Province of the Eastern Cape

Department of Education

Five-year Strategic Plan for 2005/06 to 2009/10

Zwelitsha

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Acronyms

ABET	Adult Basic Education and Training
BAS	Basic Accounting System
CASS	Continuous Assessment
ECDOE	Eastern Cape Department of Education
ECD	Early Childhood Development
eAdministration	Electronic administration
EDC	Education Development Centre
EDO	Education Development Officer
eEducation	Electronic Education
EFMS	Electronic Facilities Management System
eLearning	Electronic learning
EMIS	Education Management Information System
EPWP	Extended Public Works Programme
FET	Further Education and Training
FETC	Further Education and Training Certificate (at Grade 12)
GET	General Education and Training
GETC	General Education and Training Certificate
Grade R	Reception grade in the year before grade 1
HOD	Head of Department
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information and Communications Technology
IMT	Interim Management Team
INSET	In-Service Training
JMT	Joint Management Team
Logis	Logistics Information System
LSEN	Learners with special educational needs
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
MIP	Matric Intervention Programme
NCS	National Curriculum Statement
NDOE	National Department of Education
OBE	Outcomes-Based Education
Persal	Personnel and Salary System
PFMA	Public Finance Management Act (Act No. 1 of 1999 as amended)

PGDP	Provincial Growth and Development Plan
PSA	Public Service Act
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act (Act No. 84 of 1996)
SETA	Sector Education and Training Authority
SGB	School Governing Body
SNP	School Nutrition Programme

Foreword by the MEC

The Presidential intervention, through the Interim Management Team (IMT) and the Joint Management Team (JMT) in Education in 2003/04, and the additional capacity that accompanies the teams, will go a long way in addressing the challenges that beset the Department.

A significant number of the IMT and JMT initiatives have considerable implications for the strategic planning of the Department. To continue this trend assistance from the National Department of Education was obtained and the revised Turnaround Plan has been implemented with the Department and will continue into the future until all challenges are overcome. The focus within the Department is to continually plan, monitor and implement corrective action.

Projects critical to the future improvement of the Department have been identified, and are prioritised through the Turnaround Plan. The Turnaround Plan builds on many of the initiatives that had already been either in operation, or under discussion within the Department, and are seen to be significant and meaningful in improving service delivery and broadening the impact of the Department's policies and programmes.

The Provincial Growth and Development Plan (PGDP) is aimed at rolling back the frontiers of poverty. It is quite clear that education has a significant role to play in the campaign to eradicate illiteracy and reduce poverty, which characterise the Province. The Department and its officials are committed to this plan, and take pride in identifying themselves with the struggle of the people of the Province.

Education carries the responsibility of providing education that will produce citizens capable of contributing to the socio-economic development of the country. This can only be achieved by having a strategic plan that will outline the key strategic thrusts of the Department, and determine the way in which we will deploy our resources to achieve our objectives.

Early Childhood Development has a fundamental role to play in shifting the frontiers of poverty. It can be viewed as a poverty alleviation programme in the way that it gives access to a quality foundation to education for all those children in the age-cohort 5 turning 6, who come from poor, rural and township backgrounds, those affected by the scourge of HIV & Aids and those who have special educational needs. The proposed transfer of 1 140 community-based sites from the Department of Social Development places a huge responsibility on our poverty alleviation efforts. This is a poverty alleviation strategy in the way that it offers a hand of collaboration to those rural women whose initiative it was to establish community-based sites single-handedly. Government is now making a commitment to offer subsidies that create employment opportunities for these women, as well as raise their literacy levels by offering learnerships to improve their qualifications

This plan will also be an expression of our commitment to address the other PGDP priorities. These are:

- **Agrarian transformation and food security**. This includes the promotion of a massive food programme, homestead food production, the comprehensive nutrition programme, and integrated agricultural infrastructure.

- **Fighting poverty** which includes the Expanded Public Works Programme, the capital projects of the different departments, HIV & Aids and tuberculosis, and the victim empowerment programme.

- **Public sector transformation** focuses on service delivery in the main social service delivery departments, local government capacity building and strengthening the centre of government.

- **Infrastructure development** deals with the strategic programmes of rail, road, hydro-electricity, water transfer, and spatial development initiatives.

- **Manufacturing diversification and tourism** looks at the automotive industry, industrial support, enterprise development, agro-processing, tourism, timber, cultural industries, and information communications and technology development programmes.
- **Human resource development** seeks to address the skills shortages in government, the educational programmes of FET, ABET, ECD, comprehensive HRD strategy and learnership programmes.

The Department of Education collaborates with other provincial government departments and structures in pursuing these priorities.

As a Department, the following constitute our education priorities:

- Stepped-up provision of learner and educator support material
- Continued expansion of early childhood development
- Continuation of Adult Basic Education and Training
- Further reduction of classroom backlogs with sharper focus on poorer areas- nodal, rural and township areas
- Resourcing the FET colleges and redesigning the curriculum programmes
- School Nutrition Programme (SNP)
- Teacher development in lieu of the Revised National Curriculum Statements (RNCS)
- Making schools more functional and self-managing, and improving the matric pass rate still remain at the centre of our priorities.

The plan further outlines our strategy to turn this Department into an organisation capable of delivering quality services within acceptable time standards.

The achievements of our Department are also dependent on our co-operation with, and participation in the Social Needs Cluster and any other clusters that affect our Department. In addition to this, we shall continue to engage our stakeholders and partners in the planning and delivery of our programmes.

M Matomela
MEC for Education

PART A: STRATEGIC OVERVIEW

1. Overview of Strategic Plan

The Department's strategic plan focuses on improving the environment in which the core business of effective teaching and learning can take place. The Department has reviewed and restructured its organogram to streamline the administrative service delivery processes, and allow the professional staff to concentrate on providing teaching and learning in the schools. The Department will continue its agenda on the improvement of management basics in order to promote service excellence that will advantage the learner, our principal client. In this context, the Department increasingly focuses on an anchor programme, the whole school development for total learner performance improvement, to which all initiatives and activities must respond. Gradually, this strategy refocuses our staff, and encourages them to challenge the existing paradigms. To this end, the Department will engage, or continue to engage, in some plans and projects to:

- diversify the resource capacity of the HIV & Aids and Life Skills orientation programmes to fast track service delivery
- improve records management and database development
- develop a medium to long term strategy on the delivery of learner and educator support material
- integrate Grade R into the General Education and Training (GET) schools in response to the policy on ten-year compulsory education and White Paper 5, and receive Early Childhood Development (ECD) programmes from the Department of Social Development
- develop and sustain the Adult Basic Education and Training (ABET) tutor retention strategy, and continue to improve the literacy rates of adults
- readjust the infrastructure of selected schools, and capacitate educators and non-educators to deal with barriers to learning and development in terms of White Paper 6 on inclusive education
- broaden the Matric Intervention Programme (MIP) to encompass the earlier grades, and develop a medium to long term programme on the effectiveness of teaching and learning in response to the recommendations, amongst others, of the Best Teacher Conferences held in 2003
- develop and broaden the focus schools into a medium to long term provincialised system of schools of focused learning in line with the emerging national debate
- realign and rationalise the school system in terms of the dictates of the curriculum reforms and band system
- reduce and eliminate temporary school infrastructure and backlogs
- provide a purpose-designed and secure environment for the management of examinations and assessments
- resource and capacitate public Further Education and Training (FET) colleges
- capacitate the Department to receive and manage the School Nutrition Programme (SNP)
- develop a system of benchmarking education service decentralisation against international standards
- provincialise the National Department of Education (NDOE) teacher development policy framework to address teacher demand and supply in the Province in response to the 2003 national colloquium on teacher education policy framework
- roll out quality management systems in line with national policy.

The application of the strategy will be informed by a resource-driven approach, with the understanding that government budgets are always limited, and that needs always tend to exceed available resources. As such, the efficiency gains and the optimal utilisation of resources cannot be separated from productive and effective utilisation of resources to the maximum benefit of the learner. It is important that schools are managed optimally, so that the Department can deliver the requirements of the curriculum effectively, thus meeting the needs of the learners.

2.   Vision

Our vision is to offer quality public education and training system that transforms schools into centres of community and promote shared moral values, good governance and sustainable development.

3.   Mission

The Department of Education provides quality education for sustainable development through:

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

4.   Values

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

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

5. Sectoral situation analysis

5.1 Summary of service delivery environment and challenges

The Department is committed to rolling out its service delivery model articulated in previous plans by establishing fully serviced district offices, which can support the core business of the Department, which is teaching and learning. While the 24 districts have now been established with district managers appointed in each, the focus has shifted to ensuring that district offices are adequately resourced and capacitated. Fully functional district offices will take services closer to the public and be a more efficient and effective service delivery model.

During 2004 it was decided to change from a service delivery model that included the use of four Corporate Service Centres to a model requiring the rapid capacitation of the 24 district offices. In the new organogram, district development and support will be managed by cluster chief directors each responsible for several districts. The provision of education will thus receive far more focused attention than in the past when all districts were managed directly through the Deputy Director-General for Education Provisioning.

The Department is still faced with many serious classroom shortages meaning that there are still learners for whom there are inadequate facilities. Reducing the province's illiteracy rate and promoting the culture of learning and teaching in all our institutions is expected to contribute to reducing the level of poverty that still faces the Province. All programmes are subjected to quality assurance processes to ensure that they benefit the Department's clients, especially learners and community members. There is a great need for adequate financial, human and physical resources to enable the Department to deliver on its mandate. The challenge is to manage the available resources more effectively and efficiently.

In its quest to deliver exemplary service to all its clients – both internal and external – the Department of Education, like all other departments within the public sector, is continuously striving to inculcate the principles of Batho Pele (People First) in the thinking of staff and ensure that it becomes an integral part of service delivery.

5.2 Summary of organisational environment and challenges

In 2004 the Department of Education reviewed its organisational structure which resulted in the Department returning to a district model and taking services closer to the people. A revised organogram was approved by the MEC in August 2004, and is in the process of being implemented. This will alter the relationship between the districts and the headquarters significantly. Districts will be managed through three clusters of districts and a fourth cluster with FET Colleges:

- **Education Provisioning Cluster A**, comprising Bizana, Libode, Lusikisiki, Maluti, Mount Fletcher, Mount Frere, Qumbu and Umzimkhulu.

- **Education Provisioning Cluster B,** comprising Cofimvaba, Butterworth, Dutywa, Lady Frere, Mthatha, Ngcobo, Queenstown and Sterkspruit.

- **Education Provisioning Cluster C**, comprising Cradock, East London, Fort Beaufort, Graaff Reinet, Grahamstown, King William's Town, Port Elizabeth and Uitenhage.

- **Education Provisioning Cluster D**, comprising all FET Colleges, namely, Buffalo City, East Cape Midlands, Ikhala, Ingwe, King Hintsa, King Sabatha Dalindyebo, Lovedale and Port Elizabeth,

The administrative issues are dealt with by the Education Institution Administration Directorate which is responsible for all institution related matters including school governing bodies.

Due to budget constraints and lengthy administrative processes many posts have remained vacant, including posts below Directors, Subject Advisors, many administrative posts, and school principals. A glaring gap is evident in the FET Colleges sector where senior managers to support the Chief Executive Officers have not yet been appointed.

The Department has absorbed surplus staff from other departments to prevent advertising some posts and to absorb additional provincial staff into existing vacancies.

6. Legislative and other mandates

6.1 Mandate of the Department

The broad mandate of the Department is to provide a compulsory basic education with the additional obligation to ensure that reasonable measures are adopted to progressively provide access to further education. It has, however, been outlined that the **South African Schools Act (Act No. 84 of 1996)** fundamentally caters for the needs of those learners who are located in schools within the compulsory band. To ensure that the needs are met of those learners throughout this country who wish to continue their pursuit of ongoing learning activities, the National Ministry of Education has passed the **Further Education & Training Act (Act No. 98 of 1998)**. However, the overall commitment of the National Ministry is also to cater for the needs of children before their formal entry into the basic schooling phase (Early Childhood Education), the needs of those learners who have special needs and the desire to promote lifelong learning through the provision of continuous learning activities for adults. In this respect the Eastern Cape Department of Education (ECDOE) is bound to enforce the key provisions of **Education White Paper 5 on Early Childhood Education (May 2001), Education White Paper 6 on Special Needs Education – Building an Inclusive Education & Training System (July 2001)** and the **Adult Basic Education & Training Act (Act No. 52 of 2000).**

6.2 Constitutional mandate

The Constitution of the Republic of South Africa (Act No. 108 of 1996) provides the overall framework for the delivery of education to the wider citizenry. In this respect the key provisions that impact on the service delivery component of the provincial education departments rest with the clauses located in Section 29 (Chapter 2) of the Bill of Rights, which reflects on everyone having the right to:

"A basic education, including adult basic education; and to further education, which the state through reasonable measures must make progressively available and accessible".

The Constitution does, in addition, empower the provincial education departments to determine their own legislative interventions in order to advance the cause of service delivery within the provinces. Thus the provision of basic and further education represents a concurrent function between the national and the provincial ministries of education. However, the statutes are clear in that, should any conflicts emerge between any provincial policy and/or law then the national policy and/or law will prevail.

6.3 National legislative mandate

The passage of the **National Education Policy Act (Act No. 27 of 1996)** (NEPA) provides the basic framework for the National Minister to, amongst others, determine national educational policies, to monitor the implementation of these policies and to evaluate the general well being of the educational system. The NEPA provides the National Minister with significant functions and responsibilities in terms of the overall oversight function of the education system nationally.

The **South African Schools Act (Act No. 84 of 1996)** (SASA) provides the broad framework for the provision of a general (basic) education to all the citizens of the country. This legislation

broadly encompasses the development of an organisation, funding and governance framework for all schools in South Africa.

The Eastern Cape Department of Education is also responsible for effecting the provisions of the **Employment of Educators Act (Act No. 76 of 1998)** and the associated **Personnel Administrative Measures (Government Notice 222 of 1998)** that fundamentally determine the conditions of service, discipline, retirement and the discharge of educators. The Department is expected to maintain an appropriate system for the recording of relevant details pertaining to the human resources that the organisation employs. In this regard, the organisation is faced with a unique situation in that while the broad bulk of the personnel are employed under the Employment of Educators Act, most administrative staff members are employed under the **Public Service Act (1994)** and are thus subject to the general Public Service Employment conditions, which are amended and regulated by the **Public Service Regulations (1999)**.

