Training and support of SGBs and RCLs will be maintained to enable overall improved participation and leadership in response to various developmental challenges facing school-communities.*

A provincial RCL Conference was held in July 2008. The social network initiatives are being rolled out in the 27 priority areas of the Social Transformation Plan. There are some 6 500 peer educators active in 145 high schools, who contribute to the development of a social capital network, dealing with issues such as sexual behaviour and substance abuse amongst their peers, and assisting them in making healthy lifestyle choices.

The Provincial Principals' Forum was launched on 6 February 2009. All the principals in a circuit serve on the circuit forum, and from this circuit forum they had to elect two principals to serve on the education district forum. The principals serving on the education district forum elect two principals to serve on the Provincial Principals' Forum. The purpose of this forum is to provide an opportunity for the WCED to consult with principals on certain issues, and for the principals to consult on certain issues with the WCED. It also provides them with an opportunity to consult with each other.



*g) Development of care and support strategies for vulnerable children*

Western Cape schools are actively encouraged to become nodes of care and support for vulnerable children (SNOC) – a concept wholly synonymous and/or compatible with WCED-supported initiatives, such as Child-Friendly Schools (UNICEF), Community Schools (MEC) and Health-Promoting Schools (WHO). With the support of community-based organisations and other provincial government departments (Department of the Premier, Department of Health and Department of Safety and Development), the training of school governing bodies and co-opted SGB members is being progressively rolled out to all schools. The initial focus has been on the most disadvantaged school-communities and the STP-27 areas. Training of non-SGB educators will follow. Service 'jamborees', initiated through partnerships with Soul City and other NGOs - to improve access to poverty relief via social grants such as the Child Support Grant, and thus retain in schools our most vulnerable learners - have now become a mainstreamed feature of the provincial government's Social Transformation Programme (STP-27). Jamborees are now managed through the Department of the Premier (DotP) and no longer the WCED. The national Department of Education estimates their value-add at R0,5m each. During 2008/09, 31 jamborees held in the 27 STP areas were implemented through all three tiers of government - in association with locally-organised, representative civil society structures focused on children and youth - and reached over 115 000 people.

**Progress Report against WCED Key Deliverables for 2008/09**

**1. Access (also adequacy and efficiency)**

<p>1.1 Provide high quality learning programmes (Grade R) to all five year-old children in the Western Cape by 2010;</p>	<p>Work schedules for Grade R will be developed in July 2009.</p>
<p>1.2 Provide quality programmes to Grade 1 – 9 learners so that learners leave the General Education and Training (GET) Band with the high level language and mathematics skills that are necessary to enhance their earning and learning opportunities;</p>	<p>Work schedule development and training: During July 2008 holidays, and for a number of subsequent weekends, work schedules were developed by teams of teachers and officials. The work schedules cover Grades 1 to 6, all Learning Programmes and Learning Areas. They provide guidance to teachers on what to teach and how to teach it – aligned to policy requirements and the requirements of the Foundations for Learning Campaign. Work schedules have been introduced to the curriculum advisers and mediation sessions are planned. Translation of the work schedules into Afrikaans and Xhosa is underway. Work schedules for Grades 7 to 9 will be developed in July 2009.</p>
<p>1.3 Increase the number of the population of 15 – 17 year olds enrolled on relevant programmes that lead to employment or access to higher education;</p>	<p>Colleges increased their enrolment of NC(V) students from 5 974 in 2007 to 10 800 in 2009.</p>
<p>1.4 Increase the number of learners who have access to purpose-driven Adult Basic Education and Training (ABET) programmes</p>	<p>New sites were opened in Eden and West Coast and a full-time centre in Elsies River enrolled learners from February 2008 while repairs were being done to the building. Classes for ABET level 1 to 4 learners are fully operational.</p>

## 2. Redress and Equity

<p>2.1 QIDS-UP: Rollout of support to schools in national quintiles 1 - 3 to boost infrastructure, libraries, resource materials and curriculum delivery through targeted interventions;</p>	<p>A total of 655 schools were identified for the 2008/9 financial year. This makes up 100% of Q1-3 schools in the province and includes 107 secondary and 546 primary schools in these quintiles.</p> <p>The total budget allocation for 2008/9 was R154,246m and was earmarked to provide the following resources:</p> <ul style="list-style-type: none"> <li>a. Physical Sciences chemicals and equipment in 90 schools – R2,425m</li> <li>b. Life Sciences chemicals and equipment in 104 schools – R5,5m</li> <li>c. Repairs and maintenance in 120 schools – R46,5</li> <li>d. Improve security and safety in 20 schools – R2,0m</li> <li>e. (GIS) Geographic Information Systems in 285 secondary schools – R1.8m</li> <li>f. Library resources and materials in 655 schools – R42.76m</li> <li>g. Training of 196 primary and secondary school teachers in library management</li> <li>h. Computer infrastructure, hardware and software in 40 schools – R7m</li> <li>i. Whole school evaluation in 30 schools – R1,7m</li> <li>j. Extra-mural programme in 13 piloted schools – R5m</li> <li>k. Staffing, consumables, S&amp;T, printing – R3,446m</li> <li>l. Scholar transport R30m</li> </ul>
<p>2.2 Physical safety facilities/features for schools at risk: provision of safety resource officers, CCTV in identified schools, increased direct and supportive involvement with schools by Senior Management Service members and strengthening links with partners</p>	<p>On-going risk assessments are being conducted at targeted schools to improve basic safety infrastructure. Emergency repairs to compromised safety measures at schools are continually prioritised - these are managed by co-ordinators at the education districts.</p> <p>Over 50 SRO officers have been deployed to districts. Learner absenteeism and truancy is being addressed by the SROs as part of the work portfolio. Holiday programmes and youth camps also feature as an important intervention in which these SROs have been involved. CCTV in identified schools: the project is on track.</p>
<p>2.3 Focus and Dinaledi schools: expansion of these schools in order to provide learners access to subject choices and opportunities that were previously denied</p>	<p>Enrolments of historically disadvantaged learners in Mathematics and Physical Science in Dinaledi schools have doubled over the last five years, particularly the number of black female and male learners taking these subjects. Increased enrolment is an ongoing focus. The number of Dinaledi schools has increased to 48, and in addition there are 8 Mathematics, Science and Technology (MST) focus schools.</p> <p>Dinaledi and MST schools accounted for 1398 (17.4 %) of the provincial target for high level Mathematics passes of 50% and above. 761 (17.5%) learners achieved high level passes for Physical Science of 50% and above.</p>

## 3. Efficiency

PROGRESS	
<p>3.1 Implementation of the microstructure of the re-design of the WCED in order to best implement the HCDS and ensure representivity. The re-design will enable the department to better respond to the needs of schools.</p>	<p>In the year under review 283 new appointees took up their positions within the microstructures. 14 of the 16 service points and the new 49 education district circuit teams were set up.</p>

## 4. Quality

PROGRESS	
<p>4.1 Conduct Whole School Evaluation in 30 schools (part of a macro-process to strengthen accountability, quality etc)</p>	<p>Whole School Evaluation was conducted in 61 schools by the end of March 2009 – 31 of which were QIDS-UP schools.</p> <p>Corrective action was conducted in 45 of the schools evaluated from 2006 – 2008 as a follow-up measure.</p>

	PROGRESS
4.2 Develop principals and teachers through their enrolment in the advanced certificate of education (ACE) and National Professional Diploma in Education (NPDE) programmes	In 2008, the WCED enrolled 289 principals, deputy principals and heads of departments at three HEIs across the province in the ACE for School Leadership. In the first term of 2009 we enrolled an additional 100. The WCED currently has 396 first and second year NPDE students registered with two HEIs. The students have attended various contact sessions throughout the year. In addition approximately 520 educators were registered during the first quarter of 2008 for various ACE Programmes. In the first quarter of 2009 the WCED registered an additional 758 students in the various ACE programmes.

## 5. Outputs

5.1 Improved literacy and numeracy in primary schools	<p>1. Work schedules for Grades 1 to 6 in all Learning Programmes were distributed to all public ordinary primary schools, as well as to education district officials. Each teacher received a set of documents for his/her grade.</p> <p>2. Literacy and Numeracy</p> <p>a) 180 officials were trained for 5 days in February 2009 on the "Balanced Language Approach" to literacy. Officials comprised all ECD Foundation Phase curriculum advisers, Intermediate Phase curriculum advisers (language specialists and generalists) and learning support advisers. Each official received a full resource pack of training material.</p> <p>b) All education districts were orientated to the Lit Num Intervention rollout in 250 schools.</p> <p>c) The development of Mathematics training materials began.</p> <p>d) Preparations and planning got underway for the training of teachers from 250 selected schools, from July 2009 onwards.</p> <p>3. The WCED Grade 3 bi-annual diagnostic tests took place. Literacy showed an improvement to above 50% but Numeracy did not improve.</p>
5.2 Re-capitalisation of all 6 FET colleges and support for ongoing expansion	The re-capitalisation is assisting in the improvement of existing facilities and the addition of facilities that are required for the offering of the NC(V) programmes. The re-capitalisation has resulted in improved qualitative outputs but not necessarily in expanded quantitative delivery. The challenge is now to procure funding for maintaining and expanding on the recap outputs to deliver on the growth projections for FET colleges.
5.3 Rollout of 200 computer laboratories with concomitant support	215 computer facilities were completed.
5.4 Successful implementation of the NCS in Grade 12 in 2008	Saturday and holiday schools took place. Exemplar papers and study buddies – a revision resource - were provided to all schools. The results are reported elsewhere.

ST001	PROVINCIAL EDUCATION SECTOR – Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>REVENUE (R'000)*</b>					
	Equitable share	6,559,897	7,387,687	8,778,434	8,782,197
	Conditional grants	254,536	271,718	298,188	282,736
	Donor funding	0	0	0	0
	Financing	81,633	47,000	105,000	105,000
	Own revenue	24,296	31,392	24,466	22,545
	<b>TOTAL</b>	<b>6,920,362</b>	<b>7,737,797</b>	<b>9,206,088</b>	<b>9,192,478</b>
<b>PAYMENTS BY PROGRAMME (R'000)*</b>					
	1 Administration	309,789	361,470	393,529	393,529
	2 Public ordinary school education (see further split below)	5,601,575	6,221,983	7,424,023	7,410,535
	3 Independent school subsidies	34,259	39,713	44,119	44,119
	4 Public special school education	389,112	434,325	510,390	510,390
	5 Further education and training	271,048	317,228	367,191	367,190
	6 Adult basic education and training	23,539	25,821	26,838	26,838
	7 Early childhood development	90,195	142,259	228,749	228,748
	8 Auxiliary and associated services	200,845	194,998	211,249	211,129
	<b>TOTAL</b>	<b>6,449,244</b>	<b>7,737,797</b>	<b>9,206,088</b>	<b>9,192,478</b>
<b>PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)*</b>					
	2.1 Public primary schools	3,119,550	3,503,102	4,094,738	4,085,516
	2.2 Public secondary schools	2,245,798	2,428,511	2,873,001	2,874,010

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	5,911,951	6,667,613	7,911,198	7,908,367
	Compensation of employees	5,253,453	5,904,035	7,089,690	7,089,690
	Educators	4,570,494	5,150,845	6,262,879	6,262,879
	Non-educators	682,959	753,190	826,811	826,811
	Goods and services and other current	658,498	763,578	821,508	818,677
	Transfers and subsidies	773,526	917,516	1,076,133	1,077,123
	Payments for capital assets	234,885	152,668	218,757	206,988
	<b>TOTAL</b>	<b>6,920,362</b>	<b>7,737,797</b>	<b>9,206,088</b>	<b>9,192,478</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	30 491	31 462	30 729	31 401
	Number of non-educators (publicly employed)	7 974	9 112	8 280	8 750
<b>ENROLMENT AT COMPULSORY LEVEL</b>					
	Learners aged 7 to 14 in public ordinary schools	599 112	599 890	596 000	602 646
	Learners aged 7 to 14 in public special schools	7 413	5 732	6 687	6 143
	Learners aged 7 to 14 in independent schools	16 072	13 370	16 080	17 046
	<b>TOTAL</b>	<b>622 597</b>	<b>618 992</b>	<b>618 767</b>	<b>625 835</b>
<b>ENROLMENT AT POST-COMPULSORY LEVEL</b>					
	Learners aged 15 to 17 in public ordinary schools	193 834	192 343	196 000	189 474
	Learners aged 15 to 17 in public special schools	6 452	6 935	8 568	7 772
	Learners aged 15 to 17 in independent schools	4 823	3 884	4 825	7 047
	Students aged 15 to 17 in FET colleges	3 593	3 593	4300	4000
	<b>TOTAL</b>	<b>208 702</b>	<b>206 755</b>	<b>213 693</b>	<b>208 293</b>
**The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure					

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)	2006/07	2007/08	2008/09	2008/09
		Actual	Actual	Target	Actual
<b>POPULATION</b>					
	Population aged 7 to 14	690 806	704 444	704 444	704 444
	Population aged 15 to 17	250 644	256 755	256 755	256 755
<b>▶ PERFORMANCE MEASURES</b>					
	▶ PM001: Percentage of children of compulsory school-going age that attends schools	98.4%	99.1%	99.2%	99.2%
	▶ PM002: Percentage of youths above compulsory school-going age that attends schools and other educational institutions	84.7%	82.3%	83%	83%
	▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	102.9%	106.8%	102.9%	103.8%
	▶ PM004: Years input per FETC (NSC) graduate	Provinces cannot compute this PM currently since accurate data sources are not available. Further research is necessary.			
	▶ PM005: Average highest school grade attained by adults in the population	9.5	9.4	9.5	9.6
	▶ PM006: Adult literacy rate	95.1%	95.6%	95.7%	95.7%
<p><b>Sources:</b> Provincial Budget Statement (2008) [2007/08 financial figures are the adjusted estimates]; Persal [2006 and 2007 employee figures refer to July and February respectively]; EMIS [Public ordinary and special school 2007 enrolment figures are actual as per third term CEMIS; Independent schools are Annual Survey 2008]; Population figures provided by DoE from the 2006 GHS. 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><b>Note:</b> All the performance measures, except for PM003 and PM004, are based on household survey data: these are samples only and the next figures will only be released in July 2009, so the data is also not current. Figures may differ slightly from enrolment over population reflected elsewhere.</p>					

ST002	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (2008/09)							
	<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)	21,870	37,147	-	-	-	-	-	59,017
Trainees	12,669	19,373	-	-	-	-	-	32,042
Educators	8,008	18,570	-	-	-	-	-	26, 578
Skills programmes	2,235	13,828						16,063
Curriculum change training	2,069	3,650	-	-	-	-	-	5, 679
Other in-service training	3,739	504	-	-	-	-	-	4243
HIV/AIDS training	-	245	-	-	-	-	-	245
Non-educators	5,033	1,662	-	-	-	-	-	6,695

**Note:** This table reflects all departmental expenditure on the skills development of department staff. It includes the cost of department-employed trainers. 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 not reflect any double counting of educators.

**Note:** The cost for human resource development is included in sub-programmes. However, as there is no method by which the recording of the actual expenditure related to a particular person can be distributed between the human resource development sub-programmes, funds are only provided for human resource development in Programme 1: Administration and Programme 2: Public ordinary schools.

**Source:** Internal Human Capital Development, WCED

Performance measures
<p>► <b>PM001: Percentage of children of compulsory school-going age that attends schools</b> Target reached.</p> <p>For the past five years there has been almost universal enrolment in Grade 1 in the Western Cape and universal participation is maintained in the primary school. In other words, the overwhelming majority of Western Cape children between the ages of 7 and 14 are enrolled in the education system at more or less the appropriate grade level. However, there is a dramatic drop off in enrolment after Grade 10.</p>
<p>► <b>PM002: Percentage of youths above compulsory school-going age that attends schools and other educational institutions</b></p> <p>This measure depends on data from the General Household Survey. Updated data will only be released in July 2009. At this point therefore we are recording that the province is on target for this measure.</p> <p>School Grade 12 enrolment figures indicate a slight upturn in 2008 with the greatest number of learners enrolled since 1994 (43 470) – an increase of 846 over 2007. Similarly there are 1881 more learners in Grade 11 (63 819 as compared with 61938 in 2007). The challenge will be to retain as many as possible in the system. Overall there is an improvement from the approximately one-third of learners who enrolled in Grade 1 getting through to Grade 12 (in 1994) to a figure closer to half in 2008. Once the envisaged FETMIS system is activated there will be more reliable data on learners who have chosen to access FET college programmes. Unmonitored data indicates that there is some promising evidence emerging: in 2004 there were 4444 college students who successfully completed full qualifications; the 2008 figure is 26 363; students enrolled on FET college based learnerships have increased from 648 in 2004 to 4525 in 2008; FET colleges offered more than 700 industry related programmes in 2008. Student numbers of those graduating from short courses have grown from 965 to 3622 in 2008.</p>
<p>► <b>PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners</b> Have exceeded own target of 102.9% and national target of 100%.</p> <p>The expenditure on education in the province has grown by, on average, 12.5 per cent per annum in nominal terms since 2005/06. Although education receives the bulk of the provincial budget, its share has changed from 35.1 per cent for 2008/09 to 35.7 per cent for 2009/10. The number and the category of learners are the main cost drivers in the allocation of the Education Department's budget. Learners fall into six broad funding categories: Grade R, primary school, secondary school, learners with special needs (LSEN), FET college learners and learners at adult centres.</p> <p>Since the No-Fee Schools Policy was implemented w.e.f. 1 May 2006, 654 schools, accommodating approximately 345 000 learners or 37,9% of all learners, have been awarded no-fee status.</p> <p>A progressive increase in the number of teaching posts contributed significantly to improving the teacher-learner ratio, which is critical to the delivery of quality education. At the beginning of the 2008 calendar year, there were 30 872 approved teaching posts. This included 50 additional Mathematics/Science teachers appointed in the Dinaledi Schools, 21 additional teachers appointed in the various focus schools and 70 posts allocated to the 7 education districts for a range of development interventions in disadvantaged schools. The Teaching Assistant Programme (TAP) appointed 510 teaching assistants in 163 schools. In 2008 the additional basket of posts was further expanded by 747 posts, increasing the 30 872 to 31 619.</p>

## Performance measures

### ► PM004: Years input per FETC graduate

This data set is not available and this Performance Measure has thus been removed from the national list for 2009/10 and beyond.

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

This measure depends on data from the General Household Survey. Updated data will only be released in July 2009. At this point therefore we are recording that the province is on target for this measure.

The work done in the school, FET college and ABET sectors combines to impact on this Measurable Objective. The ongoing expansion and diversification of the programmes offered and sourced, for example in partnerships, is directed by an understanding of the sector needs and is often governed by available SETA funding and Learnership options.

### ► PM006: Adult literacy rate

Some 6025 learners were enrolled for the Kha Ri Gude campaign. Learners have completed their portfolios and are currently waiting for their certificates of competence, which will enable them to access Community Learning Centres at Level 2.



## 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	▲ To bring about effective management at all levels of the education system	▶ 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) <sup>1</sup> management positions
	▲ To realise an optimal distribution of financial, physical and human resources across the system	▶ PM104: Percentage of current expenditure going towards non-personnel items

### Programme policy developments during 2008/09

The key programme policy developments included the following:

- The implementation of Phase 2 of the macrostructure of the re-designed WCED
- Commencing with a Further Education and Training Management Information System (FETMIS) in FET colleges
- Building of social capital within the education sector, through, inter alia, forums for representative councils of learners, retired teachers and school governing bodies, as well as other co-operative and partnership-based initiatives
- Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation

<sup>1</sup> Note: In the APP 2008/2010 the word "senior" not included. In the PFMA source document there are terminological discrepancies in regard to this definition.

<b>ST101</b>	<b>ADMINISTRATION – Key trends</b>	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)*</b>					
	1.1 Office of the MEC	3,445	3,829	3,522	3,522
	1.2 Corporate services	150,717	186,652	214,259	214,259
	1.3 Education management	130,278	142,806	136,384	136,384
	1.4 Human resource development	10,307	12,215	17,078	17,078
	1.5 Education Management Information System (EMIS)	15,042	15,968	22,286	22,286
	<b>TOTAL</b>	<b>309,789</b>	<b>361,470</b>	<b>393,529</b>	<b>393,529</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	254,379	324,340	327,798	327,798
	Compensation of employees	140,652	170,919	192,440	192,440
	Educators	29,538	35,893	86,367	86,367
	Non-educators	111,114	135,026	106,073	106,073
	Goods and services and other current	113,727	153,421	135,358	135,358
	Transfers and subsidies	44,806	25,775	34,841	34,841
	Payments for capital assets	10,604	11,355	30,890	30,890
	<b>TOTAL</b>	<b>309,789</b>	<b>361,470</b>	<b>393,529</b>	<b>393,529</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	123	170	164	131
	Number of non-educators (publicly employed)	736	1 237	800	858
<b>STATISTICS ON ADMINISTRATION SYSTEMS</b>					
	Number of schools with SAMS (a)	1 452	1 452	1 455	1 452
	Number of schools with e-mail	1 420	1 427	1 455	1 450
<b>► PERFORMANCE MEASURES</b>					
	► 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	97.8%	98.3%	100%	98.30%
	► PM103: Percentage of black women in (senior)** management positions	12.5%	28.8%	30.80%	28.8%
	► PM104: Percentage of current expenditure going towards non-personnel items	21.4%	22.2%	22.9%	21.1%
*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure					
***Note: In the APP 2008/2010 the word "senior" was not included. In the PFMA source document there are terminological discrepancies in regard to this definition.					

ST102	ADMINISTRATION – Expenditure by item (2008/09) R'000								Total
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	
<b>Current payments</b>	335,947	6,780,678	-	414,963	200,850	4,803	67,715	112,552	7,917,508
Compensation of employees	192,440	6,164,427	-	411,090	200,850	4,487	53,202	63,194	7,089,690
CS educators	86,367	5,601,008	-	328,379	169,098	3,618	53,202	21,207	6,262,879
Salaries and wages	75,074	4,880,140	-	285,274	151,326	3,454	45,436	19,365	5,460,069
Social contributions	11,293	720,868	-	43,105	17,772	164	7,766	1,842	802,810
Non-educators	106,073	563,419	-	82,711	31,752	869	-	41,987	826,811
Salaries and wages	95,797	486,363	-	71,261	26,901	772	-	37,352	718,446
Social contributions	10,276	77,056	-	11,450	4,851	97	-	4,635	108,365
Goods and services	129,701	615,259	-	3,873	-	317	14,513	49,358	813,020
Inventory	13,789	296,698	-	5	-	33	1,227	15,933	327,685
Learning support material	163	188,302	-	-	-	-	1,223	537	190,225
Stationery and printing	4,390	3,769	-	3	-	5	4	5,603	13,774
Other	9,236	104,627	-	2	-	28	-	9,793	123,686
Consultants, contractors and special services	18,409	1,786	-	-	-	-	100	1,865	22,160
Equipment less than R5, 000	2,366	12,825	-	135	-	-	1,590	37	16,953
Maintenance of buildings	2,362	98,123	-	-	-	3	-	29	100,517
Operating leases	1,826	1,111	-	-	-	-	-	3,357	6,294
Learner transport	22	112,412	-	-	-	4	-	1	112,439
Other goods and services	90,927	92,304	-	3,733	-	276	11,596	28,136	226,972
Interest and rent on land	-	-	-	-	-	-	-	-	-
Interest									-
Rent on land									-
Financial transactions in assets and liabilities	5,657								5,657
Unauthorised expenditure									-

ST102	ADMINISTRATION – Expenditure by item (2008/09) (continued)	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total
<b>Transfers and subsidies</b>		34,841	454,906	44,119	95,427	166,340	22,035	161,033	98,422	1,077,123
Municipalities										-
Departmental agencies and accounts										-
Non-profit institutions	31,059	436,179	44,119	93,919	135,407	22,020	160,895	97,852	1,021,450	
Section 21 schools	-	243,080	-	-	-	-	-	-	-	243,080
LTSM										-
Utilities		243,080								243,080
Maintenance										-
Service rendered										-
Other educational institutions	31,059	193,099	44,119	93,919	135,407	22,020	160,895	97,852	778,370	
Households	3,782	18,727		1,508	30,933	15	138	570	55,673	
<b>Payments for capital assets</b>	30,890	175,943	-	-	-	-	-	155	206,988	
Buildings and other fixed structures	-	162,455	-	-	-	-	-	-	162,455	
Buildings	-	-	-	-	-	-	-	-	-	-
Hostels										-
New schools										-
Additional classrooms										-
Other additions										-
Other										-
Other fixed structures		162,455								162,455
Machinery and equipment	22,014	11,688	-	-	-	-	-	155	33,857	
Transport equipment										-
Other machinery and equipment	22,014	11,688						155	33,857	
Software and other intangible assets	8,876	1,800								10,676
<b>GRAND TOTAL</b>	393,529	7,410,535	44,119	510,390	367,190	26,838	228,748	211,129	9,192,478	

Performance measures	
▶ PM101: Percentage of schools implementing the School Administration and Management System	Target reached. Although not all schools specifically have the School Administration and Management System (SASAMS) in place, all schools have the Central Education Management Information System (CEMIS) in place. The WCED received approval from DoE to develop a link between CEMIS and SASAMS. This development will allow for the integration of SASAMS with CEMIS. The national school administration system (SASAMS), is being web-enabled to integrate with the learner tracking system. The i-SAMS should be piloted towards the end of 2009.
▶ PM102: Percentage of schools that can be contacted electronically by the department	Although more than 98% of the schools can be contacted electronically, the remainder still lie outside the current telecommunications infrastructure of the province, and some are experiencing theft of equipment and copper cabling. Alternative solutions have been investigated and the wireless solution has been identified as the appropriate solution. As a result a WCED technical task team formulated a Wide Area Network strategy for schools that will be implemented through the SITA last mile tender T599. The objective of this WAN strategy is to have 100% connectivity to all public schools and improve poor connectivity by providing high-speed internet connectivity in order to make available equitable electronic access to all users, irrespective of location, i.e. urban or rural.
▶ PM103: Percentage of black women in senior management positions	In terms of the formula for calculating the ratio, the WCED has now exceeded the overall provincial target in this regard although it falls short of its own target. There are currently 15 black women in the 52 senior management positions.
▶ PM104: Percentage of current expenditure going towards non-personnel items	Nationally values in the range of 10% - 20% are expected. The WCED utilised 21.1% of current expenditure for non-personnel items, which is less than the target of 22.9%. This is due mainly to more funds being utilised for compensation of employees for the implementation of PSCBC Resolution 1/2007 and the OSD for educators.

## Specific challenges and responses

<p><b>Challenge 1:</b></p> <p>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.</p>
<p><b>Response to Challenge 1</b></p> <p>The WCED is subject to a wide range of monitoring, evaluation and accountability processes. These include the following:</p> <ul style="list-style-type: none"> <li>• Auditing of financial management processes on an annual basis, by the provincial Auditor-General's office. The department needs to improve on the quality of financial management to maintain an unqualified audit report. The internal audit directorate assists in the improvement of the control environment;</li> <li>• Appearances at regular sessions with the Education Portfolio Committee and the Standing Committee on Public Accounts in the Provincial Parliament;</li> <li>• Meetings (or road shows) with various education stakeholders at regular intervals by the MEC and the Superintendent-General to share information about the latest developments in education, or simply to hear about problems experienced by educators and school managers;</li> <li>• An obligation to submit an annual report on its activities to the Legislature. The Annual Report document can be accessed by the broader public and allows for the education community to monitor the achievements or failures of the department, in relation to its legislative and policy mandates and its strategic plans; and</li> <li>• Continuous monitoring and evaluation by the Quality Assurance function in the department.</li> </ul>

## Issues requiring ongoing attention

Ongoing interventions regarding the training of school management team (SMT) members include managing curriculum, encouraging positive learner behaviour, women in leadership, policy management, inclusive education, the holistic management of HIV/AIDS and other psycho-socio-developmental challenges facing school-communities and exposure to the latest amendments to acts and signed resolutions.

## 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 and teacher support materials (LTSM) 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 an adequate number of 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 by 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 and 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 Mathematics 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
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 2008/09

Key programme policy developments included the following:

- The enhancement of numeracy and literacy, especially in primary schools, thus ensuring effective teaching and learning. All Grade 3 and Grade 9 learners were tested by WCED in literacy and numeracy; LTSM was developed and provided to promote literacy and numeracy.
- The launch of the Foundations for Learning Campaign. Annual assessments for Grades 1 to 6 in Literacy / Languages and Numeracy/ Mathematics were provided by the education districts to most schools.
- The continued implementation of the amended Norms and Standards for School Funding (NSSF) and provision for the funding of the declared 'no-fee schools'
- The implementation of QIDS-UP, targeting the poorest primary schools, to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible
- The implementation of the Learner Attainment Strategy (LAS) as per directive of (national) Minister of Education and the Premier, and bringing down the number of schools achieving less than 60% in the Senior Certificate examinations
- A focus on improved physical safety facilities for schools at risk to ensure a safe educational environment

- The expansion of participation rates in Mathematics, Physical Science and Technology through focus and Dinaledi schools and the improvement of pass rates with endorsements for Grade 12 and in Mathematics and Science
- The continuation of the Teacher Assistant Programme (TAP) with the deployment of 510 teacher assistants to assist in the Foundation Phase in the poorest schools
- Ensuring access to appropriate support services and quality education through implementing the national policy framework of Education White Paper 6 (2001)
- The development of School Improvement Plans (SIP) by all schools and the setting of targets which will also serve as a basis for the support offered by district support staff
- Improving quality education through the Whole School Evaluation (WSE) of 61 schools
- The development of 1727 principals and teachers through enrolment in the Advanced Certificate in Education (ACE) and National Professional Diploma in Education (NPDE)



<b>ST201</b>	<b>PUBLIC ORDINARY SCHOOLING – Key trends</b>	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)*</b>					
	2.1 Public primary schools	3,119,550	3,503,102	4,094,738	4,085,516
	2.2 Public secondary schools	2,245,798	2,428,511	2,873,001	2,874,010
	2.3 Professional services	177,165	216,841	339,108	339,108
	2.4 Human resource development	13,104	20,454	30,615	30,615
	2.5 Conditional grants	45,958	53,075	86,561	81,286
	<b>Total</b>	<b>5,601,575</b>	<b>6,221,983</b>	<b>7,424,023</b>	<b>7,410,535</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	5,067,372	5,625,189	6,782,654	6,779,686
	Compensation of employees	4,573,712	5,091,264	6,164,427	6,164,427
	Educators	4,116,340	4,597,411	5,601,008	5,601,008
	Non-educators	457,372	493,853	563,419	563,419
	Goods and services and other current	493,660	533,925	618,227	615,259
	Transfers and subsidies	310,217	455,517	453,897	454,906
	Payments for capital assets	223,986	141,277	187,472	175,943
	<b>TOTAL</b>	<b>5,601,575</b>	<b>6,221,983</b>	<b>7,424,023</b>	<b>7,410,535</b>
<b>EFFICIENCY STATISTICS</b>					
	Learners (a)	914 543	911 412	901 749	912 763
	Total possible learner days per learner (b)	195	191	198	200
	Total learner days lost due to absenteeism (c)	This statistic currently cannot be computed since accurate data sources are not available. This information will in future be obtained through quarterly submissions from schools.			
	Number of educators (publicly employed)	27 748	28 457	28 651	27 271
	Number of educators (publicly employed) Prim & Sec (d)	27 066	27 926	28 101	26 761

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
	Number of educators (publicly employed) (Control)	682	531	550	510
	Number of permanent educators who have left public ordinary schools (e)	883	1 320	1 044	1 521
	Attrition rate for permanent educators (e/d)	3%	4.6%	4%	5.6%
	Total possible working days per educator (f)	199	195	207	204
	Total working days lost due to educator absenteeism (g)	346 506	295 462	320 000	322 924
	Non-section 21 schools receiving LTSMs by day one of the school year (h)	516	456	425	422
	<b>INCLUSIVE EDUCATION STATISTICS</b>				
	Learners with high level special needs in public ordinary schools (i)	15 110	13 646	14 200	12 349
	<b>SCHOOL NUTRITION STATISTICS</b>				
	Learners benefitting from the school nutrition programme (j)	203 676	233 420	235 000	334 287
	Programme reach in terms of average days per learner (k)	170	170	170	198/184*
	<b>SCHOLAR TRANSPORT STATISTICS</b>				
	Learners benefitting from scholar transport (l)	46 700	44 495	46 000	44 496
	<b>▶ PERFORMANCE MEASURES</b>				
	▶ PM201: Percentage of learner days covered by the nutrition programme ((j x k) / (a x b))	19.4%	22.8%	21.8*	Secondary: 35.1% Primary: 37.8%
	▶ PM202: Percentage of learners in public ordinary schools with special needs (i / a)	1.7%	1.5%	1.6%	1.4%
	▶ PM203: Percentage of public ordinary schools with a water supply	100%	100%	100%	100%
	▶ PM204: Percentage of public ordinary schools with electricity	100%	100%	100%	100%
	▶ PM205: Percentage of schools with an adequate number of functional toilets	14.5%	51.7%	49.1%	68%
	▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	0.8%	0.2%	0.3%	0.5%**
	▶ PM207: Percentage of schools with more than 40 learners per class	0%	0%	0%	0%
	Note: * This target was based on a reduced number of feeding days. In practice additional budget was granted for this and the modest target was exceeded. ** The target is exceeded because of the addition of the CIDS-UP amount assigned for maintenance				

PUBLIC ORDINARY SCHOOLING - Key trends (continued)					
ST201		2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
▶	PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered by day one of the school year	100%	100%	100%	100%
▶	PM209: Percentage of schools with Section 21 functions	64.3%	67.4%	70.8%	71.0%
▶	PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f))	6.4%	5.4%	5.6%	5.9%
▶	PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))	This performance measure previously could not be computed since accurate data sources were not available. CEMIS has been collecting quarterly returns since 1 April 2008. Schools had to be introduced to the new system. Some schools submitted incorrect returns. The actual percentage provided is based on the correct submissions.		No target set. The APP stated "The PM can currently not be computed since accurate data source are not available. Its envisaged that this information in the future will be obtained through quarterly submission from school".	
<b>Sources:</b> Provincial Budget Statement (2008). <b>Note:</b> * Data provided for information only – it is based on a sample only and should be regarded as an indicator only at this point **All the primary and special schools received meals over 198 school days and the secondary schools received meals over 184 school days. Secondary schools are not yet nationally prioritised.					