The **Further Education and Training Act (Act No. 98 of 1998)** compels the Eastern Cape Department of Education to provide for the establishment, governance and funding of public further education and training institutions. This responsibility extends to monitoring and support to be provided to such institutions. Schools for focussed learning have also been established in the Eastern Cape. The department has the responsibility to ensure that these schools are operational and provided with support to meet the curriculum needs of the learners.

The Eastern Cape Department of Education is also responsible for effecting the provisions of the **South African Council for Educators Act (Act No. 31 of 2001) (SACE).** The purpose of this legislation is to promote the professional development of educators and ensure that educators observe the SACE code of conduct, and conduct themselves within the ethical and professional standards for educators. Portfolio development workshops were conducted in 2002 with the purpose of assisting educators to develop and manage their own portfolios.

The **Education White Paper no 5 on Early Childhood Development (ECD)** has the purpose of ensuring that ECD provisions are prioritised. Issues that need attention are access, quality of ECD services and the development of ECD policies. The Eastern Cape Department of Education has to ensure that there are systems in place to increase learner access particularly in the Reception Year, being the year before formal schooling. A circular on learner admission was amended to deal with learners who are below the age of seven but ready to enter into formal schooling.

In response to the **Adult Basic Education and Training Act (Act No. 52 of 2000) (ABET)** a strategy has been developed to effect the objectives of the Act. Some of the objectives are to develop support systems for a curriculum framework that will equip learners with functional numeracy, literacy, language and communication skills and coordinate the development and implementation of quality assurance standards in relation to national standards and the National Qualifications Framework. Some of the programmes included in the strategy are teacher development programmes, literacy and numeracy, curriculum and reform. One of the major challenges confronting the Eastern Cape Department of Education is the reduction of adult illiteracy through the mobilisation of ABET structures and systems, and the establishment of a reliable learner and teacher database.

The **General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001)** includes the objects of establishing a quality assurance body to ensure that continuous enhancement of quality is achieved in the delivery and outcomes of the general and further education and training sectors of the national education and training system and to develop a quality assurance framework for the general and further education bands of the National Qualifications Framework. The Eastern Cape Department of Education has a Quality Assurance Directorate to monitor and evaluate educational standards and quality assurance.

6.4   Provincial legislative mandate

The Eastern Cape Province has reinforced the **South Africans Schools Act (Act No. 84 of 1996)** by promulgating a provincial equivalent titled the **Eastern Cape Schools Education Act**

(Act No. 1 of 1999) that significantly enhances the policy development processes in the province.

The Department is also bound by policy mandates that stem from both a national and provincial domain. In this regard, the admission of all learners within the school system is determined in terms of the national **Admission Policy for Ordinary Public School (General Notice 2432 of 1998)**. In addition, the **National Policy on HIV & Aids for learners and educators in public schools and further education and training institutions (General Notice 1926 of 1999)** provides a basis for the ECDOE to impact on the issues of access for learners and the issues of support, treatment and care in respect of educators and learners afflicted by HIV & Aids.

It must, however, be noted that critical policy measures in respect of curriculum, namely Curriculum 2005 and the Revised Curriculum Statements, largely determine the delivery of the qualitative input within the school classroom domain.

6.5   Good governance legislative responsibilities

The **White Paper on Transforming Public Service Delivery (Batho Pele White Paper) (General Notice 18340 dated 1 October 1997)** deals with the promotion of transformation in government. It is based on eight transformation principles. The Department has recognized that transforming its service delivery is key to guaranteeing that the basic needs of citizens are met and, as such, the Department has set out to be more effective by improving its service delivery programmes. The principles are: 1. consulting users of services; 2. setting service standards; 3. increasing access; 4. ensuring courtesy; 5. providing more and better information; 6. increasing openness and transparency; 7. remedying mistakes and failures; 8. getting the best possible value for money.

The **Skills Development Act (Act No. 97 of 1998)** provides the Department with an institutional framework to devise and implement national, sectoral and workplace strategies to develop and improve the skills of its employees. These strategies must be integrated within the National Qualifications Framework contemplated in the **South African Qualifications Authority Act, (Act No. 58 of 1995) (SAQA)**. In this regard, the Department has formulated a Skills Development Plan and has embarked on the upgrading of employee skills.

The Department is bound by the **Public Finance Management Act (Act No. 1 of 1999 amended by Act No. 29 of 1999)** to ensure that all revenue, expenditure, assets and liabilities are managed efficiently and effectively. As part of the good governance aspect, financial management responsibilities have been entrusted to accounting officers within the department. The Accounting Officer is therefore directly responsible for ensuring that Provincial Treasury regulations are incorporated into its business, that annual budgets are compiled and managed on a monthly basis and that financial systems, risk management and internal controls are in place and are transparent.

The **Promotion of Access to Information Act (Act No. 2 of 2000) (PAIA)** requires the Department to provide access to certain information that it holds if requested by any person or organisation for the exercise or protection of their rights. The Act is in line with the provision of section 32 (1)(a) of the Constitution which states that everyone has the right of access to any information held by the State, and section 32 (1)(b) provides for the horizontal application of the right of access to information held by another person to everyone when that information is required for the exercise or protection of any rights.

The **Promotion of Administrative Justice Act (Act No. 3 of 2000) (PAJA)** states that everyone has the right to administrative action that is lawful, reasonable and procedurally fair, and that anyone whose rights have been adversely affected by administrative action must be given written reasons for administrative actions taken. A person who wishes to invoke the provisions of the Act should report any breakdown in services by first applying to the Department and then to the Public Protector. Safety should be maintained at all institutions by locking gates during school hours and that learners be supervised during sports and cultural activities. Members of the public are invited to report defects with infrastructure and classroom

furniture, breakdowns in safety and problems with hygienic conditions at schools. Conditions around overcrowding, the timeous filling of vacancies and the pledge to have an educator available for all subjects in all learning areas are also promoted by the Administrative Justice Act.

The **Electronic Communications and Transactions Act (Act 25 of 2002) (ECT)** provides for the facilitation and regulation of electronic communications and transactions; the development of a national e-strategy; universal access to electronic communications and transactions; human resource development in electronic transactions; the prevention of abuse of information systems; and to encourage the use of e-government services. This is an important act for an educational institution in terms of the requirement to provide access and training in the use of computers.

This was followed by the issuing of a **Draft White Paper on e-Education in August 2003**. It has the overall policy goal that 'Every South African learner in the general and further education and training bands will be ICT capable (that is, use Information and Communications Technology (ICT) confidently and creatively) by 2013'.

Policy imperatives set out are under six strategic objectives:

- ICT professional development of teachers, managers and administrators
- Electronic content resources for teaching and learning
- ICT infrastructure
- Connectivity to an educational network and the Internet
- Community engagement to share the resources with the wider community
- Research and development into new technologies, methodologies and techniques.

This policy will have a major impact on teaching, learning and administration in schools over the next 10 years.

7. Broad policies, priorities and strategic goals

7.1 Strategic goals

The Department aims to pursue the following strategic goals:

Table 1: Strategic goals

Strategic goal 1:	To promote literacy and numeracy among adults and the youth
Strategic goal 2:	To transform schools into centres of community life and ensure the success of active learning through outcomes-based education
Strategic goal 3:	To end conditions of physical degradation in our schools through linking ABET and FET to the Extended Public Works Programme
Strategic goal 4:	To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century
Strategic goal 5:	To deal urgently and purposefully with poverty and the HIV and Aids emergency in and through the education and training system
Strategic goal 6:	To mobilize resources for teaching and learning
Strategic goal 7:	To make cooperative governance work
Strategic goal 8:	To enhance the strategic role of the Department by making administrative systems work effectively

7.2 Strategic objectives

Each strategic goal is now broken down into the strategic objectives that the Department aims to pursue:

Table 2: Strategic objectives by strategic goal

Strategic goal 1:	**To promote literacy and numeracy among adults and the youth.**
Strategic objective 1:	To maximise the number of learner years by extending and strengthening the implementation of Grade R and pre-grade R schooling.
Strategic objective 2:	To provide ABET programmes at community-managed multi-purpose centres.
Strategic objective 3:	To expand the reach of ABET through the implementation of the Provincial Literacy Programme.
Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 1:	To develop and implement a programme for total learner performance improvement.
Strategic objective 2:	To strengthen the capacity of ECD centres and schools to become self managing and self-renewing.
Strategic objective 3:	To ensure the implementation of approved curricula.
Strategic objective 4:	To develop and implement programmes for the promotion of Maths, Science and Technology particularly for girls.
Strategic objective 5:	To plan and implement a credible assessment process for all levels of the Department.
Strategic objective 6:	To promote high levels of moral values and quality service, as enshrined in the Constitution.
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.
Strategic objective 8:	To promote participation of the broader community in the development of school

	HIV & Aids health policies and programmes.
Strategic Objective 9:	To mobilize resources to cater for vulnerable children including out-of-school disabled children and youth.
Strategic Objective 10:	To implement norms and standards for school funding.
Strategic goal 3:	**To end conditions of physical degradation in our schools through linking ABET and FET to the Extended Public Works Programme.**
Strategic objective 1:	To implement a medium to long term plan to address infrastructural backlogs including the alignment of ABET and FET programmes.
Strategic objective 2:	To maintain and sustain the planned maintenance programme.
Strategic objective 3:	To improve collaboration with the Department of Public Works and other agencies.
Strategic goal 4:	**To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.**
Strategic objective 1:	To develop a professional and appropriately qualified teaching force capable of dealing with the scourge of HIV & Aids, among other things.
Strategic objective 2:	To create a vibrant further education and training system.
Strategic objective 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.
Strategic objective 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.
Strategic objective 5:	To establish and strengthen links with local, provincial and national industries; and other structures, especially sector education and training authorities.
Strategic objective 6:	To increase access and expand participation of historically disadvantaged groups in the FET system.
Strategic objective 7:	To align learning programmes to the social and economic needs of the country.
Strategic goal 5:	**To deal urgently and purposefully with poverty and the HIV & Aids emergency in and through the education and training system.**
Strategic objective 1:	To establish an effective, efficient and sustainable community-driven nutrition programme.
Strategic objective 2:	To contribute to the improvement of education quality by enhancing pre-primary and primary school pupils' active learning capacity.
Strategic objective 3:	To contribute to general health development by alleviating pre-primary hunger and offering appropriate micro nutrient supplementation programmes.
Strategic objective 4:	To manage the HIV & Aids pandemic as it affects education, in line with the PGDP.
Strategic objective 5:	To integrate HIV & Aids and life skills into the curriculum.
Strategic objective 6:	To engage communities in the implementation of pro-poor HIV & Aids programmes.
Strategic goal 6:	**To mobilize resources for teaching and learning.**
Strategic objective 1:	To implement an integrated strategy for funding, utilisation and retention of resources (infrastructure, LTSM, furniture, and human resources).
Strategic objective 2:	To harness the international and local donor community as partners in education delivery.
Strategic goal 7:	**To make cooperative governance work.**
Strategic objective 1:	To establish systems for the promotion of effective cooperation between national, provincial and local government.
Strategic objective 2:	To develop integrated quality management systems to enhance good governance at all levels.

Strategic goal 8:	**To enhance the strategic role of the Department by making administrative systems work effectively.**
Strategic objective 1:	To develop and strengthen the financial management and logistical support services.
Strategic objective 2:	To provide capacity for human resource administration and personnel management systems.
Strategic objective 3:	To implement a research agenda that addresses the needs of the department and informs planning.

These are ambitious goals that reflect areas in which the Department can influence outcomes, even where we do not have direct control. Our plan identifies areas of national and provincial needs as goals and objectives and sets strategies for the government to help meet those needs.

See section 21 for an analysis of strategic goals and objectives by programme and sub-programme.

8. Information systems to monitor progress

8.1 Financial information systems

The Department operates the National Treasury's transversal systems of Persal, BAS and Logis systems for personnel and salary administration, accounting, and ordering and stores management.

The Logis and BAS systems now have an interface which means that transaction information initiated in the Logis system is transferred directly to the BAS system without the need for again capturing the data. Logis is now a web-based system.

An interface also operates between the Persal and BAS systems.

8.2 Operational information systems

The Department makes use of the transversal Examinations system to administer examination results.

In relation to financial performance, the Department established a monthly process whereby all managers are required to present an analysis of expenditure to date against operational plan targets and projected cash flows at the Financial Committee. This process results in a report with recommendations to each manager in the Department on how to address deviations and other compliance issues. Underpinning this process are the principles outlined in the PFMA.

On a quarterly basis, all senior managers meet to review programme performance which is based on their quarterly programme reports in relation to operational and strategic targets and financial data from BAS.

8.3 Information reporting systems

A provincially developed system called the Electronic Facilities Management System (EFMS) provides useful information on every school in the province. This database has five modules consisting of:

1. Programme management;

2. Property register showing the location of each school;

3. Facilities management module which deals with projects for new schools or additional classrooms;

4. Maintenance planning, which enables maintenance and rehabilitation projects to be defined;

5. Property management.

The transversal Education Management Information System (EMIS) is used for a range of statistics collected annually on the demographics and other indicators of learners, educators, classrooms and schools.

The National Treasury's Vulindlela system provides management information from the Persal and BAS systems in an easy-to-use, web-based format.

Table 1 provides information on who monitors which responsible manager and identifies the mechanisms used to carry out this monitoring.

Table 3: Responsible managers, monitoring agency and monitoring mechanisms

Responsible manager	Monitoring agency	Monitoring Mechanism
MEC	Premier/ Executive Council/ Auditor-General Legislature	• Strategic Plans and Budgets • Quarterly Reports • Annual Reports
HOD	MEC	• Operational Plans and Budgets • Monthly Reports • Quarterly Reports • Annual Reports
Branch Managers	HOD	• Operational Plans and Budgets • Monthly Cash flows • Monthly Reports • Quarterly Reports • Annual Reports
Line Managers	Branch managers	• Operational Plans and Budgets • Monthly Cash flows • Procurement Plans • Monthly Reports • Quarterly Reports • Annual Reports

9. Description of strategic planning process

The 2005/06 planning cycle was highlighted by a highly interactive strategic and prioritisation retreat with all the senior managers of the Education Department.