ST202	PUBLIC PRIMARY SCHOOLS – Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	2,819,522	3,166,583	3,735,045	3,734,042
	Compensation of employees	2,625,088	2,920,292	3,538,928	3,538,917
	Educators	2,388,830	2,637,024	3,220,414	3,220,414
	Non-educators	236,258	283,268	318,514	318,503
	Goods and services and other current	194,434	246,291	196,117	195,125
	Transfers and subsidies	182,005	262,151	283,953	283,953
	Payments for capital assets	118,023	74,368	75,740	67,521
	<b>TOTAL</b>	<b>3,119,550</b>	<b>3,503,102</b>	<b>4,094,738</b>	<b>4,085,516</b>
<b>STAFFING</b>					
	Number of educators (publicly employed) (a)	16 445	17 178	17 152	16443
	Number of non-educators (publicly employed)	3 432	3 539	3 455	3 652
<b>ENROLMENT</b>					
	Learners in public primary schools (b)	582 566	589 041	582 474	598 119
	L:E ratio in public primary schools (b/a)	35.4	34.3	34	36
	Learners Grade 1 to Grade 7 (c)	576 910	581 683	575 953	584 484
	of which disabled learners	13 470	11 737	No target set	10 108
	of which females	284 538	287 107	284 894	288 419
	Gender parity index	0.95	0.95	0.95	0.95
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>					
	Schools	1 095	1 096	1,098	1,093
	Number of schools with SASA Section 21 functions	709	736	780	783
	Number of schools declared no-fee schools	547	547	546	547
	Number of schools with a water supply	1 095	1 096	1 098	1 096

The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST202	PUBLIC PRIMARY SCHOOLS – Key trends			
	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
Number of schools with electricity	1 095	1 096	1 098	1 096
Number of schools with an adequate number of functional toilets	163	663	615	845
Classrooms (d)	20 433	20 243	20 243	20 243
Learner/classroom ratio (b/d)	28.5	29.1	28.8	29.5
Schools with more than 40 learners per class	0	0	0	0
<b>EXPENDITURE ON MAINTENANCE (R'000)*</b>				
Expenditure on school maintenance	55,121	7,700	34,909	36 381
Replacement value of all immobile school infrastructure (R'000)	8,000,000	10,035,200	10,035,200	10,035,200
<b>OUTPUT AND EFFICIENCY STATISTICS</b>				
Number of Grade 3 learners sitting for standardised tests* (e)	Testing only done every 2nd year	82 879	79 033	74 119
Number of Grade 3 learners attaining acceptable outcomes* (f)		Literacy: 39 533 Numeracy: 25 692	Literacy: 39 596 Numeracy: 25 765	Literacy: 39 654 Numeracy: 25 942
Number of Grade 6 learners sitting for standardised tests** (g)	31 726	71 854	Testing only done every 2nd year	Testing only done every 2nd year
Number of Grade 6 learners attaining acceptable outcomes** (h)	Literacy: 13 357 Numeracy: 5 457	Literacy: 32 191 Numeracy: 10 060	Testing only done every 2nd year	Testing only done every 2nd year
Number of Grades 1 to 7 learners repeating their grade (i)	Historical data not available	49 380	45 000	52 608
<b>▶ PERFORMANCE MEASURES</b>				
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3*	Literacy: 0.375 Numeracy: 0.174	Testing only done every 2nd year	Literacy: 0.394 Numeracy: 0.183	Literacy: 0.561 Numeracy: 0.347
▶ PM213: Repetition rate in Grades 1 to 7 (l/c)	8%	8.5%	7.8%	9%
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy, Literacy and Life Skills* (f/e)	Literacy: 47.7% Numeracy: 31.0%	Testing only done every 2nd year	Literacy: 52.7% Numeracy: 36%	Literacy: 53.5% Numeracy: 35.0%
▶ 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: 44.8% Numeracy: 14.0%	Testing only done every 2nd year	Testing only done every 2nd year

ST203	PUBLIC SECONDARY SCHOOLS – Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	2,022,613	2,189,101	2,613,291	2,613,291
	Compensation of employees	1,806,391	2,006,353	2,365,738	2,365,738
	Educators	1,625,752	1,811,737	2,129,164	2,129,164
	Non-educators	180,639	194,616	236,574	236,574
	Goods and services and other current	216,222	182,748	247,553	247,553
	Transfers and subsidies	120,336	173,524	161,779	162,788
	Payments for capital assets	102,849	65,886	97,931	97,931
	<b>TOTAL</b>	<b>2,245,798</b>	<b>2,428,511</b>	<b>2,873,001</b>	<b>2,874,010</b>
<b>STAFFING</b>					
	Number of educators (publicly employed) (a)	10 621	10 748	10 949	10 318
	Number of non-educators	2 505	2 600	2 591	2 714
<b>ENROLMENT</b>					
	Learners in public secondary schools (b)	330 790	322 371	319 275	322 567
	L:E ratio in public secondary schools (b/a) )	31.1	30.0	29.2	31.3
	Learners Grade 8 to Grade 12 (c)	337 633	329 729	325 796	327 202
	of which disabled learners	1 602	1 880	1 539	2 234
	of which females (d)	179 685	175 764	174 205	175 034
	Gender parity index	1.1	1.1	1.1	1:1
	Females in Grades 10 to 12 taking both Mathematics and Science (e)	25 298	22 441	23 813	21 722
The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure					

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>					
Schools		357	356	357	359
Number of schools with SASA Section 21 functions		225	242	250	249
Number of schools declared no-fee schools		105	106	107	106
Number of schools with a water supply		357	356	357	356
Number of schools with electricity		357	356	357	356
Number of schools with adequate number of functional toilets		47	87	99	147
Number of schools with a Science laboratory		318	354	354	357
Classrooms (f)		10 960	11 661	11 661	11 645
Learner/classroom ratio (b/f)		30.2	27.6	27.4	27.7
Schools with more than 40 learners per class		0	0	0	0
<b>EXPENDITURE ON MAINTENANCE (R'000)*</b>					
Expenditure on school maintenance		42,721	29,624	17,454	40,119
Replacement value of all immobile school infrastructure (R'000)		4,000,000	5,017,600	5,017,600	5,017,600
<b>OUTPUT AND EFFICIENCY STATISTICS</b>					
Number of Grade 9 learners sitting for standardised tests (g)		81 869	73 877	73 059	65 780
Number of Grade 9 learners attaining acceptable outcomes (h)		65 495	54 693	60 639	46 409
Number of Grades 8 to 12 learners repeating their grade (i)		61 755	68 906	61 000	66 042
Population of age 18 (j)		84 605	86 392	88 200	88 200
Number of learners writing NSC examinations (k)		39 824	41 922	43 000	43 953
Number of learners passing NSC examinations (l)		33 316	33 787	35 260	34 577
Number of learners passing with endorsement		10 589	10 300	11 200	14 522
NSC pass rate (l/k)		83.7%	80.6%	82%	78.67%

\* The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)				
	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual	
Number of NSC candidates passing both Mathematics and Science (m)	9 461	8 241	16 000	8 103	
Number of schools writing NSC examinations	396	399	401	406	
Number of schools with an NSC pass rate below 40%	6	6	0	17	
NSC pass rate of quintile 1 schools (n)	69.4%	72.7%	72.0%	70.2%	
NSC pass rate of quintile 5 schools (o)	93.0%	98.2%	96.0%	91.6%	
<b>▶ PERFORMANCE MEASURES</b>					
▶ PM216: Percentage of girl learners who take Mathematics and Science in Grades 10 to 12 (e/d)	14.1%	12.8%	23.2%*	12.41%	
▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate (h/o)	74.6%	74%	75.0%	76.64%	
▶ PM218: Repetition rate in Grades 8 to 12 (i/c)	18.3%	20.9%	18.7%	20.18%	
▶ PM219: Pass ratio in Grade 12 examinations (l/j)	39.4%	39.1%	40%	39.20%	
▶ PM220: Pass ratio in Grade 12 for Mathematics and Science (m/f)	11.2%	9.5%	19%	9.19%	
▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes (h/g)	80.0%	74%	83.00%	70.55%	
Note: * This figure of 23.2% was an incorrect calculation in the Annual Performance Plan of 200809 ie inside the tabulation tool. Had the data been correctly manipulated it would have read 13.67% ie the target was 13.67%. We are thus below target but not by the inflated margin as indicated above.					



<b>Public Ordinary School Education: Performance measures</b>	
▶ PM201: Percentage of learner days covered by the nutrition programme	The target was exceeded because more funds were made available.
▶ PM202: Percentage of learners in public ordinary schools with special needs	This PM refers to accommodating a segment of the population in schools. A number of variables are at play here viz parental wishes, transport from the home of the learner, accommodation, staffing etc. Many of these lie outside the control of the WCED which must express a target, set enabling conditions and do its best to promote expansion. In this instance there was not enough money – once all competing demands had been accommodated - to appoint all the staff required for the desired expansion.
▶ PM203: Percentage of public ordinary schools with a water supply	Target reached.
▶ PM204: Percentage of public ordinary schools with electricity	Target reached.
▶ PM205: Percentage of schools with an adequate number of functional toilets	Target 49.1% and actual 68%. The adequacy factor for the Performance Measure for the number of schools with an adequate number of functional toilets was amended from 2 toilets to 1.5 toilets per classroom. As a result, the number of schools having an adequate number of toilets has increased substantially. This formula is now based on 1,5 toilets per classroom, disregarding all classrooms in excess. The WCED provides toilets according to a ratio of 1:37 learners at all new schools. This percentage is based on all toilets available and enrolment on 29 Jan 2009. If the enrolment numbers increase, the toilet percentage drops. Classrooms in excess are ignored so that toilets for classrooms in excess are not factored in.
▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	A principle prescribed in the built environment of the Public Service Code, but which is not easily attainable, is to budget an amount available for maintenance equal to 1.5% to 2% of the value of the asset value of your buildings. Such a percentage is not being made available annually. At present only 0,3% of the asset value is being appropriated for maintenance. The target was reached.
▶ PM207: Percentage of schools with more than 40 learners per class	Target reached. This figure is derived based on total enrolment statistics and total staffing data. It does not take account of timetabling and allocation decisions taken at individual schools.
▶ PM208: Percentage of non Section 21 schools with all LTSMs and other required materials delivered by day one of the school year	Target reached. 100% of the non Section 21 schools had 100% of LTSM and other materials delivered by day one of the school year.
▶ PM209: Percentage of schools with Section 21 status	As and when schools get the desired level of competence they qualify to become Section 21 schools. The target was 1030 schools but 1032 managed to reach the requisite level in the time. The matter is also dependent on if the school wishes to accept the function and therefore not entirely within the control of the department.
▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools	The WCED cannot exercise control over days lost to educator absenteeism – this is a factor of public health conditions and individual circumstances. The act of target-setting in this instance is complex. The department through its Employee Wellness programme is trying to assist educators to cope with work-related stress factors. However, these measures will only yield the desired results over time. At this stage the WCED is still engaging with the data to enable it to set better targets. The WCED will continue to effect monitoring and control mechanisms to keep absenteeism at a minimum.
▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools	No targets were set, as the performance measure could previously not be computed across all schools since accurate data sources were not available. The technology is now available and the data sets are being moderated to see what reliable information can emerge from the system.

<b>Public Primary School Education: Performance measures</b>	
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	There has been a general improvement by the least advantaged schools in the performance ratio in respect of Literacy and Numeracy due to the introduction of the Literacy and Numeracy Strategy in the province and interventions such as the TAP (Teacher Assistant Programme) and the Language Transformation Plan, and intervention by the education districts.

## Public Primary School Education: Performance measures

### ▶ PM213: Repetition rate in Grades 1 to 7

The target was not met. As 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.

### ▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy and Literacy

From the targets set, Literacy has - since testing started in 2002 - improved to above 50%. Since 2002 the improvement rate in Literacy is 17.8%, while Numeracy has shown a slight decrease. The information comes in part from the external diagnostic testing, as the national systemic evaluation results are not yet able to support this data collection.

### ▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics, literacy and Natural Sciences

Testing only done every 2<sup>nd</sup> year

## Public Ordinary High Schools: Performance measures

### ▶ PM216: Percentage of girl learners who take Mathematics and Science in Grades 10 to 12

The number of learners taking particular subjects is – in the end - a factor of individual learner decisions whether to continue with a programme of learning or not. The WCED must express a target, set enabling conditions, and do its best to promote expansion. The Dinaledi programme and the Maths and Science Focus schools, also COSAT and the Academy of Maths, Science and Technology are all part of the WCED programme to increase learner numbers.

### ▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate

This was Year 1 of a new performance assessment system viz the new National Senior Certificate and every aspect of scoring was different ie no more higher and standard grade etc. The ratio indicates that the target was exceeded by a small margin. The work with under-performing schools will continue to narrow the margin between schools in time. The WCED, through its Research directorate, will analyse data related to the correlation between poverty etc and other factors that affect learner performance. The difference in performance does not warrant a full investigation.

### ▶ PM218: Repetition rate in Grades 8 to 12

This PM refers to the overall academic performance of the whole senior school population. The variability from year to year is thus a factor of the population concerned. In this case it is possible that the repeater rate was impacted by stricter control (monitoring and moderation) measures by the WCED with the expanded circuit teams. The data collected through the learner tracking system will increasingly mean that better prediction and analysis will be possible on an ongoing basis. The repetition rate is also influenced by national policy its progression and promotion which affects targets.

### ▶ PM219: Pass ratio in Grade 12 examinations

Target not quite met, but there was a slight improvement on the previous year. This was the first year of the new National Senior Certificate, which made projections complicated.

### ▶ PM220: Pass ratio in Grade 12 for Mathematics and Science examinations

Target not met. This was the first year of the new National Senior Certificate and the first year of Mathematical Literacy, which made projections complicated.

### ▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas

The target was not reached. At this stage the inception issues with the new curriculum will continue to affect both outcomes and projections.

	PROGRESS
a) Upskilling and reskilling of teachers in new content and teaching methodologies for the National Curriculum Statement	<p>Large-scale training organised centrally is no longer the focus of upskilling and reskilling. Senior curriculum planners, in collaboration with curriculum advisers in the districts, are focusing on top-up training in identified areas of new content.</p> <p>240 teachers attended Mathematics and Mathematical Literacy training (Financial maths)</p> <p>320 teachers attended training in Accounting (cash flow statements)</p> <p>63 teachers attended training in the Arts and Culture subjects</p> <p>Language teachers attended information sessions on Literature study and the selection of prescribed books.</p> <p>91 teachers attended training in Life Sciences. 35 teachers are attending an ACE course in Life Sciences at the University of Stellenbosch.</p>

	PROGRESS
b) Workshops for GET / FET teachers to strengthen planning and classroom management strategies	Structures have been established to empower and provide training to curriculum advisers and teachers on the strengthening of classroom management strategies. A number of resource materials to improve classroom management and practices have been developed by senior curriculum planners.
c) Advance awareness of World Cup 2010 in all grades	Plans on track.
d) Professional development of relevant expertise in the curriculum planners/ advisers to provide support to teachers	Through the Curriculum Strengthening Forum and HoD structures, training and information dissemination takes place so that all involved in curriculum can generate common understandings. In addition, education districts initiate their own plans to train teachers where needed.
e) Integrate ICT into the curriculum	<p>Khanya facilitators and managers run generic workshops in individual schools and clusters on an ongoing basis. Integration training takes place mainly in the key areas of Mathematics, Mathematics Literacy and Science in FET, and numeracy and literacy in GET schools. All secondary schools have been provided with Mindset curriculum materials, and its use is becoming more widespread.</p> <p>In addition to the generic courses, specialised courses were offered as follows:</p> <ul style="list-style-type: none"> <li>• 721 educators attended Intel Teach Essentials and WebQuest courses,</li> <li>• 344 educators (both school-based and office-based) attended ICDL courses, and</li> <li>• Microsoft Partners in Learning courses started at 50 venues across the province during the first quarter of 2009.</li> </ul> <p>Educational software continues to be evaluated by senior curriculum planners and the technical section of the CEI. The list of recommended software is updated on a regular basis and is uploaded on the curriculum website.</p>
f) Training for new curriculum advisers and teachers in NCS content	Senior curriculum planners and curriculum advisers in all subjects attended a weeklong training session organised by the national Department of Education (DoE).
g) Provision of sophisticated programmes in focus schools supported by studios, workshops, resource centres, school halls	The school hall for George Focus School for the Arts is nearing completion. New studios for Dance, Drama, Music and Visual Arts at Chris Hani Secondary School will be completed in 2009.
h) Supplementary tuition and revision workshops for Grade 11 and 12 learners, especially in schools in the 27 areas identified by the Premier's office (STP-27)	Higher Education Institutions provided tutorials in selected subjects. In addition Winter and Spring schools took place.
i) "Artists in Residence" Projects in each art form in all ten Arts and Culture focus schools	"Artists in Residence" programmes were offered at ten focus schools for the Arts in 2008. Subjects were Dance, Music, Drama, Visual Arts and Design.
j) Planning, support and monitoring of projects with Higher Education Institutions, Public Private Partnerships and NGEOS to support teaching and learning	<p>Tertiary institutions supported Grade 12 learners through Saturday classes and Spring schools.</p> <p>Community radio stations were used for Grade 12 revision programmes.</p>

	PROGRESS
k) Training in Career Guidance for Grade 10 – 12 teachers. "Advise and Refer" care and support and counselling training for teachers and community-based partners to deal with "at risk" and vulnerable learners	<p>The PACE Career Centre, in collaboration with the WCED, offered a three-day course called "Advise and Refer" to Grades 10-12 Life Orientation teachers, as a follow-up course on the World of Work course.</p> <p>This is a SAQA accredited course: the course content was aimed at the level of the NCS Life Orientation Grades 10-12. It included Career Guidance in South Africa; Career Guidance Theory; Career maturity; Tertiary Study in South Africa; Careers in context; Subject choices; self-directed search questionnaires; and Communication in Career Guidance. Teachers were expected to complete a portfolio of activities for formal assessment and received a certificate after successfully completing the course.</p>
l) Workshops and visits for assisting, guiding and supporting principals in management, especially in focus schools and those falling within the STP-27 areas	Senior curriculum planners visited 53 schools.
m) Grade 9 bridging through courses and material development	Discussions on the matter have been initiated and models are being explored. We need to find the best model for this type of bridging programme.
n) A series of mini conferences bringing together role-players	Mini conferences in Business and Commerce and Arts and Culture and learner conferences have been held to date.
o) Translations of all the National Curriculum Statement documents	<p>Translations of the Subject Statements for Mathematics, Mathematical Literacy and Physical Sciences were completed and disseminated to schools.</p> <p>The Learning Programme Guidelines and Subject Assessment Guidelines in all subjects were translated.</p>
p) Professional development for officials in the integration of ICT in teaching, the use of "Rubricate" to design assessment tools, the Public Finance Management Act, web design, project management and coaching	Officials of the department have attended the Intel Teach Essentials training. A few have also completed the ICDL course – these courses are run by the CeI Training Unit. Senior curriculum planners at Head Office continue to be assisted on a one-to-one, needs-driven basis in maintaining their respective web-spaces.
q) Pace setters for Grades 10 – 12	Pace setters for all subjects were issued to schools. In addition, exemplar work schedules were sent to all schools.
r) Standard setting for Grade 12 for the first National Senior Certificate	<p>Standard setting included the following:</p> <p>Providing schools with 'per question' analysis for subjects written in 2008.</p> <p>Report on the Grade 11 NSC examination provided management with insight for systems development for Grade 12 implementation.</p> <p>Grade 12 exemplar papers and memoranda were provided to all high schools in the province.</p> <p>Exemplars were loaded onto the websites for Assessment and Examinations.</p> <p>CDs with the exemplars were made available to schools by Edumedia.</p> <p>Education districts held standard setting meetings for school-based assessment in February 2009.</p>
s) Training of teachers in the new Performance Assessment Tasks (PATs)	<p>The WCED provided the various practical/performance assessment tasks (PATs) to all schools that offered the practical subjects.</p> <p>Moderation for PATs will be done both at education district level and, for the first time, in a provincial moderation process. Curriculum planners have led the training process for teachers to implement the specific subject PATs.</p>

	PROGRESS
t) The implementation of QIDS-UP, targeting the poorest primary schools in National Quintile 1, 2 & 3 in 2008/09, to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible	In the financial year 2008/09 the following was done: Extra-mural programme as a pilot project conducted in 13 primary schools; Geographic Information System computer software in 285 (FET schools); Life Sciences: equipment and chemicals in 104 FET schools; Physical Sciences: chemicals & equipment in 90 FET schools; Training of 196 primary and secondary schools teachers in library management and administration; Library books have been screened and ordered. Orders to value of R34m have been placed and delivery to 655 Q1-3 primary and high schools is in progress; 120 primary and high schools received support by way of repairs and maintenance work, as well as infra-structure improvements; Whole School Evaluation in 30 QIDS-UP schools; 40 schools were assisted by installing tables and security in computer rooms; R30m was spent on learner transport for learners in 168 quintile 1-3 schools.
u) Professional development of Mathematics and Science teachers in new content for Mathematics and Science	Training in new content for Mathematics and Physical Science is being co-ordinated by curriculum advisers in the education districts. In addition 20 Mathematics teachers are attending training in Pretoria. Grade 12 Physical Science teachers are trained to perform the NCS required Science practicals.
v) The continuation of the Teacher Assistant Programme (TAP) with the deployment of 510 teacher assistants to assist in the Foundation Phase in the poorest schools	510 Teaching assistants are assisting the Foundation Phase class teachers and learners. The first, second and third year teaching assistants are attending monthly five-day training sessions at the FET colleges. 341 third year, 75 second year and 94 first year teaching assistants completed their training for the quarter at the 6 FET colleges and four HOD sessions were held to discuss the Grade 3 learners' progress in Literacy and Numeracy. Regular monthly meetings were held with FET college facilitators and education district TAP co-ordinators.  The number of third year teaching assistants has decreased from 372 to 341, the second years have also decreased to 75 and the first years have increased to 94. This can be attributed to the fact that there is uncertainty regarding the life span of the project; thus teaching assistants find permanent employment elsewhere. Service providers have been appointed to evaluate the TAP project and make possible recommendation for renewal of the project.  17 teaching assistants have enrolled for full-time study at the HEI s. WCED has provided bursaries for these students.
w) The provision of suitable resources to promote excellence, performance and achievement in Mathematics and Science	All Dinaledi schools have received textbooks for Mathematics, Physical Science, Mathematics Literacy and English First Additional Language, as well as calculators. The provision of resources is based on needs identified and is ongoing.
x) Development of the human resources (which includes school management and subject HODs) to ensure alignment and attainment of the MST goals and objectives	The principals of 10 schools attended Management and Leadership courses at CTI during July and August 2008.
y) ICT training programme for Mathematics and Science teachers through the Intel Teach Essentials Programme	The ICT-focused Intel Teach Essentials training has been extended to include curriculum advisers of other subjects and learning areas in the FET and GET phases. These curriculum advisers attend the training alongside teachers in their education districts. A total of 485 participants attended the 2008 series of courses (291 at the Kuils River training facility and 194 at either Worcester or George). Of these participants, 53 were curriculum advisers

	PROGRESS
z) An audit of MST teacher qualifications and resources	An audit of MST teacher qualifications has been done and the database is currently being populated.
aa) Learner career guidance and support by means of MST camps	National Science Week 2008 (10-17 May) focused on career guidance with over 600 learners reached. 200 top Grade 11 Mathematics, Physical Science and Accounting learners from Dinaledi, MST and Engineering focus schools are attending an MST Camp from 4-12 July 2008 at the Cape Academy.
bb) Performance and achievement in Mathematics and Science through participation in Mathematics and Science Olympiads	22 Dinaledi schools participated in the Mathematics and Science Olympiads respectively.
cc) Assistance to "at risk" learners by appointing Mathematics and Science tutors, Winter and Spring schools, pre-exam sessions	WCED provided funding to Dinaledi and MST schools to secure the services of Mathematics and Science tutors to assist learners who are at risk and to register for the Argus Star School's Winter School Programme. Spring schools were organised for learners who achieved at 40-45% in selected schools as well. Pre-exam sessions were offered by CPUT.
dd) Setting of individual school subject targets for increase in learner numbers and improved results in Mathematics and Science	All Dinaledi and MST schools were set a target of achieving 20-25 more high level passes in Mathematics and Physical Science for Grade 12 in 2008. The target was met.

### Specific challenges and responses

Challenge 1: Low Literacy and Numeracy Levels
<p><b>Response to Challenge 1:</b></p> <p>The Directorate: Curriculum GET provided a wide range of initiatives to support the improvement of literacy and numeracy levels. The Foundations for Learning Campaign was launched on 1 November 2008 and responsibilities around targets and requirements were highlighted. Annual assessments were printed by schools and funded by Curriculum GET upon request.</p> <p>A partnership with service providers was set up to rollout Literacy and Numeracy training and support to 250 schools identified by the education districts (125 for Literacy and 125 for Numeracy). Reading schemes were provided to all 250 schools. 180 officials from GET curriculum and learning support advisers were trained for 5 days on the "Balanced Language Approach". Each received a training pack.</p> <p>A DVD on 100 Books was developed with a facilitation manual to promote the use of fiction and non-fiction books for reading for pleasure and for Literacy instruction.</p> <p>Grade 1 Baseline Assessment programme was implemented to assist teachers with planning a relevant programme. Regular contact sessions were held with Lit Num co-ordinators to guide the education districts. Curriculum Strengthening Forums were held with curriculum advisers and planners in August 2008 and March 2009.</p> <p>Provincial Literacy and Numeracy Co-ordinating Task Team meetings were held each quarter. Education districts were each allocated a specific Lit Num budget to run projects to strengthen Literacy and Numeracy.</p> <p>99 schools were provided with sets of reading books by the iThuba Writing Project and given training on how to use these Xhosa reading materials.</p> <p>Wallcharts were provided for all 8 learning areas for Grades 4 to 6 to promote print-rich classroom environments.</p> <p>The revival of the Language Transformation Plan took place on 6 March 2009.</p> <p>Work schedules (Grades 1 to 6) were written and provided to all public ordinary schools and to education district officials for Literacy/Languages and Numeracy/Mathematics.</p> <p>The Grade 9s in all ordinary public schools were tested in Mathematics and Language on 9 and 11 March 2009. A guide to Data Handling for Intermediate and Senior Phases was sent to all primary and high schools. StatsSA ran courses for teachers in 4 education districts on this resource. Additional copies were provided to AET centres.</p> <p>A CD on Barriers to Numeracy was developed and distributed to schools and mediated with the learning support advisers.</p> <p>The Supedi project continued and testing of 5 schools took place in November 2008. This programme has been aligned with the WCED work schedules.</p> <p>Quality assurance of the CTAs and memoranda was completed.</p> <p>A Grade R resource pack (workshop, pamphlets and posters) was developed to orientate school managers and officials to the NCS in Grade R.</p> <p>A set of 8 pamphlets and 2 posters were produced to advocate minimum requirements for the implementation of the NCS in Grade R.</p>

## Challenge 2: School Safety

### Response to Challenge 2:

The Safe Schools Programme has a three-pronged strategy, which includes: a Safe Schools Call Centre, where various issues relating to school-based violence can be reported; counselling through the Call Centre for affected and traumatised individuals; and provision of physical security. The Community Policing Forum recruited 400 Bامبانani Volunteers and 100 volunteers were recruited via the school governing bodies to form part of the Bامبانani School Safety Volunteer Programme. The Bامبانani School Safety Volunteers support the local SAPS Station Crime Combating strategy and policing approach. 149 police reservists were deployed at the 109 high-risk schools to form part of the strategy to combat crime and violence at school level. However, due to financial constraints, 80% of the police reservists were removed from schools.

Emergency security patrols are organised during the school holidays to assist with the reduction in property related crimes. As part of the Premier's initiative, 50 safety resource officers are employed to support schools with enhancing school safety committees, reviewing school safety plans, establishing youth clubs, alleviating substance abuse and establishing support and or preventative programmes, and to act as positive role models and mentors at the 109 high-risk schools. Educational programmes focus on values and attitudes, the goal of which is to re-direct learners' interests into more positive pursuits such as sports, arts and drama, and focusing on future careers. They focus on attitudinal or behavioural changes; creative and constructive approaches to conflict management; and mediation training.

Learner support officers will follow up on truant learners and ensure assessment of learner's problems. They provide mentoring and coaching to learners at risk and ensure that learners can access services they need. Learner support officers will facilitate the "Youth In Control" project as part of the holiday programme. The "Youth in Control" project aims to reinforce positive attitudes and behaviour through appropriate channelling and education: channelling dropouts to appropriate educational structures and developing skills to implement community projects.

## Challenge 3: Low Performing High Schools

**Response to Challenge 3:** A programme of support to NSLA schools to ensure that they were ready for the opening of schools in January was implemented. In addition, the monitoring of these schools at the start of each term has been implemented. In the last quarter, the focus was on getting these schools to correct the basics: punctuality and attendance of educators and learners, teaching according to the timetable, discipline and school safety and hygiene.

## Challenge 4: Mathematics and Science Participation/Success Rates in High Schools

**Response to Challenge 4:** 53 Dinaledi/MST schools continue to be supported in the focus on developing Mathematics, Science and Technology in the province. There has been a 32% increase in the number of learners in these schools taking Mathematics and Science as a subject.

## Challenge 5: Teachers' Skills Levels

**Response to Challenge 5:** The skills levels of teachers are being addressed constantly through various WSP development interventions; a variety of training courses, seminars and conferences offered by the Cape Teaching and Leadership Institute; and curriculum-related training interventions. The report on the teacher demand and supply strategy was received from the service provider. The WCED is using the report to assess its implications for future planning.

## Challenge 6: Infrastructure provision

**Response to Challenge 6:** Addressing current infrastructure backlogs at many schools in the Western Cape is being hampered by the excessive population growth in many areas already experiencing infrastructure backlogs. These areas require immediate solutions, which can only be provided through mobile classrooms. Many of the schools in the above areas are already too big, making them difficult to manage. Rightfully, more new schools should be built, but such schools should be provided in those areas experiencing in-migration and in new developing areas. The annual infrastructure budget does not allow proper co-ordination: Subsidies are being made available for the development of new residential areas that are developed relatively very fast, while ensuring the availability of a school site, the purchase of that school site, and the planning of new schools and construction of such schools are still taking time.

## Challenge 7: The impact of the food price crisis on the National School Nutrition Programme (NSNP)

The consistent food price increases over the last 18 months have had a negative impact upon the service providers that are contracted to deliver services. Food prices have increased so dramatically that the service providers have appealed to the WCED to consider an increase in the bid price to enable them to keep rendering effective services. At the time of the request, the Consumer Price Index [CPI] had remained at approximately 15% over a number of months.

**Response to Challenge 7:** An assessment was first made of the extent to which schools use the various portions of the menu. It was established that certain portions of food, e.g. rice and soy relish were under-utilised by schools. A 14% increase in the average meal price was consequently awarded to service providers, 7% of which was as result of food portion reductions and 7% was a cash increase on the daily learner rate.

### **Challenge 8: Getting service delivery to schools at the level required**

**Response to Challenge 8:** The programme of Redesign of the WCED intends to incrementally provide focused service delivery closer to our learning institutions. The initiation of the model of circuit teams to take delivery closer to schools, smaller circuits, closer links with local government and the addition of a new district is part of a plan to enhance delivery and improve educational outcomes "on the ground". 70% of the budgeted outlay goes to direct strengthening of the circuit teams. Schools have reported that they are being visited more regularly by the circuit team members, and generally the quality of support has improved. All district support staff is recording details about their visits on the District Management Information System.

### **Issues requiring ongoing attention**

The WCED has identified the training of teachers of learners with barriers to learning as an issue requiring ongoing attention. This issue will be addressed through the ACE programmes and in-service programme of the CTLI

The expansion of Inclusive Education is a priority for the WCED. The essential structures, namely designated special schools as resource centres, designated public ordinary schools as full-service schools, ILSTs and DBSTs, within the ambit of inclusive education and its support system will be strengthened to promote quality education and appropriate support for as many learners with barriers to learning as possible.

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools.

The Chief Director: Districts will initiate a process of working with whole communities in 3 zones where there is general low performance among all the schools. In particular, social partners will be engaged to assist more vigorously. Steps will be taken to implement the Education Laws Amendment Act with regard to principals at low performing schools - the process for implementing Schedule 1 (Incapacity).



### 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

#### Performance measures

- ▶ PM301: Percentage of funded independent schools visited for monitoring purposes

Target exceeded.

The WCED has made a concerted effort to address this matter during 2008/09.

#### Programme policy developments during 2007/08

There were no additions to these in the period under consideration. Constitutionally, anyone may establish, and run at own cost, an independent school subject to strict criteria. These schools may not discriminate on the basis of race, must sustain a quality of education which is not lower than that of a similar public school and must be registered with the WCED.

ST301	INDEPENDENT SCHOOL SUBSIDIES – Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>					
3.1	Primary phase	15,902	19,042	19,500	19,500
3.2	Secondary phase	18,357	20,671	24,619	24,619
<b>TOTAL</b>		<b>34,259</b>	<b>39,713</b>	<b>44,119</b>	<b>44,119</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>					
	Current payment	-	-	0	0
	Compensation of employees	-	-	0	0
	Goods and services and other current	-	-	0	0
	Transfers and subsidies	34,259	39,713	44,119	44,119
	Payments for capital assets	-	-	0	0
<b>TOTAL</b>		<b>34,259</b>	<b>39,713</b>	<b>44,119</b>	<b>44,119</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	-	-	-	-
<b>ENROLMENT</b>					
	Learners in independent schools receiving a subsidy	17 964	16 703	16 703	17 397
3.1	Primary phase	11 843	8 626	8 626	11 115
3.2	Secondary phase	6 121	8 077	8 077	6 282
	Learners in non-subsidised independent schools	No Historical data	8 532	8 532	13 744
	Grades 1 to 7	No Historical data	6 474	6 474	6 871
	Grades 8 to 12	No Historical data	2 058	2 058	6 873
<b>TOTAL (all independent school learners)</b>		<b>17 964</b>	<b>25 235</b>	<b>25 235</b>	<b>31 141</b>

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST301	INDEPENDENT SCHOOL SUBSIDIES – Key trends (continued)	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual	
<b>INSTITUTIONS</b>						
	Schools receiving a subsidy(a)	81	87	89	98	
	3.1 Primary phase	60	65	57	66	
	3.2 Secondary phase	21	22	32	26	
	Schools not receiving a subsidy	104	118	129	115	
	<b>TOTAL</b>	185	205	218	213	
	Subsidised schools visited during the year for monitoring purposes (b)	-	61	45	93	
	<b>▶ PERFORMANCE MEASURE</b>					
	▶ PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)	-	68.5%	50.6%	94.90%	

### Specific challenges and responses and issues requiring ongoing attention

#### Challenge 1:

A few independent schools have very poor records in the systemic testing at Grade 3 and 6 levels and in Grade 12. There are also regular complaints from pupils and parents. The WCED monitors these schools to ensure that they provide quality education.

#### Response to Challenge 1

The department has identified issues that affect independent schools which will receive greater attention through monitoring in the new financial year. In particular, more attention will be paid to the quality of curriculum delivery.

The Chief Directorate: Districts will initiate a process of working with whole communities in 3 zones where there is general low performance among all the schools. In particular, social partners will be engaged to assist more vigorously.

## 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 2008/09

The final draft of the Education plan for special schools in the province to promote accessibility for learners experiencing barriers to learning has been prepared for discussion.

A redistribution model for learning support educator posts has been approved and implemented as from 2008/9 in order to achieve a more effective utilisation of resources and an equitable distribution of posts between districts.

Policy regarding services during national holidays and school closing periods at youth care and education centres and at special youth care and education centres has been implemented to ensure uniformity at these centres.

In terms of Section 196 (3) of the Children's Act, 2005 (Act 38 of 2005), schools of industry and reform schools, which are the responsibility of a provincial department of Education, on the date when this section comes into operation, become the responsibility of the provincial Department of Social Development, within two years of the commencement of the relevant chapter in the Act. This implies that schools of industry and reform schools in South Africa should be transferred to the Department of Social Development by the end of 2010. Consultations with the Department of Social Development have been initiated in order to determine the future utilisation of the six youth centres concerned, by the two departments, and to plan the transfer of the identified facilities.