The retreat focused on strategic choices for education quality in schools and specifically classrooms. National and Provincial priorities were examined to ensure provincial strategic focus areas were aligned to these priorities. A formal review of the 2003/04 financial year was undertaken and a more in-depth review of strategic planning cycle was provided. Professional issues examined were learner readiness, educator readiness, institutional readiness, and district and head office readiness to support quality change in the classroom. A definitive set of objectives and activities relating to the various role players in the quality education strategy were identified. Many of the identified objectives reinforce or complement current strategies.

Following the retreat managers prepared their inputs to the strategic plan document, in line with National Treasury guidelines. These inputs were then edited into the final document. All work on the document was carried out by departmental personnel.

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

The Department of Education has the following programmes and sub-programmes:

Table 4: Programme and sub-programme structure for the Department

Programme	Sub-programme
1. **Administration**	1.1. Office of the MEC 1.2. Corporate Services 1.3. Education Management 1.4. Human Resource Development 1.5. Conditional Grants
2. **Public Ordinary School Education**	2.1. Public Primary Schools 2.2. Public Secondary Schools 2.3. Professional Services 2.4. Human Resource Development 2.5. In-school Sport and Culture 2.6. Conditional Grants (SNP) 2.7. Curriculum Management and Development 2.8. Mathematics Science and Technology Education
3. **Independent School Subsidies**	3.1. Primary Phase 3.2. Secondary Phase
4. **Public Special School Education**	4.1. Schools 4.2. Professional Services 4.3. Human Resource Development 4.4. In-school Sport and Culture 4.5. Conditional Grants
5. **Further Education and Training**	5.1. Public Institutions 5.2. Youth Colleges 5.3. Professional Services 5.4. Human Resource Development 5.5. In-college Sport and Culture 5.6. Conditional Grants
6. **Adult Basic Education and Training**	6.1. Public Centres 6.2. Subsidies to Private Centres 6.3. Professional Services 6.4. Human Resource Development 6.5. Conditional Grants
7. **Early Childhood Development**	7.1. Grade R in Public Schools 7.2. Grade R in Community Centres 7.3. Pre-Grade R 7.4. Professional Services 7.5. Human Resource Development 7.6. Conditional Grants
8. **Auxiliary and Associated Services**	8.1. Payments to SETA 8.2. Conditional Grant Projects (HIV & Aids) 8.3. Special Projects 8.4. External Examinations 8.5. Quality Assurance

Each programme will now be discussed in turn. In the case of programme 1 a breakdown by sub-programme will not be provided as the purpose of this strategic plan is to focus on strategic issues. Most of the activities of programme 1 are administrative, although from a management perspective this programme gives overall leadership to the Department.

10.   Programme 1: Administration

Programme 1 provides for the overall management of the education system including educators and non-educators utilized for governance, management, research and administration in accordance with the National Education Policy Act, the Public Finance Management Act and other policies.

It excludes professional support offered directly to institutions.

The programme provides for the functioning of the office of the Member of the Executive Council (MEC) for Education, the office of the Superintendent-General, management services that are not education-specific, education management services for the education system and human resource development for office-based staff.

The sub-programme structure of programme 1 is shown in table 5:

Table 5: Sub-programme structure for programme 1

No	Programme/ Sub-programme	Objective of Programme/ Sub-programme
1	**Administration**	**To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act, and other policies.**
1.1	Office of the MEC	To provide for the functioning of the office of the Member of the Executive Council (MEC) for education.
1.2	Corporate services	To provide management services that are not education specific for the education system.
1.3	Education management	To provide education management services for the education system.
1.4	Human resource development	To provide human resource development for office-based staff.
1.5	Conditional grants	To provide for projects under programme 1 specified by the Department of Education and funded by conditional grants.

10.1 Situation analysis

The services provided by programme 1 are required by the whole organisation on an on-going basis.

Although most of the work performed under this programme is primarily of an administrative nature and hence does not require specific mention in a strategic plan, the fact that the administration has been an area of major challenge in the Department calls for some mention of the recent past and current situation.

The Department has had a long history of challenges from an administrative point of view including the frequent changing of MECs and Heads of Department. During 2003 a National government intervention took place, supported by the President, at the invitation of the Premier, which resulted in the establishment of a Joint Management Team between the National Department of Education and the Provincial Department of Education. A Turnaround Plan was formulated but implementation was slow.

During 2004/05 a different intervention is taking place involving a team of senior officials from the National Department of Education being placed within the provincial department organisational structure and operating in a support role together with the provincial management. This model appears to be more successful and has led to a more significant implementation of the Turnaround Plan.

Regular reports on the progress with the 101 projects of the Plan are provided by management and progress during the first two months was satisfactory.

A new organogram was approved by the MEC in August 2004 following protracted negotiations with the Unions over a four month period. Managers have been placed within the new structure and other staffs are currently in the process of being absorbed.

As part of the introduction of the new organogram the department returned to a district management model instead of the concept of corporate service centres which was proposed during 2003. A major support project is currently under way to ensure that the district offices are capacitated to be able to fulfil their roles of managing the activities of the department in their areas.

With respect to the financial situation, the Department has experienced an increasing deterioration in its financial position over the last few years, with the result that as at 31 March 2004 there was an overdraft of R602million. Whilst there are many factors for this state of affairs, a useful indicator is that whereas a national norm between educators and non-educators expenditure is 85% to 15% the actual ratio is 93% to 7%. This reflects the fact that there is too few administrative staff in relation to the number of educators. It also reflects the fact that the average number of learners per educator is too low. This shows that there are too many small schools in the province.

10.2 Policies, priorities and strategic objectives

The policies applicable to programme 1 are included in the list of legislation discussed in section 6 Legislative and other mandates, especially the Public Service Act (1994) and Regulations (1999), the South African Schools Act (1996) the Employment of Educators Act (1998) and the Public Finance Management Act (1999).

The key priorities for programme 1 are to achieve stable administration based on sound principles and especially to implement the Turnaround Plan making the practices that it aims to inculcate a normal feature of the administration of the Department. In this respect, normalising the effective administration of human resource matters and financial management are central.

As programme 1 deal with the overall leadership and management of the Department all strategic goals and objectives listed in section 7 above are applicable. However, the following are especially relevant.

Table 6: Strategic goals and objectives for programme 1

Strategic goal 7:	**To make cooperative governance work.**
Strategic objective 1:	To establish systems for the promotion of effective cooperation between national, provincial and local government.
Strategic objective 2:	To develop integrated quality management systems to enhance good governance at all levels.
Strategic goal 8:	**To enhance the strategic role of the Department by making administrative systems work effectively**
Strategic objective 1:	To develop and strengthen the financial management and logistical support services.
Strategic objective 2:	To provide capacity for human resource administration and personnel management systems.
Strategic objective 3:	To implement a research agenda that addresses the needs of the department and informs planning

10.3 Analysis of constraints and measures planned to overcome them

Overdraft

The department has overspent its voted budget for the last two financial years. The main cause of over-expenditure is personnel expenditure which has been overspent for the last three years.

As part of the belt-tightening strategy the department has identified net savings amounting to R204.4 million in order to apply these to the overdraft. In the allocated budget for the next two financial years further amounts will be set aside to deal with the overdraft. A tight control will have to be kept to ensure that no further over-expenditure is incurred.

Personnel costs for administration staff

The norms and standards for personnel costs in the Education sector provide for 85% of the total personnel costs to be applied to educators whilst the remaining 15% must be applied to administration staff. The department is currently standing at 93% of personnel costs for educators while personnel expenditure for administration staff stands at 7%. This has resulted in a vacancy rate of more than 60% for administration staff thus resulting in backlogs in a number of areas, increased overtime and sometimes non-compliance with the Basic Conditions of Employment Act.

The department is busy with the process of redeployment of excess educators to schools and in order to address this problem will utilize the remaining excess educators to fill some of the vacant posts in the administrative structure.

Human Resource Development Strategy

The Department published the Human Resource Development Strategy for the Eastern Cape Provincial Department of Education in September 2004 which sets out a clear strategy for training and capacity building of administrative and professional staff. This will be a project that will need resources as the building of capacity amongst employees is a very important matter. Good planning and execution of the implementation will be required to ensure that the available resources are used effectively, as well as the allocation of additional resources.

Records Management Project

Year after year since 1994 the DOE has had qualified audit reports. One of the contributing reasons for this has been the poor state of departmental records resulting in the inability of staff to find the correct records requested by the Auditor-General for audit purposes. A project was initiated in 2004 is still in progress to institute proper records management procedures. This project requires personnel to verify the contents of the files, to ensure they are updated and properly stored. Appropriate storage facilities are also required in each of the 24 districts and at head office.

Infrastructure

The department has embarked on a decentralization process to the 24 districts. As certain functions have to be done at a district level this has resulted in pressure for the infrastructural needs of the districts to be addressed as a matter of urgency. The lack of adequate infrastructure impacts negatively on the systems, internal control measures and other processes of the Department.

While donor funding has assisted the department in addressing some of the problems this is not enough. The department needs to source more permanent funding in order to address this need.

eEducation

A Draft White Paper on eEducation was published by the NDOE in August 2003 with the overall policy goal that 'Every South African learner in the general and further education and training bands will be ICT capable (that is, use Information and Communications Technology (ICT) confidently and creatively) by 2013'. This is an ambitious target for a province such as the

Eastern Cape which has 6 632 educational establishments (EMIS, 2004 Snap Survey) but only about 400 schools with computers either for administrative or educational purposes.

The policy imperatives set out in the eEducation White Paper are under six strategic objectives:

- ICT professional development of teachers, managers and administrators
- Electronic content resources for teaching and learning
- ICT infrastructure
- Connectivity to an educational network and the Internet
- Community engagement to share the resources with the wider community
- Research and development into new technologies, methodologies and techniques.

This policy is expected to have a major impact on teaching, learning and administration in schools over the next 10 years but will need financial and personnel resources to achieve those targets.

10.4 Description of planned quality improvement measures

The following are some of the quality improvement measures to be taken over the plan period:

- Capacity building programmes linked to the Skills Development Fund.
- Timely filling of vacant posts in line with the Equity Plan.
- Improvement of the per capita expenditure at the school level.
- Cost effective and timeous procurement.
- Integrated HIV & Aids strategy implementation.
- Implementation of effective ICT systems.
- Implementation of the eEducation strategy of government.
- Implementation of the Fraud Prevention Plan.

10.5 Resource information

The following resource implications for the programme can be mentioned:

- Proper staffing at Head Office and districts.
- Capacity building for administration staff specifically in relation to financial management.
- Skills training in line with the departmental Human Resource Development Plan.
- Development and implementation of systems in districts and creation of facilities for proper financial management at district level.

11.   Programme 2: Public Ordinary Schools Education

Programme 2 is responsible for the provision of public ordinary primary and secondary school education and is divided into the following sub-programmes:

Table 7: Sub-programme structure for programme 2

No	Programme/ Sub-programme	Objective of Programme/ Sub-programme
2	**Public ordinary school education**	**To provide public ordinary education from grades 1 to 12 in accordance with the South African Schools Act.**
2.1	Public primary schools	To provide specific public primary ordinary schools with resources required for the grades 1 to 7 phase.
2.2	Public secondary	To provide specific public secondary ordinary schools with resources

No	Programme/ Sub-programme	Objective of Programme/ Sub-programme
	schools	required for the grades 8 to 12 levels.
2.3	Professional Services	To provide educators and learners in public ordinary schools with departmentally managed support services.
2.4	Human resource development	To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools.
2.5	In-school sport and culture	To provide additional and departmentally managed sporting and cultural activities in public ordinary schools.
2.6	Conditional grants	To provide for projects under programme 2 specified by the Department of Education and funded by conditional grants.
2.7	Curriculum Management and Development.	To develop, maintain and implement a curriculum geared to meet the needs of the learners and students of the 21st century
2.8	Mathematics, Science and Technology Education	To design all programmes and coordinate all policies that deal with the improvement of Mathematics Science and Technology teaching and learning in public schools

Information will now be provided on each sub-programme.

11.1 Sub-programme 2.1: Public primary schools

11.1.1 Situation analysis

Sub-programme 2.1 is the largest sub-programme within the vote comprising 50% of the budget. It is responsible for 2 605 primary schools and 2 553 combined (primary and secondary) schools out of a total of 6 632 schools within the Eastern Cape province (EMIS: 2004 Snap Survey). Many of the challenges of the department, from a professional, educational perspective, are essentially those of sub-programme 2.1.

The sub-programme renders the following services:

- Implementation of policy for the establishment and management of schools.
- Provision of an efficient & relevant learning and teaching environment from grades 1 to 7.
- Building of capacity in schools to ensure that they are administratively and professionally functional, self-managing and self-renewing.
- Implementation of all policy initiatives which flow from the South African Schools Act.
- Resourcing of schools in accordance with School Funding Norms.

11.1.2 Policies, priorities and strategic objectives

The following policies are operational in sub-programme 2.1:

- Implementing of norms and standards for school funding.
- Amalgamation and rationalization of small schools into viable larger schools.
- Policy for establishment and disestablishment of schools.
- Policy for home schooling
- Policy for scholar transport
- Admission policy
- Policy for hostel management.

The major priority of the sub-programme over the five year strategic planning period is to mature a culture of learning and teaching, and to build capacity in schools so that they become self-managing and self-renewing.

The main strategic goals and objectives applicable to sub-programme 2.1 are set out in table 5:

Table 8: Strategic goals and objectives for sub-programme 2.1

Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education**
Strategic objective 1:	To develop and implement a programme for total learner performance improvement.
Strategic objective 2:	To strengthen the capacity of ECD centres and schools to become self-managing and self-renewing.
Strategic objective 3:	To ensure the implementation of approved curricula.
Strategic objective 4:	To develop and implement programmes for the promotion of Maths, Science and Technology particularly for girls.
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education
Strategic Objective 10:	To implement norms and standards for school funding.
Strategic goal 6:	**To mobilize resources for teaching and learning**
Strategic objective 1:	To implement an integrated strategy for funding, utilisation and retention of resources (infrastructure, LTSM, furniture, and human resources).
Strategic objective 2:	To harness the international and local donor community as partners in education delivery.

11.1.3 Analysis of constraints and measures planned to overcome them

The major constraint for the implementation of projects under sub-programme 2.1 is inadequate funding. The measures to be taken to overcome this constraint are:

- Correct requisitioning of funding based on the analysis of needs.
- Efficient use of the available funding.