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)*</b>					
4.1	Schools	389,112	434,279	510,390	510,390
4.2	Professional services	0	46	0	0
4.3	Human resource development	0	0	0	0
<b>TOTAL</b>		<b>389,112</b>	<b>434,325</b>	<b>510,390</b>	<b>510,390</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	312,419	354,586	414,963	414,963
	Compensation of employees	307,469	349,223	411,090	411,090
	Educators	236,750	276,235	328,379	328,379
	Non-educators	70,719	72,988	82,711	82,711
	Goods and services and other current	4,950	5,363	3,873	3,873
	Transfers and subsidies	76,489	79,739	95,427	95,427
	Payments for capital assets	204	0	0	0
<b>TOTAL</b>		<b>389,112</b>	<b>434,325</b>	<b>510,390</b>	<b>510,390</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	1 538	1 649	1 620	1 646
	Number of non-educators (publicly employed)	904	950	932	963
<b>ENROLMENT</b>					
	Up to and including Grade 7	10 178	9 665	9 615	6 143
	Grade 8 and above	5 586	6 050	6 175	7 772
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>					
	Schools	70	72	74	72

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends (continued)					
		2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual	
<b>► PERFORMANCE MEASURES</b>						
<b>► PM401:</b>	Percentage of children with special needs of compulsory school-going age not enrolled in educational institutions**	23,2%	6,2%*	6 %	6 %	
<p><b>Source:</b> * StatsSA 2007 General Household Survey - This is the percentage of disabled children of compulsory school-going age (7 – 14 years old) 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 enrolled in public special schools only.</p>						
<p>**Note: In the PFMA source document there are terminological discrepancies in regard to this definition.</p>						

**Public Special School Education: Performance measures**

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

Target has been met.

**KEY PRIORITIES SET IN APP 2008/9**

PRIORITY	PROGRESS
<p>To ensure access to quality education for all children living in the province</p>	<p>An equitable distributive model for learning support educators was developed, consulted with the relevant educator unions and implemented. This was pivotal for ensuring redress of previously marginalised sectors of the community in terms of the principles of EWP 6. Education districts are utilising some of these posts to create units for learners experiencing barriers to learning at identified ordinary public primary schools for greater access to specialised education support. The total number of ELSEN units is 68.</p> <p><b>Expansion of Inclusive Education</b></p> <p><b>The strengthening of ordinary public schools as full-service schools</b>                      The funding was allocated and utilised for the following:</p> <ul style="list-style-type: none"> <li>• The physical upgrading of the 3 designated national pilot full-service schools;</li> <li>• Enhancement of accessibility at Bergvliet High School by the installation of a lift;</li> <li>• Provision of teaching assistants and LTSM at the 54 ELSEN units at the designated provincial full-service schools</li> </ul> <p><b>The strengthening of public special schools as resource centres</b>                      Funding was allocated for the following:</p> <ul style="list-style-type: none"> <li>• The designated "national field test" special schools received funding for the appointment of teaching assistants, assistive devices, LTSM and transport;</li> <li>• Provincial resource centres received funding for the upgrading of physical infrastructure, LSTM, and assistive devices;</li> <li>• A lift was installed at Athlone School for the Blind;</li> <li>• The temporary fast-track assessment and outreach centre at the Vera School, for the screening of learners on the Autism Spectrum (ASD) who were on the waiting list for the two schools for learners on the ASD spectrum, was very successful and quite a number of learners were screened and admitted to the relevant schools.</li> </ul> <p><b>The strengthening of district-based support teams (DBSTs), institutional learning support teams (ISLTs) and circuit teams:</b></p> <ul style="list-style-type: none"> <li>• The training of ILSTs at the <b>designated</b> full-service schools, circuit teams and DBSTs in Screening, Identification and Assessment Strategy (SIAS) has been completed. A total of 1 230 officials have been trained.</li> <li>• Ongoing advocacy of inclusive education is taking place, including an out-of-school youth awareness campaign in the Vredenburg area of the West Coast Education District.</li> <li>• The DBSTs monitor and evaluate the implementation of inclusive education, as well as the key deliverables of this project.</li> </ul> <p><b>Special schools</b></p> <p><b>Transfer payments</b>                      The model for transfer payment allocations has been revised and approved. Special schools received their transfer payments as from April 2008 and a final transfer payment in October 2008.</p> <p><b>Staff establishments</b>                      After consultation with the relevant employee parties, as well as recognised SGBs, for an agreement in principle, the special schools received their respective staff establishments in September 2008.</p> <p><b>New Schools of Skills</b>                      The workshops at the Khayelitsha School of Skills and at Cafda Primary in Retreat have been completed. These schools will enrol learners as from 1 April 2009.</p>

KEY PRIORITIES SET IN APP 2008/9	
PRIORITY	PROGRESS
To ensure access to quality education for all children living in the province	Curriculum development for learners experiencing mild to moderate cognitive barriers to learning In collaboration with the Directorate: Curriculum GET an adapted NCS curriculum is being developed and will be piloted in all the schools of skills and special schools with skills units throughout the province.
To ensure effective management and governance in all learning sites and support structures	Developmental Quality Assurance follow-up visits were conducted at youth centres in order to assess and finalise centre improvement plans.
To equip and support educators in their efforts to provide effective education	<p>Special school educators, representative of managerial level, the Foundation Phase and GET and FET bands, were equipped to implement the National Curriculum Statement (NCS) in the classroom. The district-based support teams (DBSTs) of all education districts were equipped to provide support to special schools. Capacity building of all educators at special schools forms part of the strengthening of the special schools' programme and is ongoing.</p> <p>Foundation training for educators focused on the Circle of Courage Model, restorative communication strategies, and developmental assessment strategies of troubled learners in order to improve learner discipline. A total of 218 educators from district-level and schools have participated in the Circle of Courage and Reclaiming Environments Course, 124 educators completed the Response Ability Pathways Course (Restorative communication strategies), and 98 received training in the Developmental Assessment of Young People at Risk. Six special schools enrolled 196 educators for the facilitator training in the Values Education Programme for learners.</p> <p>A number of school social workers have been trained in the new Children's Act 38 of 2005 to ensure greater protection of learners. Support to school social workers in the implementation of the Abuse No More protocol is ongoing. Intersectional co-operation and joint programme development/facilitation has been established with the Department of Social Development and NGOs for the implementation of a parenting skills programme for pregnant learners and learners who head households.</p> <p>A conference for nurses and therapists at public special schools in the Western Cape to facilitate learner access to the curriculum and for capacity building was very successful. A bi-annual conference for this sector is being planned as from 2009.</p> <p>A very successful CPD-accredited conference was recently presented with a view to maintaining and updating the professional competencies of school psychologists.</p>

### Specific challenges and responses

#### Challenge 1:

The current provisioning in the special school sector is inadequate to accommodate the vast number of learners experiencing barriers to learning referred to the special schools. This results in waiting lists at the existing special schools.

#### Response to Challenge 1

The envisaged rationalisation of special schools has as an objective the improvement of service delivery and accessibility in order to accommodate more learners. Although, in the short term, the availability of sufficient funding and additional CS-educator posts for expanding the capacity of special schools is a challenge, ways of addressing this concern will be deliberated in the medium to long term. In collaboration with the education districts more ELSEN units were established at public ordinary schools to accommodate learners with barriers to learning: a total of 68 units enrolled learners with special needs, in line with Education White Paper 6.



## **Issues requiring ongoing attention**

### **Encouraging positive behaviour**

The strategy for encouraging positive behaviour aims at transforming schools to become reclaiming environments underpinned by universal values, and meeting the essential growth needs of learners for belonging, mastery, independence and generosity. These positive school environments are supportive of a culture for teaching and learning that promotes positive socialisation, academic excellence, responsible citizenship, and healthy and caring lifestyles. The improvement of learner discipline in schools remains a challenge that needs a structured and co-ordinated approach in order to be effective. The WCED strategy for encouraging positive behaviour provides the theoretical framework and operational guidelines for this purpose. Success remains, to a large extent, dependent on shifting educator thinking away from punitive and coercive practices towards positive discipline, youth development, and restorative strategies. The Circle of Courage Philosophy is the cornerstone for transformation in Education, understanding troubled learner behaviour from a strength-based perspective, and responding to these challenges in a restorative way. Foundation training is therefore focused on strength-based philosophies encapsulated in the universal values of the Circle of Courage Theory, developmental programmes, restorative communication strategies, and developmental assessment of troubled learners. Values Education interventions as a means of building character in young people contribute towards establishing an ethos in schools conducive to moral development. The challenge for the way forward is the rollout of the strategy in order to reach educators in the mainstream classroom. During 2008/09 a total of 636 educators participated in the various training programmes and responded very positively to the restorative skills training programmes rendered.

### **Expansion of Inclusive Education**

The continued expansion of Inclusive Education is a priority. The essential structures, namely designated special schools as resource centres, designated public ordinary schools as full-service schools, institutional learning support teams (ILSTs) and district-based support teams (DBSTs), within the ambit of inclusive education and its support system are being strengthened to ensure quality education and appropriate support for as many learners with barriers to learning as possible.

## 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 Colleges Act (2006)

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
<b>Access</b>	▲ 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 ▶ PPM501: Number of study loans/bursaries awarded to students at FET colleges
<b>Equity</b>	▲ To promote the participation of historically marginalised groups in public FET institutions	▶ PM502: Percentage of female students who are in technical fields
<b>Output</b>	▲ To improve the success rate in the FET college sector	▶ PM503: FET college throughput rate
<b>Quality</b>	▲ To provide relevant and responsive quality FET learning opportunities	▶ PM504: Percentage of learners placed in learnerships through FET colleges

### Programme policy development during 2008/09

- Implementation of NC(V) (Level 2, 3 and 4)
  - \* Funding formula for FET colleges finalised and gazetted.
  - \* Introduction of capped fees for all NCV courses.
  - \* Implementation of FET Colleges Act (2006)

ST501	FURTHER EDUCATION AND TRAINING - Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	5.1 Public institutions	201,048	237,228	289,886	289,885
	5.2 Professional services	0	0	0	0
	5.3 Human resource development	0	0	0	0
	5.4 Conditional grants	70,000	80,000	77,305	77,305
	<b>TOTAL</b>	<b>271,048</b>	<b>317,228</b>	<b>367,191</b>	<b>367,190</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	140,010	169,049	200,850	200,850
	Compensation of employees	139,993	169,049	200,850	200,850
	Educators	116,194	142,508	169,098	169,098
	Non-educators	23,799	26,541	31,752	31,752
	Goods and services and other current	17	0	0	0
	Transfers and subsidies	131,038	148,179	166,341	166,340
	Payments for capital assets	0	0	0	
	<b>TOTAL</b>	<b>271,048</b>	<b>317,228</b>	<b>367,191</b>	<b>367,190</b>
<b>STAFFING</b>					
	Educators	1 062	1 176	1 120	1123
	In posts	767	885	0*	881
	Employed by college	295	291	1120	342
	Non-educators	815	945	813	1026
	In posts	245	234	24*	491
	Employed by college	570	711	789	535

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

ST501	FURTHER EDUCATION AND TRAINING - Key trends (continued)	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>ENROLMENT</b>					
	Full-time equivalent students	21 323	23 945	20 000	29 868
	Students (headcount) (a)	44 960	54 721	41 157	39 083
	of which females	19 151	22 737	19 343	17 918
	of which females in technical fields (b)	7 605	2 321	8 500	1 810
	Students completing programmes successfully during the year (c)	32 000	38 304	30 000	20 744
<b>STATISTICS ON LEARNERSHIPS</b>					
	Active learnership agreements in the province (d)	Historical data not available		No target set	No data available
	Number of agreements involving FET colleges as provider (e)	Historical data not available	4 500	4 105	4 200
<b>▶ PERFORMANCE MEASURES</b>					
	▶ PM501: Percentage of FET students relative to youth in the province	17.9%*	21.4%*	16.2%	25%
	▶ PM502: Percentage of female students who are in technical fields (b/a)	16.9%**	4.2%**	20.7%**	4.6%**
	▶ PM503: FET college throughput rate (c/a)	71.2%	70%	72.9%	53.1%
	▶ PM504: Percentage of learners placed in learnerships through FET colleges (e/d)	Historical data not available	23%	22%	13%
	▶ PPM501: Number of study loans/bursaries awarded to students at FET colleges.	2 885	3 533	4 201	6 260
<p>Note: * StatsSA 2006 General Household Survey - This is the percentage of 16 to 18 year olds that attend FET colleges compared to the total number of 16 to 18 year olds in the province. Previously the total number of enrolled students was included as a percentage of the total population of 15 to 17 year olds.</p> <p>** The calculations in preceding years were based on an incorrect application of the formula and have hence been adjusted in this year.</p> <p>***The implementation of NC(V) programmes influenced the student headcount and FET calculations. NC(V) has a one-year delivery period while NATED programmes are delivered in semesters and trimesters.</p>					

<b>Further Education and Training: Performance measures</b>	
▶ PM501: Percentage of FET students relative to youth in the province	Target exceeded. The introduction of the NC(V) brought with it some uncertainty within the sector. This is always to be expected with curriculum change. There is a keenness to see how the "market" is going to receive the NC(V). This evaluation can best be done only once learners have completed Level 4. We currently have levels 2, 3 and 4 in the system with a total of 10 800 students. The other leg of delivery at FET colleges, i.e. Occupational Qualifications, is done in partnership with SETAs and is firm and popular in this province.
▶ PM502: Percentage of female students who are in technical fields (b/a)	Target not met. Engineering fields, especially electrical engineering, are gradually becoming more popular with female students. The numbers are still low, although female learners are generally in the majority at colleges. "Soft skills "are still the biggest attraction for female learners at colleges.
▶ PM503: FET college throughput rate (c/a)	Target not met. As stated earlier, the NC(V) ushered in a new curriculum at FET colleges in 2007. Completion and full qualification attainment will be at Level 4, although exit could happen at any level, be it 2 or 3. There were many systemic challenges in the first two years of implementation, but corrective work is taking place and we are looking forward to improved performance.
▶ PM504: Percentage of learners placed in learnerships through FET colleges (e/d)	Target not met. The partnerships with SETAs make this delivery complex but interesting. Learnership 1000 stepped up the demand made on FET colleges in this area of work. One of the challenges is the slackness sometimes experienced in certain industries, which impacts on availability for student placements. Colleges continue to build relationships with DoL, SETAs and employers, but require improved funding support to achieve higher goals.
▶ PPM501: Number of study loans/bursaries awarded to students at FET colleges.PM220:	Target met and exceeded. The iKapa Bursary programme plays a major role in providing access to vocational education in this province. This is particularly so with Skills and Occupational Qualification courses. This fund is also used to support learners whose field of study has been identified as a priority need in the province.

<b>PRIORITY FROM APP</b>	<b>PROGRESS</b>
The continued 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	All the colleges spent their full grants according to approved operational plans. 14 NC(V) programmes were implemented in 2009., with 10 800 students enrolled in NC(V) Levels 2 – 4. The first phase of construction of the Vredenburg Campus was finished at the end of 2008. Staff and students have moved into the new building. The next building phases will follow progressively.
Increase number of learners of 16 - 22 years enrolled at colleges. Increase number of learners enrolled for full qualifications. Increase number of learners that qualify for higher education	Colleges increased their enrolment of NC(V) students from 5 974 in 2007 to 10 800 in 2009. Annual enrolment figures are based on available budget.
Offer and evaluate new programmes that respond to needs of the economy	14 NC(V) programmes were implemented in January 2009. The colleges planned to implement 117 learnership qualifications and 97 skills programmes for 2009.
Train lecturers in new FET courses	1080 lecturers and managers were trained for NC(V) delivery. 11 lecturers were trained through an industry partnership on workplace processes and equipment relevant to their programmes.
Maintain learner support units at each of the six colleges and track learners on exit	Colleges have learner support units, but these require additional resources in order to be more effective. There are no resources available at present to enable the tracking of learners.
Award bursaries/loans to needy learners	In total 6 260 iKapa Elihlumayo bursaries were awarded during 2008/9. 3 675 DoE bursaries were allocated to NC(V) students during 2008/9
Maintain computer laboratories	27 Computer rooms were upgraded/newly built in 2008/9 and 615 computer workstations upgraded.
Ensure that all students are trained in ICT	All NC(V) programmes include computer literacy.

## Specific challenges and responses

### Challenge 1:

#### NC(V) and Funding Formula

The introduction and implementation of the NC(V) without having finalised the funding formula has impacted on FET colleges' financial health. This was made worse by the implementation of capped fees, which stopped FET colleges from charging fees for services rendered in respect of NC(V).

### Response to Challenge 1

The funding norm has been gazetted and will be implemented from 2010. The current Programme 5 budget can accommodate 16 000 NC(V) students in total. Enrolment figures are carefully planned to avoid financial shortages and colleges are encouraged to offer occupational programmes in partnership with industry and SETAs.

### Challenge 2:

#### Staff Establishments

In the history of this organisation, staff allocation to FET colleges has always been problematic. This has led to the sector not being adequately staffed and FET colleges themselves carrying heavy personnel costs. With the new FET Colleges Act, this challenge continues to be a serious one.

### Response to Challenge 2:

There is now an understanding that, for the first phase, only current posts budgeted for will be considered for the transfer of funds to colleges. There should be ongoing reviews on the matter of staff establishment for FET colleges, otherwise the risk becomes higher in this new dispensation of colleges. This may be also seen as a budget-related challenge, just as with the NC(V) and the funding formula. Currently, the colleges carry a salary bill of approximately R120m per year out of own funds, while the WCED salary bill is R207m per year.

## Issues requiring ongoing attention

### Finances

The NC(V) programmes have been implemented in the absence of the funding required to support the operational aspects of implementation adequately. For two financial years colleges were impacted on two fronts, namely capped class fees and insufficient public funding from the WCED. The funding norms and standards have now been approved and provinces are required to start implementation in 2010. The Programme 5 budget shows no increase other than an equitable share portion of approximately R80m to provide for the expected increase in NC(V) student numbers. Currently the R80m is used for the non-personnel/non-capital portion of the funding formula. Calculations show that the Western Cape can afford a total of 16 000 NC(V) students on the current Programme 5 budget, yet the province is expected to have 85 000 by 2014.

### Phasing out of N4 – N6

The NATED programmes are being phased out without replacement programmes in all industry fields. Colleges are expected to enter into partnerships with HE institutions on the delivery of Level 5 programmes, which they believe is unlikely to happen. The phasing out will impact heavily on the finances of most colleges.

### Implementation of FET Colleges Act (Staff transfer)

The implementation of the FET Colleges Act 16/2006 has been handled in a clumsy manner up till now, i.e. the transfer of staff to colleges and the current salary payroll transfer. The continual changing of dates and processes leaves the colleges in a precarious position.

### Harmonising NQF policy articulation

Currently there is no clear articulation for NC(V) Level 4 students into HE levels. If colleges want to offer HE programmes, they have to enter into negotiations regarding funding and quality assurance with HE institutions. There is little confidence that HE institutions will want to engage with colleges, especially regarding funding. All HE delivery at colleges has to be self-funded.

## **Curriculum and Exams**

Colleges feel that the NC(V) is the best thing that happened to colleges in recent history because of the integration of theory and practice. There are shortcomings in the curriculum, but these will be sorted out through implementation, experience and curriculum reviews, which is a normal process for all curricula. The problem is that the curricula are more suited to post Grade 12 students and not post Grade 9, which is the minimum requirement for enrolment. The NC(V) is therefore placed incorrectly on the NQF.

The issues in respect of the examination system relate to the fact that the DoE examination system was not adequately prepared to handle the moderation and examination of the NC(V) programmes. For 2 years now, results have been very late or were still outstanding when the supplementary exams started. The internal and external moderation process needed major refinements before implementation and as a result, the moderation results were not credible and were, in many instances, discarded to the detriment of the students.

The credibility of the NC(V) Level 2 and 3 certificates is also threatened by internal instead of external marking. This is due to a lack of funds at DoE for external marking of examinations. This is part of a problem which could be construed as policy implementation without the necessary budget framework.

## **Occupational training – FET Colleges Act mandate**

The FET Colleges Act mandates the colleges to deliver vocational, as well as occupational, programmes, yet the funding norms only make provision for vocational delivery. Colleges need support to tap into SETA funding to sustain the occupational delivery in the long term.

## **Recruitment of lecturers**

Colleges find it difficult to recruit and retain suitably qualified staff, especially for vocational subjects. This is mainly due to salary scales and the ability to earn much more in industry.

## **Student recruitment**

The NC(V) curricula require as much cognitive ability and theoretical study as academic school programmes, yet there is a perception that FET colleges are for poor performers and learners who cannot make it in the school system. In some instances college marketers are prevented from accessing schools for advocacy purposes and in others they are only allowed to speak to the poor performers.

## 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 have access to ABET centres	▶ PM601 <sup>2</sup> : Number of ABET learners relative to adults in the province ▶ PPM602: Number of ABET learners registered for FET

### Programme policy developments in 2008/09

No new developments in this year. Refer to the discussion under the "Issues requiring ongoing attention" below.

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<sup>2</sup> Note: In APP 2008/2010 this PM was expressed as "Percentage of ABET learners relative to adults in the province".



ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>					
6.1	Subsidies to private centres	23,539	25,821	27,885	26,838
6.2	Professional services	0	0	1	0
6.3	Human resource development	0	0	1	0
<b>TOTAL</b>		<b>23,539</b>	<b>25,821</b>	<b>27,887</b>	<b>26,838</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>					
	Current payment	6,163	6,585	4,803	4,803
	Compensation of employees	5,916	6,524	4,487	4,487
	Educators	4,969	4,971	3,618	3,618
	Non-educators	947	1,553	869	869
	Goods and services and other current	247	61	316	316
	Transfers and subsidies	17,376	19,236	22,035	22,035
	Payments for capital assets	0	0	0	0
<b>TOTAL</b>		<b>23,539</b>	<b>25,821</b>	<b>26,838</b>	<b>26,838</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	4	4	4	4
	Number of non-educators (publicly employed)	10	9	11	8
<b>ENROLMENT</b>					
	GET level	15 529	16 612	20 655	16 682
	FET level	22 110	23 405	21 845	19 902
<b>TOTAL (a)</b>		<b>37 639</b>	<b>40 017</b>	<b>42 500</b>	<b>36 584</b>
<b>POPULATION</b>					
	Population aged 18 to 60 (b)	2 767 069	2 821 443	2 874 777	
<b>INSTITUTIONS</b>					
	Subsidised centres	351	368	368	296

**ADULT BASIC EDUCATION AND TRAINING - Key trends (continued)**

ST601	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>▶ PERFORMANCE MEASURES</b>				
▶ PM601: Number of ABET learners relative to adults in the province (a/b)	1.4%*	0.04%*	0.05%*	0.05%*
▶ PPM601: Number of ABET learners registered for FET	New PPM		21 845	19 902

\*Source: \* StatsSA 2007 General Household Survey - This is the percentage of eligible adults in the province that attend ABET compared to the total number of eligible ABET candidates in the province. Previously the total number of enrolled ABET students was calculated as a percentage of the total population of 18 to 60 year olds. The household survey data is based on samples only and the next figures will only be released in July 2009 so the data is also not current.

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure

Adult Basic Education and Training: Performance measures
▶ PM601: Number of ABET learners relative to adults in the province
This data set comes from the General Household Survey in which the data is based on samples only. The next figures will only be released in July 2009, so the data is not current.
▶ PPM601: Number of ABET learners registered for FET
Target not met – enrolment for this sector is variable.

PRIORITY FROM APP	PROGRESS
Increase the number of learners who have access to purpose-driven Adult Basic Education and Training (ABET) programmes	<p>Ten new sites were established in the West Coast Education District. In the Metro South Education District, the Capricorn CLC was established. In Eden, 3 CLCs are located in their own buildings, enabling the offering of a needs-driven programme at times suitable to the communities they serve.</p> <p>An FET curriculum indaba was held on 1 August 2008 to investigate various options available to CLCs to replace the R550 curriculum. Representatives from the FET colleges, SETAs and Department of Labour made presentations. A task team was established to further investigate the possible options and establish guidelines for centres to exercise choices for relevant offerings to the community. To date three meetings of the task team have been held. Task team members divided into 4 groups to research the following: SETA programmes, Dept of Labour programmes, NCS and NCV programmes. A final report was compiled and distributed to CLCs in February 2009.</p> <p>The Annual Adult Learners Week celebrations took place in Hermanus from 22 to 23 August 2008. 850 delegates attended the meeting with the new MEC as the guest speaker on the Saturday morning. Events have also taken place at district level. The success of this event is directly linked to the partnership the AET subdirectorates has with the Learning Cape Initiative and The Adult Learning Forum. The annual mid-year review of the subdirectorates was held from 22 to 24 July 2008 in Houw Hoek. It afforded the education district and Head Office AET staff the opportunity to reflect on the status of Key Deliverables and plan for the rest of 2008.</p>
Give special attention to the electives at ABET Level 4, i.e. Ancillary Health Care, Mathematics, Science and Technology	Management was provided with a submission for permission to develop pacesetters. These will be distributed to CLCs in October 2008.
Improve the qualifications of unqualified and under-qualified educators through learnerships in conjunction with the ETDP SETA.	ABET Practitioners Learnerships (NQF 5) have been provided to 67 unqualified educators.
Maintain existing partnerships with 8 provincial departments, whilst forging new partnerships with other provincial departments and industry	<p>3 new partnerships were begun: Moorreesburg Koringboere, Roman Protection Solutions - for which a MOU has been signed (Brackenfell), and BEE Recruitment (Phillippi): Classes started on 20 October 2008. Other partnership learners added to existing partnerships include 9 for Cultural Affairs &amp; Sport. A roadshow with the Department of Health resulted in the addition of 45 learners to various centres.</p> <p>76 new learners were added to the existing partnerships with the Department of Social Development, Health and Transport and Public Works.</p> <p>The subdirectorates worked with the <i>Violence Prevention through Urban Upgrading</i> project in Khayelitsha to have 800 learners suitably placed.</p>

PRIORITY FROM APP	PROGRESS
Give priority to targeted training for centre management, governing bodies and educators to ensure CLCs can respond to the challenges of a transformed ABET sector	<p>188 centre governing body members, representing 95 centres from all education districts were trained in Business Plan Writing.</p> <p>Training took place over weekends from 3 May 2008 to 7 June 2008. Two training sessions in financial management for GBs were conducted by the school-based management team in Eden.</p> <p>The subdirectorates compiled Draft Regulations for the Registration of Private Centres, as well as Regulations for Centre Governing Bodies. The subdirectorates met with the Legal Adviser on 15 September 2008 for the final Private Centre Regulations document to be scrutinised.</p> <p>On 22 August 2008 the subdirectorates met the Policy Co-ordination Director with regard to the CGB Regulations. This draft document was subsequently used in the process of consultation with other stakeholders during the AET CGB Consultative Conference on 30 August 2008. This conference was attended by 300 CGB members from all centres and was held in the Council Chambers of the City of Cape Town.</p>
Besides the WCED's envisaged involvement in this campaign, aim to reach an additional 2500 adult learners in 2008, over and above the 2007 enrolment	36 582 AET learners attended CLCs in 2008, whilst 6025 learners were reached through the Department of Education's <i>Kha Ri Gude (KRG)</i> programme.
Fully support and prepare to implement the Cabinet approved Mass Literacy Campaign	<p>Following a long delay, a meeting of the MEC, subdirectorates and the CEO of the campaign was held on 2 June 2008 where initial discussion took place. A follow-up presentation to a meeting of different role-players was held on Saturday, 7 June 2008. The subdirectorates attended a meeting in Pretoria regarding the uptake of learners participating in the Mass Literacy Campaign into the AET Centres. The subdirectorates are in the process of finalising plans for the "intake" of <i>Kha Ri Gude</i> learners at ABET Level 2.</p> <p>A meeting of DoE Senior Officials (DDG and Director: KRG) and WCED Officials (DDG: I, HDI and DIM) on 9 February 2009 explored the readiness of the WCED for the intake of 2500 KRG learners into WCED CLCs. These learners will be placed at ABET Level 2. To this end WCED AET officials participated in a DoE initiated process to develop LTSM for Level 2 during October 2008. These materials will be printed and distributed to CLCs in April/May 2009.</p>
Provide Norms and Standards funding for Community Learning Centres to 102 Adult Education institutions	<p>Additional Norms and Standards funding was compiled and approved for 6 CLCs totalling R 505 000 on 24 June 2008 in respect of 2 CLCs in Central and 1 each in North, East, South and Overberg.</p> <p>32 977 learners will be funded through Norms and Standards funding in 2009 at a cost of R 28, 1m</p>
Make provision for 2 500 new learners per annum to access ABET	36 582 AET learners attended CLCs in 2008, whilst 6025 learners were reached through the Department of Education's <i>Kha Ri Gude</i> programme.
Offer purpose-driven, modularised ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, in all community learning centres	West Coast: 9 centres linked to local municipalities and 7 are registered at district resource centres. 5 centres received caterpillars and English reading books.
A focus on the electives at ABET Level 4, i.e. Ancillary Health Care, Mathematics, Science and Technology Level 4 for centres, offering a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community	Pacesetters were distributed to CLCs in October 2008

PRIORITY FROM APP	PROGRESS
All existing educators to receive targeted training and all new educators to receive orientation and training	In order to ensure qualified educators are appointed at CLCs, guidelines for educators to register with SACE were developed and distributed to CLCs on 14 May 2008. These guidelines were outlined in IMG Minute 1/2008.
All CLC managers to receive appropriate training on an ongoing basis	Orientation of centre managers in the Procedure Manual took place during April in West Coast and Eden. The Procedure Manual for Centre Management was revised/ updated and consequently mediated with all the education districts. 152 managers and site co-ordinators, representing 104 centres, were reached. Final draft was distributed to CLCs in February 2009.
Integrate ICT into delivery of curriculum at ABET Level 1 – 4	Pilot of Mediaworks Programmes at 7 CLCs continues, whilst a new computer laboratory was launched at Piketberg CLC.
Improved monitoring of learner enrolment/ retention at district level	Regular monitoring was conducted by the education districts and Head Office. A special tool was developed for this purpose. Six intensive monitoring visits were conducted by Head Office staff; i.e. 2 per month to CLCs in Eden, West Coast and Central Metropole.
Increase the provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities by applying placement instruments to ensure that learners are correctly placed when registering for an ABET course	<p>The NC(V) has been piloted at St Francis and Worcester CLC, serving approximately 125 learners. The findings indicate that further studies will need to be made prior to engagement in the implementation of the NC(V)s.</p> <p>To enhance the implementation of skills programmes, educators were identified as skills officers in the West Coast Education District. These officers co-ordinated a successful skills' exhibition in August 2008 during the Learning Cape Festival. Other skills programmes include the following: East Education Districts - Intando Yethu CLC: Carpentry, Needlework, Pottery; SHARE: Educare, Sewing, Basic and advanced Computer Skills; West Bank Basic Computer Skills &amp; Welding; Forest Heights: Driving License Training; and Kalkfontein: Wellness Programme and Social Development.</p> <p>A proposal was prepared and accepted for the introduction of skills programmes in the Nodal Areas. R1.9 million was approved for programmes to be delivered in Beaufort West, Mitchell's Plain and Khayelitsha. Services of three service providers were secured to deliver SETA accredited programmes to 460 learners. Skills programmes were offered in Electrical engineering, Construction, Home-Based Care and Broiler Production. Programmes started in October 2008. The second phase of the Nodal Skills programmes commenced in Beaufort West with the following: Home-Based Care (14 learners), Construction, (12), and Electrical (16); in Khayelitsha with Home-Based Care (15), Construction (20), and Electrical (11); and in Mitchells Plain with Home-Based Care (15), Electrical (15), Construction (13), and Broiler Production (13).</p>

## Specific challenges and responses

### Challenge 1:

The delay in Norms and Standards funding for AET which had the following effects:

- Absence of a uniform funding model for AET centres, which remains a challenge;
- AET centres not responding adequately to community needs due to lack of resources.

### Response to Challenge 1

The norms were promulgated on 14 December 2008. The current WCED policy/practices influenced much of the content of these regulations. According to these norms, CLCs must be certified in 2009 in preparation for implementation in 2010.

### Challenge 2:

Lack of AET staff to provide support to CLCs in curriculum, as well as management and governance

### Response

The redesign process makes provision for an AET adviser for curriculum and IMG, respectively. An AET subdirector was established at Head Office. However, not all posts were filled in the education districts. Central and Overberg Education Districts remain a challenge, as a seconded official must manage both the AET Curriculum and the management and governance function.

## Issues requiring ongoing attention

The end of Report 550 for Grade 12s and the shift towards the Further Education and Training Certificate (FETC) in Grade 12 in 2008 posed a major challenge for CLCs and adult learners. During the reporting period a number of significant strides have been made to access alternative skills-based FET programmes. A partnership between Northlink College and CLCs in Metropole North is bearing fruit.

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

The Ministerial Committee appointed by the Minister of Education submitted a report on its findings in August 2008. It is currently being consulted in all provinces, including the Western Cape. Once approved and accepted by Cabinet, it will significantly change the face of AET delivery in SA and the Western Cape. The WCED will continue to play a key role in this process and bring about the necessary changes.

## 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 ▶ PPM701: Number of practitioners enrolled for ECD learnerships (full qualification)

### Programme policy developments in 2008/09

No alterations to policy.

ST701	Early Childhood Development- Key trends	2006/07	2007/08	2008/09	2008/09
		Actual	Actual	Target	Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)*</b>					
	7.1 Grade R in public schools	66,902	70,382	137,346	137,345
	7.2 Grade R in community centres	23,293	29,399	34,468	34,468
	7.3 Professional services	0	0	0	0
	7.4 Human resource development	0	42,478	56,935	56,935
	7.5 Conditional grants	0	0	0	0
	<b>TOTAL</b>	<b>90,195</b>	<b>142,259</b>	<b>228,749</b>	<b>228,748</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	44,411	99,794	67,715	67,715
	Compensation of employees	44,390	69,649	53,202	53,202
	Educators	44,390	69,649	53,202	53,202
	Non-educators	0	0		0
	Goods and services and other current	21	30,145	14,513	14,513
	Transfers and subsidies	45,784	42,465	161,034	161,033
	Payments for capital assets	0	0	0	0
	<b>TOTAL</b>	<b>90,195</b>	<b>142,259</b>	<b>228,749</b>	<b>228,748</b>
<b>STAFFING</b>					
	Number of educators (publicly employed)	295	278	275	265
	Number of non-educators (publicly employed)	-	-	-	-
<b>ENROLMENT (PUBLICLY FUNDED ONLY)</b>					
	Grade R in public schools* (a)	31 916	32 428	37 932	37 045
	Grade R in community centres (b)	30 000	24 899	24 000	31 556
	Pre-Grade R in public schools*	1 356	1 375	1 700	1 644
	Pre-Grade R in community centres	This statistic cannot be computed since data sources in this regard are not available in the WCED.			
	<b>TOTAL</b>	<b>63 272</b>	<b>58 702</b>	<b>63 632</b>	<b>70 245</b>

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure



ST701	Early Childhood Development- Key trends				
	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual	
<b>POPULATION</b>					
Population aged 5 (c)	90 975	91 757	92 829	92 829	
<b>▶ PERFORMANCE MEASURES</b>					
▶ PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)	68.1%	62.5%	66.70%	73.9%	
▶ PPM701: Number of practitioners enrolled for ECD learnerships (full qualification)			3 000	3 000	
<b>Early Childhood Development: Performance measures</b>					
▶ PM 701: Percentage of learners in publicly funded Grade R					
The target was exceeded as a consequence of the enhanced emphasis on this sector, accompanied by extra funding and more staffing.					
▶ PPM701: Number of practitioners enrolled for ECD learnerships (full qualification)					
Target met.					