Understaffing at all levels, from Head Office through district offices to schools, hampers the capacity of the programme managers to achieve their goals and objectives. This is to be addressed through:

- Supporting the efforts of Corporate Services to correctly structure and place the available staff.
- Promoting strategies to reduce the number of under-sized schools.
- Training of managers to become more efficient and professional.
- Promotion of good leadership and management principles.

There is a major lack of understanding of school policies by School Governing Bodies which has a negative impact on learners and communities. An intense programme of capacity building of School Governing Bodies and School Management Teams is to be pursed in order to improve understanding of educational, financial and management policies and skills at school level.

The absence of systems especially tailored for finance and procurement at the school level retards the process of implementing norms and standards for school funding. The National Treasury is moving to a situation of wanting consolidated financial statements right down to school level. To be able to manage the volume of work involved and to satisfy such a requirement the provision and implementation of computer systems to schools will be

necessary. This needs to be part of the eEducation strategy of the Department, which includes both eAdministration and eLearning.

11.1.4 Description of planned quality improvement measures

The previous paragraph has identified some of the main constraints and measures to be taken to address them. The effective implementation of those strategies has the potential of making significant contributions to improving the quality of service delivery by the sub-programme. As one of the core service delivery sub-programmes of the Department, coordination with all other functions of the Department is essential. In this respect full cooperation with the projects and programmes of Quality Assurance (sub-programme 8.5) will be most important.

11.2 Sub-programme 2.2: Public secondary schools

11.2.1 Situation analysis

Sub-programme 2.2 is responsible for 880 secondary schools and the applicable grades in 2,553 combined schools. It accounts for 34% of the budget of the vote.

The sub-programme addresses the provision of resources from grades 8 to 12. It also encompasses improvement of the quality of education provision, registration of schools, school safety, learner performance, management and leadership.

School visits have revealed a lack of capacity in the management of school affairs in some schools, for example, financial control, management and leadership skills to involve parents in the education of their children. Although 30% of our schools are well managed and secured, the majority is unsafe for both learners and educators. This implies that school functionality remains a critical challenge for the Department.

Monitoring educator absenteeism, proper administration and provision of instructional leadership to educators are key to the transformation of the culture and climate of schools. The implementation of the Integrated Quality Management System calls upon school management to assume new responsibilities and strategies in providing leadership and management of schools.

The 60% improvement in learner performance at Grade 12 has to be continually re-enforced with clearly defined and pragmatic interventions that target the whole phase rather than Grade 12 only. The high failure rate in content subjects may be an indication of the limitations imposed by the use of English as a medium of instruction.

Pilot projects implemented to improve learner performance in Mathematics such as Dinaledi, show that Focus Schools have to be replicated in order to increase the number of Centres of Excellence. School Safety programmes to create a conducive environment in schools continue to be a priority for the sector. Parental involvement and collaboration with stakeholders will strengthen the implementation of these school development programs.

The implementation of norms and standards to effect redress and equity remains a critical challenge. Few schools have been declared as section 21 up to now. Empowerment and assessment to attain section 21 status will remain a priority over the five-year period.

A number of schools in the province fall under the category of small schools and this presents serious challenges in terms of provisioning of educators and diversification of curriculum. Rationalization of these schools will be critical in order to render them functional for optimal utilization of resources.

11.2.2 Policies, Priorities and strategic objectives

The main policies applicable to the sub-programme are:

- South African Schools Act
- Norms and Standards for Funding of Public Schools

- Integrated Quality Management System
- Rationalization and Realignment of Schools

Key priorities in sub-programme 2.2 during the five-year period of the Departmental strategic plan are to address the constraints in school administration, in particular:

- Capacity building in the area of school management, especially financial control, management and leadership skills.
- Implementation of the Integrated Quality Management System.
- Addressing the language policy in schools to improve the pass rate.
- The promotion of school development programs.
- Increasing the number of schools able to attain section 21 status.
- Rationalization of under-sized schools.
- On-going planning of the activities of the sub-programme.
- Sourcing of adequate funding.
- Provision of the required personnel.

The strategic goals and objectives applicable to the sub-programme are:

Table 9: Strategic goals and objectives for sub-programme 2.2

Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 1:	To develop and implement a programme for total learner performance improvement.
Strategic objective 2:	To strengthen the capacity of ECD centres and schools to become self managing and self-renewing.
Strategic objective 3:	To ensure the implementation of approved curricula.
Strategic objective 4:	To develop and implement programmes for the promotion of Maths, Science and Technology particularly for girls.
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.
Strategic goal 6:	**To mobilize resources for teaching and learning.**
Strategic objective 1:	To implement an integrated strategy for funding, utilisation and retention of resources (infrastructure, LTSM, furniture, and human resources).
Strategic objective 2:	To harness the international and local donor community as partners in education delivery.

11.2.3 Analysis of constraints and measures planned to overcome them

The following are the most important constraints with regard to the functionality and transformation of schools. Steps to be taken to address these constraints are also identified:

- Lack of understanding of school policies by School Governing Bodies has a negative impact on learners and communities.

  The majority of the members of the SGBs do not understand English and the South African Schools Act, which governs school administration and functions of the SGBs, is written in English. The translation of the Schools Act in the language of the people is planned during the five-year period. It is anticipated that this will enable more SGB members to familiarise themselves with the legislation.

- Absence of a system, especially for finance and procurement, at district level retards the process of implementing norms and standards for school funding.

School Governing Bodies are to be trained in financial management and procuring procedures.

- Lack of human resource capacity at districts and at schools to implement policies.

    Policies will be updated and officials trained in the implementation thereof, such as the policy on the registration of schools.

11.2.4 Description of planned quality improvement measures

Sub-programme 2.2: Public secondary schools, addresses the provision of resources to grades 8 to 12. It also encompasses improvement of the quality of education provision, registration of schools and school safety. The emphasis is on service delivery based on monthly and quarterly performance or within specified timeframes.

School Management Teams are to be trained on the how to implement the South African Schools Act. Road shows are to be held during the five-year plan period in order to familiarise officials with the regulations of the Department.

With respect to school safety all relevant stakeholders are to be involved in the "fight" against gangs, drug abuse, rape of school children and discrimination in terms of colour, background and disability.

Effective teaching of mathematics, science and technology is to be achieved through a well designed programme to train educators in teaching of the above subjects. Each school that offers grades 10 to 12 programmes will be included in the training.

11.3 Sub-programme 2.3: Professional Development

11.3.1 Situation analysis

The demand

The Revised National Curriculum Statement (RNCS) for the General Education and Training (GET) band and the National Curriculum Statement for the Further Education and Training (FET) band embody our constitutional values and reflect the national standards for the transformation of teaching and learning in the entire schooling system. The implementation of the new curriculum policies require large scale orientation of each and every teacher in relation to the underpinning educational philosophy, the Outcomes Based approach to teaching and assessment of learner performance, and the content knowledge, skills and values outlined in the curriculum. The Professional Development and Support directorate conducts Orientation programmes for all teachers in the year proceeding the year of national implementation in a particular grade or phase. This is followed by continuous In-Service Training (INSET) for all teachers in the years after orientation. INSET is delivered through a training model which is driven by provincial and district Curriculum and Professional Development officials and sustained by a network of district cluster support structures.

In addition to the need to re-orientate all qualified teachers in the system in relation to the new curriculum, there is a need to upgrade the content knowledge and skill levels of approximately 8,000 un- and under-qualified teachers in the province through teacher upgrading programmes in accordance with the norms and standards for teacher education.

For the Eastern Cape Department of Education to deliver on the national mandate of phasing in the implementation of the RNCS and the NCS from 2004 to 2008, all 184 curriculum advisors, in conjunction with all school governance and management officials, need to be trained to assist in the orientation as well as in-service training courses for all teachers.

These endeavours require the development of vast amounts of training materials that will enable teachers to understand the content and approach of the new curriculum, develop learning programmes suited to their own context, and understand and apply outcomes based assessment procedures.

Appraisal of existing services

To date the Professional Development and Support directorate has conducted the initial orientation programmes for the 23 969 Foundation and 28 374 Intermediate Phase teachers and all 184 curriculum advisors in the province. The RNCS was implemented in the Foundation Phase in 2004. A model for the In-service Training programme was piloted and will be rolled out to all primary schools in 2005. The qualitative successes of our orientation programmes for the Foundation and Intermediate Phases has created a huge demand for a similar high quality programme of orientation for the other phase teachers. Supervisory office-based officials have also requested to be included in our programme in order to enhance their ability to provide leadership in the roll out of the RNCS.

The evaluation of the programme, based on feedback from the teachers during the orientation and the report of an independent evaluator has been overwhelmingly positive. Particular praise has been reserved for the quality of the resource and training materials we produced to supplement the policy documents provided to the teachers.

Key challenges

Our key challenges are:

- The shortage of district curriculum advisors (184 out of the possible 480 are appointed) to roll out the orientation and INSET programmes in the districts.
- The acute shortage of curriculum advisors in districts like Grahamstown, Cradock and Graaff-Reinet which compels us to use classroom teachers as trainers in these districts.
- The low levels of motivation of many ex-college lecturers who assists in teacher orientation and INSET programmes in the districts
- The limited line budget available for and the resultant dependence on DFID funding for materials development and training of teachers.

Other starting points

There should be a senior management decision to prioritise the filling of that section of the organogramme in the districts that deals with the professional development of all educators in relation to the new curriculum. The starting point should be to appoint the ex-college lecturers, most of whom (certainly not all) are currently providing yeoman services in the districts.

With the advent of an orientation programme for two grades per year for the next four years throughout the province it is strongly advised that one or two of our most experienced and competent district officials be seconded to the province to assist in the management of the additional workload.

11.3.2 Policies, priorities and strategic objectives

The Professional Development and Support directorate as the provincial counterpart of the National Teacher Development directorate is primarily concerned with developing and empowering teachers to deal with curriculum and assessment policy changes in education. The functioning of this directorate is governed by a number of acts and policies as set out in section 6: Legislative and other mandates.

The priorities for sub-programme 2.3 are:

- Implementation of the RNCS
- Orientation and further training of educators to be able to successfully implement the RNCS
- Provision of sufficient district curriculum advisors

The strategic goal and objectives that direct the activities of the sub-programme are as follows:

Table 10: Strategic goal and objectives for sub-programme 2.3

Strategic goal 4:	To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.
Strategic Objective 1:	To develop a professional and appropriately qualified teaching force capable of dealing with the scourge of HIV & Aids, among other things.
Strategic Objective 2:	To create a vibrant further education and training system.
Strategic objective 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.
Strategic objective 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.

11.3.3 Analysis of constraints and measures planned to overcome them

Our key constraints and planned solutions are:

- Each of the 24 districts should have 20 curriculum advisors giving a total of 480. The total number of appointed advisors in the province is 184. This represents a shortage of 296. Most districts deal with this situation by deploying their curriculum advisors in more than one phase or grade. Prioritisation is needed to direct financial resources to the filling of these posts. Reducing the number of small schools could release educators for this purpose.

- The acute shortage of curriculum advisors in districts like Grahamstown, Cradock and Graaff-Reinet compels us to use classroom teachers as trainers in these districts. Appropriate appointments should be made within the approved organogram.

- The low levels of motivation of many ex-college lecturers who assist in teacher orientation and INSET programmes in the districts. This situation has come about to a large extent by the loss of status as college lecturers and the delays in finding appropriate posts for the incumbents. The action required is to place these educators in positions that will restore the pride of the people in their work.

- The limited line budget available for materials development and training of teachers results in a heavy reliance on DFID funding for this task. General improvements in the structuring and financial management of the Department would release funds to enable this need to be met.

Without the appointment of staff the quality of our orientation programmes will be significantly compromised. Existing office-based staff will be doubly overburdened and the demand for quality input on the development of materials will be similarly increased.

11.3.4 Description of planned quality improvement measures

A weakness in the RNCS roll out programme has been the lack of clarity with regard to the progression of learners in the Assessment Policy Guidelines. The National Department of Education is currently developing an assessment protocol to fill this gap. The Chief Directorate: Professional Development will develop assessment instructions for dissemination to all schools. In-depth assessment guidelines will be developed and delivered as part of our INSET programme for all grades.

11.3.5 Resource information

The limited number of office-based officials in the districts and head office will pose a major constraining factor on the sub-programme. The capacity of the provincial office to manage curriculum roll out programmes has to date been enhanced by the employment of technical assistants (TAs) contracted by DFID. However in order to develop the capacity of our own officials to manage these programmes and to reduce our dependence on TAs, skills transfer responsibilities should be written into future contracts.

The directorate has been involved in the drafting of a proposal for the establishment of a Management and Professional Development Institute for the province which will alleviate the pressure on districts somewhat. It will serve as the central hub of materials development and training centre for EDOs and curriculum advisors from the Education Development Centres (EDCs) in the districts. Staffed by highly competent and experienced professionals, and working in synergy with local Higher Education Institutions the institute will add value to our programmes and ensure that the delivery of quality training programmes across the province is sustained.

The ability of curriculum advisors to travel to districts and schools is very important. To provide for this need 61% of the curriculum advisors have been allocated subsidised vehicles over the three-year period from 2002 to 2004. Additional budget allocation will enable us to extend this to the rest of the curriculum advisors.

11.4 Sub-programme 2.4: Human Resource Development

11.4.1 Situation analysis

The Department has formulated a Human Resource Development Strategy which was published in the second half of 2004. The HRD Strategy seeks to examine the manner in which current circumstances will be taken into account as the Department strives to enhance service delivery through training and transformation. This requires a thorough understanding of the circumstances which affect the performance of the Department in HRD matters, a thorough understanding of the needs, priorities and options available from training facilities available, and the establishment of the necessary structures, systems and policies that will enable relevant and responsive training to be provided that will enhance the Department's performance.

The fundamental priorities of an HRD Strategy for the Department are the performance of its employees and the quality of service rendered to the public through the efforts they make. In this regard, all factors should be considered to ensure that their competence results in excellence in the department's performance. The HRD strategy has to comment about the manner in which the department seeks to be responsive to the human resource needs of the economy. It therefore has a dual role – an internal strategy to ensure that staff perform well and an external role to ensure that the performance serves the economy in terms of the human resources it produces.