PRIORITY FROM APP	PROGRESS
<p>Issuing of 240 kits consisting of equipment for indoor and outdoor learning to selected public primary schools across the Western Cape</p> <p>Provision of training for each Grade R practitioner at such a school in the use of the equipment.</p> <p>Ensuring that there is adequate LTSM for the delivery of quality teaching and learning</p>	<p>The LTSM tender for the provision of 240 ECD indoor and outdoor resource kits was re-advertised in January 2009. The evaluation of the samples provided by the bidders was completed in February. The 240 ECD indoor and outdoor kits were delivered to selected public ordinary schools.</p> <p>All 135 Jungle Gyms were installed at selected NO1 &amp; NO 2 schools across the province. The contractor for the erection of the fencing defaulted and the Supply Chain will re-advertise the tender.</p>
<p>Conducting of an audit to reflect where and how resources can be allocated appropriately. The scope of the study is to inspect enrolment, teacher qualifications/development needs, registration of sites, allocation of LTSM, training for management committees at community sites etc.</p>	<p>The verification of the audit data is still in process. A service provider will be contracted in the new term to capture the audit data and compile a final report.</p> <p>According to the requirements from DoE, all community sites are requested to register as independent schools. The education district ECD officials distributed the new registration forms to all community sites.</p> <p>CEMIS registration forms have also been distributed to independent schools in all districts.</p> <p>The CEMIS registration of the Grade R learners at independent schools is currently in process.</p>
<p>Establishment of 24 model Grade R classes at public primary schools across the Western Cape. Each Model Grade R class will receive indoor and outdoor equipment. These sites will be used as to demonstrate best practice and will be used for in-service training for all Grade R practitioners and Foundation Phase teachers in their respective communities.</p>	<p>The 24 model Grade R sites have purchased the additional resources required. These consist of tricycles, bicycles, prams, wheelbarrows, fencing around the play area and more reading material, puzzles and games.</p> <p>The three model sites in Central district have installed lofts in their classrooms. ECD practitioners from neighbouring schools were invited to view these lofts to see how this additional space could be utilised effectively for Grade R learners.</p>
<p>Phasing in of 6000 new learners into Grade R classes. Increase of the Grade R subsidy to R8 average per learner capita from the start of the year, to be effected across all the quintiles</p>	<p>During 2008/09 a total of 161 new ECD sites were registered and 4380 new learners have been enrolled in Grade R.</p> <p>366 Grade R learners are transported to school as part of the Learner Transport Scheme Pilot project that is currently being conducted in the rural districts. Monitoring and evaluation of the pilot will be conducted. The M&amp;E will reveal the possible challenges regarding the safety and security of the young children, investigate and make recommendations for an alternative method of transporting Grade R learners and also estimate the cost implications for the expansion of the project.</p> <p>The Grade R learner subsidy was increased and backdated to April 2008.</p> <p>Quintiles 1 &amp; 2 from R9 to R12 per learner per day  Quintile 3 from R8 to R9 per learner per day  Quintile 4 from R4 to R6 per learner per day  Quintile 5 from R4 to R5 per learner per day</p> <p>Most of the eligible public ordinary and independent schools received their increased subsidies by the end of the financial year. All eligible public ordinary and independent schools received the increased learner subsidy.</p>

PRIORITY FROM APP	PROGRESS
Building of 111 Grade R classrooms	<p>The different service providers built a total of 161 classrooms at 119 schools. To date 149 classrooms have been completed, while the remaining classrooms are at different stages of completion and will be ready for Grade R learners by June 2009.</p> <p>Due to financial constraints, two of the service providers could not complete their allocated classrooms on time and this has caused a delay. One of the service providers has now completed the building of their classrooms and the second service provider's classrooms are in different stages of completion.</p> <p>The 161 classrooms consisted of 37 concrete classrooms, 122 mobile classrooms, and 2 brick and mortar classrooms.</p> <p>The schools that received new classrooms also received additional funding to purchase classroom furniture and learning and teaching support material (LTSM).</p>
Offer the ECD 900 practitioners who will be completing their learnerships an opportunity to continue to the next level and so improve their ECD qualifications and skills. Some practitioners have already completed their training: 88 Practitioners were certified competent by the Klein Karoo Resource Centre.	<p>The ECD Level 5 practitioners who were enrolled at CECD and ELRU were presented with their ETDP-SETA certificates of competence.</p> <p>The training of 1500 ECD practitioners has been completed. The ETDP SETA has completed the verification of the results.</p> <p>An external service provider has completed the monitoring of the ECD level 5 training. The final report is on hand.</p>
Commence training of a new intake of 1000 Level 1, 4 & 5 practitioners at day-care centres and crèches in April/May 2008. The training providers are the FET colleges and NGOs across the province.	<p>The training of 1000 ECD practitioners on ECD Levels 1, 4 and 5 is now in full swing.</p> <p>A service provider will conduct the monitoring of the training.</p>
Commence training of a new intake of 1700 Level 1 practitioners in January 2009. The training providers are the FET colleges and NGOs across the province.	<p>The training of 1700 ECD practitioners on ECD Level 1 commenced in January 2009.</p> <p>In the new term, the ECD practitioners who were declared competent will progress to the next level and will commence their training on either level 4 or level 5.</p>
Investigate and establish an ECD Enrichment Centre at one of the WCED ECD sites. This will take place in partnership with an appropriate FET college. The internship centre will support in-service training.	<p>The centre is now fully operational and additional resources were purchased for ECD students to use for their demonstration lessons. The College of Cape Town uses the centre for in-service training for under-qualified ECD teachers.</p>
Provide all registered community sites with appropriate management training in the roles and functions of office bearers, financial management, fundraising etc	<p>Information sessions for the management of independent schools were held in most of the education districts.</p> <p>A nominated task team will compile a training manual to be used in the next phase of management training.</p>
Advocacy and recruitment of additional learners, particularly in the rural and poor areas	<p>The planning for the ECD conference to be held in September 2009 is on track. A submission requesting permission to host the conference was drafted.</p>
Establishment of classes in public schools where space allows	<p>The IMG minute was drafted. In the IMG minute public schools that are offering Grades 1 – 3 and have the necessary space for a Grade R class will be encouraged to start such a class in 2009-2010.</p> <p>The IMG minute will be sent to all schools in the new term.</p>

PRIORITY FROM APP	PROGRESS
Ensuring that there is ongoing in-service training for practitioners	Training for practitioners requiring upgrading is available at FET colleges.
Continue to support the DSD in upgrading the qualifications of care-givers/practitioners in terms of the EPWP	All FET colleges and NGEOS are involved in the training of the 2400 ECD Learnerships and the additional 1000 ECD Learnerships. DSD is provided with regular progress reports of the training conducted at these sites. External monitoring and evaluation of the training has been completed and the final report is on hand.
Monitoring of ECD which is to be done at education district level by IMG ECD advisers/circuit teams (curriculum advisers)	Regular monthly written feedback on the monitoring of ECD sites is required from education district IMG ECD advisers. These monthly reports are received at Head Office.

### Specific challenges and responses and issues requiring ongoing attention

<b>Challenge 1:</b> Low literacy levels of practitioners and members of the SGB
<b>Response to Challenge 1</b> Adult literacy classes will be offered to certain practitioners (e.g. caregivers) and members of the SGB at ECD sites. For other levels, the extension of enrolment in the EPWP programme will help raise the levels. A skills programme for 60 ECD practitioners' assistants will be offered to address the low literacy challenges.
<b>Challenge 2:</b> Gathering of data e.g. Snap survey
<b>Response to Challenge 2</b> The education districts assist by arranging meetings where practitioners and members of the SGB can fill in the necessary forms and then send them to the Knowledge Management directorate. In response to the challenge of gathering data, most of the Grade R learners at independent schools are now registered on CEMIS. All community sites, irrespective of previous registrations, are also required to register as independent schools. This new registration requirement is in accordance with the national Department of Education's prescript. The SGBs of independent schools will receive CEMIS training in October so that the registration and maintenance of their Grade R learners' data will become more manageable and accurate.

### Issues requiring ongoing attention

Access to many rural and remote sites remains a challenge. 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 the following:

- Low literacy levels of practitioners at community sites, which contributes to forms not being returned and impedes interpretation of official documents, such as the Snap Survey forms, NCS documents and circulars
- The overloading of education district officials, who are therefore not able to visit the sites regularly to ensure quality programmes are being offered
- The stipend for rural ECD practitioners on the learnership programme, which is insufficient, as the transport costs to the colleges are very high. The practitioners are required to pay for these additional costs and very often this contributes to a high rate of absenteeism and a high dropout rate.
- The per capita Grade R learner subsidy, which must be reviewed annually so that the allocation is aligned to the inflation rate
- Infrastructure: The provisioning of Grade R classrooms to schools that do not have the necessary accommodation or which have unsuitable accommodation should be continued.

These issues are receiving continued attention to improve the efficiency and effectiveness of the ECD sector.

## 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 Elihlumayo*

- 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 schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support	▶ PPM 801: Life Skills and HIV/AIDS Programmes: Annual percentage HIV prevalence levels amongst youths 15-19 years ▶ PPM 802: Percentage of public schools with at least one computer facility for teaching and learning

### Programme policy developments 2008/09

No new developments

ST801	Auxiliary and Associated Services - Key trends	2006/07 Actual	2007/08 Actual	2008/09 Target	2008/09 Actual
<b>PAYMENTS BY SUB-PROGRAMME (R'000)*</b>					
	8.1 Payments to SETA	3,756	3,944	4,255	4,255
	8.2 Conditional grant projects	11,872	13,001	13,847	13,727
	8.3 External examinations	63,124	64,442	87,865	87,865
	8.4 Teacher training	1,868	1,909	0	0
	8.5 iKapa Eilihlumayo	120,225	111,702	105,282	105,282
	<b>TOTAL</b>	<b>200,845</b>	<b>194,998</b>	<b>211,249</b>	<b>211,129</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*</b>					
	Current payment	87,197	88,070	112,582	112,552
	Compensation of employees	41,321	47,407	63,194	63,194
	Educators	22,313	24,178	21,207	21,207
	Non-educators	19,008	23,229	41,987	41,987
	Goods and services and other current	45,876	40,663	49,388	49,358
	Transfers and subsidies	113,557	106,892	98,422	98,422
	Payments for capital assets	91	36	245	155
	<b>TOTAL</b>	<b>200,845</b>	<b>194,998</b>	<b>211,249</b>	<b>211,129</b>
<b>STAFFING</b>					
	Number of educators (publicly employed) (a)	16	19	15	12
	Number of non-educators	142	234	132	114
<b>► PERFORMANCE MEASURES</b>					
	► PPM801: Annual percentage HIV prevalence levels amongst youths 15-19 years	5.6%	4.3%	5.0%	Not yet available**
	► PPM802: Number of public schools with at least one computer facility for teaching and learning		New PPM	1 070	1 029

\*The 2008/09 target for Expenditure is the Final Appropriation 2008/09 figure\*

\*\*\*This data comes from the Annual Ante-Natal Survey of the Department of Health and will only be available in August 2009.

Auxiliary and associated key services: Performance measures
▶ PPM801: Annual percentage HIV prevalence levels amongst youths 15-19 years
This data comes from the Annual Ante-Natal Survey of the Department of Health and will only be available in August 2009.
▶ PPM802: Number of public schools with at least one computer facility for teaching and learning
Exceeded target.

PRIORITY FROM APP	PROGRESS
Provide human resource development in accordance with the Skills Development Act	The Workplace Skills Plan (WSP) for 2008/09 and the Annual Training Report for 2007/08 were signed off by the employee parties and the Head of Department and submitted to the ETDP SETA and the Department of the Premier. Training interventions were rolled out in the education districts and Head Office
Provide for HIV/AIDS life skills education in schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support	HIV/AIDS is primarily reflected in the Life Orientation learning area/subject of the National Curriculum Statement, Grades R to 12, and the teaching thereof is thus obligatory. It is estimated that every learner in the province, in every grade, receives input in this regard. The establishment of an effective, integrated system of prevention, care and support is a complex challenge that requires the mainstreaming of responsibilities within the WCED and the support and promotion of co-operative arrangements and 'public-private partnerships' to ensure that all role-players are acting in support of each other, the WCED and the provincial government (as reflected in the Provincial HIV/AIDS Strategic Plan, 2007-2011). In this regard, the programme continues to perform commendably.
Promote organisational efficiency and effectiveness in the administration of the external examinations	<p>All the examinations and assessment processes have been reviewed, improved and strengthened. In addition, the following has been implemented:</p> <p><b>Managing of irregularities:</b> Structures have been developed for managing examinations and assessment irregularities at school level (School Assessment Irregularity Committee), education district level (District Assessment Irregularity Committee) and provincial level (Provincial Examinations Irregularity Committee).</p> <p><b>Training of examination officials:</b> Training sessions for invigilators, chief markers, internal moderators and markers took place between August and October 2008 and will continue as an annual exercise.</p> <p><b>Examinations and Assessment workshops:</b> The workshops with education district officials, school principals and school management team members took place from 26 August 2008 to 18 September 2008. This proved to be fairly successful. The focus of the workshop was on the effective management of the National Senior Certificate examination. The workshop for 2009 is scheduled from August to September 2009.</p> <p><b>Policy strengthening:</b> Policy gaps have been identified and addressed, for example a regulatory framework for the management, conduct and administration of the Grade 9 CTA has been developed.</p> <p><b>Accountability of examination officials:</b> To ensure accountability of examination related duties, official contracts have been developed for invigilators, chief invigilators, markers, internal moderators etc.</p> <p><b>Advocacy:</b> Posters, banners and bookmarks have been developed and distributed to schools.</p>

PRIORITY FROM APP	PROGRESS
Ensure that the province provides sufficient numbers of appropriately trained educators	198 principals, deputy principals and heads of department were registered as first years. 181 first year students were registered for the NPDE. Educators were also registered for ACE programmes, i.e. Mathematics Literacy, Consumer Studies, School Librarianship, Physical Science, and Life Science. The WCED also assisted educators in EMS, Foundation Phase, Intermediate Phase, Multi-grade and Special Needs & Support.
Provision of 10 <i>Care and Support Strategy</i> resource files to each school community to enable SMT/educators, SGB members and community-based partners to develop social capital and networks of support for orphans and other vulnerable children, inclusive of those affected by AIDS	See under B10 below
Finalisation of and offering of an NQF Level 4 qualification and short course in <i>Basic counselling and referral skills</i> to educators and SGB members from 2008	See under B10 below
Rollout of <i>Schools as Nodes of Care and Support for vulnerable children</i> (SNOC) model to all schools. This will initially focus on the ST21 i.e. 21 (later 27) Social Transformation communities. Included with SNOC is the promotion of service.	See under B10 below
<b>Careers' Development</b> Training of a further 100 teachers in 2008/09	This number (100) was based on the funds received for 2007/2008. Completed.
<b>Focus Schools</b> The completion of the buildings at 5 of the focus schools; the provision of material and equipment; audit of resources; audit of learners entering tertiary institutions; the professional development of the teachers at the 28 schools; learner support through tutorials and Winter/Spring schools; learner subject guidance sessions through a conference and camp; "Artists in residence" programmes; setting of targets for increase in learner numbers and improved results in the specific focused subjects; regular monitoring visits to the 28 focus schools; special training for Life Orientation teachers; exhibitions of work and performances	School halls are being completed at two focus schools. Arts and Culture wing at one school is being completed. Equipment and ICT were provided to all schools. An Asset Management Audit was completed of all resources purchased. Learners were afforded the opportunity to attend Winter School at CPUT and schools assisted with own Spring schools. Learner camps for Arts and Culture learners and learner conferences for Life Orientation were held. There was an "Artists in Residence" Programme at Arts and Culture schools. There were quarterly visits to all focus schools for monitoring and quality assurance. Global Citizenship Training took place for Life Orientation teachers. There were regular performances by Arts learners.
<b>Schools of Skills</b> Addition of two further schools in 2008/09	Workshops at the Khayelitsha School of Skills and at Cafda Primary in Retreat have been completed. These schools will enrol learners as from 1 April 2009.

### Specific challenges and responses

<b>Challenge 1:</b> The Khanya project has been in operation for the past seven years and some of the older installations are now requiring maintenance.
<b>Response to Challenge 1</b> During the year under review the server infrastructure at 74 schools was replaced thereby ensuring continued access to the computer laboratories and use of the computer equipment.
<b>Challenge 2:</b> While stringent security measures are taken to protect technology in schools, increasing criminal activities have necessitated the institution of additional measures.
<b>Response to Challenge 2</b> The WCED improved security at a number of schools and also implemented a project with IT-Crimes, an organisation that works closely with the SAPS. This action has already yielded benefits in that stolen computers and components have been returned to schools in at least 3 cases in the Khayelitsha area.



## 9. Transfer payments

Name of Institution/Beneficiaries	Amount Transferred (R'000)	Compliance with Section 38(1)(j) of the PFMA
<b>Programme 1</b>	<b>31,059</b>	
Of which -		
Telecommunications Project at public ordinary schools	8,877	Yes
Mathematics and Science Project at public ordinary schools	105	Yes
Safe Schools Project at public ordinary schools	15,253	Yes
<b>Programme 2</b>	<b>436,178</b>	
Of which -		
Public ordinary primary schools	274,168	Yes
Public ordinary secondary schools	155,559	Yes
National School Nutrition Programme	5,763	Yes
<b>Programme 3</b>	<b>44,119</b>	
Of which -		
Independent primary schools	19,500	Yes
Independent secondary schools	24,619	Yes
<b>Programme 4</b>	<b>93,919</b>	
Of which -		
Public special schools	93,919	Yes
<b>Programme 5</b>	<b>135,408</b>	
Of which -		
Public FET institutions	58,103	Yes
FET Conditional grant	77,305	Yes
<b>Programme 6</b>	<b>22,020</b>	
Of which -		
Community learning centres	20,020	Yes
<b>Programme 7</b>	<b>160,895</b>	
Of which -		
Early childhood education in public schools	81,790	Yes
Early childhood education in community centres	34,455	Yes
<b>Programme 8</b>	<b>93,597</b>	
Of which -		
ETDP SETA	4,255	Yes
Khanya Project at public ordinary schools	57,773	Yes
IKapa Elihlumayo Projects at FET colleges	6,000	Yes
IKapa Elihlumayo Projects at focus schools	15,569	Yes
IKapa Elihlumayo Projects at schools of skills	10,000	Yes
<b>Total Transfer Payments</b>	<b>1,017,195</b>	

## 11. Conditional Grants

Table: Summary of Conditional Grants for 2008/09 (R'000)

Conditional Grant	Actual Expenditure 2007/08	Roll-over from 2007/08	Total Allocation 2008/09	Total Transfers Received	Actual Expenditure 2008/09	% Expenditure
	R'000	R'000	R'000	R'000	R'000	
HIV/AIDS	13,001	0	13,847	13,847	13,727	99,1
National School Nutrition Programme (NSNP)	53,075	0	86,561	86,561	81,301	93,9
Further Education and Training College Sector Re-capitalisation	80,000	0	77,305	77,305	77,305	100
Provincial Infrastructure Grant	125,642	0	120,475	120,475	120,478	100
<b>TOTAL</b>	<b>271,718</b>	<b>0</b>	<b>298,188</b>	<b>298,188</b>	<b>292,811</b>	<b>98,2</b>

All the requirements according the Division of Revenue Act, 2007 (Act No 1 of 2007) in respect of the above-mentioned Conditional Grants were met, viz.

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

B.10. Life Skills: HIV/AIDS	
KEY PERFORMANCE AREAS	PROGRESS
KPA 1: Advocacy	Intensification of communication and information strategies at all levels - to promote a province-wide Education response to HIV/AIDS. Increased evidence-based refinements and the promotion of a rights-based approach. Misinformation and stigma about HIV/AIDS persist in our school-communities. The advocacy initiative must thus shift away from 'AIDS awareness' towards the promotion of dialogue and participation, to include inter-related psycho-social and economic issues, such as drug and alcohol abuse, the promotion of voluntary counselling and testing (VCT), improved condom access, improved school health services, learner retention strategies for 'orphans' and vulnerable children, and the promotion of socially-oriented 'public-private partnerships' at provincial, district and local levels. A good education remains the best vaccine against HIV. Holistic models such as Health Promoting Schools (WHO), Schools as Nodes of Care and Support (Soul City) and Child-Friendly Schools (UNICEF), and the 'mainstreaming' of responsibilities, will increasingly be promoted in order to overcome a compartmentalised and 'add-on' approach to HIV prevention. 59 parent-community meetings were held this year.
KPA 2: Curriculum	In accordance with national policy and the provisions of the National Curriculum Statement, the teaching of HIV/AIDS and sexuality education is obligatory in every grade, from R to 12. The provincial target of ensuring that 80% of all primary school educators and 80% of secondary school Life Orientation educators are trained to specifically teach about HIV/AIDS life skills in an appropriate manner (as established in 2002), remains intact. Whereas the primary school target has largely been achieved and sustained, the training of Gr 8-9 (GET) and Gr 10-12 (FET) Life Orientation (LO) educators remains a critical challenge that must be urgently addressed - given that so many learners drop out of school after Grade 9 and that so many schools assign non-LO teachers this responsibility. A strategy to infuse HIV/AIDS across the entire curriculum (all subjects/ learning areas) is back on track. This is intended to address appropriate HIV/AIDS content and teaching methodologies in order to avoid AIDS-fatigue, to spread responsibilities amongst all educators – especially in the critical adolescent years - and, through school enrichment activities, to extend learning opportunities beyond the classroom. Against an annual target of 1 000 and a cumulative target of 22 000, 1 995 educators were trained this year, and 24133 since the year 2000.

B.10. Life Skills: HIV/AIDS	
KEY PERFORMANCE AREAS	PROGRESS
KPA 3: Leadership, Management & Governance	Training in this programme, for both school management teams (SMTs) and School governing bodies (SGBs), has been linked to Whole School Evaluation, whole school development and the mandatory development by schools of school improvement plans (SIPs). Training/resource files have been prepared for distribution to all schools and training will be undertaken via the circuit teams. In accordance with the National Education Policy Act: HIV/AIDS Policy for Educators and Learners (1996), it is obligatory for each and every school to develop its own HIV/AIDS Implementation Plan. We have proposed that this rather be incorporated into the SIP of each school. Through a process of resource mapping, schools are encouraged to identify community partners and, where appropriate and/or necessary, to co-opt resource persons onto their SGBs.
KPA 4: Care and Support	<p>Training in the Soul City's 'Schools as Nodes of Care &amp; Support' (SNOC) model for SGBs and school-community partners continues to be rolled out via circuit teams – with an initial focus on the STP-27 areas. A parallel programme for educators will also be rolled out via the circuit teams, supported by 90 purpose-trained departmental psychologists and social workers. An NQF-accredited Counselling short-course has also recently been gazetted, training materials have been prepared and these, too, will be made available for educator training via circuit teams from 2009.</p> <p>As an adjunct to the SNOC initiative, and through the interdepartmental Social Transformation Programme (STP), 27 of the province's poorest communities have been identified for the fast-tracking of social-cluster service delivery – including the rapid processing of social grants, such as the Child Support and Foster Care Grants for orphans and other vulnerable children – thus reducing poverty as a barrier to learning. These areas benefited from 31 service-delivery jamborees during 2008/09.</p>
KPA 5: Peer Education	Each year, more than 7 500 peer educators and 5 000 'young leaders' are involved in implementing the Peer Education and loveLife strategies, now in 213 secondary schools. Of these, 94 are funded via the Department of Health-administered Global Fund, and 25 via the Conditional Grant, with the remainder being independently funded. Contracted non-profit service provider (NPO) 'facilitators' and 'groundBreakers' work with the peer educators and young leaders in schools on a weekly basis - supporting their training and development and school-based programme implementation. These two initiatives are managed jointly with the Department of Health. Collectively, their value-add represents approximately 350 NPO personnel. A further 580 primary schools, in partnership with Soul City, support SoulBuddyz clubs, comprising 20-30 senior primary learners each. An FET college peer education pilot programme (2007-08) has been expanded into all 6 colleges, on 12 campuses. The intention remains to scale up all of these initiatives. A Western Cape Youth Peer Education Association of implementing service providers has been established (to take over from the (now) independent GOLD Peer Education Development Agency).
KPA 6: Teaching and Learning Support Material (TLSM)	TLSM in support of Life Orientation (as well as additional materials in support of the other HIV/AIDS strategies) is distributed to all schools. This TLSM is provided in addition to the schools' own textbook orders. It is furthermore provided at no cost to the school or learner (but constitutes 25% of the approx. R14 per child per annum conditional grant allocation). Learner activity books will continue to be replenished each year, as has been the case since 2002 - for each and every learner in each and every grade, R to 12. The TLSM is supplied in all three languages of the province. The Western Cape is the only province doing this.
KPA 7: Monitoring, Support and Evaluation	Educators are supported via school visits by education district-based HIV/AIDS co-ordinators and fieldworkers, and increasingly via the multi-functional circuit teams. In order to promote self-reliance, each and every school has a designated HIV/AIDS co-ordinator(s). Schools are clustered in geographical groups of 5 to 15 schools, with peer-elected cluster co-ordinators. Clusters meet to identify new challenges, to strategize around locally appropriate responses, and to share best practices. 141 cluster meetings were held during 2008/09, and 1 041 schools were visited to provide support. The investment into mainstreamed and decentralised quality assurance and decentralised support systems will continue to be promoted, and up-scaled. Probably no other WCED programme has been so extensively evaluated!

B.10. Life Skills: HIV/AIDS	
KEY PERFORMANCE AREAS	PROGRESS
KPA 8: Management and Administration	<p>The intent remains to shift this programme to a context from which it can be strategically and transversally managed across all relevant WCED branches and directorates, in close association with related social capital-building programmes and special projects. Furthermore, the intention to mainstream HIV and social capital-building responsibilities - that will mitigate the impact of HIV on Education - will see a greater shift in responsibilities to education districts and circuit teams from 2009/10. The programme will maintain its focus on the medium- to long-term vision contained in the national and provincial governments' 2007-2011 strategic plans, wherein Education's responsibility (in terms of prevention) is to be measured against HIV prevalence levels amongst youth 15-19 and 20-24 yrs. Consequently, the WCED is an active and leading participant in the development of the inter-sectoral provincial strategy (through the Provincial Interdepartmental AIDS Committee and the Provincial AIDS Council), as well as being an active participant in local government (x 33 MSATs or 'Local AIDS Councils') and the NGO/FBO/CBO sectors (especially under the umbrella of the highly-effective NACOSA, whose membership in the Western Cape exceeds 500 NPOs).</p> <p>Note that the Performance Measures (PPMs) used in previous years - which focused mainly upon 'numbers of educators trained' but failed to reflect the full extent of programme implementation, the effectiveness of training or expected behaviour-change achieved - have been dropped. The externally measured antenatal HIV survey for adolescents (and 20-24 yr olds) is a much more meaningful indicator of programme efficacy - where the responsibility for the national and provincial HIV prevention strategies for youth lies largely with Education.</p> <p>Over the four-year period 2004-2007, a 50% reduction in teenage HIV prevalence levels in the Western Cape was seen (8,7 to 4,3%; 2008 figures not yet available). However, we cannot afford to become complacent - it remains incumbent upon the WCED to identify which strategies are most effective, and to strengthen these. Clearly, the WCED's focus on a medium- to long-term strategy (as opposed to short-term, easily achievable targets), its promotion of the mainstreaming of responsibilities across the department, and its promotion of collaborative 'public-private partnerships' - has enabled the programme to increase several-fold the value-add of the conditional grant (CG) investment - and thus, its impact. However, the CG investment remains just R14 per learner per year across the entire programme, including personnel (or R160 over twelve years of schooling) - to ensure that young people remain HIV-free at a time when, in many communities, as many as one-in-two young people are likely to contract HIV in their lifetime - at an estimated net cost-to-state of R1million. This is a slight investment for a potentially valuable, at-risk, human capital resource.</p>

School Nutrition Programme	
Priority	Progress
To ensure adequate access to the National School Nutrition Programme by targeted schools	<p>As a result of the mid-term additional funding received from National Treasury, an additional 100 953 learners could become beneficiaries of the programme. All quintile 1 secondary school learners have been included from January 2009. The total number of learners that receive daily meals has consequently increased from 233 334 to 334 287. 998 primary and secondary schools currently benefit from the NSNP. All learners in national quintiles 1 - 3 primary and quintile 1 secondary schools are now targeted.</p> <p>From January 2009, the quality of the daily meal on three days of the week was increased by doubling the dehydrated vegetable content in soya mince.</p> <p>Training material was developed in respect of capacity building for volunteer food handlers on food and gas safety and hygiene and 155 workshops were conducted for volunteer food handlers regarding food and gas safety and hygiene, bringing the total number of workshops conducted to 794.</p>

School Nutrition Programme	
Priority	Progress
To ensure adequate access to the National School Nutrition Programme by targeted schools (continued)	<p>Nutrition Education posters were developed in the three official languages of the province and distributed to 935 targeted schools.</p> <p>81 needy targeted schools were enabled to purchase mobile kitchens to serve as food preparation areas, bringing the total number of schools that received, or have been enabled to purchase, mobile kitchens, or received mobile kitchen donations to needy schools, to 195. The NSNP funded 63 of the 81 mobile kitchens that were donated during 2008/9 and 12 and 6 of these mobile kitchens were funded by the Peninsula School Feeding Association and Game respectively.</p> <p>Staff training was conducted in respect of bacteriological contamination of food products.</p> <p>Service provider warehouses were visited on a regular basis.</p> <p>The warehouses of all the current and new service providers were monitored on a bi-annual basis to ascertain whether food products comply with prescribed specifications.</p> <p>NSNP training included the following: an educational visit to a large established bakery for educational purposes; food sampling; food and personal hygiene, pest control and the bacteriological risks associated with food.</p> <p>Very good support was received from officials in the Department of Health in respect of food safety and nutrition</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>24 capacity building workshops were conducted across the various educational districts, focusing on the establishment and management of food gardens in schools, soil and water conservation, soil fertility, herbs and their uses and fruit and poultry production. Appropriate demonstrations were also conducted during these workshops. These workshops were attended by 390 educators, parents and learners.</p> <p>A food garden competition was conducted in Education District Overberg. Four participating schools were awarded with cash prizes at a ceremony, which took place in Hermanus.</p> <p>24 additional food gardens were established, which increased the number of food gardens at targeted schools to 284.</p> <p>Eduplant, a project which is run by Woolworths Trust, conducted 5 workshops on permaculture principles in both rural and urban education districts.</p> <p>SEED (School Environmental Education and Development), a non-governmental organisation (NGO) worked with 8 schools in the Mitchells Plain and Gugulethu areas, regularly conducted capacity building workshops on the principles of environmental education and the establishment of an organic garden.</p> <p>Soil for Life, an NGO, worked consistently with 6 schools in Touws River, Mitchells Plain and Gugulethu. This organisation focused on organic farming.</p> <p>A sprout garden project was successfully conducted at two schools in Khayelitsha and Mitchells Plain.</p> <p>Very good support had been received from officials in the Departments of Agriculture and Water and Forestry.</p>

Re-capitalisation of FET Colleges	
PRIORITY	PROGRESS
1. To develop human resources to support the delivery of new and modern programmes by 2009	1080 lecturers and managers were trained and 117 administrative staff were capacitated during 2008/09.
2. To develop systems and procedures to offer new DoE programmes from 2007 and to support increased student enrolment	26 admin systems were upgraded and 25 local networks were installed in 2008/09.

Re-capitalisation of FET Colleges	
PRIORITY	PROGRESS
3. To upgrade/alter and refurbish classrooms, laboratories and workshops that will be used for teaching new programmes. This may include converting existing buildings	Overall figures for 2008/09: <ul style="list-style-type: none"> <li>• 14 engineering workshops</li> <li>• 41 classrooms</li> <li>• 2 offices</li> <li>• 10 computer rooms</li> <li>▪ 615 computer workstations</li> <li>▪ 8 ablution facilities</li> <li>▪ 9 college sites</li> <li>▪ 3 student support centres</li> </ul>
4. To buy or build new classrooms, workshops, offices, land, etc. where there is clear evidence of need	Overall figures for 2008/09: <ul style="list-style-type: none"> <li>• 36 classrooms</li> <li>• 14 workshops</li> <li>• 12 offices</li> <li>• 17 computer rooms</li> <li>• 12 ablution facilities</li> <li>• 3 student resource centres</li> </ul>
5. To upgrade college sites	9 college sites were upgraded in total during 2008/09.
6. To purchase equipment to support teaching and learning	High standard equipment was installed in the following facilities: <ul style="list-style-type: none"> <li>- 113 workshops</li> <li>- 5 offices</li> </ul>
7. To develop curriculum/ programmes and materials	In total 26 362 textbooks were procured during 2008/09

## 12. Capital investment, asset management and maintenance

Government's initiatives to make larger budgets available for infrastructure (thus more projects) and the National Treasury's initiative to improve infrastructure delivery through the Infrastructure Development Improvement Plan (IDIP) are appreciated. This IDIP programme enables provinces to apply proper procedures to determine the gap between the infrastructure available and infrastructure needed.

The above initiatives also call for improved control and monitoring by the initiators of the various programmes and proper regular reporting. However, ensuring proper reporting and the proper control are not done adequately due to the non-availability of personnel for such purposes.

Until all posts on the Directorate: Operational Support and Planning's establishment have been filled, it is a given that service delivery will remain an issue.

At present, the service providers used in the delivery process are the Department of Transport and Public Works as custodian of all provincial land; Programme Management Units (PMU), such as the Independent Development Trust (IDT), Africon and Garden Cities; and school governing bodies. Such relationships are reflected in the Service Delivery Agreement (SDA) or project plans between the WCED and each service provider.