11.4.2 Policies, priorities and strategic objectives

Policies

The main legislation and policy documents applicable to HRD are:

- Skills Development Act
- Skills Development Levies Act
- National Human Resource Development Strategy
- Provincial Human Resource Development Strategy
- Human Resource Development Strategy for the Eastern Cape Provincial Department of Education
- Public Service Regulations
- Provincial Growth & Development Plan of the Eastern Cape Provincial Government
- White Paper on Education Transformation
- White Paper on Human Resource Development
- Reconstruction and Development Plan

Priorities

The following are the key priorities for the five-year planning period:

- Contextualisation of the role of HRD within the national & provincial skills development agenda.
- Contextualisation of the role of HRD within the plans and developments of the DOE as a whole.
- Support line managers to meet the Department's objectives.
- Create a more focussed and cohesive delivery structure for HRD.
- Establish linkages between HRD, performance management and the productivity of staff.
- Specify critical areas of training and development that should be taken in the department in order to advance the welfare of staff and create capacity to accelerate service delivery improvement.

The strategic goals and objectives applicable to the sub-programme are:

Table 11: Strategic goals and objectives for sub-programme 2.4

Strategic goal 4:	To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.
Strategic Objective 1:	To develop a professional and appropriately qualified teaching force capable of dealing with the scourge of HIV & Aids, among other things.
Strategic objective 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.
Strategic objective 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.

11.4.3 Analysis of constraints and measures planned to overcome them

The main constraints faced and strategies for overcoming them are:

- The fragmented and uncoordinated approach to training existing within the province. This is resulted in ad hoc training being undertaken, which may not have been focused on the real needs of the Department. This is to be addressed through the development of a training plan for the entire Department.
- Training initiatives not linked to service delivery and transformation. At times the wrong staff members are sent to training courses which results in the staff not being in a position to implement the training attended. Training should be linked to the personal development plans of individual employees.
- The growing impact of HIV & Aids on service delivery. There needs to be an aggressive HIV & Aids advocacy campaign amongst employees to address this constraint.
- The absence of a training strategy for the Department has been a problem in the past. The publication of the new HRD Strategy in 2004 and its implementation should address this matter.
- Insufficient funding for training. This requires the re-prioritization of the skills levy budget to ensure that the necessary training is carried out.

11.4.4 Description of planned quality improvement measures

A detailed training plan for the department, based on the HRD Strategy, has to be developed. This should take into account all the developmental needs of the employees of the department.

11.4.5 Resource information

Capacity building for service delivery will only be possible when the following resources are available:

- Adequate staffing of the Directorate.

- Adequate funding.

11.5 Sub-programme 2.6: Conditional Grant (SNP)

11.5.1 Situation analysis.

The main objective of the sub-programme is to contribute to the improvement of education quality by enhancing school pupils' active learning capacity; contributing to general health development; improving nutrition knowledge through the education curriculum; combating poverty and implementing the program in the most cost-effective and efficient way.

School Nutrition has been transferred from Department of Health, where it was administered since its inception in 1995. The changeover to the Department of Education came into effect on 1 April 2004.

School Nutrition is in operation in the majority of pre-primary and primary schools of the poor communities and up to higher primary schools in farm schools throughout the province. There are approximately 5 200 schools with approximately 950 000 learners currently benefiting from the programme. Food supplies are distributed by 105 service small, medium and micro enterprises and approximately 35 active community-based baking projects.

At school level serving is done by 5 140 meal servers who are needy women identified by the SGBs from their communities.

The mandate of the School Nutrition Programme is to provide fresh, nutritious and healthy food to all pre-primary and primary school children to ensure enhanced health, energy and receptiveness with their studies through a simple but tightly managed system that involves SGBs, school teachers, local communities, especially women, the youth and ward councillors.

Currently, the School Nutrition Programme is utilising service providers that were previously working with the Department of Health after the Department of Education's tender was challenged and the matter is still pending with the Provincial Tender Board.

In terms of the menu that is to be provided in terms of the DOE programme a more nutrition menu will be provided including fresh food supplies sourced locally from school communities.

11.5.2 Policies, priorities and strategic objectives

Policies

The main legislation and policy instruments applicable to the School Nutrition Programme are:

- Constitution of the Republic of South Africa (Act No. 108 of 1996)
- International Children's Rights Charter
- National Educational Policy Act (Act No. 27 of 1996)
- South African Schools Act (Act No. 84 of 1996)
- Norms and Standards for Funding of Public Schools, General Notice 2362 of 12 October 1998
- Cabinet Resolution of January 2002 which directed that the SNP should be administered by the DOE in future
- Integrated Food Security Programme of the PGDP.

Priorities

The key priorities which the SNP will focus on during the plan period are:

- To ensure adequate access to the School Nutrition Programme by targeted schools.
- To ensure sustainability of SNP through the setting up of food gardens or other food security initiatives that are supported by other partners and communities.

- To ensure strengthening of nutrition education in the school curriculum and among parents and the rest of the community serviced by the schools.

Strategic objectives

The strategic goals and objectives relevant to the sub-programme are:

Table 12: Strategic goals and objectives for sub-programme 2.6

Strategic goal 5:	To deal urgently and purposefully with poverty and the HIV & Aids emergency in and through the education and training system.
Strategic objective 1:	To establish an effective, efficient and sustainable community-driven nutrition programme.
Strategic objective 2:	To contribute to the improvement of education quality by enhancing pre-primary and primary school pupils' active learning capacity.
Strategic objective 3:	To contribute to general health development by alleviating pre-primary hunger and offering appropriate micro nutrient supplementation programmes.

11.5.3 Analysis of constraints and measures planned to overcome them

The main constraints faced by SNP and the measures to be taken to address them are:

- There are many challenges with respect to the management of supplies and service providers in terms of the quality of food, the frequency of deliveries, compliance with time of delivery standards, and the suitability of food packaging. It will require the active involvement of schools and communities in the monitoring of service providers in order to address these issues.

- Unavailability of locally produced food supplies. This requires the correct identification of the reasons for this situation and the intensive promotion of local food producing initiatives.

- Payments to service providers are taking too long and are not complying with the PFMA standard that they must be settled within 30 days of the receipt of invoices. This requires the establishment of more efficient administrative processes, greater control over the payment process and reduction in the volume of documents necessary to effect payments. It also requires the timeous and correct submission of claims by service providers.

- Inadequate infrastructure at the district level to administer the programme, including the availability of personnel. This requires the intensive involvement of districts, schools and communities.

11.5.4 Description of planned quality improvement measures

The effective implementation of the measures described in the previous section will result in improvements in the quality of the School Nutrition Programme. The Department is in the process of reviewing the feeding model in use. This could result in major changes to the approach currently being used. The review is expected to be completed during the early part of 2005.

11.5.5 Resource information

The following resource implications for the sub-programme can be mentioned:

- Sufficient staffing at Head Office, at districts and at the school level to administer the scheme.

- Capacity building for School Management Teams and School Governing Bodies for sound financial management of schools. This would make it possible to decentralise the feeding scheme to the school level.

- Development of efficient administrative systems, including an electronic system, to handle the volume of SNP transactions.

- Sufficient operational staff to monitor the performance of the programme.

- Formulation and implementation of a feeding model which addresses the needs of the Eastern Cape Province.

11.6 Sub-programme 2.7: Curriculum Management and Development

11.6.1 Situation Analysis

The introduction of the National Curriculum Statements (NCS) in both GET and FET bands of the public schooling system promises quality education and practices for the Eastern Cape. It is a curriculum framework designed to meet the needs of the 21st century and will place South Africa in a strategic position in the global economy.

Currently the system is still offering both Curriculum 2005 (C2005) and Revised National Curriculum Statements (RNCS) in the GET band as well as NATED 550 in Grades 10 to 12 schools while preparing for the phasing in of the NCS as from 2006 to 2008.

The major challenge that confronts the province is the extent to which curriculum policies are institutionalised and complied with in all schools in order to achieve transformation through outcomes–based education. This challenge manifests itself as follows:

- New demands imposed by new values and skills profile of educators.
- General anxiety induced by the need to reskill and redirect some of the educators.
- A major demand and shift on resource allocation to meet the curriculum policy requirements: staff establishments, budget allocations, human resource development, and resource mobilization.
- A marked non-existence of indigenous languages as both subjects at home language or first additional language levels and as language of learning and teaching (LOLT) in a number of schools even where the learner population allows this.

11.6.2 Policies, priorities and strategic objectives

Education departments exist for the provision of schooling to all learners both from the compulsory schooling band and the further education and training band ie Grades R and 1 to 12. Therefore curriculum development, implementation and support to teachers, learners and management must also include assessment of learning.

Apart from the Acts, all policies that inform and direct learning and teaching underpin the activities of the directorate. They are:

RNCS for Grades R to 9 (schools); NCS Grades 10 to 12 (General); NATED 550; C2005; Assessment; Language in Education Policy (LiEP); LTSM policy Framework.

In addition, the following strategic objectives of the department drive the activities of the directorate on teaching and learning:

Strategic Goal 2	To transform schools into centres of community life and ensure the success of active learning through outcomes-based education
Strategic objective 1	To develop and implement a programme for total learner performance improvement
Strategic objective 2	To ensure the implementation of all approved curricula: the Revised National Curriculum Statement (RNCS), C2005, NCS, and NATED 550.
Strategic Goal 6	**To mobilize resources for teaching and learning**
Strategic objective 1	To implement an integrated strategy for funding, utilization and retention of resources (infrastructure, LTSM, furniture, human resources).
Strategic objective 2	To harness the international and local communities as partners in education delivery.

Flowing from the curriculum policies as well as departmental goals and objectives in the GET and FET bands that already exist, there is a need to prioritise the following:

- Introduction of National Curriculum Statements that are rooted in good classroom practices and, therefore a huge improvement in curriculum content that will promote the holistic development of the child.
- Provisioning of basic learning and teaching materials to ensure that learners perform satisfactorily in completing the GET and FET bands.
- Design and delivery of Literacy and Numeracy programmes to ensure that learners who complete the Foundation phase can read, write and count.
- Prioritise the promotion of indigenous languages as the Language in Education policy is implemented.
- Monitoring of implementation and evaluation for impact has to be prioritised.

Success in curriculum delivery largely depends on other directorates and therefore a multi-pronged approach to curriculum delivery should be adopted. A joint effort to increase learner performance will reduce repetition rates but also promote and strengthen each school as a site where quality learning and teaching occurs.

11.6.3 Analysis of constraints and measures planned to overcome them

The constant redeployment processes have created a very unstable teaching force, which makes planning for the new curriculum extremely cumbersome. On the other hand decline in learner numbers is impacting negatively on curriculum implementation. For the effective implementation of both C2005 and RNCS require that schools in the GET band offer eight (8) Learning Areas and therefore eight educators need to be provided in order to attain the specific and learning outcomes set out in the policy. The following strategies are to be employed:

- Rationalizing small schools.

Schools might decide to teach only those learning areas/subjects for which they have educators. This will lead to the learners not meeting the progression and promotion requirements for the particular grade and phase.

- Sensitising management on this issue.

Budget allocation remains inadequate to provide resources for the effective implementation of the curriculum. Effective implementation is achieved when the policies are widely communicated and public debates allowed. Communication in the languages used in the province needs adequate budgets.

- Discussion on appropriate staffing will have to be undertaken and policies developed.

The organizational structure has understated the function and role of the curriculum development section in providing general managers when specialist managers would be preferred.

- Representations on this issue will continue.

11.6.4 Description of planned quality improvement measures

Flowing from RNCS and NCS policy implementation is a need to develop other policies, guidelines or programmes that support them. This will be achieved through scanning the environment and stakeholder consultation, formulating strategies and implement whilst monitoring, evaluating and controlling continues.

Promote values, culture and patriotism by encouraging learner participation in programmes that make schools vibrant whilst indirectly learning to implement these values.

11.6.5 Resource information

For this programme to deliver on its mandate the following resources need to be available:

- Adequate budget that will in turn be decentralized to the districts so as to enable them to develop programmes appropriate to their context.

- The understated function of the directorate has resulted in a limited number of posts in relation to the task at hand. The directorate has had to "borrow" personnel from districts to carry out policy functions on behalf of the province. The organizational structure needs to be aligned to accommodate the specialist curriculum managers needed at head office.

- The norms and standards for funding policy stipulates varying allocations per learner even though the implementation of new curriculum policy should mean full supply to all learners in the implementing grades irrespective of the norms for funding. An estimated cost of learning and teaching material ranges between R800 to R1 000 per learner.

- Curriculum redress in Grades 10 to 12 schools will be achieved if the department offers bursaries to Grade 12 / matric pupils to study critical subjects and the employment of adequate numbers of teachers in the identified schools that must offer those subjects. Alternatively, redirecting the serving teachers through the skills development levy needs to be considered.

- The new curriculum policies have deepened subject content and therefore teacher development programmes need to be adequately budgeted for. Higher Education Institutions (HEI) and NGOs need to offer a range of programmes for this purpose.

11.7   Sub-programme 2.8 Mathematics, Science and Technology Education

11.7.1 Situation Analysis

Urgency to produce a strong base for development of human resource capacity and improvement of teaching and learning of mathematics, science and technology education has been recognized, as a prerequisite to produce scientists for the country.

A call to stop digging up and shipping the country's primary products has been made. The economy needs to shift to exporting finished products. To achieve this a wide range of skills and expertise are required. A strategy to address this need has to be put in place.

11.7.2 Policies, priorities and strategic objectives

The following are the relevant strategic goals and objectives for this sub-programme:

Strategic goal 2:	To transform schools into centres of community life and ensure the success of active learning through outcomes-based education
Strategic objective 4:	To develop and implement programmes for the promotion of Maths, Science and Technology, particularly for girls.
Strategic goal 6:	To mobilize resources for teaching and learning
Strategic objective 1:	To implement an integrated strategy for funding, utilisation and retention of resources
Strategic objective 2:	To harness the international and local donor community as partners in education delivery

11.7.3 Analysis of constraints and measures planned to overcome them

The low level of understanding of mathematics and science on the part of educators is a major constraint. A series of upgrading programmes, both non-formal and accredited, are planned for educators in collaboration with social partners to ensure that this constraint is dealt with decisively. Accredited upgrading programmes are offered by higher education institutions (HEIs) whereas non-formal upgrading is offered by a wide range of service providers, including NGOs, district personnel, and leader teachers.