### 12.1 Fixed capital investment

#### 12.1.1 Building projects completed during 2008/09

Summary:

Capital Works	Number of projects completed		Schools
School building projects	Primary schools	5 of 7 (original target of schools to be completed 3)	<p>Completed during second quarter: Dalubuhle PS</p> <p>Completed during third quarter: Aberdare PS, Hindle Road PS</p> <p>Completed during fourth quarter Samora Machel PS, Bardale PS</p> <p>Still under construction: Table View PS (late delivery), Vredenburg PS (late start of construction)</p>
	Secondary schools	2 of 4 (original target of schools to be completed 2)	<p>Completed during first quarter: Khayamandi SS</p> <p>Completed during third quarter: Hindle Road SS</p> <p>Still under construction: Bloekombos SS, Wellington SS (new contract after previous contract was cancelled. The new completion date for this school is only in 2009/10.)</p>

Capital Works	Number of projects completed		Schools
Instruction rooms as part of each new school or as separate projects	Primary schools	Completed 209 of 268 (original target of classrooms to be completed was 165)	<p>Completed during first quarter: Kuyasa PS (15), Hlengisa PS (4)</p> <p>Tanqua PS (2) was cancelled when the school was closed during the first quarter.</p> <p>Completed during second quarter: Dalebuhle PS (18), Attie van Wyk PS (1), Bloekombos PS (4), Enkululekweni PS (8), Entshona PS (6), Klapmuts PS (6), Seekoegat (NGK) PS (1), Kliprivier PS (1), Ongelegen PS (1), Kommandantsdrift PS (1), Franken PS (1), Brakfontein PS (1), Hartenbos LS (1), Hillcrest PS (3), Bongolethu PS (6), Saturnus PS (2), Avontuur PS (1), Kranshoek PS (2), Phakamisani PS (2), Hermanus LS (1), Kleinmond PS (3), Citrusdal PS (2), Kapel PS (2).</p> <p>Completed during third quarter: FJ Conradie PS (2), AH Barnard PS (4), Hindle Road PS (15), Aberdare PS (15)</p> <p>Completed during fourth quarter Samora Marchel PS (30), Bardale PS (28), Marine PS (3), St Albans PS (2), Victoria PS (1), Blackheath PS (2), Temperance Town PS (1), Ekuthuleni PS (1), Pineview PS (1), Die Bron PS (2), Weltevrede PS (6), Zeekoegat S (3)</p> <p>Under construction: Gordons Bay PS (3), Chris Nissan PS (4), Bastion LS (2), Table View PS (30), Vredenburg PS (22)</p>
	Secondary schools	Classrooms at secondary schools - 57 of 127 (original target of classrooms to be completed was 83)	<p>Completed during first quarter: Wellington SS (6)</p> <p>Completed during second quarter: Imizamo Yethu SS (3), Thembaletu SS (1), Wittedrift SS (1), Villiersdorp SS (1)</p> <p>Completed during third quarter: Hindle Road SS (30)</p> <p>Completed during fourth quarter: Wellington SS (6), Groendal SS (1), Silversands SS (6), Umyeso Wama Apile CS (2)</p> <p>Still under construction: Bloekombos SS (33), Wellington SS (33), Hopefield HS (4)</p>



Capital Works	Number of projects completed		Schools
	Special schools	Classrooms at special schools – 4 of 4	Completed during the second quarter: Beacon School (2)  Completed during third quarter: Klein Karoo School (2)
	Relocation of mobile classrooms	36 mobile classrooms relocated (original target of classrooms to be relocated was 23)  15 dilapidated and unsafe mobile classrooms were also removed from school premises.	First quarter: Four mobiles (4) were relocated from Elsies River to Kleinmond PS.  Second quarter: 13 mobiles were relocated from Smutsville to Brakfontein (1), Franken PS (1), Kliprivier PS (1), Kranshoek PS (2), Ongelegen PS (1), Saturnus PS (2), Imizamo Yethu SS (3), Thembaletu SS (2).  Third quarter Enkululekweni PS (6)  Fourth quarter 10 mobiles were relocated from Samora Marchel PS to Simanyene SS. 3 mobiles were relocated from Samora Marchel to West Riding PS.  Removal of dilapidated classrooms Four (4) from Boundary PS Five (5) from Iketlo PS Three (3) from Simonstown HS Three (3) from Gansbaai PS
	Forums	Primary schools – 1 of 1	Second quarter: Mzamomtsha PS completed
		Secondary schools – 0 of 0	
Toilets	Primary schools	107 of 149 (original target of toilets to be completed was 95)	Completed during the second quarter: St Boniface PS (8 WCs)  Completed during the third quarter: Hindle Road PS (16), Aberdare PS (16)  Completed during fourth quarter Samora Machel PS (27), Bardale Prim Skool (28), Bitterfontein PS (8), Eden Training Centre (4)  Still being planned or under construction: Table View PS (27), Vredenburg (15)

Capital Works	Number of projects completed		Schools
	Secondary schools	62 of 193 (original target of toilets to be completed was 131)	Completed during first quarter: Khayamandi SS (34)  Completed during third quarter: Hindle Road SS (28 )  Bloekombos SS (34), Wellington SS (34), Gansbaai SS (29), Wallacedene SS (34)
Upgrading projects	Primary schools	2 of 3 (original target of administration blocks was 4)	Administration blocks – Leiden Avenue PS, Rainbow PS, Gansbaai PS  Completed during fourth quarter: Leiden PS, Rainbow PS  The administration block of Gansbaai PS is still under construction.  Klapmuts PS project cancelled
		Secondary schools – 0 of 2	Masibambane SS, Waveren SS
		Special schools – 1 of 1	Completed second quarter: JD Crawford PS

### 12.1.2 Maintenance projects undertaken during 2008/09

Number of projects	Budget for 2008/09 R'000	Estimated final cost R'000
522	R52,363m	R49,110m

\*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 R15 billion. According to the Civil Service Code, 1,5% of the replacement value of a building should be made available annually to maintain for maintenance. An amount of R226 million, before escalation, should thus be budgeted annually to maintain education buildings in the Western Cape. The maintenance budget for 2008/9 was R52,363 million. This amount represents only 33% of what is actually required to maintain the WCED school buildings. At this rate, the maintenance backlogs are increasing.

#### Expanded Public Works Programme (EPWP)

The Buildings Facilities Maintenance Programme (BFMP) has been implemented at 480 schools. Activities involved are cleaning of plots, grass cutting, deep cleaning of toilets, provision of training, equipment and resources for BFMP workers, cleaning of classrooms and cleaning of rainwater gutters. The following type of maintenance tasks were included in the programme and are thus also receiving attention:

- Plumbing and drainage repairs
- Repair and/or replacement of rainwater systems
- Flooring, ceiling and wall repairs
- Door and lock repairs and replacement
- Window frame repairs
- Paintwork and re-decoration.
- To date jobs have been created for 6 797 persons, of whom 293 were male youth, 739 female youth, and 1 291 were males and 4 474 females.

## 12.2 Asset management

### Immoveable 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 moveable assets

#### Head Office and Education Districts (including offices linked to Education Districts)

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 education district offices were purchased from Head Office and were 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 stocktake (February/March) were undertaken.

The following measures were taken to ensure data integrity to support 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
- Signing off of inventories by the responsible officials and certification by the Responsibility Managers
- Issuing of circulars in line with Chapter 10 of Treasury Regulations
- Outlining of the procurement procedures for assets in the Accounting Officer's System
- Monthly reconciliation of purchases on LOGIS and the expenditure on BAS
- Maintenance of an asset register containing 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 moveable asset register in all of the asset categories indicated by Treasury and were allocated unique numbers (bar codes).
- Responsibility managers are responsible for the safeguarding of their assets.
- All moveable assets were recorded on an inventory per cost centre and location. Inventories were certified as correct by the cost centre managers and are kept in a visible place at each location.

### Schools

The WCED purchased furniture and labour saving devices for schools and these items do not form part of the WCED Asset Register. In terms of the South African Schools Act, 1996 (Act No 84 of 1996), these are considered to be inventory items of the schools. Schools must, therefore, report on these inventory items in their annual financial statements. The WCED Asset Register reflects only the inventories for Head Office and the education districts and their respective service points.

### Plans regarding moveable assets, such as motor vehicles

The Provincial Department of Transport and Works (Government Motor Transport) manages the provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles. They see to the licensing, maintenance and re-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 and monitors vehicle use by means of log sheets.

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 done by the Asset Management section with the assistance of temporary staff.

### **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 Human Capital Development Strategy (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 and 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 2007-2011 has been developed and has already been endorsed by the Provincial AIDS Council.

The ABET subdirectorates 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.

#### **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.

#### **13.3 Public entities**

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

### 13.4 Public-private partnerships and 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 education districts) 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. At present, the planning of the new school has been completed and the project advertised.

Garden Cities Pty Ltd plans and manages the construction of school halls. The construction of the halls at Matthew Goniwe SS (Khayelitsha), Intshukumu Comprehensive School (Guguletu), Knysna SS (Knysna), Rocklands SS (Mitchells Plain), Sarepta SS (Kuil's River), Scottsville SS (Kraaifontein), Phoenix SS (Manenberg) and Mountview SS (Hanover Park) were completed during 2007/08. At present the hall of Mzamomtsha PS is still under construction.

The following institutions have also been involved in working with the WCED:

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 2008/09 financial year.

The department has set up the Western Cape Education Foundation to forge partnerships with private sector organisations, and to secure additional funding for education delivery in the province. To this end, the Foundation has achieved the following levels of success over the past three years:

#### PETROSA - WCED

This is a joint venture for the construction of a much-needed primary school in Vredenburg.

Value: R31 429 174 (R15 Million donation from PetroSA)

#### TRANSNET FOUNDATION

The following service providers were funded by the WCEF through funding from the Transnet Foundation.

Project 1: Primary Science Project

The aim of this project is to offer courses for teacher development and classroom innovation focusing on the Natural Sciences, Literacy, Numeracy and the Social Sciences.

Value: R100 000

#### Project 2: Brite Ideas-523 Mini-Lab Project

BI-523 will provide three comprehensive Natural Science mini-labs to four schools that cover all four Natural Science spheres in the curriculum and provide training in the use of the Natural Science mini-labs to three educators per school at the four schools.

Value: R72 000

#### BYTES TECHNOLOGY

The WCEF was the conduit for this Khanya-initiated partnership. This is a partnership project between Khanya, Bytes Technology, Dell Foundation and Anglo American Chairman's Fund.

This project aims to select a group of candidates within previously disadvantaged communities with a NQF level 4 qualification and with foundational skills in English and Mathematics and provide training in a ICT Learnership programme. The project objective is to train and practically expose the learner to the following core and elective unit standards of the Level 5 System Support qualification:

- Understanding network architecture principles
- Design, implement and maintain a local area network
- Install, configure and administer network clients in an enterprise environment
- Install, configure and administer network servers in an enterprise environment
- Design an active directory implementation for the enterprise
- Monitor network performance
- Implementing network security
- Effective management of users on the network
- Network testing and troubleshooting

Value: R1.5 million

#### SANLAM

The WCEF was the conduit for this WCED-initiated partnership.

HALSSS will within the framework of the broader objective of the Directorate: Curriculum Development of the WCED: Infuse HIV & Aids Life Skills within the Curriculum through:

- Virtual reality in the classroom;
- LTSM;
- Creative writing, sport and creative arts; and
- Mathematics, Science and Technology (MST).

Value: R300 000

#### CERTIFICATE IN SCHOOL BUSINESS ADMINISTRATION PROJECT

The WCEF was the conduit for this partnership. The course is a partnership between the WCED, Manchester Metropolitan University (MMU – UK), National College for School Leadership (NSCL- UK), the Institute of Administrative Management (IAM) and SABISA (Southern African Bursars of Independent Schools Association) and ABSA. The aim is to ensure that the administrative staff at schools is fully equipped to provide the administrative duties deemed necessary for the smooth, safe and efficient management of the school.

- Manage resources with educational institutions
- Understand the political, social, legal and technological environment in which they work
- Enhance and renew understanding of administration and management in an educational context
- Evaluate, analyse and undertake management strategies that support curriculum and learning development.
- Illustrate and develop management and decision-making skills
- Understand the nature of effective schooling in the Twenty-first Century
- Train the trainers who will deliver the course in the Western Cape (FET and UWC lecturers) so as to grow our own trainers

Value: R181 273.45

#### BP SOUTHERN AFRICA

Comprehensive and strategic feasibility study on the development of BP-Funded Science clubs in Dinaledi/MST schools in the Western Cape Province. This study sets out to research, investigate and assess the viability and efficacy of the development, progression and sustainability of the Science clubs in these schools. The funding includes provision for a business plan for a pilot of Science clubs in 15 Dinaledi schools.

Value: R500 000

#### VUKANI GAMING

This is a Youth Leadership Development Project – to develop and nurture youth leadership towards strengthening the Representative Council of Learners' platform. The objectives are to:

- Establish a platform for Youth Leadership Development
- Set up an IT Platform for youth leaders to communicate with one another
- Move swiftly to introduce the initiatives which are focused predominantly on youth empowerment and expansion of critical skills

Value: R1 million

#### VODACOM-GARDEN CITIES

This is a joint venture for the construction of a hall, built to plans commissioned by Garden Cities' Archway Foundation, at Westridge Secondary School.

Value: R4 million (R2 million + R2 million)

<b>Summary: Performance Measures</b>			
<b>Programme / Sub-programme / Performance Measures</b>	<b>Planned Estimated Target 2008/09</b>	<b>Actual Achieved Target 2008/09</b>	<b>Difference between Estimate and Actual Performance</b>
<b>QUARTERLY OUTPUTS</b>			
<b>Programme 1: Administration</b>			
Number of schools implementing the School Administration and Management System	1 455	1 452	-3
Number of schools that can be contacted electronically by the department	1 455	1 450	-5
<b>Programme 2: Public Ordinary Schools</b>			
Number of learner days covered by the nutrition programme	39 950 000	63 848 817	23 898 817
Number of public ordinary schools with water supply	1 455	1 452	-3
Number of schools with an adequate number of functional toilets	714	992	278
Number of learners benefiting from scholar transport	46 500	44 496	-2 004
<b>Programme 3: Independent School Subsidies</b>			
Number of funded independent schools visited for monitoring purposes	45	93	48
<b>ANNUAL OUTPUTS</b>			
<b>Programme / Sub-programme / Performance Measures</b>	<b>Planned Estimated Target 2008/09</b>	<b>Actual Achieved Target 2008/09</b>	<b>Difference between Estimate and Actual Performance</b>
<b>Provincial Education Sector</b>			
Number of children of compulsory school-going age that attends schools	618 767	625 835	7 068
Number of youths above compulsory school-going age that attends schools and other educational institutions	213 693	208 293	-5 400
Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	102.9%	103.8%	0.9%
Years input per FETC graduate	No target provided and no data recorded		
Average highest school grade attained by adults in population	9.6	9.6	0
Adult literacy rate	95.7%	95.7%	0
<b>Programme 1: Administration</b>			
Number of black women in senior management positions	16	15	-1
Percentage of current expenditure going towards non-personnel items	22.96%	21.1%	-1.86%
<b>Programme 2: Public Ordinary School Education</b>			
Number of learners in public ordinary schools with special needs	14 200	12 349	-1 851
Number of public ordinary schools with electricity	1 455	1 452	-3
Expenditure on maintenance as a percentage of the value of school infrastructure	0.30%	0.50%	0.2%
Number of schools with more than 40 learners per class	0	0	0
Number of non Section 21 schools with all LTSMs and other required materials delivered on day one of the school year	425	422	-3
Number of schools with Section 21 status	1 030	1 032	2
Number of working days lost due to educator absenteeism in public ordinary schools	320 000	322 924	2 924
Number of learner days lost due to learner absenteeism in public ordinary schools	No target set	Only sample data recd	N/A



<b>ANNUAL OUTPUTS</b>			
<b>Programme / Sub-programme / Performance Measures</b>	<b>Planned Estimated Target 2008/09</b>	<b>Actual Achieved Target 2008/09</b>	<b>Difference between Estimate and Actual Performance</b>
<b>Provincial Education Sector</b>			
<b>2.1 Public Primary Schools</b>			
Repetition rate in Grades 1 to 7	7.8%	9.0%	1.2%
Number of learners in Grade 3 attaining acceptable outcomes in Numeracy and Literacy	Literacy: 39 596 Numeracy: 25 765	Literacy: 39 654 Numeracy: 25 942	Literacy: 58 Numeracy: 177
Number of learners in Grade 6 attaining acceptable outcomes in Mathematics, literacy and Natural Science	Testing only done every 2nd year	Testing only done every 2nd year	Testing done only every 2nd year
<b>2.2 Public Secondary Schools</b>			
Number of girl learners who take Mathematics and Science in Grades 10 to 12	23 813	21 722	-2 091
Repetition rate in Grades 8 to 12	18.7%	20.18%	1.48%
Pass ratio in Grade 12 examinations	40.0%	39.2%	-0.8%
Pass ratio in Grade 12 for Mathematics and Science	19%	9.19%	-9.81%
Number of learners in Grade 9 attaining acceptable educational outcomes in all learning areas	60 639	46 409	-14 230
<b>Programme 4: Public Special School Education</b>			
Number of children with special needs aged 6 to 15 not enrolled in educational institutions	6%*	6%*	0
<b>Programme 5: Further Education and Training</b>			
Number of FET students relative to youth in the province	16.2%	25%	8.8%
Number of female students who are in technical fields	8 500	1 810	-6 690
FET college throughput rate	72.89%	53.10%	19.79%
Number of learners placed in learnerships through FET colleges	1 090	4 200	3 110
<b>Programme 6: Adult Basic Education and Training</b>			
Number of ABET learners relative to adults in the province*	0.05%	0.05%	0
<b>Programme 7: Early Childhood Development</b>			
Number of learners in publicly funded Grade R	63 632	70 245	6 613
*Note that this data represents a ratio and is based on the General Household Survey.			

## **APPENDIX A: PERFORMANCE MEASURES – 2008/09**

### **► PM001: Percentage of the children of compulsory school-going age that attends 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 are being complied with in respect of compulsory schooling.

#### 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 that attends 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 (which push the percentage up); number of poor children who are not in school (and therefore receive no education funding); and problems in attracting teachers to rural areas (which last two 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 services of an analyst were sourced to begin with the implementation of a link between CEMIS and SAMS.

► **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 communicate swiftly, and at a low cost, 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 (senior) management positions**

This is the percentage of black women in management positions. Although employment equity covers a number of areas, the percentage of 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 and 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 the sanitation section of the ASS. The "total number of classrooms used for teaching" or the "total number of learners per school" are also to be 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 the PED's 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 that depend on the department for the procurement of textbooks and other LTSMs that have received all the ordered goods by the first day of the school year.

Source:

The Directorate: Operational Support Unit 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 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.

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

This is the number of 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.

► **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.

► **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.

► **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 National 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:

National Senior Certificate 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.

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

This is the total number of National Senior Certificate passes in a year, divided by the total number of 18-year-olds. This is not the same as the National Senior Certificate 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 of youths who write the examinations, also pass them.

Source:

The National Senior Certificate Examination report for the previous year. The population of 18-year-olds is 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 National 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 National Senior Certificate Examinations database contains information about the number of learners that passed the National 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 district offices

► **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 data 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 its 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 is 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 has 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 education districts. 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 ENDING 31 MARCH 2009.

#### 1. Introduction

The Audit Committee is pleased to present its report for the above-mentioned financial year ending 31 March 2009.

#### 2. Audit Committee Members and Attendance

The Audit Committee consists of the members listed below. It is required to meet a minimum of FOUR times per annum as per its approved Terms of Reference. During the current year, SIX meetings were held:

#### 3. Members for the year Number of Meetings Attended

Mr RG Nicholls (Chairperson – contract expired 31 July 2009).	6
Dr L Kathan	6
Ms B Daries	6
Ms P White	6
Mr L Mdunyelwa	2

(Appointed committee member on 1 October 2008 and has subsequently been appointed as the Interim Chairperson since the 1 August 2009).

#### 4. 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 further states that it has adopted the appropriate Terms of Reference as its Audit Committee Charter. The Audit Committee has regulated its affairs and discharged its responsibilities in compliance with this charter.

#### 5. Effectiveness of Internal Control

In our opinion, based on reports received from the service providers and through the information reported during our Audit Committee meetings, the operational internal control environment contains significant weaknesses, which must be strengthened in the financial year ending March 2010.

The established structure, the Audit Monitoring Team, has not sufficiently dealt with the findings raised by the Auditor-General and supported by the Audit Committee, the Department of Internal Audit and SCOPA. Although this issue has been reported previously, 36% of these items have still not been addressed.

#### 6. Internal Audit

The Internal Audit changed towards the end of the reporting year from an outsourced provider to in-sourced provider. However, as reported during the last three years, Internal Audit has not operated effectively in creating the necessary positive change because it is still totally, inadequately staffed. As a consequence, the approved 2008/2009 Internal Audit Plan could not be implemented in its entirety.

**7. The quality of In-Year-Monitoring and monthly/quarterly reports submitted in terms of the PFMA and the Division of Revenue Act**

The requirements of the PFMA and the Division of Revenue Act have only been partially met in so far as monthly and quarterly reports are concerned. These reports have not been submitted consistently to the Audit Committee.

**8. Risk Management Function**

The establishment of a Risk Management function has not progressed in accordance with Treasury Requirements, but has subsequently been planned for the attention of senior management during the new financial year.

**9. Evaluation of Financial Statements**

The Audit Committee has:

- reviewed and discussed the audited financial statements to be included in the annual report of the Auditor General and the Accounting Officer;
- reviewed the Auditor General's management letter and management's response thereto; and
- 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 may be accepted and read together with the report of the Auditor-General.

The Department is congratulated once again, for receiving an unqualified audit opinion from the Auditor-General.

**10. Performance Information**

The Auditor-General has identified significant issues relating to the core delivery of education such as the following:

- DORA – HIV and AIDS Grant
- DORA – National School Nutrition Programme Grant
- Dinaledi Schools Initiative
- Learner Transport Scheme
- Supply Chain Management

According to the Auditor-General, these items will form part of their audit opinion from the 2010 financial year. The Department has been requested, therefore, to address these items as part of their ongoing correctional processes, failing which this will result in a qualified audit report in 2010.

**11. Other areas of concern**

The delivery of quality education is hampered by (among other things):

- Inconsistent communication between Head Office, District Offices and schools;
- A lack of clarity of roles and responsibilities between the above-mentioned Head Office, District Offices and schools; and;
- Ineffective internal control mechanisms.

## **Conclusion**

This Audit Committee wishes to reiterate that good corporate governance and effective internal controls, especially in the identified risk management areas, will be prioritised in the new financial year.

As indicated in the previous sub-heading, the core function of the department is an issue needing review and attention, in order to improve the quality of education and levels of performance. Should adequate structures be created, this would contribute significantly to a conducive learning milieu.

**MR L MDUNYELWA  
INTERIM CHAIRPERSON OF THE WESTERN CAPE  
EDUCATION DEPARTMENT AUDIT COMMITTEE  
21 AUGUST 2009**

# Report brands SA schools 'dysfunctional'

MPUMELELO MKHABELA

A HIGH-level panel of education experts has concluded that South African schools are largely "dysfunctional".

In a report, commissioned by former minister of education Naledi Pandor, the Ministerial Committee on a National Education and Evaluation Development Unit found indications of "systematic collapse" in schools. "The committee has received consistent reports from schools about confusion, suspicion, and, at times outrage, about the underlying dysfunctionality of schools," the report says.

"Teachers and principals report about time lost because of absentee teachers, incompetent principals, and under-prepared district officials. The culture of teaching and learning has, for all intents and purposes, disappeared, especially in

rural and township schools."

To resolve the problems, the committee, chaired by renowned educationalist Professor Jonathan Jansen, has recommended the promulgation of legislation "as soon as possible" to establish a permanent independent body to conduct monitoring and evaluation at all schools.

"The unit officials must be endowed with legal and political authority to enter classrooms for purposes of monitoring and evaluation," the report says.

The report indicates that while teachers are often singled out, district and provincial authorities are also to blame for failing schools.

The committee's attention was also drawn to the plethora of policies that require teachers to toil away at endless paperwork, taking the emphasis away from the classroom.

The report has been published for public comment.

## Part 4 – Annual Financial Statements

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WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2008

**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 year under review has been a challenging one, given the outcome of the National Senior Certificate results of the first cohort of Grade 12 learners to write exams under the National Curriculum Statement. Although these results were slightly below those achieved the previous year, the results for the province were still the highest in the country. Through its National Learner Attainment Strategy the department gave special attention to those high schools that obtained a pass rate of below 60% in the previous year. It should be stated that more than 50% of the schools in the programme improved their results above 60%. However, some new schools entered the programme.

The literacy and numeracy levels continued to receive focused attention, with awards for those primary schools which performed well under adverse conditions.

The ECD sector remains high on the priority list, and infrastructure and related services were emphasised. The department is still committed to increasing the intake of learners to ensure universal rollout of Grade R. The FET colleges completed their capital outlay under the Recapitalisation Grant, with three years of capitalisation. The capping of fees for NC(V) courses remains a challenge for the colleges, as they phase out the NAT ED courses.

The department has managed to spend 99.85% of the adjusted budget. The target set by Provincial Treasury is that departments should not under- or over-spend by more than 1%. The statement of performance reflects an under-expenditure of R13,6 million.

The reasons for under-spending include the following.

- Infrastructure under-spending was due to commitment to capital projects which, due to land acquisition challenges, could not be completed.
- WCED did not manage to reach certain targets. In some areas expenditure was slightly below what was planned.
- Where possible the department did institute preventative action by implementing proper planning, doing scenario analysis of challenges and adapting project plans accordingly.

**Virement:**

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

Shifting of R798 000 from programme 1 to programme 4 due to payout of arrear OSD, backdated from January 2008.

Shifting of R15 096 000 from programme 1 to programme 5 due to accumulated leave paid out to CS educators transferred to colleges in terms of the FET Act, No. 16 of 2006, as well as for staff who opted to exit the system.

Shifting of R2 353 000 from programme 1 to programme 5 due to accumulated leave paid out to CS educators transferred to colleges in terms of the FET Act, No. 16 of 2006, as well as for staff who opted to exit the system.

Shifting of R3 273 000 from programme 1 to programme 5 due to additional funds being made available to FET colleges due to the implementation of NC(V).

Shifting of R788 000 from programme 1 to programme 7 due to growth in number of learners who are subsidised in Grade R schools.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2008**

Shifting of R4 287 000 from programme 3 to programme 2, R292 000 from programme 1 to programme 2, R1 049 000 from programme 6 to programme 2 and R6 181 000 from programme 8 to programme 2. These shifts are all due to over-expenditure for goods and services, which resulted from the establishment of a new district office and the refurbishment thereof as well as compensation of employees.

**2. Service rendered by the department**

**2.1 Revenue Policy**

The department charges fees for examination related services, such as marking of scripts, requests for copy of senior certificate, for which tariffs are determined by the National Department of Education.

The department renders a reprographic and printing service to other government departments in the province at a nominal fee charge.

**2.2 Free Services**

The department does not render any free service which could otherwise have yielded significant revenue.

**2.3 Inventories**

The inventory that existed at year-end consisted of work-in-progress related to construction contracts. Work-in-progress is defined as those construction contracts for which services have been rendered, but for which there are retention funds that have still to be paid, as agreed to with the supplier in terms of contractual obligations. The amount for WIP is R125,586 million for the year under review.

**3. Capacity constraints**

Although the department achieves the majority of its targets, certain deficiencies remain. The establishment of circuit teams at district level to provide improved support has been welcomed by schools generally. The department believes that these circuit teams will address some of the challenges schools experience.

Schools are facing challenges in finding appropriately skilled and properly qualified staff for certain subjects. Subjects such as Mathematics and Science are facing critical shortages. The department does have a bursary scheme that partially addresses the challenge. However, the National Department of Education is also investigating possible solutions.

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. The department is filling critical posts on an ongoing basis.

**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 entities that qualify as such and falls under the PFMA act.



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for the year ended 31 March 2008

**6. Organisations to whom transfer payments have been made**

A list of the entities to which transfer payments are being made is reported in Annexure 1C of the annual financial statements. The department effects transfer payments to various educational institutions.

Transfer payments are made to educational institutions in terms of the relevant act of Parliament that governs them. For example, transfer payments are made to public ordinary schools for norms and standards, as set out in terms of the South African Schools Act. Please refer to Annexure 1C for a more detailed explanation for each type of education institution.

The department strictly applies Sec 38(i)(j) of the PFMA, where education institutions that receive transfer payments have to prove that they are spending the funds for the intended purpose. The relevant institutions have to declare and sign a certificate to that effect before the next transfer payment is effected. Then, in terms of the relevant act pertaining to the education institutions, they are also responsible for submitting their audited financial statements by a due date for review and compliance. This process is being monitored on an ongoing basis.

**7. Public private partnerships (PPP)**

The department has not entered into any such arrangement.

**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.

Currently Provincial Treasury conducts the function of internal audit with the assistance of an outside service provider, Sihluma Sonke Consortium. During the course of the financial year, this function was decentralised to the department.

The department has an Audit Committee, which consists of independent members. It is currently in its fifth year of operation. The committee meets regularly and engages constantly with management. The internal audit function reports directly to the Audit Committee.

The department has a Risk Assessment Unit. One of the main functions is to develop a Risk Management Policy in line with Provincial Treasury Risk Management Policy framework. The department established an Enterprise Risk Management Committee, headed by the Superintendent-General. This committee will focus on management of strategic risks for the department. The operational risks are being monitored by the Audit Monitoring Team, which will provide a report to the Enterprise Risk Management Committee.

Annually, senior management members complete and submit a declaration of 'No conflict of Interest'. All bid committee members and all staff in Supply Chain Management also have to declare any conflict of interest.

The safety of learners and educators at schools is a major challenge and the department has formed a partnership with other relevant provincial departments to deal with the issue. The department does have a directorate dedicated to dealing with school safety and drug-related matters.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2008**

**9. Discontinued activities/activities to be discontinued**

None.

**10. New/proposed activities**

None.

**11. Asset management**

The department has achieved all the milestones, as set out in terms of the Asset Management reforms. The asset verification process is undertaken bi-annually to ensure continuous improvement. All assets have thus been captured on the asset register and the state/condition of each asset has been recorded.

**12. Events after the reporting date**

None.

**13. Performance information**

Performance information is recorded on a quarterly basis and submitted to Provincial Treasury. Certain performance information is not available and the department is in the process of identifying appropriate systems and procedures to record the relevant information. The department is piloting an electronic Human Capital Leave Management System (HC-LMS) for capturing of attendance registers. The system is aimed at assisting with the tracking of absenteeism at schools to enable the department to institute measures improve attendance.

**14. 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 the literacy programme 1991/92 – R21.949 million and over-expenditure on the vote of former Administration: House of Representatives 1995/96 – R10.707million	The Western Cape Inherited Debt Relief Act, 2009 (No. 7 of 2009) was passed on 21 April 2009. Provincial Treasury will provide guidance as to how both departments' (15 & 70) books must be cleared. The balance will be cleared in the 2009/10 financial year.
3. Education	<p>Matters of Governance (page 7, par 12)</p> <ul style="list-style-type: none"> <li>▪ Management should enforce stricter controls over the supporting documents of the department. Management should develop a plan to ensure compliance with the implemented controls.</li> <li>▪ Information sharing between DTPW and WCED is not adequate. The WCED should also ensure that information is shared timeously and that both departments are held accountable in ensuring the information is readily available for audit purposes.</li> </ul>	Your recommendations have been noted and will be implemented.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2008**

Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
6. Transversal Matters	<b>Audit Committees</b> The Committee wishes to recommend that regular meetings be held with management of the Departments as per Audit Committee Charter and that they brief the Committee on the effectiveness of internal control in the Departments on a quarterly basis.	Your recommendations have been noted and will be implemented.
	<b>Information Technology</b> All Departments should escalate this matter to the highest level of priority for action and the Department of the Premier should take the lead to prevent a collapse of the IT systems.	Your recommendations have been noted and will be implemented.
	<b>Performance Information</b> Management policies and procedures, including monitoring processes, should be put in place to govern the process of ensuring that the objectives per the strategic plan are aligned to be consistent with the objectives per the budget and annual report. Departments must also brief the Committee regarding the status and correctness of their performance agreements on a quarterly basis.	Your recommendations have been noted and will be implemented.

**15. Prior modifications to audit reports**

The Audit Monitoring Team (AMT) ensured that corrective actions in respect of the Auditor General's recommendations were implemented and provided assistance and guidance to the managers regarding the implementation.

The AMT successfully assisted managers to address the 37 matters listed under Annexure A and B of the Auditor General's management report of 2007-08. The AMT achieved this by tasking the relevant Chief Directors to compile action plans for implementation, and monitoring the progress on a monthly basis.

The department has developed a strategy to deal with the concerns raised around the qualifications of educators and the related subjects they teach. A Qualification Database (QDB) system is being developed for the uploading of teacher qualifications. The system will be rolled out by end of the 2009/10 financial year.

**16. Exemptions and deviations received from the National Treasury**

None.

**17. Other: Transactions from previous dispensation (Mopping up)**

The former Western Cape Provincial Administration and the former House of Representatives inherited old balances from the previous political dispensation that originated prior to the 1994/1995 financial year. The Western Cape Inherited Debt Relief Act, Act No. 7 of 2009 was assented to on 24 April 2009 to authorise the discharge of certain debts of the former Cape Provincial Administration and the former House of Representatives, which were devolved upon the Western Cape Province in terms of the Constitution of the Republic of South Africa, 1993, and are still outstanding; to make arrangements for the settling of accounts in relation to the debts; and to provide for matters incidental thereto.

WESTERN CAPE EDUCATION DEPARTMENT  
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for the year ended 31 March 2008

Since the Debt Relief Act was passed in the 2009/10 financial year, the transactions for the previous dispensation which are currently reflected in the books of account will be addressed in the 2009/10 financial year. To this end, a provision of R818 285.43 has been disclosed in the attached annual financial statements to reveal the Department's intention of writing-off the net balance in the mopping up account during the 2009/10 financial year.

**18. Infrastructure matters: Magqwaka case**

The following is the true reflection of the meeting as confirmed by the Provincial Accountant General on 17 July 2009 per e-mail:

The report, commissioned by the Head of the Department of Transport and Public Works, from an independent advisor expressed views with regard to alleged fruitless and wasteful expenditure on infrastructure projects, namely Western Cape Nurses College, Valkenberg High Care Nurses Admission Unit and schools. The recommendations made by the advisor relating to business processes and controls have been addressed, final accounts have been compiled and the State Attorney has been mandated to recall guarantees. The process forward is to recover any fruitless and wasteful expenditure and to consider the write-off of any irrecoverable fruitless and wasteful expenditure. It was agreed with the Provincial Accountant-General on 16 July 2009, that the transactions will only be recorded in the books of account once the irrecoverable amount is quantified. It was further confirmed that any write-off will be recorded in the books of account of the client department as the provisions for infrastructure delivery in terms of the Division of Revenue Act is vested in the votes of the client departments, namely Health and Education. Notwithstanding the aforementioned, the accounting treatment for fruitless and wasteful expenditure and losses that may arise will be provided by the Provincial Accountant General

**19. Approval**

The Annual Financial Statements set out on pages 11 to 60 have been approved by the Accounting Officer.



.....  
RB SWARTZ  
SUPERINTENDENT-GENERAL  
DATE: 31 MAY 2009



## REPORT OF THE AUDITOR-GENERAL TO THE WESTERN CAPE PROVINCIAL PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF VOTE NO. 5: WESTERN CAPE EDUCATION DEPARTMENT FOR THE YEAR ENDED 31 MARCH 2009

### REPORT ON THE FINANCIAL STATEMENTS

#### Introduction

1. I have audited the accompanying financial statements of the Western Cape Education Department which comprise the appropriation statement, statement of financial position as at 31 March 2009, and the statement of financial performance, the statement of changes in net assets and the cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory notes, as set out on pages 11 to 60.

#### The accounting officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting determined by National Treasury, as set out in accounting policy note 1.1 and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act, 2008 (Act No. 2 of 2008) (DoRA) and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### The Auditor-General's responsibility

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) (PAA) 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 616 of 2008*, issued in *Government Gazette No. 31057 of 15 May 2008*. Those standards require that I comply with ethical requirements and plan the audit to obtain reasonable assurance about 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. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

#### Opinion

7. In my opinion the financial statements present fairly, in all material respects, the financial position of the Western Cape Education Department as at 31 March 2009 and its financial performance and its cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by National Treasury, as set out in accounting policy note 1.1 and in the manner required by the PFMA and DoRA.

## Emphasis of matter

8. Without qualifying my opinion, I draw attention to the following matters:

## Basis of accounting

9. The department's policy is to prepare financial statements on a modified cash basis of accounting, as set out in accounting policy note 1.1 to the financial statements.

## Infrastructure projects

10. With reference to paragraph 18 of the accounting officer's report, the department may have to account for write-offs in terms of alleged fruitless and wasteful expenditure relating to infrastructure projects. The ultimate outcome of the matter cannot currently be determined, and no provision for any fruitless and wasteful expenditure that may result has been made in the financial statements.

## Other matters

11. I draw attention to the following matters that relates to my responsibility in the audit of the financial statements:

## Governance framework

12. The governance principles that impact the auditor's opinion on the financial statements are related to the responsibilities and practices exercised by the accounting officer and executive management and are reflected in the key governance responsibilities addressed below:

## Key governance responsibilities

13. The PFMA tasks the accounting officer with a number of responsibilities concerning financial and risk management and internal control. Fundamental to achieving this is the implementation of key governance responsibilities, which I have assessed as follows:

No.	Matter	Y	N
<b>Clear trail of supporting documentation that is easily available and provided in a timely manner</b>			
1.	No significant difficulties were experienced during the audit concerning delays or the availability of requested information.		■
<b>Quality of financial statements and related management information</b>			
2.	The financial statements were not subject to any material amendments resulting from the audit.		■
3.	The annual report was submitted for consideration prior to the tabling of the auditor's report.	■	
<b>Timeliness of financial statements and management information</b>			
4.	The annual financial statements were submitted for auditing as per the legislated deadlines [section 40 of the PFMA].	■	
<b>Availability of key officials during audit</b>			
5.	Key officials were available throughout the audit process.	■	
<b>Development and compliance with risk management, effective internal control and governance practices</b>			
6.	Audit committee		
	<ul style="list-style-type: none"> <li>• The department had an audit committee in operation throughout the financial year.</li> <li>• The audit committee operates in accordance with approved, written terms of reference.</li> <li>• The audit committee substantially fulfilled its responsibilities for the year, as set out in section 77 of the PFMA and Treasury Regulation 3.1.10.</li> </ul>	■	
7.	Internal audit		
	<ul style="list-style-type: none"> <li>• The department had an internal audit function in operation throughout the financial year.</li> <li>• The internal audit function operates in terms of an approved internal audit plan.</li> <li>• The internal audit function substantially fulfilled its responsibilities for the year, as set out in Treasury Regulation 3.2.</li> </ul>	■	
8.	There are no significant deficiencies in the design and implementation of internal control in respect of financial and risk management.	■	
9.	There are no significant deficiencies in the design and implementation of internal control in respect of compliance with applicable laws and regulations.	■	

No.	Matter	Y	N
10.	The information systems were appropriate to facilitate the preparation of the financial statements.	■	
11.	A risk assessment was conducted on a regular basis and a risk management strategy, which includes a fraud prevention plan, is documented and used as set out in Treasury Regulation 3.2.	■	
12.	Powers and duties have been assigned, as set out in section 44 of the PFMA.	■	
<b>Follow-up of audit findings</b>			
13.	The prior year audit findings have been substantially addressed.	■	
14.	SCOPA resolutions have been substantially implemented.		■
<b>Issues relating to the reporting of performance information</b>			
15.	The information systems were appropriate to facilitate the preparation of a performance report that is accurate and complete.	■	
16.	Adequate control processes and procedures are designed and implemented to ensure the accuracy and completeness of reported performance information.	■	
17.	A strategic plan was prepared and approved for the financial year under review for purposes of monitoring the performance in relation to the budget and delivery by the WCED against its mandate, predetermined objectives, outputs, indicators and targets [Treasury Regulations 5.1, 5.2 and 6.1].	■	
18.	There is a functioning performance management system and performance bonuses are only paid after proper assessment and approval by those charged with governance.	■	

14. Significant delays were experienced in providing expected information and documentation, per the agreed time frames. This is indicative of a situation where there is a lack of ongoing monitoring and supervision as well as a lack of effective control activities surrounding the availability of expected information. The areas of good practices that need to be strengthened to improve this in future years related to the lack of a clear trail of supporting documentation that is easily available.
15. A material misstatement was made in the financial statements submitted for audit purposes. This is indicative of a situation where there is a lack of ongoing monitoring and supervision not undertaken to enable management to determine whether internal control over financial reporting is present and functioning as the schedules supporting disclosure information for commitments was not verified against source documentation.

#### Late finalisation of the audit report

16. In terms of section 40(2) of the PFMA I am required to submit my report to the accounting officer within two months of the receipt of the financial statements. In the interest of improving accountability and finalising internal processes to ensure high quality standards of reporting are maintained, the finalisation of this report was delayed.

### REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

#### Report on performance information

17. I have reviewed the performance information as set out in part 2 on pages 1 to 100.

#### The accounting officer's responsibility for the performance information

18. 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.

## The Auditor-General's responsibility

19. I conducted my engagement in accordance with section 13 of the PAA read with *General Notice 616 of 2008*, issued in *Government Gazette No. 31057 of 15 May 2008*.
20. In terms of the foregoing my engagement included performing procedures of a review nature to obtain sufficient appropriate evidence about the performance information and related systems, processes and procedures. The procedures selected depend on the auditor's judgement.
21. I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for the findings reported below.

## Findings on performance information

### Reported performance information not reliable

#### Lack of source documentation

22. Sufficient appropriate evidence in relation to PM206 "Expenditure on maintenance as a percentage of the value of school infrastructure" for the valuation of R15 052 800 000 (R15 billion) for the replacement value of all immovable school infrastructure made by the quantity surveyors could not be provided.

## OTHER REPORTS

### Performance audits

23. At the time of the audit a performance audit of the department's infrastructure delivery process was in progress. The performance audit focused on the following key elements of the infrastructure delivery process:
  - Demand management
  - Acquisition management
  - Project management and information
  - Commissioning and utilisation

It is anticipated that the report will be tabled by 30 November 2009.

20. A performance audit was conducted at the department of entities that are connected with government employees and doing business with this and other departments of the Western Cape Provincial Government. This report was issued in August 2008 and tabled in June 2009.

## APPRECIATION

21. The assistance rendered by the staff of the Western Cape Education Department during the audit is sincerely appreciated.

*Auditor - General*

Cape Town  
26 August 2009



AUDITOR - GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

<b>Appropriation per Programme</b>									
Programme	2008/09							2007/08	
	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
<b>1. Administration</b>									
Current payment	366,044	(15,648)	(22,600)	327,796	327,796	-	100.0	324,340	324,293
Transfers and subsidies	31,773	3,068	-	34,841	34,841	-	100.0	25,775	25,775
Payment for capital assets	18,312	12,580	-	30,892	30,892	-	100.0	11,355	11,355
<b>2. Public ordinary school education</b>									
Current payment	6,755,647	15,209	11,809	6,782,665	6,779,687	2,978	100.0	5,649,190	5,625,189
Transfers and subsidies	471,029	(17,134)	-	453,895	454,904	(1,009)	100.2	455,644	455,517
Payment for capital assets	185,538	1,925	-	187,463	175,944	11,519	93.9	166,802	141,277
<b>3. Independent school subsidies</b>									
Transfers and subsidies	48,406	-	(4,287)	44,119	44,119	-	100.0	39,712	39,713
<b>4. Public special school education</b>									
Current payment	417,001	(2,836)	798	414,963	414,963	-	100.0	354,586	354,586
Transfers and subsidies	92,591	2,836	-	95,427	95,427	-	100.0	79,739	79,739
<b>5. Further education and training</b>									
Current payment	185,754	-	15,096	200,850	200,850	-	100.0	169,051	169,049
Transfers and subsidies	160,715	-	5,626	166,341	166,340	1	100.0	148,179	148,179
<b>6. Adult basic education and training</b>									
Current payment	5,464	-	(661)	4,803	4,803	-	100.0	6,821	6,585
Transfers and subsidies	22,423	-	(388)	22,035	22,035	-	100.0	19,235	19,236
<b>7. Early childhood development</b>									
Current payment	95,326	(27,611)	-	67,715	67,715	-	100.0	99,794	99,794
Transfers and subsidies	132,635	27,611	788	161,034	161,033	1	100.0	65,010	42,465
<b>8. Auxiliary and associated services</b>									
Current payment	109,974	2,608	-	112,582	112,552	30	100.0	100,572	88,070
Transfers and subsidies	107,366	(2,763)	(6,181)	98,422	98,422	-	100.0	106,891	106,892
Payment for capital assets	90	155	-	245	155	90	63.3	36	36
<b>Total</b>	<b>9,206,088</b>	<b>-</b>	<b>-</b>	<b>9,206,088</b>	<b>9,192,478</b>	<b>13,610</b>	<b>99.9</b>	<b>7,822,732</b>	<b>7,737,750</b>
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts				-				4,637	
Actual amounts per Statement of Financial Performance (Total Revenue)				9,206,088				7,827,369	
Actual amounts per Statement of Financial Performance Expenditure					9,192,478				7,737,750

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

Appropriation per Economic classification									
Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	7,046,663	27,783	15,244	7,089,690	7,089,690	-	100.0	5,919,572	5,904,035
Goods and services	885,190	(58,370)	(10,802)	816,018	813,020	2,998	99.6	769,512	748,261
Financial transactions in assets and liabilities	3,357	2,300	-	5,657	5,657	-	100.0	15,270	15,270
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	-	-	-	-	-	-	-	1	1
Departmental agencies & accounts	4,258	(3)	-	4,255	4,255	-	100.0	3,944	3,944
Non-profit institutions	1,011,469	12,433	(7,715)	1,016,187	1,017,195	(1,008)	100.1	884,157	862,037
Households	51,211	1,190	3,273	55,674	55,673	1	100.0	52,083	51,534
<b>Payment for capital assets</b>									
Buildings & other fixed structures	179,367	(8,693)	-	170,674	162,455	8,219	95.2	165,634	140,109
Machinery & equipment	24,549	12,708	-	37,257	33,857	3,400	90.9	12,428	12,428
Software & other intangible assets	24	10,652	-	10,676	10,676	-	100.0	131	131
<b>Total</b>	<b>9,206,088</b>	<b>-</b>	<b>-</b>	<b>9,206,088</b>	<b>9,192,478</b>	<b>13,610</b>	<b>99.9</b>	<b>7,822,732</b>	<b>7,737,750</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 1 – Administration  
for the year ended 31 March 2009**

Programme per subprogramme	2008/09							2007/08	
	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
<b>1.1 Office of the MEC</b>									
Current payment	3,805	(21)	(283)	3,501	3,501	-	100.0	3,828	3,829
Transfers and subsidies	-	12	-	12	12	-	100.0	-	-
Payment for capital assets	-	9	-	9	9	-	100.0	-	-
<b>1.2 Corporate services</b>									
Current payment	190,769	(3,730)	(11,717)	175,322	175,322	-	100.0	170,263	170,261
Transfers and subsidies	16,819	2,458	-	19,277	19,277	-	100.0	9,233	9,233
Payment for capital assets	12,532	7,128	-	19,660	19,660	-	100.0	7,157	7,158
<b>1.3 Education Management</b>									
Current payment	130,261	(926)	(7,815)	121,520	121,520	-	100.0	123,085	123,084
Transfers and subsidies	14,954	(6,795)	-	8,159	8,159	-	100.0	16,030	16,030
Payment for capital assets	5,780	925	-	6,705	6,705	-	100.0	3,693	3,692
<b>1.4 Human resource development</b>									
Current payment	16,201	855	-	17,056	17,056	-	100.0	12,183	12,137
Transfers and subsidies	-	16	-	16	16	-	100.0	10	10
Payment for capital assets	-	6	-	6	6	-	100.0	21	21
<b>1.5 Education management information systems (Emis)</b>									
Current payment	25,008	(11,826)	(2,785)	10,397	10,397	-	100.0	14,981	14,982
Transfers and subsidies	-	7,377	-	7,377	7,377	-	100.0	502	502
Payment for capital assets	-	4,512	-	4,512	4,512	-	100.0	484	484
<b>Total</b>	<b>416,129</b>	<b>-</b>	<b>(22,600)</b>	<b>393,529</b>	<b>393,529</b>	<b>-</b>	<b>100.0</b>	<b>361,470</b>	<b>361,423</b>

Programme 1 – Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	191 714	726	-	192 440	192 440	-	100.0	170 919	170 919
Goods and services	170 973	( 18 672)	( 22 600)	129 701	129 701	-	100.0	138 151	138 104
Financial transactions in assets and liabilities	3 357	2 300	-	5 657	5 657	-	100.0	15 270	15 270
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	28 489	2 570	-	31 059	31 059	-	100.0	18 724	18 724
Households	3 284	498	-	3 782	3 782	-	100.0	7 051	7 051
<b>Payment for capital assets</b>									
Machinery & equipment	18 288	3 726	-	22 014	22 014	-	100.0	11 224	11 224
Software & other intangible assets	24	8 852	-	8 876	8 876	-	100.0	131	131
<b>Total</b>	<b>416 129</b>	<b>-</b>	<b>( 22 600)</b>	<b>393 529</b>	<b>393 529</b>	<b>-</b>	<b>100.0</b>	<b>361 470</b>	<b>361 423</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 2 – Public ordinary school education  
for the year ended 31 March 2009**

Programme per subprogramme	2008/09							2007/08	
	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
<b>2.1 Public Primary schools</b>									
Current payment	3,794,659	(59,614)	-	3,735,045	3,734,042	1,003	100.0	3,173,954	3,166,584
Transfers and subsidies	286,081	(2,128)	-	283,953	283,953	-	100.0	241,825	262,150
Payment for capital assets	107,127	(31,387)	-	75,740	67,521	8,219	89.1	99,359	74,368
<b>2.2 Public Secondary schools</b>									
Current payment	2,562,969	50,322	-	2,613,291	2,613,291	-	100.0	2,189,102	2,189,103
Transfers and subsidies	183,971	(22,192)	-	161,779	162,788	(1,009)	100.6	193,975	173,523
Payment for capital assets	71,418	26,513	-	97,931	97,931	-	100.0	65,885	65,885
<b>2.3 Professional services</b>									
Current payment	277,847	36,900	11,809	326,556	326,556	-	100.0	207,942	196,241
Transfers and subsidies	825	1,553	-	2,378	2,378	-	100.0	19,652	19,652
Payment for capital assets	3,493	6,681	-	10,174	10,174	-	100.0	1,472	948
<b>2.4 Human resource development</b>									
Current payment	37,063	(6,788)	-	30,275	30,275	-	100.0	25,363	20,431
Transfers and subsidies	-	22	-	22	22	-	100.0	7	7
Payment for capital assets	200	118	-	318	318	-	100.0	16	16
<b>2.5 National school nutrition programme</b>									
Current payment	83,109	(5,611)	-	77,498	75,523	1,975	97.5	52,829	52,830
Transfers and subsidies	152	5,611	-	5,763	5,763	-	100.0	185	185
Payment for capital assets	3,300	-	-	3,300	-	3,300	-	70	60
<b>Total</b>	<b>7 412 214</b>	<b>-</b>	<b>11 809</b>	<b>7 424 023</b>	<b>7 410 535</b>	<b>13 488</b>	<b>99.8</b>	<b>6,271,636</b>	<b>6,221,983</b>

Programme 2 Per Economic classification	2008/09							2007/08	
	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
<b>Current payment</b>									
Compensation of employees	6,147,740	16,676	11	6,164,427	6,164,427	-	100.0	5,106,780	5,091,264
Goods and services	607,907	(1,478)	11,798	618,227	615,259	2,968	99.5	542,410	533,925
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	-	-	-	-	-	-	-	1	1
Non-profit institutions	454,927	(19,757)	-	435,170	436,179	(1,009)	100.2	440,655	440,655
Households	16,102	2,625	-	18,727	18,727	-	100.0	14,988	14,861
<b>Payment for capital assets</b>									
Buildings & other fixed structures	179,367	(8,693)	-	170,674	162,455	8,219	95.2	165,634	140,109
Machinery & equipment	6,171	8,827	-	14,998	11,688	3,310	77.9	1,168	1,168
Software and other intangible assets	-	1,800	-	1,800	1,800	-	100.0	-	-
<b>Total</b>	<b>7,412,214</b>	<b>-</b>	<b>11,809</b>	<b>7,424,023</b>	<b>7,410,535</b>	<b>13,488</b>	<b>99.8</b>	<b>6,271,636</b>	<b>6,221,983</b>

WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

Appropriation Statement  
for the year ended 31 March 2009

Detail per programme 3 – Independent school subsidies  
for the year ended 31 March 2009

Details per sub-programme	2008/09							2007/08	
	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	23,909	(122)	(4,287)	19,500	19,500	-	100.0	19,043	19,042
3.2 Secondary Phase									
Transfers and subsidies	24,497	122	-	24,619	24,619	-	100.0	20,669	20,671
<b>Total</b>	<b>48,406</b>	<b>-</b>	<b>(4,287)</b>	<b>44,119</b>	<b>44,119</b>	<b>-</b>	<b>100.0</b>	<b>39,712</b>	<b>39,713</b>

Programme 3 Per Economic classification	2008/09							2007/08	
	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	48,406	-	(4,287)	44,119	44,119	-	100.0	39,712	39,713
<b>Total</b>	<b>48,406</b>	<b>-</b>	<b>(4,287)</b>	<b>44,119</b>	<b>44,119</b>	<b>-</b>	<b>100.0</b>	<b>39,712</b>	<b>39,713</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 4 – Public special school education  
for the year ended 31 March 2009**

Details per sub-programme	2008/09							2007/08	
	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
<b>4.1 Schools</b>									
Current payment	417,001	(2,836)	798	414,963	414,963	-	100.0	354,540	354,540
Transfers and subsidies	92,589	2,838	-	95,427	95,427	-	100.0	79,739	79,739
<b>4.2 Professional Services</b>									
Current payment	-	-	-	-	-	-	-	46	46
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>4.3 Human Resource Development</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>Total</b>	<b>509,592</b>	<b>-</b>	<b>798</b>	<b>510,390</b>	<b>510,390</b>	<b>-</b>	<b>100.0</b>	<b>434,325</b>	<b>434,325</b>

Programme 4 Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	410,134	158	798	411,090	411,090	-	100.0	349,223	349,223
Goods and services	6,867	(2,994)	-	3,873	3,873	-	100.0	5,363	5,363
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	91,518	2,401	-	93,919	93,919	-	100.0	79,019	79,019
Households	1,073	435	-	1,508	1,508	-	100.0	720	720
<b>Total</b>	<b>509,592</b>	<b>-</b>	<b>798</b>	<b>510,390</b>	<b>510,390</b>	<b>-</b>	<b>100.0</b>	<b>434,325</b>	<b>434,325</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 5 – Further education and training colleges  
for the year ended 31 March 2009**

Details per sub-programme	2008/09							2007/08	
	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
<b>5.1 Public Institutions</b>									
Current payment	185,754	-	15,096	200,850	200,850	-	100.0	169,051	169,049
Transfers and subsidies	83,408	2	5,626	89,036	89,035	1	100.0	68,177	68,179
<b>5.2 Professional Services</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	1	-
<b>5.3 Human Resource Development</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	1	-
<b>5.4 Conditional Grant</b>									
Transfers and subsidies	77,305	-	-	77,305	77,305	-	100.0	80,000	80,000
<b>Total</b>	<b>346,469</b>	<b>-</b>	<b>20,722</b>	<b>367,191</b>	<b>367,190</b>	<b>1</b>	<b>100.0</b>	<b>17,230</b>	<b>317,228</b>

Programme 5 Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	185,754	-	15,096	200,850	200,850	-	100.0	169,051	169,049
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	133,054	-	2,353	135,407	135,407	-	100.0	121,366	121,366
Households	27,661	-	3,273	30,934	30,933	1	100.0	26,813	26,813
<b>Total</b>	<b>346,469</b>	<b>-</b>	<b>20,722</b>	<b>367,191</b>	<b>367,190</b>	<b>1</b>	<b>100.0</b>	<b>317,230</b>	<b>317,228</b>

WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

Appropriation Statement  
for the year ended 31 March 2009

Detail per programme 6 – Adult basic education and training  
for the year ended 31 March 2009

Details per sub-programme	2008/09							2007/08	
	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
<b>6.1 Subsidies to Private Centres</b>									
Current payment	5,464	-	(661)	4,803	4,803	-	100.0	6,821	6,585
Transfers and subsidies	22,421	-	(386)	22,035	22,035	-	100.0	19,233	19,236
<b>6.2 Professional Services</b>									
Transfers and subsidies	1	-	(1)	-	-	-	-	1	-
<b>6.3 Human Resource Development</b>									
Transfers and subsidies	1	-	(1)	-	-	-	-	1	-
<b>Total</b>	<b>27,887</b>	<b>-</b>	<b>(1,049)</b>	<b>26,838</b>	<b>26,838</b>	<b>-</b>	<b>100.0</b>	<b>26,056</b>	<b>25,821</b>

Programme 6 Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	5,172	(24)	(661)	4,487	4,487	-	100.0	6,543	6,524
Goods and services	292	24	-	316	316	-	100.0	278	61
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	22,423	(15)	(388)	22,020	22,020	-	100.0	19,230	19,231
Households	-	15	-	15	15	-	100.0	5	5
<b>Total</b>	<b>27,887</b>	<b>-</b>	<b>(1,049)</b>	<b>26,838</b>	<b>26,838</b>	<b>-</b>	<b>100.0</b>	<b>26,056</b>	<b>25,821</b>



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 7 – Early childhood development  
for the year ended 31 March 2009**

Details per sub-programme	2008/09							2007/08	
	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
<b>7.1 Grade R In Public Schools</b>									
Current payment	69,428	(14,011)	-	55,417	55,417	-	100.0	46,517	46,519
Transfers and subsidies	71,320	9,821	788	81,929	81,928	1	100.0	23,863	23,863
<b>7.2 Grade R In Community Centres</b>									
Current payment	9	4	-	13	13	-	100.0	10,797	10,797
Transfers and subsidies	27,581	6,874	-	34,455	34,455	-	100.0	41,146	18,602
<b>7.3 Professional Services</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	1	-
<b>7.4 Human Resource Development</b>									
Current payment	25,889	(13,604)	-	12,285	12,285	-	100.0	42,480	42,478
Transfers and subsidies	33,733	10,917	-	44,650	44,650	-	100.0	-	-
<b>Total</b>	<b>227,961</b>	<b>-</b>	<b>788</b>	<b>228,749</b>	<b>228,748</b>	<b>1</b>	<b>100.0</b>	<b>164,804</b>	<b>142,259</b>

Programme 7 Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	56,456	(3,254)	-	53,202	53,202	-	100.0	69,649	69,649
Goods and services	38,870	(24,357)	-	14,513	14,513	-	100.0	30,145	30,145
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	131,511	28,597	788	160,896	160,895	1	100.0	64,431	42,309
Households	1,124	(986)	-	138	138	-	100.0	579	156
<b>Total</b>	<b>227,961</b>	<b>-</b>	<b>788</b>	<b>228,749</b>	<b>228,748</b>	<b>1</b>	<b>100.0</b>	<b>164,804</b>	<b>142,259</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Appropriation Statement  
for the year ended 31 March 2009**

**Detail per programme 8 – Auxiliary and associated services  
for the year ended 31 March 2009**

Details per sub-programme	2008/09							2007/08	
	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
<b>8.1 Payments to Seta</b>									
Transfers and subsidies	4,258	(3)	-	4,255	4,255	-	100.0	3,944	3,944
<b>8.2 Conditional Grant Projects</b>									
Current payment	13,757	-	-	13,757	13,727	30	99.8	13,011	13,001
Payment for capital assets	90	-	-	90	-	90	-	-	-
<b>8.3 External Examinations</b>									
Current payment	80,717	6,897	-	87,614	87,614	-	100.0	71,107	64,388
Transfers and subsidies	62	34	-	96	96	-	100.0	18	18
Payment for capital assets	-	155	-	155	155	-	100.0	36	36
<b>8.4 Teacher Training</b>									
Transfers and subsidies	1,905	(1,905)	-	-	-	-	-	1,909	1,909
<b>8.5 iKapa Elihlumayo</b>									
Current payment	15,500	(4,289)	-	11,211	11,211	-	100.0	16,454	10,681
Transfers and subsidies	101,141	(889)	(6,181)	94,071	94,071	-	100.0	101,020	101,021
<b>Total</b>	<b>217,430</b>	<b>-</b>	<b>(6,181)</b>	<b>211,249</b>	<b>211,129</b>	<b>120</b>	<b>99.9</b>	<b>207,499</b>	<b>194,998</b>

Programme 8 Per Economic classification	2008/09							2007/08	
	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
<b>Current payments</b>									
Compensation of employees	49,693	13,501	-	63,194	63,194	-	100.0	47,407	47,407
Goods and services	60,281	(10,893)	-	49,388	49,358	30	99.9	53,165	40,663
<b>Transfers &amp; subsidies</b>									
Departmental agencies & accounts	4,258	(3)	-	4,255	4,255	-	100.0	3,944	3,944
Non-profit institutions	101,141	(1,363)	(6,181)	93,597	93,597	-	100.0	101,020	101,020
Households	1,967	(1,397)	-	570	570	-	100.0	1,927	1,928
<b>Payment for capital assets</b>									
Machinery & equipment	90	155	-	245	155	90	63.3	36	36
<b>Total</b>	<b>217,430</b>	<b>-</b>	<b>(6,181)</b>	<b>211,249</b>	<b>211,129</b>	<b>120</b>	<b>99.9</b>	<b>207,499</b>	<b>194,998</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Notes to the appropriation statement  
for the year ended 31 March 2009**

1. **Detail of transfers and subsidies as per Appropriation Act (after Virement):**  
Detail of these transactions can be viewed in note 6 to Transfers and subsidies and Annexure 1 (A-F) 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 to financial transactions in assets and liabilities to the Annual Financial Statements.
4. **Explanations of material variances from Amounts Voted (after virement):**

4.1 **Per programme:**

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Approp.
	R'0001	R'000	R'000	R'000
Administration	393,529	393,529	-	-
Public ordinary school education	7,424,023	7,410,535	13,488	0.0
Independent school subsidies	44,119	44,119	-	-
Public special school education	510,390	510,390	-	-
Further education and training	367,191	367,190	1	0.0
Adult basic education and training	26,838	26,838	-	-
Early childhood development	228,749	228,748	1	0.0
Auxiliary and associated services	211,249	211,129	120	0.0

No material variances.

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Approp. %
	R'000	R'000	R'000	
<b>Current expenditure</b>				
Compensation of employees	7,089,690	7,089,690	-	-
Goods and services	816,018	813,020	2,998	0
Financial transactions in assets and liabilities	5,657	5,657	-	-
<b>Transfers and subsidies</b>				
Departmental agencies and accounts	4,255	4,255	-	-
Non-profit institutions	1,016,187	1,017,195	(1,008)	0
Households	55,674	55,673	1	0
<b>Payments for capital assets</b>				
Buildings and other fixed structures	170,674	162,455	8,219	5
Machinery and equipment	37,257	33,857	3,400	9
Software and other intangible assets	10,676	10,676	-	-

WESTERN CAPE EDUCATION DEPARTMENT  
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Statement of Financial Performance  
for the year ended 31 March 2009

	Note	2008/09 R'000	2007/08 R'000
<b>REVENUE</b>			
Annual appropriation	1	9,206,088	7,822,732
Departmental revenue	2	-	4,637
<b>TOTAL REVENUE</b>		<b>9,206,088</b>	<b>7,827,369</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	3	7,089,690	5,904,035
Goods and services	4	813,020	748,261
Financial transactions in assets and liabilities	5	5,657	15,270
<b>Total current expenditure</b>		<b>7,908,367</b>	<b>6,667,566</b>
<b>Transfers and subsidies</b>		<b>1,077,123</b>	<b>917,516</b>
Transfers and subsidies	6	1,077,123	917,516
<b>Expenditure for capital assets</b>			
Tangible capital assets	7	196,312	152,537
Software and other intangible assets	7	10,676	131
<b>Total expenditure for capital assets</b>		<b>206,988</b>	<b>152,668</b>
<b>TOTAL EXPENDITURE</b>		<b>9,192,478</b>	<b>7,737,750</b>
<b>SURPLUS FOR THE YEAR</b>		<b>13,610</b>	<b>89,619</b>
<b>Reconciliation of Net Surplus for the year</b>			
Voted Funds		13,610	84,982
Departmental revenue	2	-	4,637
<b>SURPLUS FOR THE YEAR</b>		<b>13,610</b>	<b>89,619</b>

WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

Statement of Financial Position at 31 March 2009

	Note	2008/09 R'000	2007/08 R'000
<b>ASSETS</b>			
<b>Current Assets</b>		<b>92,052</b>	<b>190,683</b>
Cash and cash equivalents	9	17,220	117,106
Prepayments and advances	11	53	1,481
Receivables	12	74,779	72,096
<b>Non-Current Assets</b>		<b>13,324</b>	<b>12,008</b>
Investments	13	12,506	11,190
Other financial assets	10	818	818
<b>TOTAL ASSETS</b>		<b>105,376</b>	<b>202,691</b>
		-	
<b>LIABILITIES</b>			
<b>Current Liabilities</b>		<b>55,324</b>	<b>156,060</b>
Voted funds to be surrendered to the Revenue Fund	14	13,657	84,982
Departmental revenue to be surrendered to the Revenue Fund	15	6,194	3,351
Bank overdraft	16	5,491	52,421
Payables	17	29,982	15,306
<b>TOTAL LIABILITIES</b>		<b>55,324</b>	<b>156,060</b>
<b>NET ASSETS</b>		<b>50,052</b>	<b>46,631</b>
<b>Represented by:</b>			
Capitalisation reserve		12,506	11,191
Recoverable revenue		37,546	35,440
<b>TOTAL</b>		<b>50,052</b>	<b>46,631</b>

WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

Statement of Changes in Net Assets  
for the year ended 31 March 2009

	Note	2008/09 R'000	2007/08 R'000
<b>Capitalisation Reserves</b>			
Opening balance		11,191	10,301
Movement in Operational Funds		1,315	890
Closing balance		12,506	11,191
<b>Recoverable revenue</b>			
Opening balance		35,440	36,435
Transfers		2,106	(995)
Debts recovered (included in departmental receipts)		-	(995)
Debts raised		2,106	-
Closing balance		37,546	35,440
<b>Total</b>		<b>50,052</b>	<b>46,631</b>

WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

Cash Flow Statement  
for the year ended 31 March 2009

	Note	2008/09 R'000	2007/08 R'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		<b>9,228,633</b>	<b>7,854,124</b>
Annual appropriated funds received	1.1	9,206,088	7,822,732
Departmental revenue received	2	22,545	31,392
Net decrease in working capital		13,421	(24,515)
Surrendered to Revenue Fund		(104,637)	(223,340)
Current payments		(7,908,367)	(6,667,566)
Transfers and subsidies paid		(1,077,123)	(917,516)
<b>Net cash flow available from operating activities</b>	<b>18</b>	<b>151,927</b>	<b>21,187</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets	7.1	(206,988)	(152,668)
(Increase) in investments		(1,316)	(1,000)
<b>Net cash flows from investing activities</b>		<b>(208,304)</b>	<b>(153,668)</b>
Increase in net assets		3,421	(105)
<b>Net cash flows from financing activities</b>		<b>3,421</b>	<b>(105)</b>
Net (decrease) in cash and cash equivalents		(52,956)	(132,586)
Cash and cash equivalents at beginning of period		64,685	197,271
<b>Cash and cash equivalents at end of period</b>	<b>19</b>	<b>11,729</b>	<b>64,685</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Accounting Policies  
for the year ended 31 March 2009**

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 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.

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.



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Accounting Policies  
for the year ended 31 March 2009**

**2.2 Statutory Appropriation**

Statutory appropriations are recognised in the financial records on the date the appropriation becomes effective. Adjustments to the statutory appropriations made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Total statutory appropriations are presented in the Statement of Financial Performance.

Unexpended statutory appropriations 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.

**2.3 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.

**2.3.1 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.

**2.3.2 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.

**2.3.3 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.

**2.3.4 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.

**2.3.5 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.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Accounting Policies  
for the year ended 31 March 2009**

**2.3.6 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.

**2.3.7 Transfers received (including gifts, donations and sponsorships)**

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 an annexure to the financial statements.

**2.4 Direct Exchequer receipts**

All direct exchequer receipts are recognised in the Statement of Financial Performance when the cash is received.

All direct exchequer payments are recognised in the Statement of Financial Performance when final authorisation for payment is effected on the system (by no later than 31 March of each year).

**2.5 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 recognised 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.

All CARA funds received must be recorded as revenue when funds are received. The cash payments made during the year relating to CARA earmarked projects are recognised as current or capital expenditure in the Statement of Financial Performance.

Inappropriately expensed amounts using CARA funds and any unutilised amounts are recognised as payables in the Statement of Financial Position.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Accounting Policies  
for the year ended 31 March 2009**

**3. Expenditure**

**3.1 Compensation of employees**

**3.1.1 Short-term employee benefits**

Salaries and wages comprise payments to employees (including leave entitlements, thirteenth cheques and performance bonuses). Salaries and wages are recognised as an expense in the Statement of Financial Performance when final authorisation for payment is effected on the system (by no later than 31 March of each year). Capitalised compensation forms part of the expenditure for capital assets in the Statement of Financial Performance<sup>1</sup>.

All other payments are classified as current expense.

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

**3.1.2 Post 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 (i.e. social contributions) to the fund are expensed when the final authorisation for 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 final authorisation for payment to the fund is effected on the system (by no later than 31 March of each year).

**3.1.3 Termination benefits**

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

**3.1.4 Other long-term employee benefits**

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

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the Statement of Financial Performance or Position.

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<sup>1</sup> 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  
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**3.2 Goods and services**

Payments made for goods and/or services are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). The expense is classified as capital if the goods and 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 final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount should be recorded under goods and services.

**3.4 Financial transactions in assets and liabilities**

**Debts are written off** when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or 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 Transfers and subsidies**

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

**3.6 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.

**3.7 Fruitless and wasteful expenditure**

Fruitless and wasteful expenditure is recognised as expenditure in the Statement of Financial Performance. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the Statement of Financial Performance.

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**3.8 Irregular expenditure**

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

**3.9 Expenditure for capital assets**

Payments made for capital assets are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

**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 Other financial assets**

Other financial assets are carried in the Statement of Financial Position at cost.

**4.3 Prepayments and advances**

Amounts prepaid or advanced are recognised in the Statement of Financial Position when the payments are made.

Pre-payments and advances outstanding at the end of the year are carried in the Statement of Financial Position at cost.

**4.4 Receivables**

Receivables included in the Statement of Financial Position arise from cash payments made that are recoverable from another party.

Receivables outstanding at year-end are carried in the Statement of Financial Position at cost plus any accrued interest.

**4.5 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 loss is included in the disclosure notes.

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**4.6 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 the disclosure notes.

Loans that are outstanding at year-end are carried in the Statement of Financial Position at cost.

**4.7 Inventory**

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

**4.8 Capital assets**

***4.8.1 Movable 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 movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

Subsequent expenditure of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset" and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

***4.8.2 Immovable assets***

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

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

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

**5. Liabilities**

**5.1 Voted funds to be surrendered to the Revenue Fund**

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.

**5.2 Departmental revenue to be surrendered to the Revenue Fund**

Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position at cost.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**Accounting Policies  
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**5.3 Direct Exchequer receipts to be surrendered to the Revenue Fund**

All direct exchequer fund receipts are recognised in the Statement of Financial Performance when the cash is received.

Amounts received must be surrendered to the relevant revenue fund on receipt thereof. Any amount not surrendered at year end is reflected as a current payable in the Statement of Financial Position.

**5.4 Bank overdraft**

The bank overdraft is carried in the Statement of Financial Position at cost.

**5.5 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.

**5.6 Contingent liabilities**

Contingent liabilities are included in the disclosure notes to the financial statements.

**5.7 Commitments**

Commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

**5.8 Accruals**

Accruals are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the disclosure notes.