There is insufficient equipment to demonstrate science and mathematical concepts. Schools are supplied with a minimum package of equipment. A number of interventions available from the private sector assist the department to address this need.

11.7.4 Description of planned quality improvement measures

In collaboration with higher education institutions under-qualified educators are being upgraded. Also through non-formal upgrading of educators their competency in maths and science is being improved. Peer support in teaching is also encouraged.

Exposure of learners to careers in science-related fields and participation in expos, Olympiads, camps and the formation of science and mathematics clubs in schools would enhance the interest of learners.

12. Programme 3: Independent Schools

12.1 Situation analysis

The Independent Schools programme involves the transfer of funds to independent schools as subsidies in accordance with the South African Schools Act. The situation at the moment is that the available budget is not sufficient to subsidize all the registered independent schools in the province. As a result of this schools are subsidized at only 45% of the prescribed amount. As a criterion for qualification for the subsidy and also as a control measure the schools that attain less than a 50% pass rate in Grade 12 are not subsidized or the subsidy is withdrawn.

The province faces a serious challenge of having to deal with schools that operate without approval in some districts.

12.2 Policies, Priorities and Strategic Objectives

The activities of the programme are governed by the provisions of the South African Schools Act (Act No. 84 of 1996).

The main priorities for the programme are:

- To obtain sufficient budget allocations to meet the statutory requirements for funding the independent schools
- To control the creation of independent schools, and
- To promote the provision of an acceptable standard of educational services by the approved institutions.

The strategic objective directing programme 3 is:

Table 13: Strategic goals and objectives for programme 3

Strategic goal 2:	To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.
Strategic Objective 10:	To implement norms and standards for school funding.

12.3 Analysis of constraints and measures planned to overcome them.

The main constraints facing the programme and the actions to be taken to address them are:

- Schools that are operating without approval from the Department of Education

  A number of schools, particularly in the former Transkei and a few across the Province, are operating without the approval of the Department. The South African Schools Act prescribes that all schools must be registered before being operationalized. The challenge during the

five-year term is to list all unregistered independent schools and normalize their legality or close them.

- Under-budgeting

The Department has a responsibility to address under-funding of independent schools. The Norms and Standards for Funding regulate the funding of schools including independent schools. The Department is required to plan in advance for independent schools' funding taking into consideration the number of children in the independent schools and the rates prescribed by the policy.

- High failure rate in independent schools

The qualifications of educators in some independent schools are not in line with Departmental regulations in that some are unqualified and others are under-qualified. The Department is going to facilitate the rectification of the situation during the next five years.

12.4 Description of planned quality improvement measures.

In terms of the South African Schools Act the Department will monitor the registration of schools and all unregistered schools are to be closed in terms of the regulations.

The books of account of independent schools must be audited and submitted to the Department in terms of the Norms and Standards for School Funding. This process will carried out by the Department to ensure that independent schools operate at an acceptable standard for the benefit of the public.

12.5 Resource information.

The capacity to transfer funds according to the policy will be possible only when the budget for independent schools is adequate in terms of the number of children and the rate prescribed for transferring funds to schools.

13. Programme 4: Public Special School Education

13.1 Situational Analysis

Inclusion:

Inclusive Education focuses on overcoming barriers in the educational system that prevents meeting the full range of learning needs. The focus is on the adaptation of curriculum and support systems available in the classroom. Issues to be addressed include the following:

- staffing
- norms for funding special schools
- transport

Mobilization of out-of-school disabled children and youth beginning in nodal areas

One aspect that is particularly geared towards achieving inclusion from the perspective of human rights and social justice is the expansion of provision and access for traditionally marginalized groups and those who are currently experiencing exclusion from the educational system. The process includes:

- Children with disabilities
- Children in reform schools and schools of industry
- Street children
- Orphans and children under the care of the Department of Labour.

13.2 Policies, priorities and objectives

The strategic goals directing the programme are:

Table 14: Strategic goals and objectives for programme 4

Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 1:	To develop and implement a programme for total learner performance improvement.
Strategic objective 2:	To strengthen the capacity of ECD centres and schools to become self managing and self-renewing.
Strategic objective 3:	To ensure the implementation of approved curricula.
Strategic Objective 9:	To mobilize resources to cater for vulnerable children including out-of-school disabled children and youth.

13.3 Analysis of constraints and measures planned to overcome them

The priority issues presenting constraints are:

- The mobilization of out-of-school disabled children and youth represent one of the biggest challenges in the development of the inclusive education and training system. The Department will seek to render services to all vulnerable children, including children in conflict with the law and street children.
- There continue to be huge discrepancies in the availability of educational resources to learners in disadvantaged areas. To rectify the situation it requires the redistribution of resources to reflect the demographics of the province.

13.4 Description of planned quality improvement measures

The main steps to be taken to improve quality in this programme are:

- Mobilization of out-of–school disabled children and youth.
- Rationalization and redistribution of resources.
- Lobby for and facilitate the formulation of a strategy for filling critical posts within the section.
- Operationalise a reform school.
- Facilitate building of schools where necessary.
- Strengthen Special Schools as Resource Centres.
- Establish district-based support teams.
- Develop norms and standards for employment of educators and non-educators.
- Develop norms and standards for funding.
- Advocacy on the Inclusive Model.

13.5 Resource information

These are some main issues:

- Communication systems through districts to schools should be in place and clear.
- Support systems should be firmly reinforced and strengthened.
- Collaboration with other departments, parents and communities should be strong.
- Effective use of available resources and skills should be encouraged, hence partnership is important.

14. Programme 5: Further Education and Training

FET consists of the following sub-programme structure:

Table 15: Sub-programme structure for programme 5

No	Programme/ Sub-programme	Objective of Programme/ Sub-programme
5	**Further Education and Training**	**To provide Further Education and Training at public FET colleges in accordance with the Further Education and Training Act.**
5.1	Public institutions	To provide specific public FET colleges with resources.
5.2	Youth colleges	To provide specific public youth colleges with resources.
5.3	Professional Services	To provide educators and students in public FET colleges with departmentally managed support services.
5.4	Human resource development	To provide departmental services for the professional development of educators and non-educators in public FET colleges.
5.5	In-college sport and culture	To provide additional and departmentally managed sporting and cultural activities in public FET colleges.
5.6	Conditional grants	To provide for projects under programme 5 specified by the Department of Education and funded by conditional grants.

14.1 Situation analysis

Programme 5 co-ordinates and support the delivery of a coherent FET system through 8 mega, multi campus FET Colleges that are spread across the length and breadth of the province. Effectively, there are 25 sites of delivery of teaching and learning. Of the 8 Colleges, three are urban, two peri-urban and three are rural colleges.

One of the critical mandates of the FET College sector is to, inter alia, deliver programmes that are responsive to the needs of their immediate communities, objectives of the Provincial Growth and Development Plan (PGDP) and needs of the economy. This in essence implies delivering technical and vocational skills for employability.

Currently, the FET College sector is still characterized by disparities in terms of resources, both quantitatively and qualitatively, between the urban- and rural-based colleges. Consequently, Colleges in the province are at different levels of development and quality is unevenly distributed across the system.

The next five years will see much effort being dedicated towards offering institutional support, enhancement of efficiency and effectiveness in terms of structures, systems and procedures and provision and mobilization of resources for the FET Colleges.

The distribution of resources and development of infrastructure will be biased towards rural based colleges.

The provision of effective student support services across the system will receive a priority. If adequately addressed, this area possesses immense potential to attract more learners to the college sector and consequently, increase the number of FET enrollments.

14.2 Policies, priorities and strategic objectives

The main policies affecting the programme are:

- White Paper No. 4
- Further Education and Training Act (Act No. 98 of 1998)
- Skills Development Act (Act No. 97 of 1998)

- GENFETQA Act

The priorities to be pursued during the next five years are:

- Alignment of programmes of FET Colleges to the needs of the economy.
- Mobilization and provision of adequate and appropriate resources.
- Rendering institutional support for the enhancement of effectiveness and efficiency of college structures, systems and procedures.

The strategic objectives of the programme are:

Table 16: Strategic objectives for programme 5

Strategic goal 4:	To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.
Strategic objective 2:	To create a vibrant further education and training system.
Strategic objective 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.
Strategic objective 5:	To establish and strengthen links with local, provincial and national industries; and other structures, especially sector education and training authorities.
Strategic objective 6:	To increase access and expand participation of historically disadvantaged groups in the FET system.
Strategic objective 7:	To align learning programmes to the social and economic needs of the country.

14.3 Analysis of constraints and measures planned to overcome them

The most constraining factor is the dearth of resources, which are appropriate to respond to the distinctiveness of the FET College sector.

The delay in the determination of a national norms and standards framework around curriculum and funding of Colleges by the Minister is also constraining the realization of the objectives outlined above.

The constraints mentioned above could be overcome by the following measures:

- Mobilization and provision of appropriate resources
- Promotion of Public Private Partnerships
- Continuous capacity building for the management and practitioners.
- Provide a legislative regime that would encourage and permit flexibility in the utilization of human resources.
- Provide interim Provincial measures on curriculum and funding issues of colleges.

14.4 Description of planned quality improvement measures

The development and enhancement of the capacity of the educator staff, management and governance structures, ensuring the existence of institutional management systems, processes and procedures and the provision of adequate and appropriate resources are central to the provision of a quality FET system.

14.5 Resource information

For programme 5 to be able to deliver on its strategic objectives, the following resources would be critical:

- Financial resources

- Adequate and appropriately capacitated educators, non-educators and management at FET Colleges.
- Legislative regime that will allow flexibility in the employment of staff at colleges.
- Funding norms for FET Colleges

The following measures will be employed to overcome the constraints listed above:

- The average increase of 163% of transfer payments to colleges over the coming MTEF cycle will help alleviate financial constraints facing colleges.
- Capacity building of educators and management of colleges will be continued.
- Creative ways to populate the organogram of FET colleges, such as translating some CS educators to PS personnel, will be explored.

15.   Programme 6: Adult Basic Education and Training

Programme 6 is responsible for the provision of basic education and training to adults. The programme structure is shown in table 16:

Table 17: Sub-programme structure for programme 6

No	Programme/ Sub-programme	Objective of Programme/ Sub-programme
6	**Adult Basic Education and Training**	**To provide Adult Basic Education and Training (ABET) in accordance with the Adult Basic Education and Training Act (Act No. 52 of 2000).**
6.1	Public centres	To provide specific public ABET sites with resources.
6.2	Subsidies to private centres	To support specific private ABET sites through subsidies.
6.3	Professional Services	To provide educators and students in public ABET sites with departmentally managed support services.
6.4	Human resource development	To provide departmental services for the professional and other development of educators and non-educators in public ABET sites.
6.5	Conditional grants	To provide for projects under programme 6 specified by the Department of Education and funded by conditional grants.

15.1 Situation analysis

As a result of the legacy of past administrations in terms of the provision of education in the country, a large proportion of the people of the Eastern Cape had not received adequate levels of service. A recent study by the provincial Department of Social Development (September 2004) stated that over 16% (1 042 746 out of 6 436 775) of individuals in the Province have had no schooling. The situation calls for a massive literacy programme to be put in place so that by the year 2010 illiteracy has been eliminated.

Coupled with the high levels of illiteracy is a high level of poverty as people have no access to information as they can neither read nor write. Illiteracy and poverty further lead to exposure to low levels of health, high susceptibility to HIV & Aids and related conditions.

Because of the nature of adult learners in public adult learning centres, there is more interest in skills- and project-oriented programmes than in academic curricula as spelt out in the ABET policy document.

The ABET curriculum has been very rigid in following an academic trend from ABET level 1 to level 4, which does not necessarily follow the needs of its clientele. This will have to be transformed in such a way that it meets the needs of the adult learners so that they can improve

their socio-economic status. There should also be more involvement of the broader community and other stakeholders in the programme.

15.2 Policies, priorities and strategic objectives

The main legislation governing the provision of ABET services is the Adult Basic Education and Training Act (Act No. 52 of 2000).

The key priorities to be pursued during the next five years are:

- The provision of a massive literacy campaign to eradicate illiteracy by 2010.
- The provision of literacy programmes for people who are physically challenged.
- The formulation and implementation of guidelines for the recognition of prior learning.
- The formulation of a credible assessment policy for short courses on skills development.
- The redevelopment of the ABET curriculum to include moral values and life skills.
- Promote the more intensive utilization of Multi Purpose Community centres.

The strategic goals and objectives that will drive the programme are shown in table 17:

Table 18: Strategic goals and objectives for programme 6

Strategic goal 1:	**To promote literacy and numeracy among adults and the youth.**
Strategic objective 2:	To provide ABET programmes at community-managed multi-purpose centres.
Strategic objective 3:	To expand the reach of ABET through the implementation of the Provincial Literacy Programme.
Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 1:	To develop and implement a programme for total learner performance improvement.
Strategic objective 5:	To plan and implement a credible assessment process for all levels of the Department.
Strategic objective 6:	To promote high levels of moral values and quality service, as enshrined in the Constitution.
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.
Strategic goal 3:	**To end conditions of physical degradation in our schools through linking ABET and FET to the Extended Public Works Programme.**
Strategic objective 1:	To implement a medium to long term plan to address infrastructural backlogs including the alignment of ABET and FET programmes.
Strategic objective 3:	To improve collaboration with the Department of Public Works and other agencies.
Strategic goal 4:	**To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.**
Strategic objective 1:	To develop a professional and appropriately qualified teaching force capable of dealing with the scourge of HIV & Aids, among other things.
Strategic goal 5:	**To deal urgently and purposefully with poverty and the HIV & Aids emergency in and through the education and training system.**
Strategic objective 5:	To integrate HIV & Aids and life skills into the curriculum.
Strategic objective 6:	To engage communities in the implementation of pro-poor HIV & Aids programmes.

15.3 Analysis of constraints and measures planned to overcome them

The following are the main constraints and the actions to be taken to address them:

- Budgetary constraints are likely to seriously limit the implementation of the massive campaign on illiteracy as envisaged for the Provincial Literacy Programme. The Programme is a project of the Provincial Growth and Development Plan and should be prioritised for adequate funding but fund raising may need to be carried out.