**5.9 Employee benefits**

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

**5.10 Lease commitments**

**Finance leases**

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

**Operating leases**

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

**WESTERN CAPE EDUCATION DEPARTMENT  
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**Accounting Policies  
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**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**

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

**8. Key management personnel**

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

**9. Public private partnerships**

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



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**Notes to the Annual Financial Statements  
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**1. Annual Appropriation**

**1.1 Annual Appropriation**

	Final Appropriation 2008/09 R'000	Actual Funds Received 2008/09 R'000	Funds not requested/not received 2008/09 R'000	Appropriation Received 2007/08 R'000
<b>Programmes</b>				
Administration	393,529	416,129	(22,600)	361,470
Public Ordinary School Education	7,424,023	7,412,214	11,809	6,271,636
Independent School Subsidies	44,119	48,406	(4,287)	39,712
Public Special School Education	510,390	509,592	798	434,325
Further Education and Training	367,191	346,469	20,722	317,230
Adult Basic Education and Training	26,838	27,887	(1,049)	26,056
Early Childhood Development	228,749	227,961	788	164,804
Auxiliary and Associated Services	211,249	217,430	(6,181)	207,499
<b>Total</b>	<b>9,206,088</b>	<b>9,206,088</b>	<b>-</b>	<b>7,822,732</b>
		Note	2008/09 R'000	2007/08 R'000

**1.2 Conditional grants\*\***

Total grants received	Annex- ure 1A	298,188	226,358
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(\*\* It should be noted that the Conditional grants are included in the amounts per the Final Appropriation in Note 1.1)

	Note	2008/09 R'000	2007/08 R'000
<b>2. Departmental Revenue</b>			
Sales of goods and services other than capital assets	2.1	8,297	9,048
Fines, penalties and forfeits	2.2	382	361
Interest, dividends and rent on land	2.3	1,227	1,524
Financial transactions in assets and liabilities	2.4	12,639	20,459
<b>Total revenue collected</b>		<b>22,545</b>	<b>31,392</b>
Less: Own revenue included in appropriation	15	22,545	26,755
<b>Departmental revenue collected</b>		<b>-</b>	<b>4,637</b>
<b>2.1 Sales of goods and services other than capital assets</b>			
Sales of goods and services produced by the department		8,297	9,048
Sales by market establishment		8,297	9,048
<b>Total</b>		<b>8,297</b>	<b>9,048</b>
<b>2.2 Fines, penalties and forfeits</b>			
Fines		382	361
<b>Total</b>		<b>382</b>	<b>361</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>2.3 Interest, dividends and rent on land</b>			
Interest		1,227	1,524
<b>Total</b>		<u>1,227</u>	<u>1,524</u>
<b>2.4 Financial transactions in assets and liabilities</b>			
Stale cheques written back		(28)	(189)
Other Receipts including Recoverable Revenue		12,667	20,648
<b>Total</b>		<u>12,639</u>	<u>20,459</u>
<b>3. Compensation of employees</b>			
<b>3.1 Salaries and wages</b>			
Basic salary		5,308,791	4,467,496
Performance award		11,224	11,011
Service Based		22,570	7,432
Compensative/circumstantial		75,403	50,366
Periodic payments		12,705	4,305
Other non-pensionable allowances		746,654	571,682
<b>Total</b>		<u>6,177,347</u>	<u>5,112,292</u>
<b>3.2 Social Contributions</b>			
<b>Employer contributions</b>			
Pension		592,975	506,676
Medical		317,019	283,205
Bargaining council		454	442
Official unions and associations		1,895	1,420
<b>Total</b>		<u>912,343</u>	<u>791,743</u>
<b>Total compensation of employees</b>		<u>7,089,690</u>	<u>5,904,035</u>
Average number of employees		<u>39,949</u>	<u>39,618</u>

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**Notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>4. Goods and services</b>			
Administrative fees		932	670
Advertising		11,909	11,760
Assets less than R5,000	4.1	22,062	20,668
Bursaries (employees)		17,924	9,204
Communication		11,305	10,838
Computer services	4.2	16,565	12,866
Consultants, contractors and agency/outsourced services	4.3	56,146	70,413
Entertainment		226	197
Audit cost – external	4.4	7,842	5,580
Inventory	4.5	327,801	321,377
Maintenance, repairs and running costs		-	-
Operating leases		6,293	8,428
Owned and leasehold property expenditure	4.6	120,519	90,766
Transport provided as part of the departmental activities		113,101	107,411
Travel and subsistence	4.7	58,553	44,179
Venues and facilities		20,689	19,802
Training and staff development		19,441	10,904
Other operating expenditure	4.8	1,712	3,198
<b>Total</b>		<b>813,020</b>	<b>748,261</b>
<b>4.1 Assets less than R5,000</b>			
<b>Tangible assets</b>		21,611	20,122
Machinery and equipment		21,611	20,122
<b>Intangible assets</b>		451	546
<b>Total</b>		<b>22,062</b>	<b>20,668</b>
<b>4.2 Computer services</b>			
SITA computer services		13,939	12,748
External computer service providers		2,626	118
<b>Total</b>		<b>16,565</b>	<b>12,866</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>4.3 Consultants, contractors and agency/outsourced services</b>			
Business and advisory services		11,519	62,391
Infrastructure and planning		1,673	-
Legal costs		4,303	2,372
Contractors		6,615	5,691
Agency and support/outsourced services		32,036	(41)
<b>Total</b>		<b>56,146</b>	<b>70,413</b>
<b>4.4 Audit cost – external</b>			
Regularity audits		6,437	4,013
Performance audits		1,315	1,077
Other audits		90	490
<b>Total</b>		<b>7,842</b>	<b>5,580</b>
<b>4.5 Inventory</b>			
Learning and teaching support material		222,114	239,867
Food and food supplies		72,668	49,642
Other consumable materials		567	408
Stationery and printing		32,452	31,460
<b>Total</b>		<b>327,801</b>	<b>321,377</b>
<b>4.6 Owned and leasehold property expenditure</b>			
Municipal services		12,179	13,535
Other		108,340	77,231
<b>Total</b>		<b>120,519</b>	<b>90,766</b>
<b>4.7 Travel and subsistence</b>			
Local		57,478	42,536
Foreign		1,075	1,643
<b>Total</b>		<b>58,553</b>	<b>44,179</b>
<b>4.8 Other operating expenditure</b>			
Professional bodies, membership and subscription fees		37	1,330
Resettlement costs		1,463	1,824
Other		212	44
<b>Total</b>		<b>1,712</b>	<b>3,198</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>5. Financial Transactions in Assets and Liabilities</b>			
Material losses through criminal conduct		322	385
Other material losses	5.1	322	385
Other material losses written off	5.2	501	184
Debts written off	5.3	4,834	14,701
<b>Total</b>		5,657	15,270
<b>5.1 Other material losses</b>			
<b>Nature of other material losses</b>			
<b>Incident</b>	<b>Disciplinary Steps taken/ Criminal proceedings</b>		
GG-accidents		322	385
<b>Total</b>		322	385
<b>5.2 Other material losses written off</b>			
<b>Nature of losses</b>			
Claims against the state		-	103
Fruitless & wasteful expenditure		-	81
Other		501	-
<b>Total</b>		501	184
<b>5.3 Debts written off</b>			
<b>Nature of debts written off</b>			
Debts written off relating to irregular expenditure		1,705	-
Employee tax		206	5,551
State guarantees		103	16
Salary overpayments		593	590
Bursaries		1,225	227
Interest on debts		941	267
Other		61	1,817
Trading account loss 1996/97		-	1,536
Claims recoverable		-	4,697
<b>Total</b>		4,834	14,701

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**Notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>6. Transfers and subsidies</b>			
Provinces and municipalities		-	1
Departmental agencies and accounts	Annex 1B	4,255	3,944
Non-profit institutions	Annex 1C	1,017,195	862,037
Households	Annex 1D	55,673	51,534
<b>Total</b>		<b>1,077,123</b>	<b>917,516</b>
<b>7. Expenditure for capital assets</b>			
<b>Tangible assets</b>		<b>196,312</b>	<b>152,537</b>
Buildings and other fixed structures	31.1	162,455	140,109
Machinery and equipment	29.1	33,857	12,428
<b>Software and other intangible assets</b>		<b>10,676</b>	<b>131</b>
Capitalised development costs	30.1	8,149	-
Computer software	30.1	2,527	131
<b>Total</b>		<b>206,988</b>	<b>152,668</b>
<b>7.1 Analysis of funds utilised to acquire capital assets - 2008/09</b>			
	Voted Funds R'000	Aid assistance R'000	Total R'000
<b>Tangible assets</b>	<b>196,312</b>	<b>-</b>	<b>196,312</b>
Buildings and other fixed structures	162,455	-	162,455
Machinery and equipment	33,857	-	33,857
<b>Software and other intangible assets</b>	<b>10,676</b>	<b>-</b>	<b>10,676</b>
Capitalised development costs	8,149	-	8,149
Computer software	2,527	-	2,527
<b>Total</b>	<b>206,988</b>	<b>-</b>	<b>206,988</b>
<b>7.2 Analysis of funds utilised to acquire capital assets - 2007/08</b>			
	Voted Funds R'000	Aid assistance R'000	Total R'000
<b>Total assets acquired</b>	<b>152,668</b>	<b>-</b>	<b>152,668</b>

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**Notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>8. Fruitless and wasteful expenditure</b>			
<b>8.1 Reconciliation of fruitless and wasteful expenditure</b>			
Opening balance		-	708
Add: Fruitless and wasteful expenditure - current year			47
Current expenditure		47	47
Less: Amounts condoned		-	(674)
Current		-	(674)
Less: Amounts transferred to receivables for recovery		-	(81)
<b>Fruitless and wasteful expenditure awaiting condonement</b>		-	-
<b>9. Cash and Cash Equivalents</b>			
Cash with commercial banks (Local)		17,220	117,106
<b>Total</b>		<b>17,220</b>	<b>117,106</b>
<b>10. Other Financial Assets</b>			
<b>Non-Current</b>			
<b>Local</b>			
Ex Departments: Mopping-up		818	818
<b>Total Non-Current other financial assets</b>		<b>818</b>	<b>818</b>
<b>11. Prepayments and Advances</b>			
Travel and subsistence		53	362
Advances paid to other entities		-	1,119
<b>Total</b>		<b>53</b>	<b>1,481</b>

	Note	2008/09			Total R'000	Total R'000
		Less than one year	One to three years	Older than three years		
		R'000	R'000	R'000		
<b>12. Receivables</b>						
Claims recoverable	12.1	4,334	133	-	4,467	1,883
Staff debt	12.2	5,794	9,328	4,880	20,002	17,178
Other debtors	12.3	6,614	12,041	31,655	50,310	53,035
<b>Total</b>		<b>16,742</b>	<b>21,502</b>	<b>36,535</b>	<b>74,779</b>	<b>72,096</b>

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**Notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>12.1 Claims recoverable</b>			
National departments		57	1,883
Provincial departments		2,514	-
Public entities		1,895	-
Local governments		1	-
<b>Total</b>		<u><u>4,467</u></u>	<u><u>1,883</u></u>
<b>12.2 Staff debt</b>			
Salary overpayments		3,738	7,043
Debt account		16,177	10,048
Irregular expenditure: dept vote		87	87
<b>Total</b>		<u><u>20,002</u></u>	<u><u>17,178</u></u>
<b>12.3 Other debtors</b>			
Breach of contract		17,065	20,820
Ex employees		25,091	17,259
State guarantees		1,085	1,202
Criminal acts		1,913	2,020
Miscellaneous		2,106	2,805
Clearing accounts		3,050	8,929
<b>Total</b>		<u><u>50,310</u></u>	<u><u>53,035</u></u>
<b>13. Investments</b>			
<b>Non-Current</b>			
<b>Shares and other equity</b>			
Sir David Harris Trust		4	6
JL Bisset Fund		373	341
Graham Civil Service Bursary Fund		44	43
Royal Reception Fund		34	34
School Building Fund		12,051	10,766
<b>Total non-current</b>		<u><u>12,506</u></u>	<u><u>11,190</u></u>
<b>Analysis of non current investments</b>			
Opening balance		11,190	10,190
Additions in cash		1,316	1,000
Disposals for cash		-	-
Non-cash movements		-	-
<b>Closing balance</b>		<u><u>12,506</u></u>	<u><u>11,190</u></u>



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**Notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>14. Voted Funds to be Surrendered to the Revenue Fund</b>			
Opening balance		84,982	195,513
Transfer from statement of financial performance		13,610	84,982
Paid during the year		(84,935)	(195,513)
<b>Closing balance</b>		<b>13,657</b>	<b>84,982</b>
<b>15. Departmental revenue to be surrendered to the Revenue Fund</b>			
Opening balance		3,351	(214)
Transfer from Statement of Financial Performance		-	4,637
Own revenue included in appropriation		22,545	26,755
Paid during the year		(19,702)	(27,827)
<b>Closing balance</b>		<b>6,194</b>	<b>3,351</b>
<b>16. Bank Overdraft</b>			
Consolidated Paymaster General Account		5,491	52,421
<b>Total</b>		<b>5,491</b>	<b>52,421</b>
<b>17. Payables - current</b>			
Clearing accounts	17.1	29,958	13,466
Other payables	17.2	24	1,840
<b>Total</b>		<b>29,982</b>	<b>15,306</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>17.1 Clearing accounts</b>			
Disallowance miscellaneous		-	480
Sal: ACB recalls		1,974	7,570
Sal: income tax		119	1,959
Sal: pension fund		468	756
Salary reversal control		812	596
Salary: medical aid		26,480	2,105
Other deduction accounts		105	-
<b>Total</b>		<b>29,958</b>	<b>13,466</b>
<b>17.2 Other payables</b>			
Housing loan guarantees		-	1,265
Miscellaneous		24	575
<b>Total</b>		<b>24</b>	<b>1,840</b>
<b>18. Net cash flow available from operating activities</b>			
Net surplus as per Statement of Financial Performance		13,610	89,619
Add back non cash/cash movements not deemed operating activities		138,317	(68,432)
(Increase) in receivables – current		(2,683)	2,235
Increase in prepayments and advances		1,428	(1,051)
Decrease in other current assets		-	708
Increase in payables – current		14,676	(26,407)
Expenditure on capital assets		206,988	152,668
Surrenders to Revenue Fund		(104,637)	(223,340)
Own revenue included in appropriation		22,545	-
Other non-cash items		-	26,755
<b>Net cash flow generated by operating activities</b>		<b>151,927</b>	<b>21,187</b>
<b>19. Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Consolidated Paymaster General account		(5,491)	(52,421)
Cash with commercial banks (Local)		17,220	117,106
<b>Total</b>		<b>11,729</b>	<b>64,685</b>

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		Note	2008/09 R'000	2007/08 R'000	
<b>20. Contingent liabilities</b>					
<b>Liable to</b>	<b>Nature</b>				
	Housing loan guarantees	Employees	Annex 2A 2,671	7,322	
	Claims against the department		Annex 2B 45,279	25,836	
	Other departments (interdepart- mental unconfirmed balances)		Annex 4 4,926	4,254	
	<b>Total</b>		<u><u>52,876</u></u>	<u><u>37,412</u></u>	
<b>21. Commitments</b>					
	<b>Current expenditure</b>				
	Approved and contracted		220,166	280,511	
	Approved but not yet contracted		-	42,931	
			<u>220,166</u>	<u>323,442</u>	
	<b>Capital Expenditure</b>				
	Approved and contracted		148,098	64,275	
	Approved but not yet contracted		72,516	119,672	
			<u>220,614</u>	<u>183,947</u>	
	<b>Total Commitments</b>		<u><u>440,780</u></u>	<u><u>507,389</u></u>	
<b>22. Accruals</b>					
	<b>Listed by economic classification</b>	<b>30 Days</b>	<b>30+ Days</b>	<b>Total</b>	<b>Total</b>
	Compensation of employees	906	776	1,682	41,269
	Goods and services	75,495	12,334	87,829	12,177
	Transfers and subsidies	11,769	10,759	22,528	924
	Buildings and other fixed structures	3,006	1,931	4,937	824
	<b>Total</b>	<u>91,176</u>	<u>25,800</u>	<u>116,976</u>	<u>55,194</u>

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	Note	2008/09 R'000	2007/08 R'000	
<b>Listed by programme level</b>				
Programme 1		26,780	11,266	
Programme 2		72,157	40,415	
Programme 4		1,902	2,117	
Programme 5		117	28	
Programme 6		126	5	
Programme 7		8,800	336	
Programme 8		6,419	1,027	
Programme 3		675	-	
<b>Total</b>		<b>116,976</b>	<b>55,194</b>	
Confirmed balances with departments	Annex 4	481	1,393	
<b>Total</b>		<b>481</b>	<b>1,393</b>	
<b>23. Employee benefits</b>				
Leave entitlement		79,450	78,763	
Thirteenth cheque		205,248	178,109	
Performance awards		-	99	
Capped leave commitments		857,540	815,692	
<b>Total</b>		<b>1,142,238</b>	<b>1,072,663</b>	
<b>24. Lease commitments</b>				
	Land	Buildings & other fixed structures	Machinery and equipment	Total
<b>24.1 Operating leases expenditure</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
<b>2008/09</b>				
Not later than 1 year	-	-	1,369	1,369
Later than 1 year and not later than 5 years	-	-	778	778
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>2,147</b>	<b>2,147</b>
<b>2007/08</b>				
Not later than 1 year	-	-	1,185	1,185
Later than 1 year and not later than 5 years	-	-	272	272
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>1,457</b>	<b>1,457</b>

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	Note	2008/09 R'000	2007/08 R'000	
	Land	Buildings & other fixed structures	Machinery and equipment	Total
24.2 Finance leases expenditure	R'000	R'000	R'000	R'000
Not later than 1 year	-	-	348	348
Later than 1 year and not later than 5 years	-	-	172	172
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>520</b>	<b>520</b>
<b>Total present value of lease liabilities</b>	<b>-</b>	<b>-</b>	<b>520</b>	<b>520</b>
<b>2007/08</b>				
Not later than 1 year	-	-	11	11
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>11</b>
<b>Total present value of lease liabilities</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>11</b>
<b>25. Irregular expenditure</b>				
<b>25.1 Reconciliation of irregular expenditure</b>				
Opening balance			5,199	4,612
Add: Irregular expenditure - relating to prior year			78	-
Add: Irregular expenditure - relating to current year			256	3,490
Less: Amounts condoned			(1,449)	(2,903)
Less: Amounts not recoverable (not condoned)			(1,705)	-
<b>Irregular expenditure awaiting condonation</b>			<b>2,379</b>	<b>5,199</b>
<b>Analysis of awaiting condonation per age classification</b>				
Current year			78	3,313
Prior years			2,301	1,886
<b>Total</b>			<b>2,379</b>	<b>5,199</b>
<b>2008/09</b>				
<b>R'000</b>				
<b>25.2 Details of irregular expenditure - current year</b>				
<b>Incident</b>	<b>Disciplinary steps taken/criminal proceedings</b>			
Cape Peninsula University of Technology				210
Audit fees paid to Dr LG Kathan				46
				<b>256</b>

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		Note	2008/09 R'000	2007/08 R'000
				2008/09 R'000
<b>25.3</b>	<b>Details of irregular expenditure - condoned</b>			
	<b>Incident</b>	<b>Disciplinary steps taken/ criminal proceedings</b>		
	T/A ODA			1,190
	Cape Peninsula University of Technology			210
	Audit Fees paid to Dr LG Kathan			46
	VLS 05012 Kobus Kruger Vervoer (not valid irregular expenditure)			3
				<b>1,449</b>
				<b>1,449</b>
<b>25.4</b>	<b>Details of irregular expenditure not recoverable (not condoned)</b>			
	<b>Incident</b>	<b>Not condoned by (condoning authority)</b>		
	VLS 04989, 05008, 05010, 05011, 05017, 05018: Learner Transport Schemes			1,705
				<b>1,705</b>
				<b>1,705</b>
<b>26.</b>	<b>Related party transactions</b>			
1.	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 1C			
2.	During the year the department received services from the following related parties that are related to the department as indicated:			
2.1	The Western Cape Department of Transport and Public Works The department occupied a building operated by the Western Cape Department of Transport and Public Works free of charge.			
2.2	The Western Cape Department of the Premier The department used IT related infrastructure provided by the Western Cape Department of the Premier free of charge.			
		<b>No. of indivi- duals</b>	<b>2008/09 R'000</b>	<b>2007/08 R'000</b>
<b>27.</b>	<b>Key management personnel</b>		-	-
	Political office bearers (MEC for Education)	1	943	844
	Officials:	-	-	-
	Level 15 to 16	6	5,715	4,605
	Level 14 (incl CFO if at a lower level)	9	5,738	3,924
	Family members of key management personnel	12	2,819	2,122
	Total		<b>15,215</b>	<b>11,495</b>
			<b>15,215</b>	<b>11,495</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>28. Provisions</b>			
<b>Potential irrecoverable debts</b>			
Staff debtors		4,880	4,018
Other debtors		31,655	30,489
Ex departments inherited debt		818	-
<b>Total</b>		<b>37,353</b>	<b>34,507</b>

**29. Movable Tangible Capital Assets**

Movement in movable tangible capital assets per asset register for the year ended 31 March 2009

	Opening balance R'000	Curr year adjust- ments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and Equipment</b>	44,892	(38)	33,880	25,895	52,839
Transport assets	13	-	7,080	7,080	13
Computer equipment	35,037	(19)	10,038	4,316	40,740
Furniture and office equipment	9,842	(19)	16,762	14,499	12,086
<b>Total movable tangible capital assets</b>	<b>44,892</b>	<b>(38)</b>	<b>33,880</b>	<b>25,895</b>	<b>52,839</b>

**29.1 Additions**

Additions to movable tangible capital assets per asset register for the year ended 31 March 2009

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
<b>Machinery and Equipment</b>	33,857	23	-	-	33,880
Transport assets	7,080	-	-	-	7,080
Computer equipment	10,015	23	-	-	10,038
Furniture and office equipment	16,762	-	-	-	16,762
<b>Total additions to movable tangible capital assets</b>	<b>33,857</b>	<b>23</b>	<b>-</b>	<b>-</b>	<b>33,880</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**Disclosure notes to the Annual Financial Statements  
for the year ended 31 March 2009**

	Note	2008/09 R'000	2007/08 R'000
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**29.2 Disposals**

Disposals of movable tangible capital assets per asset register for the year ended 31 March 2009

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
<b>Machinery and Equipment</b>	3,539	22,356	25,895	62
Transport assets	-	7,080	7,080	-
Computer equipment	3,539	777	4,316	62
Furniture and office equipment	-	14,499	14,499	-
<b>Total disposal of movable tangible capital assets</b>	<b>3,539</b>	<b>22,356</b>	<b>25,895</b>	<b>-</b>

**29.3 Movement for 2007/08**

Movement in movable tangible capital assets per asset register for the year ended 31 March 2008

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and Equipment</b>	35,178	12,586	2,872	44,892
Transport assets	13	478	478	13
Computer equipment	26,588	10,818	2,369	35,037
Furniture and office equipment	8,577	1,290	25	9,842
<b>Total movable tangible capital assets</b>	<b>35,178</b>	<b>12,586</b>	<b>2,872</b>	<b>44,892</b>

**29.4 Minor assets**

Minor assets of the department for 31 March 2009

	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Minor Assets	408	-	21,564	-	21,972
<b>TOTAL</b>	<b>408</b>	<b>-</b>	<b>21,564</b>	<b>-</b>	<b>21,972</b>

	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of minor assets	23	-	39,377	-	39,400
<b>TOTAL</b>	<b>23</b>	<b>-</b>	<b>39,377</b>	<b>-</b>	<b>39,400</b>



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**Disclosure notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000		
<b>30. Intangible Capital Assets</b>					
<b>Movement in intangible capital assets per asset register for the year ended 31 March 2009</b>					
	Curr year adjustments to prior year balances	Additions	Disposals		
	R'000	R'000	R'000		
Opening balance			Closing balance		
			R'000		
Computer software	290	-	2,527	-	2,817
<b>Total intangible capital assets</b>	<b>290</b>	<b>-</b>	<b>2,527</b>	<b>-</b>	<b>2,817</b>

**30.1 Additions**

**Additions to intangible capital assets per asset register for the year ended 31 March 2009**

	Cash R'000	Non-cash R'000	(Develop- ment work- in-progress current costs) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
Capitalised development costs	8,149	-	(8,149)	-	-
Computer software	2,527	-	-	-	2,527
<b>Total additions to intangible capital assets</b>	<b>10,676</b>	<b>-</b>	<b>(8,149)</b>	<b>-</b>	<b>2,527</b>

**30.2 Movement for 2007/08**

**Movement in intangible capital assets per asset register for the year ended 31 March 2008**

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
Computer software	159	131	-	290
<b>Total</b>	<b>159</b>	<b>131</b>	<b>-</b>	<b>290</b>

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	Note	2008/09 R'000	2007/08 R'000
<b>31. Immovable Tangible Capital Assets</b>			
<b>Movement in immovable tangible capital assets per asset register for the year ended 31 March 2009</b>			
	Curr year adjustments to prior year balances	Additions R'000	Disposals R'000
	Opening balance R'000		Closing balance R'000
Buildings and other fixed structures	-	352,577	352,577
Non-residential buildings	-	352,577	352,577
<b>Total immovable tangible assets</b>	-	<b>352,577</b>	<b>352,577</b>

**31.1 Additions**

Additions to immovable tangible capital assets per asset register for the year ended 31 March 2009

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
Buildings and other fixed structures	162,455	315,708	(125,586)	-	352,577
Non-residential buildings	162,455	315,708	(125,586)	-	352,577
<b>Total additions to immovable tangible capital assets</b>	<b>162,455</b>	<b>315,708</b>	<b>(125,586)</b>	<b>-</b>	<b>352,577</b>

**31.2 Disposals**

Disposals of immovable tangible capital assets per asset register for the year ended 31 March 2009

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
Buildings and other fixed structures	-	352,577	352,577	-
Non-residential buildings	-	352,577	352,577	-
<b>Total disposal of immovable tangible capital assets</b>	<b>-</b>	<b>352,577</b>	<b>352,577</b>	<b>-</b>

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**Disclosure notes to the Annual Financial Statements  
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	Note	2008/09 R'000	2007/08 R'000
<b>31.3</b>			
<b>Movement for 2007/08</b>			
<b>Movement in immovable tangible capital assets per asset register for the year ended 31 March 2008</b>			
	<b>Opening balance</b>	<b>Additions</b>	<b>Disposals</b>
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
<b>Buildings and other fixed structures</b>	-	40,785	40,785
Non-residential buildings	-	40,785	40,785
<b>Total tangible capital assets</b>	-	40,785	40,785
			-
			-

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**Annexures to the Annual Financial Statements  
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**Annexure 1A  
Statement of conditional grants received**

Conditional Grants	Grant Allocation					Spent			2007/08	
	Division of Revenue Act/ Provincial Grants	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
HIV/AIDS	13,847	-	-	-	13,847	13,847	13,727	99.1	13,011	13,001
National School Nutrition Programme	71,109	-	-	15,452	86,561	86,561	81,301	93.9	53,084	53,075
FET Grant	77,305	-	-	-	77,305	77,305	77,305	100.0	80,000	80,000
Provincial Infrastructure Grant	120,475	-	-	-	120,475	120,475	120,478	100.0	80,263	125,642
	<b>282,736</b>	<b>-</b>	<b>-</b>	<b>15,452</b>	<b>298,188</b>	<b>298,188</b>	<b>292,811</b>		<b>226,358</b>	<b>271,718</b>

**Annexure 1B  
Statement of transfers to departmental agencies and accounts**

Department/ Agency Account	Transfer Allocation				Expenditure		2007/08
	Adjusted appropriation	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
SETA	4,258	-	-	4,258	4,255	100	3,944
	<b>4,258</b>	<b>-</b>	<b>-</b>	<b>4,258</b>	<b>4,255</b>		<b>3,944</b>

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**Annexures to the Annual Financial Statements  
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**Annexure 1C  
Statement of transfers non-profit institutions**

Non-profit institutions	Transfer Allocation				Expenditure		2007/08
	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
<b>Transfers</b>							
Public Ordinary Schools	565,557	-	(24,714)	540,843	553,673	102.4	554,399
Independent Schools	48,406	-	(4,287)	44,119	44,119	100.0	39,712
Schools for learners with special education needs	101,518	-	2,401	103,919	95,081	91.5	79,019
Further Education and Training Colleges	175,787	-	2,353	178,140	186,057	104.4	127,366
ABET:Private Centres	22,423	-	(403)	22,020	22,020	100.0	19,230
ECD:Gr-R-Public Schools	70,197	-	29,385	99,582	81,790	82.1	23,718
ECD:Gr-R-Community Centres	27,581	-	-	27,581	34,455	124.9	40,713
<b>Total</b>	<b>1,011,469</b>	<b>-</b>	<b>4,735</b>	<b>1,016,204</b>	<b>1,017,195</b>		<b>884,157</b>

**Annexure 1D  
Statement of transfers to households**

Households	Transfer Allocation				Expenditure		2007/08
	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
<b>Transfers</b>							
Employee Soc Benefits: Injury on duty	1,730	-	(1,730)	-	-		-
Employee Soc Benefits: Leave gratuity	16,944	-	1,778	18,722	18,722	100	21,098
Employee Soc Benefits: Retirement benefit	3,013	-	492	3,505	3,505	100	-
Employee Soc Benefits: Severance package	-	-	2,989	2,989	2,989	100	-
Bursaries (non-employee)	29,415	-	(1,000)	28,415	28,414	100	28,334
Claims against state (cash)	-	-	1,403	1,403	1,403	100	2,072
Act of grace	109	-	(103)	6	6	100	30
Donations & Gifts (cash)	-	-	634	634	634	100	-
<b>Total</b>	<b>51,211</b>	<b>-</b>	<b>4,463</b>	<b>55,674</b>	<b>55,673</b>		<b>51,534</b>

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**Annexures to the Annual Financial Statements  
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**Annexure 1E  
Statement of gifts, donations and sponsorships received**

Name of organisation	Nature of gift, donation or sponsorship	2008/09	2007/08
		R'000	R'000
Received in cash			
		-	101
		-	44
<b>TOTAL</b>		<b>-</b>	<b>145</b>

**Annexure 1F  
Statement of gifts, donations and sponsorships made and remissions, refunds and payments made as an act of grace**

Nature of Gift, Donation or Sponsorship	2008/09	2007/08
	R'000	R'000
<b>Paid in cash</b>		
Sponsorship of Youth Festival Program 2009	150	80
<b>Subtotal</b>	<b>150</b>	<b>80</b>
<b>Remissions, refunds and payments made as an act of grace</b>		
Reygersdal Primary: Funeral costs: M Snyders	6	30
<b>Subtotal</b>	<b>6</b>	<b>30</b>
<b>Total</b>	<b>156</b>	<b>110</b>

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**Annexures to the Annual Financial Statements  
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**Annexure 2A**

**Statement of financial guarantees issued as at 31 March 2009 - Local**

Guarantor Institution	Guarantee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2008 R'000	Guarantees draw downs during the year R'000	Guaranteed repayments/ cancelled/ reduced/ released during the year R'000	Revaluations R'000	Closing balance 31 March 2009 R'000	Guaranteed interest for year ended 31 March 2009 R'000	Realised losses not recoverable i.e. claims paid out R'000
	<b>Housing</b>								
0001 - Standard Bank of S.A. Limited		-	1,194	-	769	-	425	-	-
0003 - Nedbank Limited		-	61	20	61	-	20	-	-
0004 - Firstrand Bank Limited: First Na		-	614	-	218	-	396	-	-
0010 - Nedbank Ltd Incorporating B O E		-	99	-	88	-	11	-	-
0017 - Absa		-	3,099	32	2,653	-	478	-	-
0041 - Old Mutual Finance Limited		-	49	-	-	-	49	-	-
0052 - Peoples Bank Limited (Former FBC)		-	89	-	52	-	37	-	-
0053 - Nedbank Limited Incorporating NB		-	178	-	135	-	43	-	-
0054 - First Rand Bank Ltd (Fnb - Forme)		-	1,563	169	754	-	978	-	-
0055 - Old Mutual Bank Div. Of Nedbank		-	268	-	207	-	61	-	-
0444 - Boe Bank Limited		-	16	-	-	-	16	-	-
0516 - Green Start Home Loans (Pty) Ltd		-	25	65	-	-	90	-	-
0530 - National Housing Finance Corpora		-	67	-	-	-	67	-	-
	<b>Total</b>	-	<b>7,322</b>	<b>286</b>	<b>4,937</b>	-	<b>2,671</b>	-	-

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Annexures to the Annual Financial Statements  
for the year ended 31 March 2009**

**Annexure 2B**

**Statement of contingent liabilities as at 31 March 2009**

Nature of liability	Opening balance 1 April 2008  R'000	Liabilities incurred during the year  R'000	Liabilities paid/ cancelled/ reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing balance 31 March 2009  R'000
Claims against the department					
Various	25,836	19,318	200	-	44,954
Owing to the GEPF	-	325	-	-	325
<b>TOTAL</b>	<b>25,836</b>	<b>19,643</b>	<b>200</b>	<b>-</b>	<b>45,279</b>



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Annexures to the Annual Financial Statements  
for the year ended 31 March 2009**

**Annexure 3  
Claims recoverable**

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2009	31/03/2008	31/03/2009	31/03/2008	31/03/2009	31/03/2008
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Department</b>						
National Department of Education	-	-	-	104	-	104
Northern Cape Education ( 0067 )	67	-	-	-	67	-
Eastern Cape Education Department (EED)	-	-	1,754	14	1,754	14
National Department of Labour ( DLB )	-	-	19	214	19	214
ELRC ( Electoral Labour Resolution Council )	809	-	459	-	1,268	-
Correctional Services	-	-	38	-	38	-
SADTU ( South African Democratic Teachers Union )	-	-	511	463	511	463
CTPA (Cape Teachers Professional Ass.)	-	-	85	41	85	41
Public Allied Workers Union S.A.	-	-	31	-	31	-
WC Dept. Social Services ( WSS )	-	-	-	149	-	149
WC Dept. Community Safety ( WSL )	2	4	-	-	2	4
Department of Agriculture	20	-	-	-	20	-
Dept. Health ( WHW )	40	-	-	-	40	-
Cultural Affairs (WAC)	-	-	149	-	149	-
Dept of the Premier ( WAM )	-	2	5	-	5	2
Clanwilliam Secondary ( WED )	-	-	160	160	160	160
WC Provincial Treasury ( WFE )	-	1	-	-	-	1
NAPTOSA (Nat Admin & Prof Teachers of SA)	-	-	-	99	-	99
WC Dept. of Transport & Public Works	-	-	301	600	301	600
Dept. of Land Affairs (DLA)	-	-	-	23	-	23
NC Dept. of Justice (DJC)	-	9	-	-	-	9
Gauteng Education Department	-	-	17	-	17	-
WC Dept of Local Government (WGA)	-	-	1	-	-	-
<b>Total</b>	<b>938</b>	<b>16</b>	<b>3,530</b>	<b>1,867</b>	<b>4,467</b>	<b>1,883</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Annexures to the Annual Financial Statements  
for the year ended 31 March 2009**

**Annexure 4  
Inter-Departmental Payables – Current**

Government entity	Confirmed balance		Unconfirmed balance		Total	
	31/03/2009	31/03/2008	31/03/2009	31/03/2008	31/03/2009	31/03/2008
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Departments</b>						
<b>Current</b>						
WC Dept of TR&PW	-	21	4,179	4,179	4,179	4,200
National Dept of Justice & Constit Development	-	472	82	-	82	472
WC Dept of Health	2	7	-	-	2	7
WC Prov Treasury	-	819	274	-	274	819
WC Dept of Agriculture	-	22	-	-	-	22
National Dept of Labour	-	-	-	17	-	17
National Dept of Land Affairs	-	-	-	12	-	12
WC Dept of Social Development	-	8	-	-	-	8
National Dept of Education	-	-	3	3	3	3
N Cape Dept of Health	-	-	-	13	-	13
National SAPS	-	-	-	11	-	11
Dept of Home Affairs	9	-	-	9	9	9
Kwazulu Natal Education Dept	-	-	6	10	6	10
WC Dept of Local Gov & Housing	74	44	-	-	74	44
WC Dept of Transport & Public Works	311	-	-	-	311	-
Department of the Premier	-	-	364	-	364	-
Free State Education	52	-	-	-	52	-
NC Education Dept	33	-	-	-	33	-
EC Education Dept	-	-	18	-	18	-
<b>Total</b>	<b>481</b>	<b>1,393</b>	<b>4,926</b>	<b>4,254</b>	<b>5,407</b>	<b>5,647</b>

## 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
<b>Development of Service Charter and Service standards</b>				
<p>Developed WCED Service Delivery Charter with 12 Service Standards based on 9 Focus Areas of Whole School Evaluation.</p> <p>From January to April 2007, workshops with all the directorates and EMDCs were conducted and service delivery standards set for each directorate and EMDC according to the services they have to deliver.</p> <p>Follow up mini workshops and meetings followed.</p> <p>Service delivery standards of each directorate were edited, and revised</p>	<p>Head Office staff-office based educators and public service staff</p>	<p>The broader Western Cape school community. Teachers, parents and learners</p>	<ul style="list-style-type: none"> <li>All head Office Directorates and District offices set Service Delivery Standards according to the functions and services they have to deliver.</li> </ul>	<ul style="list-style-type: none"> <li>All head Office Directorates and District offices were trained to</li> <li>Write a service standard according based on the Batho Pele principles and based on the principles of Quality, Quantity, Target group, Target Area and Time period (QOTT)</li> <li>Set service Delivery standards according to the functions and services they have to deliver</li> <li>Develop their own Service Delivery Improvement Plan</li> <li>Manage the Service Delivery Standards of their directorates and districts</li> <li>Measure their services against the Service Standards</li> <li>Improve Services against the services standards</li> <li>WCED Service Delivery Charter launched on 17 August 2007 at Frank Pietersen Music Centre, Sanddrift Street, Paarl. WCED officials, Officials and school principles and some governing body members attended.</li> </ul>

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
<b>Development of Service Charter and Service standards</b>				
Focused on 2 Service standards for Business Process Mapping and submission to DPSA for monitoring: <ul style="list-style-type: none"> <li>West Coast Winelands on SGB training; and</li> </ul>	School Governing Bodies (SGBs)	School Governing Bodies (SGBs)	Provide training to build capacity in compliance to the South African Schools Act to 100% of school governing bodies in all 9 circuits of West Coast Winelands district of the WCED per term of the academic year	All School Governing Bodies in all 9 circuits of West Coast Winelands district of the WCED were trained according to their specific needs
<ul style="list-style-type: none"> <li>Head Office: Directorate Specialised Education Support :Provision of nutritious meals in quintile 1 to 5 primary and secondary public schools</li> </ul>	Learners in quintile 1 to 5 schools	Learners in quintile 1 to 5 schools	Provide a nutritious meal in quintile 1 to 5 primary and secondary public schools for 170 days to primary schools and 156 days to secondary schools of the academic year	203 000 of learners in quintile 1 to 5 schools were provided with a nutritious meal in quintile 1 to 5 primary and secondary public schools for 170 days to primary schools and 156 days to secondary schools. 260 food gardens were planted in all districts of the province.