- The failure to be realistic with interdepartmental programmes to eradicate illiteracy is a strong constraint. The Social Needs Cluster should give leadership to ensure that a rigorous and realistic approach is taken by the different departments in the reduction of illiteracy.

- The needs of the physically challenged in terms of literacy programmes like the blind and those who are hard at hearing are not being adequately addressed. There are initiatives underway in this regard with the Deaf SA representatives in the Province. A plan for addressing this matter over the next five years will be drafted as, constitutionally, education must be accessible to everybody, including adult basic education and training.

- The ABET curriculum, as prescribed in the ABET policy document of 1997, is very formal and academic. Most ABET learners are interested in skills programmes, not in academic programmes. The result of this mismatch is that many learners register for the courses but very small numbers turn up for examinations.

- Guidelines for the recognition of prior learning in fields of different skills are not clear within the ABET sector. This becomes a constraint in terms of progression of adult learners. The section will have to develop a policy that will address the past inequalities and acknowledge acquired skills and knowledge in line with the current legislation.

- There is currently no credible assessment policy for skills short courses. This hampers the design of appropriate course material. An appropriate assessment policy for such courses will be developed in conjunction with skills short course service providers to accommodate most learners. An expansion of the already existing skills short courses will be implemented as a response to the Extended Public Works Programme and also implementing the human resource development strategy as stipulated in the Skills Development Act.

- Government has identified the lack of moral values as a contributing factor to the spread and persistence of HIV & Aids as well as corruption in administration and society in general. The ABET curriculum will have to be redeveloped to include the theme of moral regeneration and life skills as well as integrating with issues of HIV & Aids. This is also a response to the PGDP.

- Multi Purpose Community Centres are not being adequately used for the promotion of ABET programmes. This is to be addressed through developing and implementing a strategy for using these centres more intensively information centres, coordination points or even as delivery sites for ABET and literacy programmes for the surrounding communities.

15.4 Description of planned quality improvement measures:

The intervention programmes discussed above are expected to contribute positively to improving the quality of ABET programmes to be delivered. The inclusion of curriculum material on the theme of moral regeneration is particularly important to giving attention to quality issues. Consideration should also be given to adopting total quality management concepts within the programme.

15.5 Resource information

Some of the resource issues impacting on the performance of the programme are:

- While the ABET section is currently using unemployed school teachers in the ABET programme, initiatives are underway to train Grade 12 unemployed candidates towards a qualification through the ABET learnership programme.

- ABET educators for the physically challenged clientele will also be trained in ABET programmes both formally through learnerships and informally through workshops.

- Multi purpose community centres will be used as information centres, coordination points or even delivery sites for ABET and literacy programmes.

- Communities will be involved in the roll out of the Provincial Literacy Programme. This is the general foundation towards lifelong learning and development comprising of knowledge, skills and attitudes required for social, economic and political participation for a positive social transformation. Reduction of illiteracy will be the basis of this programme which will have the following features:

  o The programme is delivered at four ABET levels using the outcomes based approach in 317 Public Adult Learning Centres.

  o The Provincial Literacy Programme has been initiated as a pre-ABET programme to address illiteracy.

  o 1000 literacy units established with 10-15 learners per unit in each of the 45 literacy units in each district.

  o The conditions of service of ABET educators remains a concern as it brings about instability within the programme every year. Educators leave the section to take up posts with formal schools.

16.   Programme 7: Early Childhood Development

The main services of the programme are the provisioning of Grade R and earlier levels in accordance with White Paper 5. The focus is to provide a solid foundation for lifelong learning and development.

16.1 Situation Analysis

The current situation facing the programme is:

- According to Statistics South Africa (2001) the Eastern Cape province has a total population of 158 882 children aged five to six years old, which is the Grade R cohort. There are 40 028 children from this cohort (25%) who are currently being serviced by our programmes.

- Currently, out of a total number of 5 018 public schools the Department has attached 1 357 Reception classes and 667 community based centres.

- The provisioning of Grade R has been supported by a conditional grant over the past three years and, at its termination, funding was continued by the line budget of the department. A key challenge over the next five years will be to secure funding for increased service delivery and to start providing the service at the pre-Grade R level (birth to 4 years of age cohort).

16.2 Policies, priorities and strategic objectives

Consistent with Education White Paper 1 on Education and Training (1995) and White Paper 5 on Early Childhood Development (2001), the intention of the Department is to increase access to ECD programmes, particularly for poor children, and to improve the quality of these programmes.

The key priority over the next five years will be to secure regular funding for increased service delivery for Grade R services and to start providing the service at the pre-Grade R level.

The next five years will see the acceleration of the attachment of Grade R classes to public schools to ensure that by 2010 all Grade 1 learners have passed through a quality Reception year programme as prescribed in White Paper 5.

The strategic objectives directing this programme are:

Table 19: Strategic goals and objectives for programme 7

Strategic goal 1:	**To promote literacy and numeracy among adults and the youth.**
Strategic objective 1:	To maximise the number of learner years by extending and strengthening the implementation of Grade R and pre-grade R schooling.
Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 2:	To strengthen the capacity of ECD centres and schools to become self managing and self-renewing.
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.
Strategic goal 4:	**To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.**
Strategic objective 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.
Strategic objective 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.

16.3 Analysis of constraints and measures planned to overcome them

The main constraints and measures to be taken to overcome them are:

- There are still large numbers of unqualified ECD practitioners. Training will need to be provided to these practitioners up to level 4.
- Many ECD sites suffer from poor management. This will require training of the Site Management Committee member to capacitate them to cope better with their responsibilities.
- The lack of funding results in the slowing down of implementation of ECD programmes. A larger allocation of funding will be required.
- The bank accounts of some ECD sites are closed down by the banks at times causing problems with making transfers. Arrangements are to be made with the banks to ensure that the accounts stay open.

16.4 Description of planned quality improvement measures

The steps to be taken to improve the quality of ECD programmes are:

- The ECD qualification is to be improved through intensified training.
- The ECD Site Management Teams will be empowered in financial management in particular to enable them to meet the requirements of the PFMA.
- The performance of sites will be monitored more effectively through the deployment of more ECD quality assurors at district level.

16.5 Resource information

Some of the resource implications for the delivery of ECD services are:

- Both head office and districts are severely understaffed which is hampering the delivery of services. This requires the progressive population of the organogram.
- There are delays in making transfer payments to ECD sites mainly due to the shortage of staff in the payments section. Vacant posts need to be filled.

- Sites need to be provided with materials that must be procured through the normal procurement processes which involve delays. Improvements are needed in the procurement systems and procedures.

17. Programme 8: Auxiliary and Associated Services

Programme 8 consists of the following sub-programmes:

Table 20: Sub-programme structure for programme 8

No	Programme/ Sub-programme	Objective of Programme/Sub-programme
8	**Auxiliary and associated services**	**To provide the education institutions as a whole with training and support.**
8.1	Payments to SETA	To provide employee HRD in accordance with the Skills Development Act.
8.2	Conditional grant projects	To provide for projects specified by the Department of Education that are applicable to more than one programme and funded with conditional grants.
8.3	Special projects	To provide for special departmentally managed intervention projects in the education system as a whole.
8.4	External examinations	To provide for departmentally managed examination services.
8.5	Quality Assurance	To provide for total quality management of all departmental services.

17.1 Sub-programme 8.1: Payments to SETA

The provision of Human Resource Development services is located under sub-programme 1.4 but sub-programme 8.1 is used to account for the payments transferred to the Sector Education Training Authority (SETA) to which the Department belongs, which is the Education and Training Development Practice SETA (ETDP-SETA). The amount transferred is 10% of the skills levy for the Department, which is 1% of the personnel budget. These transfers are made in terms of the Skills Development Act (Act No. 97 of 1998).

17.2 Sub-programme 8.2: Conditional Grant (HIV & Aids)

The main objective of sub-programme 8.2 is to deal urgently and purposefully with the HIV & Aids emergency in and through the education and training system.

The sub-programme has 4 priority areas:

- Prevention
- Treatment, care and support
- Workplace programme (prevention and treatment, care and support)
- Management of the response

17.2.1 Situation analysis

To date the program is aimed at dealing urgently and purposefully with the HIV & Aids pandemic and has been restricted largely to those conditions provided for under the conditional grant from the National Department of Education (NDOE).

The Department of Education is responsible for the implementation of the HIV & Aids life skills education programme for learners in public schools and FET Colleges. The purpose of the programme is to ensure access to an appropriate and effective integrated system of prevention,

care and support for learners and educators infected and affected by HIV & Aids, to deliver life skills, sexuality and HIV & Aids education in primary and secondary schools and FET Colleges.

17.2.2 Policies, priorities and strategic objectives

The main policy directing the work of this sub-programme is the National Policy on HIV & Aids for learners and educators in public schools and further education and training institutions (General Notice 1926 of 1999).

The key priorities for the sub-programme over the next five years will be:

- Mainstreaming the program into all relevant Departmental activities and budgeting.
- Communication and advocacy strategy.
- Provision of a follow up strategy to ensure sustainability of the programme.
- The implementation of a wellness program and Employee Assistance Programme.

The relevant strategic goals and objectives are shown in the table below:

Table 21: Strategic goals and objectives for sub-programme 8.2

Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.
Strategic objective 8:	To promote participation of the broader community in the development of school HIV & Aids health policies and programmes.
Strategic goal 4:	**To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.**
Strategic objective 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.
Strategic goal 5:	**To deal urgently and purposefully with poverty and the HIV & Aids emergency in and through the education and training system.**
Strategic objective 4:	To manage the HIV & Aids pandemic as it affects education, in line with the PGDP.
Strategic objective 5:	To integrate HIV & Aids and life skills into the curriculum.
Strategic objective 6:	To engage communities in the implementation of pro-poor HIV & Aids programmes.

17.2.3 Analysis of constraints and measures planned to overcome them

Some of the constraints faced and measures to be taken to overcome them are:

- HIV & Aids is still treated as an add-on. It is necessary to integrate and mainstream all issues relating to the management of the pandemic within Departmental activities as a whole.
- Every year there is a new cohort of learners coming into the school system who need to be informed about the dangers of HIV & Aids, as well as the fact that not everyone within the system, both at school level and within the administration is adequately informed. A comprehensive communication and advocacy strategy is required to address this need.
- Even if people have heard the message a first time there is an on-going need to remind people and keep them aware of the dangers and the actions they should be taking a avoid infection, to know their HIV status and to obtain timely treatment if necessary. A follow-up strategy is required to ensure sustainability.
- At present there is no coherent wellness program which emphasizes healthy living habits. A wellness program combined with an Employee Assistance Program is to be put in place.

17.1.4 Description of planned quality improvement measures

- A Departmentally integrated HIV & Aids program that will facilitate mainstreaming the program into Departmental activities and budgeting.
- Development of a well structured approach that will ensure that all strategic partners and the greater community are well informed.
- Monitoring, support and evaluation processes to be set up to ensure effective implementation, integration into and across the curriculum.
- Development of an accessible and updated information system on HIV & Aids and related issues to inform planning for the program.
- The development and enhancement of the capacity of the educator staff, management and governance structures so as to ensure existence of institutional management systems, processes, procedures and provision of adequate and appropriate resources for responding to the HIV & Aids emergency.

17.1.5 Resource information

For sub-programme 8.2 to be able to deliver on its strategic objectives, the following resources would be critical:

- Financial resources.
- Adequately and appropriately capacitated educators, non educators and management at all public schools, FET Colleges and ABET centres.
- Operationalisation and staffing of all HIV & Aids Units at all levels (districts & head office)
- Funding of the workplace program.

17.3 Sub-programme 8.4: External Examination

This sub-programme provides for departmentally managed examination services by planning and implementing a credible assessment process for all exit points (Grade 9, ABET Level 4 (GETC) and Grade12 (FETC) in the schooling system.

17.3.1 Situation analysis

Enhancing the integrity and credibility of the General and Further Education and Training Certificate (GETC & FETC) is a major challenge facing the directorate.

The Eastern Cape examinations and assessment process involves 89 000 candidates from FET schools, 68 000 Senior Certificate candidates, who have to write in November each year, with a supplementary examination in February or March the following year for some of them. ABET level 4 examinations are written in June and October each year and involve 15 000 candidates.

Broadening the staircase

The assessment processes should assist South Africa to move from the second to the first economy. This can only be achieved through training that will make learners employable and enable them to benefit from the advances in the first economy.

Deformity inherited by the democratic government

The situation that has been inherited from the previous government is characterized by:

- A fragmented education and training system.
- Unequal learning opportunities.
- Unequal allocation of resources across different racial groups.
- Lack of common standards across the system.
- Irrelevant and outdated curriculum.
- Dysfunctional and under-performing institutions.

These are the issues that the Department will continue to address in the next five years.

17.3.2 Policies, priorities and strategic objectives

The activities of the sub-programme are guided by the following legislation:

- South African Schools Act (Act No. 84 of 1996) (SASA)
- the Further Education & Training Act (Act No. 98 of 1998) (FET)
- the Adult Basic Education & Training Act (Act No. 52 of 2000) (ABET)
- the National Education Policy Act (Act No. 27 of 1996) (NEPA), and
- the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001) (GENFETQA).

The key priority of the sub-programme is to ensure that the Department manages a single, non-racial education system.

The relevant strategic goals and objectives for the sub-programme are:

Table 22: Strategic goals and objectives for sub-programme 8.4

Strategic goal 1:	**To promote literacy and numeracy among adults and the youth.**
Strategic objective 2:	To provide ABET programmes at community-managed multi-purpose centres.
Strategic goal 2:	**To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.**
Strategic objective 5:	To plan and implement a credible assessment process for all levels of the Department.

17.3.3 Analysis of constraints and measures planned to overcome them

The administration of credible examinations and assessment services relies heavily on the availability of well-trained human resources, security, reliable, up-to-date information technology systems and adequate office space.

The sub-programme is constrained by the absence of key staff, including staff in the Continuous Assessment (CASS) implementation sub-section, Question Paper Provisioning section, Certification and IT section and the Senior Manager in the directorate. The filling of these posts needs to be addressed as a matter of urgency.

Currently the building used to locate the Assessment and Examinations Directorate does not meet national specifications. All preparations and budget provisions have been made for such a building to be constructed during 2005. This will enhance the security, efficiency and effectiveness of the directorate.