**Table 1.2: Consultation arrangements with customers**

Type of arrangement	Actual Customers	Potential Customers	Actual achievements
<b>Training of Governing Bodies</b>			
Questionnaires to SGB's Meetings with principals Meetings with SGBs	All School Governing Bodies within the 9 Circuit areas of the West Coast Winelands District	All School Governing Bodies within the 9 Circuit areas of the West Coast Winelands District	Development of Course material according to needs of each SGB
<b>Provisioning of services</b>			
Training of SGBs to comply with The South African Schools Act	School Governing Bodies	School Governing Bodies	All SGBs were trained according to their specific needs
Quarterly meetings with National School Nutrition Programme staff at District offices. Quarterly meetings with Service Providers	Learners in Quintile 1 to 5 schools	Learners in Quintile 1 to 5 schools	203 learners received nutritious meals

**Table 1.3: Service delivery access strategy**

Access Strategy	Actual achievements
School Governing bodies should be trained to comply with the South African Schools Act All School Governing bodies were trained to comply with the South African Schools Act.	Quarterly Reports, Annual reports, Circulars Meetings, Workshops District magazine
Learners in Quintile 1-5 schools should be provided with nutritious meals to enable and improve quality learning. Food gardens will assist with nutrition and improve the education environment.	203 000 Learners in Quintile 1-5 schools were provided with nutritious meals. The project of food gardens were initiated and are in good progress as 260 food gardens were planted all districts of the province.

**Table 1.4: Service information tool**

<b>Quarterly Reports</b>	<b>Quarterly reports</b>
Annual reports	Annual reports
Circulars	Circulars
Meetings	Meetings
Workshops	Workshops
District magazine	District magazine
Local Radio station	Local Radio station
Information booklet	Information booklet
Service Delivery Brochure	Service Delivery Brochure
<i>Batho Pele</i> Brochure	<i>Batho Pele</i> Brochure
Service Delivery Fliers	Service Delivery Fliers
<i>Tetha Nathi</i> Brochure	<i>Tetha Nathi</i> Brochure

**Table 1.5: Complaints mechanism**

<b>Meetings, Workshops</b>	<b>Regular quarterly meetings, one workshop to address</b>
Complaints mechanism to Circuit Managers, Senior Circuit Manager and Director	grievances, Complaints to District Co-ordinators and Provincial Co-ordinator Dedicated telephone lines of district and provincial co-ordinator
Complaints/Compliments mechanism of Dir: Quality Assurance	Piloted in one district. Dedicated Telefax-line. Database of cases. Complaints/compliments escalated to the relevant directorate for resolution.

## 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	R42,663 x 1% - R47,583
Salary level 2	Lower skilled	R47,787 x 1% - R53,316
Salary level 3	Skilled	R54,879 x 1% - R63,717
Salary level 4	Skilled	R64,410 x 1% - R74,772
Salary level 5	Skilled	R76,194 x 1% - R88,464
Salary level 6	Highly skilled production	R94,326 x 1% - R109,515
Salary level 7	Highly skilled production	R117,501 x 1% - R136,419
Salary level 8	Highly skilled production	R145,9201 x 1% - R169,410
Salary level 9	Highly skilled supervision	R174,243 x 1% - R202,287
Salary level 10	Highly skilled supervision	R217,482 x 1% - R252,483
Salary level 11	Highly skilled supervision	R344,052 x 1% - R398,805
Salary level 12	Highly skilled supervision	R407,745 x 1% - R472,758
Salary level 13	Senior Management Service (Band A)	R615,633 x 1.5% - R736,065
Salary level 14	Senior Management Service (Band B)	R746,181 x 1.5% - R905,538
Salary level 15	Senior Management Service (Band C)	R921,054 x 1.5% - R1,037,571
Salary level 16	Senior Management Service (Band D)	R1,203,522 x 1.5% - R1,355,766

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: 2008/09**

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	393,529	192,440	21,395	0	2.09	989	19,458
2	7,410,535	6,164,427	26,924	0	67.06	35 152	17,536
3	44,119	0	0	0	0	0	0
4	510,390	411,090	0	0	4.47	2 609	157.57
5	367,190	200,850	0	0	2.18	994	202.06
6	26,838	*1,889	147	0	0.02	12	*157.42
		**2,598					
7	228,748	53,202	2,496	0	0.58	271	196.32
8	211,129	***49,532	6,974	0	0.54	126	***393.11
		****13,662					
<b>Totals</b>	<b>9,192,478</b>	<b>7,089,690</b>	<b>57,936</b>	<b>0</b>	<b>77.12</b>	<b>40 153</b>	<b>176.57</b>

**Note:**

- \* The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R1,889m, is in respect of the 12 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- \*\* The amount of R2,598m 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 R49,532m, is in respect of the 126 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- \*\*\*\* The amount of R13,662m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2008-Matric examinations).

**Table 2.2: Personnel costs in respect of all personnel by salary bands: 2008/09**

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	207,160	2.92	3 347	61.89
3-5	408,314	5.76	4 744	86.07
6-8	4,834,583	68.23	26 521	182.29
9-12	1,601,354	22.60	5 487	291.85
13-16	34,414	0.49	**54	637.30
<b>Total</b>	<b>*7,085,825</b>	<b>100.00</b>	<b>40 153</b>	<b>176.47</b>

**Note**

- \* The total personnel expenditure in tables 2.1 and 2.2 differs because 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: 2008/09**

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	184,391	2.602	4,316	0.061	3,624	0.051	10,242	0.145
Programme 2	4,627,213	65.302	1,036	0.015	89,778	1.267	273,843	3.865
Programme 3	-	0.000	-	0.000	-	0.000	-	0.000
Programme 4	302,740	4.272	139	0.002	7,390	0.104	18,967	0.268
Programme 5	130,769	1.846	-	0.000	2,412	0.034	7,775	0.110
Programme 6	1,613	0.023	-	0.000	40	0.001	80	0.001
Programme 7	40,398	0.570	-	0.000	661	0.009	2,621	0.037
Programme 8	22,817	0.322	1,587	0.022	646	0.009	1,594	0.022
<b>Total</b>	<b>5,309,941</b>	<b>74.938</b>	<b>7,078</b>	<b>0.100</b>	<b>104,549</b>	<b>1.475</b>	<b>315,122</b>	<b>4.447</b>

**Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2008/09**

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	150,578	2.125	126	0.002	6,389	0.090	9,687	0.137
3-5	296,288	4.181	2,224	0.031	10,692	0.151	21,827	0.308
6-8	3,642,569	51.406	4,221	0.060	66,200	0.934	217,414	3.068
9-12	1,200,361	16.940	507	0.007	21,268	0.300	65,554	0.925
13-16	20,144	0.284	0	0.000	0	0.000	641	0.009
<b>Total</b>	<b>5,309,941</b>	<b>74.938</b>	<b>7,078</b>	<b>0.100</b>	<b>104,549</b>	<b>1.475</b>	<b>315,122</b>	<b>4.447</b>



### 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 2009**

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	1 131	983	13	6	989
	Programme 2	35 515	34 893	2	259	35 152
	Programme 3	0	0	0	0	0
	Programme 4	2 681	2 567	4	42	2 609
	Programme 5	1 368	987	28	7	994
	Programme 6	15	12	20	0	12
	Programme 7 **	15	271	0	0	271
	Programme 8	141	126	11	0	126
	<b>Total</b>	<b>40 866</b>	<b>39 839</b>	<b>3</b>	<b>314</b>	<b>40 153</b>
Educators	Programme 1	126	126	0	5	131
	Programme 2	28 451	28 404	0	160	28 564
	Programme 3	0	0	0	0	0
	Programme 4	1 643	1 623	1	23	1 646
	Programme 5	875	768	12	7	775
	Programme 6	4	4	0	0	4
	Programme 7**	15	271	0	0	269
	Programme 8***	1	12	0	0	12
	<b>Total</b>	<b>31 115</b>	<b>31 208</b>	<b>1</b>	<b>195</b>	<b>31 403</b>
Public Service Personnel	Programme 1	1 005	857	15	1	858
	Programme 2	7 064	6 489	8	99	6 588
	Programme 3	0	0	0	0	0
	Programme 4	1 038	944	9	19	963
	Programme 5	493	219	56	0	219
	Programme 6	11	8	27	0	8
	Programme 7	0	0	0	0	0
	Programme 8***	140	114	19	0	114
	<b>Total</b>	<b>9 751</b>	<b>8 631</b>	<b>11</b>	<b>119</b>	<b>8 750</b>

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 2009

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 2009
All Personnel	1-2	3 566	3 302	7	45	3 347
	3-5	5 611	4 724	16	20	4 744
	6-8	25 380	26 273	0	248	26 521
	9-12	6 255	5 487	12	0	5 487
	13-16	54	53	2	1	54
	<b>Total</b>	<b>40 866</b>	<b>39 839</b>	<b>3</b>	<b>314</b>	<b>40 153</b>
Educators	1-2	0	0	0	0	0
	3-5**	0	1 041	0	2	1 043
	6-8	25 155	24 893	0	193	25 086
	9-12	5 960	5 274	12	0	5 274
	13-16	0	0	0	0	0
	<b>Total</b>	<b>31 115</b>	<b>31 208</b>	<b>0</b>	<b>195</b>	<b>31 403</b>
Public Service Personnel	1-2	3 566	3 302	7	45	3 347
	3-5	4 246	3 683	13	18	3 701
	6-8	1 590	1 380	13	55	1 435
	9-12	295	213	28	0	213
	13-16	54	53	2	1	54
	<b>Total</b>	<b>9 751</b>	<b>8 631</b>	<b>11</b>	<b>119</b>	<b>8 750</b>

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 2008 to 31 March 2009**

Salary levels	Number of posts	Number of jobs evaluated	% jobs evaluated	Posts grading unchanged		Posts upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3 566	18	0.50	18	.54	0	0	0	0
3-5	4 246	56	1.32	55	1.29	1	0.02	0	0
6-8	1 590	50	3.14	48	3.01	2	0.12	0	0
9-12	295	35	11.86	35	11.86	1	.33	0	0
13	39	0	0	0	0	0	0	0	0
14	9	0	0	0	0	0	0	0	0
15	5	0	0	0	0	0	0	0	0
16	1	0	0	0	0	0	0	0	0
<b>Total</b>	<b>9 751</b>	<b>159</b>	<b>1.63</b>	<b>156</b>	<b>1.59</b>	<b>4</b>	<b>.04</b>	<b>0</b>	<b>0</b>

**Note:** The job evaluations focussed only on office-based posts as part of the redesign process of the WCED. There were 71 job evaluations conducted of which some impacted on more than one post on a specific level, that had the same job specification.

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 2008 to 31 March 2009**

Personnel Group	Salary band	Number of employees per band as on 1 April 2008	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 160	2 623	2 382	7.63
	3-5	4 418	5 261	4 039	27.66
	6-8	26 301	14 620	1 498	49.89
	9-12	5 595	379	582	-4.59
	13	40	4	1	7.5
	14	7	1	3	-28.57
	15	5	0	0	0
	16	1	0	0	0
	<b>Total</b>		<b>39 527</b>	<b>22 888</b>	<b>21 505</b>
Educators	1-2	0	0	0	0
	3-5	734	3 125	1 954	159.54
	6-8	24 804	14 452	14 265	0.54
	9-12	5 425	233	468	-4.33
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	<b>Total</b>		<b>30 963</b>	<b>17 810</b>	<b>16 687</b>
Public Service Personnel	1-2	3 160	2 623	2 382	7.63
	3-5	3 684	2 136	2 085	1.38
	6-8	1 497	168	233	-4.34
	9-12	170	146	114	18.82
	13	40	4	1	7.5
	14	7	1	3	-28.57
	15	5	0	0	0
	16	1	0	0	0
	<b>Total</b>		<b>8 564</b>	<b>5 078</b>	<b>4 818</b>

Table 5.2: Reasons why staff is leaving the department

Termination Type	Number	Percentage of total
Death	122	0.56
Resignation	1 242	5.80
Expiry of contract *	19 384	90.53
Dismissal – operational changes	0	0
Dismissal – misconduct	113	0.52
Dismissal – inefficiency	1	0.03
Ill health	13	0.06
Retirement	487	2.27
Employee initiated severance package	18	0.08
Transfers to other state departments, statutory bodies, etc.	31	0.14
<b>Total</b>	<b>21 411</b>	<b>100</b>
<b>Total number of employees who left as a % of the total employment</b>	<b>2 027</b>	<b>9.46</b>

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 2008	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	3 160	15	0.50	2 307	73.01
	3-5	4 418	145	3.28	2 801	63.40
	6-8	26 301	335	1.27	24 832	98.76
	9-12	5 595	423	7.56	5 103	92.08
	13	40	1	2.50	0	0.00
	14	7	6	85.71	0	0.00
	15	5	0	0	0	0.00
	16	1	0	0	1	100.00
	<b>Total</b>	<b>39 527</b>	<b>925</b>	<b>2.34</b>	<b>35 044</b>	<b>88.66</b>
Educators	1-2	0	0	0	0	0
	3-5	734	1	0.14	644	87.74
	6-8	24 804	296	1.19	23 847	96.14
	9-12	5 425	397	7.32	5 024	92.61
	13	0	0	0	0	0
	14	0	0	0	0	0
	15	0	0	0	0	0
	16	0	0	0	0	0
	<b>Total</b>	<b>30 963</b>	<b>694</b>	<b>2.24</b>	<b>29 515</b>	<b>95.32</b>
Public Service Personnel	1-2	3 160	15	0.50	2 157	76.39
	3-5	3 684	144	3.91	1 640	62.61
	6-8	1 497	39	2.61	985	67.14
	9-12	170	26	15.29	79	47.88
	13	40	1	2.50	0	0
	14	7	6	85.71	0	0
	15	5	0	0	0	0
	16	1	0	0	1	100
	<b>Total</b>	<b>8 564</b>	<b>231</b>	<b>2.70</b>	<b>5 529</b>	<b>67.85</b>

Note:

- The 35969 promotions represent:
- 925 employees promoted from one salary level to a higher salary level; and
- 35044 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 2009**

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	3	15	3	12	9	5	1	2	50
Professionals	1 934	6 899	58	1 980	4 743	11 514	80	4 526	31 734
Technicians and associate professionals	40	113	2	24	37	108	1	35	360
Clerks	97	303	1	25	384	1 407	11	500	2 728
Service and sales workers	1	30	0	0	0	5	0	2	38
Craft and related trades workers	1	13	0	0	0	0	0	0	14
Plant and machine operators and assemblers	2	18	0	1	0	1	0	0	22
Elementary occupations	613	2 078	1	114	364	1 843	2	192	5 207
<b>Total</b>	<b>2 691</b>	<b>9 469</b>	<b>65</b>	<b>2 156</b>	<b>5 537</b>	<b>14 883</b>	<b>95</b>	<b>5 257</b>	<b>40 153</b>
Employees with disabilities	4	9	0	8	2	8	0	6	37

**Table 6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2009**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	2	0	2	1	1	0	0	6
Senior Management	5	15	3	10	8	4	1	2	48
Professionally qualified and experienced specialists and mid-management	293	1 901	29	969	341	1 042	24	966	5 565
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 560	5 172	31	1 030	4 368	10 385	62	3 835	26 443
Semi-skilled and discretionary decision making	370	1 174	1	124	497	2 173	6	399	4 744
Unskilled and defined decision making	463	1 205	1	21	322	1 278	2	55	3 347
<b>Total</b>	<b>2 691</b>	<b>9 469</b>	<b>65</b>	<b>2 156</b>	<b>5 537</b>	<b>14 883</b>	<b>95</b>	<b>5 257</b>	<b>40 153</b>

**Table 6.3 Recruitment for the period 1 April 2008 to 31 March 2009**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	0	1	1	0	0	0	1	3
Professionally qualified and experienced specialists and mid-management	31	140	6	43	22	77	1	41	361
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	746	2 901	20	561	3 242	5 275	19	1 805	14 569
Semi-skilled and discretionary decision making	595	635	11	112	977	2 465	9	452	5 256
Unskilled and defined decision making	381	1 026	3	29	290	837	2	55	2 623
<b>Total</b>	<b>1 753</b>	<b>4 702</b>	<b>41</b>	<b>746</b>	<b>4 531</b>	<b>8 654</b>	<b>31</b>	<b>2 354</b>	<b>22 812</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Note:**

The recruitment total may seem to be high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a contract / temporary capacity for closed periods. Consequently each temporary appointment is regarded as a new recruitment.

**Table 6.4 Promotions for the period 1 April 2008 to 31 March 2009**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	1	0	0	0	0	0	0	1
Senior Management	2	2	0	1	0	1	0	1	7
Professionally qualified and experienced specialists and mid-management	300	1 896	29	922	337	1 057	23	962	5 526
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 568	4 946	32	882	4 215	10 103	52	3 369	25 167
Semi-skilled and discretionary decision making	231	803	1	97	289	1 208	2	315	2 946
Unskilled and defined decision making	299	793	0	12	230	955	1	32	2 322
<b>Total</b>	<b>2 400</b>	<b>8 441</b>	<b>62</b>	<b>1 914</b>	<b>5 071</b>	<b>13 324</b>	<b>78</b>	<b>4 679</b>	<b>35 969</b>
Employees with disabilities	5	10	0	6	3	10	0	6	40

**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 2008 to 31 March 2009**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	1	0	3	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	43	215	4	83	22	101	2	99	569
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	810	2 874	26	537	3 092	5 398	14	1 685	14 436
Semi-skilled and discretionary decision making	435	562	6	87	709	1 893	9	321	4 022
Unskilled and defined decision making	337	960	2	24	253	751	1	52	2 380
<b>Total</b>	<b>1 625</b>	<b>4 612</b>	<b>38</b>	<b>734</b>	<b>4 076</b>	<b>8 143</b>	<b>26</b>	<b>2 157</b>	<b>21 411</b>
Employees with disabilities	0	2	0	0	0	0	0	0	2

**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 2008 to 31 March 2009**

Occupational Categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, Senior officials and managers	456	764	66	431	465	551	25	354	3 112
Professionals	870	1 748	4	402	941	2 799	158	498	7 420
Professionals uncategorised in terms of race and gender									
Technicians and Associate professionals uncategorised	34	87	0	2	0	14	0	0	137
Clerks	102	371	0	92	128	455	43	181	1 372
Clerks uncategorised									
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	16	174	0	1	9	112	0	0	312
<b>Total</b>	<b>1 478</b>	<b>3 144</b>	<b>70</b>	<b>928</b>	<b>1 543</b>	<b>3 931</b>	<b>226</b>	<b>1 033</b>	<b>12 353</b>

**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 2008 to 31 March 2009**

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
<b>African</b>	127	1 614	7.87	549	4,323
Male	47	779	6.03	182	3,870
Female	80	835	9.58	367	4,589
<b>Asian</b>	6	20	30	34	5,736
Male	0	5	0	0	0
Female	6	15	40	34	5,736
<b>Coloured</b>	1 151	6 118	18.81	5,805	5,043
Male	429	2 653	16.17	2,194	5,113
Female	722	3 465	20.83	3,611	5,001
<b>White</b>	364	944	38.55	2,248	6,175
Male	58	189	30.69	406	6,995
Female	306	755	40.52	1,842	6,020
<b>Total</b>	<b>1 648</b>	<b>8 696</b>	<b>18.95</b>	<b>8,636</b>	<b>5,240</b>
<b>Employees with a disability</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**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 2008 to 31 March 2009**

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)
<b>1-2</b>	337	3 347	10.06	1,107	3,283
<b>3-5</b>	664	3 701	17.94	2,709	4,079
<b>6-8</b>	612	1 435	42.64	4,372	7,144
<b>9-12</b>	35	213	14.43	449	12,814
<b>Total</b>	<b>1 648</b>	<b>8 696</b>	<b>18.95</b>	<b>8,636</b>	<b>5,240</b>

**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	10	39	25.64	288	28,842	0.838
14	2	9	22.22	66	32,993	0.192
15	0	5	0	0	0	0
16	0	1	0	0	0	0
<b>Total</b>	12	54	22.22	354	29,534	1.03

**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 2008 to 31 March 2009**

Salary level	1 April 2008		31 March 2009		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	0	0	6	5.50	6	13.04
3-5	24	38.10	0	0	-24	-52.17
6-8	30	47.62	103	94.50	73	158.7
9-12	9	14.28	0	0	-9	-19.57
13 - 16	0	0	0	0	0	0
<b>Total</b>	<b>63</b>	<b>100.00</b>	<b>109</b>	<b>100.00</b>	<b>46</b>	<b>100</b>

**Table 8.2: Foreign Workers by major occupation: 1 April 2008 to 31 March 2009**

Major Occupation	1 April 2008		31 March 2009		Change	
	Number	% of total	Number	% of total	Number	% of total
Administrative office workers	0	0	6	5.50	6	13.04
Elementary occupations	0	0	0	0.00	0	0
Professionals and managers	63	100	103	94.50	40	86.96
<b>Total</b>	<b>63</b>	<b>100</b>	<b>109</b>	<b>100</b>	<b>46</b>	<b>100</b>

**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 2008 to 31 December 2008

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 2008 to 31 December 2008**

Personnel group	Salary level	Total days	% Days with medical certification	Number of employees using sick leave	Total number of employees as at 31/12/2008	% of Total employees in salary band using sick leave	Average days per employee based on number of employees as at 31/12/2008	Estimated cost (R'000)
All Personnel	1-2	23 620	87	2 050	3 330	62	7	4,281
	3-5	32 680	86	2 889	4 470	65	7	7,895
	6-8	203 163	83	18 499	26 214	71	8	107,244
	9-12	33 766	86	3 105	5 617	55	6	26,828
	13-16	177	87	27	52	52	3	253
	<b>Total</b>	<b>293 406</b>	<b>84</b>	<b>26 570</b>	<b>39 683</b>	<b>67</b>	<b>7</b>	<b>146,501</b>
Educators	1-2	0	0	0	0	0	0	0
	3-5	4 577	84	450	725	62	6	1,331
	6-8	188 854	83	17 363	24 759	70	8	100,929
	9-12	32 844	86	2 998	5 429	55	6	25,997
	13-16		0	0	0	0	0	0
	<b>Total</b>	<b>226 275</b>	<b>83</b>	<b>20 811</b>	<b>30 913</b>	<b>67</b>	<b>13</b>	<b>128,257</b>
Public Service Personnel	1-2	23 620	87	2 050	3 330	62	7	4,281
	3-5	28 103	87	2 439	3 745	65	8	6,534
	6-8	14 309	86	1 136	1 455	78	10	6,119
	9-12	922	83	107	188	57	5	810
	13-16	177	87	27	52	52	3	253
	<b>Total</b>	<b>67 131</b>	<b>87</b>	<b>5 759</b>	<b>8 770</b>	<b>66</b>	<b>8</b>	<b>17,997</b>

**Table 9.2: Disability leave (temporary and permanent): 1 January 2008 to 31 December 2008**

Personnel Group	Salary level	Total days taken	% Days with medical certification	Number of employees using disability leave	Total number of employees as at 31/12/2008	% of total employees using disability leave	Average days per employee based on number of employees as at 31/12/2008	Estimated cost (R'000)
All Personnel	1-2	9 526	97	204	3 330	6	3	1,776
	3-5	12 958	98	253	4 470	6	3	3,199
	6-8	79 575	98	1 853	26 214	7	3	42,174
	9-12	14 063	99	304	5 617	5	3	11,250
	13-16	25	100	1	52	2	0,48	0
	<b>Total</b>	<b>116 147</b>	<b>98</b>	<b>2 615</b>	<b>39 683</b>	<b>7</b>	<b>3</b>	<b>58,399</b>

Personnel Group	Salary level	Total days taken	% Days with medical certification	Number of employees using disability leave	Total number of employees as at 31/12/2008	% of total employees using disability leave	Average days per employee based on number of employees as at 31/12/2008	Estimated cost (R'000)
Educators	1-2	0	0	0	0	0	0	0
	3-5	1 945	99	37	725	5	3	641
	6-8	73 631	98	1 740	24 759	7	3	39,580
	9-12	13 741	99	299	5 429	6	3	10,998
	13-16	0	0	0	0	0	0	0
	<b>Total</b>	<b>89 317</b>	<b>98</b>	<b>2 076</b>	<b>30 913</b>	<b>7</b>	<b>3</b>	<b>51,219</b>
Public Service Personnel	1-2	9 526	97	204	3 330	6	3	1,776
	3-5	11 013	98	216	3 745	6	3	2,564
	6-8	5 944	99	113	1 455	8	4	2,458
	9-12	322	100	5	188	3	2	250
	13-16	25	100	1	52	2	0,48	33
	<b>Total</b>	<b>26 830</b>	<b>98</b>	<b>539</b>	<b>8 770</b>	<b>6</b>	<b>3</b>	<b>7,081</b>

**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 2008 to 31 December 2008**

Personnel Group	Salary level	Total days taken	Average days per employee based on total number of employees as at 31/12/2008	Total number of employees as at 31/12/2008
All Personnel	1-2	22 976	11	3 330
	3-5	29 382	11	4 470
	6-8	37 710	5	26 214
	9-12	20 521	8	5 617
	13-16	1 117	21	52
	<b>Total</b>	<b>111 706</b>	<b>8</b>	<b>39 683</b>
Educators	1-2	0	0	0
	3-5	301	4	725
	6-8	19 800	3	24 759
	9-12	17 650	8	5 429
	13-16	0	0	0
	<b>Total</b>	<b>37 751</b>	<b>5</b>	<b>30 913</b>

Personnel Group	Salary level	Total days taken	Average days per employee based on total number of employees as at 31/12/2008	Total number of employees as at 31/12/2008
Public Service Personnel	1-2	22 976	11	3 330
	3-5	29 081	11	3 745
	6-8	17 910	15	1 455
	9-12	2 871	16	188
	13-16	1 117	21	52
	<b>Total</b>	<b>73 955</b>	<b>12</b>	<b>8 770</b>

**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 2008 to 31 December 2008**

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31/12/2008	Number of employees as at 31/12/2008
All Personnel	1-2	4 027	1.21	19	3 330
	3-5	13 285	2.97	33	4 470
	6-8	45 095	1.72	33	26 214
	9-12	23 416	4.17	73	5 617
	13-16	180	3.46	72	52
	<b>Total</b>	<b>86 003</b>	<b>2.17</b>	<b>37</b>	<b>39 683</b>
Educators	1-2	0	0	0	0
	3-5	1 903	2.62	26	725
	6-8	41 375	1.67	31	24 759
	9-12	23 304	4.29	74	5 429
	13-16	0	0	0	0
	<b>Total</b>	<b>66 582</b>	<b>2.15</b>	<b>39</b>	<b>30 913</b>
Public Service Personnel	1-2	4 027	2.62	19	3 330
	3-5	11 382	2.62	35	3 745
	6-8	3 720	2.62	51	1 455
	9-12	112	2.62	37	188
	13-16	180	2.62	72	52
	<b>Total</b>	<b>19 421</b>	<b>2.21</b>	<b>32</b>	<b>8 770</b>

**Note:**

1. This table gives information on capped leave for the calendar year 1 January 2008 to 31 December 2008, whilst this annual report covers the financial year 1 April 2008 to 31 March 2009.
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 2008 to 31 March 2009**

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 2007/2008	11,911	214	55,658
	Annual leave payouts on termination of service for 2007/2008	0	0	0
	Leave discounting for 2008/2009	9,320	1 673	5,570
	<b>Total</b>	<b>21,231</b>	<b>1 887</b>	<b>11,251</b>
Public Service Staff	Leave payout for 2007/08 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2007/2008	3,398	137	24,802
	Annual leave payouts on termination of service for 2007/2008	0	0	0
	Leave discounting for 2008/2009	883	280	3,153
	<b>Total</b>	<b>4,281</b>	<b>417</b>	<b>10,266</b>

**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.	X		Director: Internal Human Capital Management
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.	X		The WCED has two specific programmes that it focuses 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) in terms of their Job Descriptions. Annual budget: R1 258 360
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.	X		This programme provides ongoing support to the psychological, emotional and lifestyle needs 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 and trauma debriefing. These services are provided by private service providers to ensure confidentiality. This programme also addresses wellness issues of employees through Employee 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.	X		Director: IHCM, Deputy-Director: IHCM, 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.	X		The WCED adopted its own HIV and AIDS Policy in the Workplace, based on the Framework provided by the Provincial Government.



Question	Yes	No	Details, if yes
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.	X		Continuous awareness raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, e.g. Confidentiality, disclosure, VCT, etc. The WCED Human Rights Programmes also convey this message about anti-discriminatory behaviour. The WCED's HIV and AIDS Policy also conveys this message and forms part of line management's responsibility to adhere to.
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.			VCT made available to staff through Employee Health and Wellness Awareness Days. The uptake is 10% to 15% of those who attend the Awareness Days.
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 2008 to 31 March 2009**

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 2008 to 31 March 2009**

Outcomes of disciplinary hearings	Number
Correctional counselling	2
Verbal warning	0
Written warning	3
Final written warning	112
Suspended without pay (as a sanction)	29
Fine	71
Demotion	3
Dismissal	62
Not guilty	7
Case withdrawn	34
<b>Total</b>	<b>323</b>

**Table 11.2.2 - Disciplinary action, including Progressive Discipline, for the period of 1 April 2008 to 31 March 2009**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<b>Total</b>	65	160	0	22	44	94	0	6	<b>391</b>

**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	5
Sexual assault on learner	9
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	0
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	19
Misuse of state property	3
Unjustifiably prejudices the administration, discipline or efficiency of the Dept	3

Type of Misconduct	Number
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	0
Fails to carry out a lawful order and / or routine instruction	7
Absenteeism	38
Discrimination	0
Poor performance, for reasons other than incapacity	0
While on duty, is under the influence of intoxicating substance	5
While on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner	47
Assaults, or attempt to or threatens to assault	49
Victimisation and / or intimidation	0
Give false statements or evidence in the execution of duties, and / or falsification of records	0
Unlawful industrial action	0
Common law or statutory offence (theft, fraud and corruption)	10
Dishonesty	2
Abscondment	25
<b>TOTAL</b>	<b>222</b>

**Table 11.4 – Grievances lodged for the period 1 April 2008 to 31 March 2009**

	Number
Number of grievances resolved	472
Number of grievances not resolved	135
<b>Total number of grievances lodged</b>	<b>607</b>

**Table 11.5 – Disputes lodged with Councils for the period 1 April 2008 to 31 March 2009**

	Number
Number of disputes upheld	26
Number of disputes dismissed	82
Number of disputes pending	102
<b>Total number of disputes lodged</b>	<b>210</b>

**Table 11.6 – Strike actions for the period 1 April 2008 to 31 March 2009**

<b>Total number of persons working days lost</b>	<b>1 045</b>
Total cost (R) of working days lost	R288,005.73
Amount (R) received as a result of no work no pay	R288,005.73

**Table 11.7 – Precautionary suspensions for the period 1 April 2008 – 31 March 2009**

<b>Number of people suspended</b>	<b>45</b>
Number of people whose suspension exceeded 30 days	39
Average number of days suspended	106
<b>Cost of suspensions</b>	<b>R2,387,226.40</b>

## 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 2008 to 31 March 2009 as per the WCED's Workplace Skills Plan**

Occupational Categories	Gender	Number of employees on 1 April 2008	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	6	0	1 363	0	1 363
	Male	35	0	970	0	970
Professionals	Female	19 436	0	7 304	0	7 304
	Male	10 633	0	5 549	0	5 549
Technicians and associate professionals	Female	138	0	0	0	0
	Male	145	0	30	0	30
Clerks	Female	2 258	0	1 505	0	1 505
	Male	496	0	834	0	834
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	2 285	0	311	0	311
	Male	2 689	0	268	0	268
<b>Sub Total</b>	Female	<b>24 133</b>		<b>10 483</b>	<b>0</b>	<b>10 483</b>
	Male	<b>14 074</b>		<b>7 651</b>	<b>0</b>	<b>7 651</b>
<b>Total</b>		<b>38 207</b>		<b>18 134</b>	<b>0</b>	<b>18 134</b>

**Table 12.2: Training provided 1 April 2008 to 31 March 2009**

Occupational Categories	Gender	Number of employees on 1 April 2008	Training provided within the reporting period			
			Learnerships*	Skills programs & other short courses	Other forms of training	Total
Legislators, senior officials & managers	Female	6	0	1 392	0	1 392
	Male	35	0	1 720	0	1 720
Professionals	Female	19 436	0	4 248	0	4 248
	Male	10 633	0	3 172	0	3 172
Technicians and associate professionals	Female	138	0	14	0	14
	Male	145	0	123	0	123
Clerks	Female	2 258	0	798	0	798
	Male	496	0	578	0	578
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	2 285	0	121	0	121
	Male	2 689	0	191	0	191
<b>Subtotal</b>	Female	<b>24 133</b>	<b>0</b>	<b>6 573</b>	<b>0</b>	<b>6 573</b>
	Male	<b>14 074</b>	<b>0</b>	<b>5 780</b>	<b>0</b>	<b>5 780</b>
<b>Total</b>		<b>38 207</b>		<b>12 353</b>		<b>12 353</b>

**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.
- Please take note that the top row (Legislators, Senior Officials etc) of Sections 12.1 and 12.2 are lower than numbers in Section 6.6. The reason for this is that OFO codes were used in 08/09. According to these codes all managers, including school principals, are grouped as Legislators, Senior Officials etc.
- 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 2008 to 31 March 2009**

Personnel group	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only	62	77
	Temporary Total Disablement	19	23
	Permanent Disablement	0	0
	Fatal	0	0
	<b>Total</b>	<b>81</b>	<b>100</b>
Public Service Personnel	Required basic medical attention only	75	82
	Temporary Total Disablement	16	18
	Permanent Disablement	0	0
	Fatal	0	0
	<b>Total</b>	<b>91</b>	<b>100</b>

**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.

# Organogram of the Western Cape Education Department