The inherited context

As a result of the situation inherited from the previous administration the following pertains:

- The schools curriculum lacks a clearly defined set of generic core competencies, which means there is an absence of a core curriculum.
- The curriculum comprises of 124 subjects, with the multiplier effect of higher grade, standard grade and lower grade (HG, SG & LG), it accumulates to 264 subjects.
- 90% of candidates in Grade 12 are offered 10 "popular" subjects, with the rest viewed as "exotic". The majority of subjects are outdated and irrelevant to the HRD needs of a new democratic South Africa.
- Assessment is not linked to curriculum development.
- Teacher training is conducted along racial lines with limited support structures, and an uneven distribution of facilities and resources.

Dealing with the transition

In order to prepare for the transition to Curriculum 2005 the Department must ensure that learners who exit from the new curriculum are not disadvantaged.

A recent snap survey revealed:

- An absence of a nationally set (standard) paper at Grade 10
- Inconsistent use of CASS
- Curriculum overload
- Poor teacher preparation
- Incapacity to handle new assessment approaches
- Irrelevant LTSM

In order to achieve a successful transition to Curriculum 2005 there needs to be a standardization of examinations, nationally set and provincially administered. The transitional arrangements must be well planned and CASS must be implemented on the basis of 50/50 at Grade 10 (ie 50% of the final mark should be for class work and 50% for examination results). At Grades 11 and 12 CASS should be based on 25/75.

The National Curriculum Statements require changed assessment practices based on the concept of continuous assessment.

In order to achieve credible international qualifications, examination and assessment organisations must work in partnership with the Department of Education to ensure the successful implementation of quality GET and FET Certificates in line with the needs and aspirations of the South African public.

17.3.4 Description of planned quality improvement measures

Measures that will be taken to improve the quality of the examinations process are:

- The planned quality of service monthly meetings with districts will be held
- The district information sharing session and results analysis sessions will be held in all the 24 districts.
- The accreditation of trained invigilators
- The training of examiners, moderators and markers on the assessment and moderation courses available.

The following need to be in place:

- Training assessors and moderators to conduct an outcomes-based assessment quality improvement programme during 2005/06.
- Question papers for the FETC external assessment must be ready 18 months prior to the assessment date.
- Development of a new computer system and population of the new system with data to be able to conduct a test run in good time.
- Updated policy documents and regulations need to be developed.

17.3.5 Resource information

To ensure the effective functioning of the sub-programme the critical staff required should be appointed and the Assessment and Examination building should be constructed as planned.

17.4 Sub-programme 8.5: Quality Assurance

This sub-programme aims to provide total quality management processes throughout the Department.

17.4.1 Policies, priorities and strategic objectives

The activities of the sub-programme are guided primarily by the following legislation:

- the National Education Policy Act (Act No. 27 of 1996) (NEPA), and
- the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001) (GENFETQA).

The key priority of the sub-programme is to create a total quality management approach to all aspects of the Department's operations.

The relevant strategic goal and objective for the sub-programme is:

Table 23: Strategic objectives for sub-programme 8.5

Strategic goal 7:	To make cooperative governance work.
Strategic objective 2:	To develop integrated quality management systems to enhance good governance at all levels.

17.4.2 Analysis of constraints and measures planned to overcome them

The successful administration and management of a credible quality assessment and evaluation programme heavily depends on well-trained human resources, reliable up-to-date educational management and information systems. Adequate and secure office and storage space is essential. Support mechanisms such as electronic data capturing equipment and storage facilities as well as support-, data capturing- and administrative staff is crucial to the core activities of the programme. Reliable transport and accommodation for fieldwork is pivotal to the modus operandi of this programme.

Measures planned to overcome these challenges are already underway and include commissioning a substantial part of the comprehensive longitudinal formative evaluation programme in close partnership with agencies such as DFID, ARCADIS and IMBEWU. The planned commencement of the building of a nationally specified Quality Assurance, Assessment and Examinations building in April 2005 will address the physical infrastructure needs of the programme substantially. Close working relationships with District officials trained in Whole School Evaluation and Systemic Evaluation also assist in the human resources challenges that this programme faces. More effective usage of current skills, resources and partnerships in the programme will be facilitated over the next few years.

17.4.3 Description of planned quality improvement measures

The re-enforcement of clear communication systems and collaboration with funding agencies, districts and other programmes must take place as a matter of urgency. The effective use of available resources, skills, partnerships and physical infrastructure will be encouraged. The development and enhancement of the capacity of the staff through training and skills transfer will take place.

17.4.4 Resource information

Resources for data capturing, the setting up and maintenance of a comprehensive data base and the filing and storage of reports are priorities in the next year. The filling of critical posts in the sub-programme is also crucial for the sustainability of the programme.

Additional financial resources to the budgeted portion will be required.

18. Capital investment, maintenance and asset management plan

In this section information will be provided on building projects currently in progress, the Department's capital investment plan, buildings to be closed down or down graded, and plans for major refurbishing.

The situation in 2004/05 is one of a slow down in capital expenditure due to the fact that the department has experienced budget over-runs over the last few years. This situation must first

be arrested and normalised before any significant improvements can be made in the infrastructure programme. Existing plans are, therefore, likely to be delayed.

Over the five years of this strategic plan the first two or three years are likely to reflect a slow rate of capital investment, followed by an improved situation, assuming that the overall financial position will have normalised by then.

18.1 Building projects in progress, and expected completion dates

The following table shows a summary of the number of building projects being managed in 2004/05:

Table 24: Building projects in progress

Total Projects for 2004/05 financial year	301
Projects under construction	202
Projects still to be completed by March 2005	63
Completed projects	52
Projects being carried forward into 2005/06 (includes final payments due to retention)	87
Projects put on hold due to budget cuts	99

18.2 Capital investment plan

The 87 schools that are currently under construction will be carried through to the next financial year. The bulk of the expenditure on these projects will be the final payments. The 99 schools placed on hold due to budget cuts will also be implemented during 2005/06.

A total of 277 projects (including the 99 projects put on hold) have been assessed and documentation of the 99 schools is ready for advertisement and adjudication of tenders by March 2005.

Contractors should report on site by 01 April 2005. These projects include 79 GET and 20 FET schools, 3 special schools, a reformatory school, the Assessment and Examination Centre, and 3 FET technical college administration buildings. Some of the larger projects will span over 3 financial years while the majority of the schools should be completed by the end of the 2005/06 financial year.

18.3 Closure and downgrading of facilities

Eight farm schools have been amalgamated into a new school that has been built and another 18 farm schools have been closed.

The department has established a committee to look into the entire process of rationalizing smaller schools. A policy will be formulated before the end of March 2005 which will guide the rationalization of schools

18.4 Plans for major refurbishing projects

Approximately 35 of the 202 schools mentioned in 1 above as projects under construction have been considered for major renovations and additional facilities. There are 572 schools that carry the tag "Disaster schools" which range from mud structures that have collapsed to existing structures where roofs have been damaged and pose extreme danger to the lives of learners and educators. Schools have been categorized according to needs in terms of the Electronic Facilities Management System (EFMS) and it is the Department's endeavour to introduce a

cyclic maintenance programme. More funding will be needed to do justice to the renovation programme of the Department.

Out of 6 632 educational establishments (EMIS, 2004 Snap Survey) current infrastructural needs are:

- 1 279 schools requiring water
- 842 schools requiring sanitation
- 1 924 schools requiring electrification
- 2 171 schools requiring fencing
- 5 136 schools need libraries as they have none
- 5 162 schools requiring laboratories

An implementation plan has been prepared and submitted to stakeholders for inputs and consultation.

If there had been no budget cuts, the Department had planned to eradicate the sanitation backlog by 2006 and the mud structures and unsafe schools by 2008. Unfortunately the 2004/05 budget has been reduced from R642m to R301m so the above developments will be seriously under-funded leading to delays in the infrastructure delivery.

There is an urgency to address the classroom backlogs in the shortest time possible. The largest portion of the infrastructure budget is currently spent on the eradication of mud-structured classrooms and sanitation, mainly in the former Transkei area. Whilst this is the case, there is also an urgent need to set aside more funds to maintain the rest of the school buildings that have already been built.

The Department's policy is to build fewer new schools, but to add additional facilities to existing schools to prevent an oversupply of classrooms in areas where there is a significant drop in learner enrolments.

A process in now underway whereby some schools will be rationalized, in particular our farm schools or small schools, and that the learners from these schools will be either transported to school or accommodated in a hostel of a larger, but under utilized school.

Maintenance currently accounts for 15 % of the budget.

Major maintenance projects are included in the annual School Building Programme across the 24 districts.

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

19.1 Interdepartmental linkages

The department is working closely with a number of provincial departments. A provincially driven Childhood Development Strategy has clearly delineated the roles and responsibilities of all departments in relation to service delivery to support children from the pre-natal phase to adulthood.

In addition, there are a number of bilateral projects between Education and other social services departments.

Linkages are driven through the Social Needs Cluster of the Province, which constitutes the departments of Social Development, Health, Agriculture, Public Works and Education. Monthly meetings are held at a senior management level and sub-committees operate within the structure and report to the Social Needs Cluster Committee monthly.

19.2 Local government linkages

Currently there are no local government linkages. This is an area that has been identified through the Premier's outreach visits as requiring attention by the Department. District Managers and school principals have been urged to participate in local government initiatives and to establish the relationships that are important for good communications and cooperative governance.

19.3 Public entities

Currently there are no public entities for which the Department is responsible.

19.4 Public, private partnerships

A workable system of partnerships is still to be developed and approval for this will be sought from the Provincial Treasury. The department has not planned to engage in any public private partnerships as provided for by the PFMA.

20. Organisational information and the institutional environment

20.1 Organisational Design

The Department consists of a Head Office, which is responsible for operational policy, monitoring and evaluation, and twenty four districts that are responsible for all services to learners, educators, schools and local communities. The location and names of the districts are shown in the figure 1 below.

Figure 1: Map showing educational districts
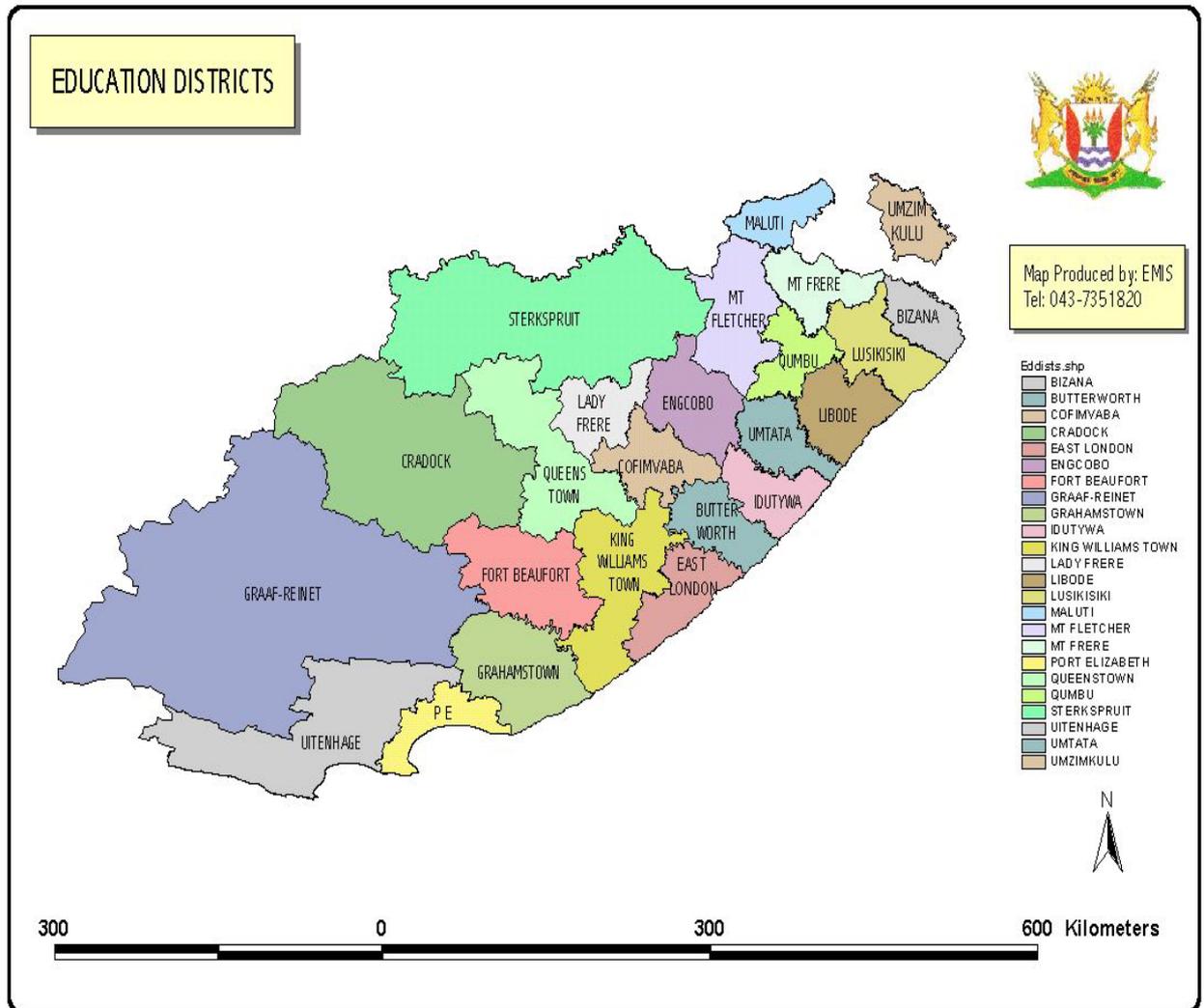
20.2 Educational establishments

There are 6 632 public sector schools in the Eastern Cape province (EMIS, 2004 Snap Survey) consisting of ECD, Primary, Combined, Secondary, LSEN, and ABET establishments as detailed in table 24 below which provides the information by Education district.

Table 25: Public schools in the Eastern Cape Province as at January 2004

District	ECD	Primary	Combined	Secondary	LSEN	ABET	Total
Bizana	12	69	120	22	3	9	235
Butterworth	19	95	252	47	-	25	438
Cofimvaba	23	66	187	32	-	13	321
Cradock	2	80	3	18	-	7	110
East London	21	219	22	76	7	28	373
Engcobo	7	73	134	21	1	8	244
Fort Beaufort	2	206	10	60	-	8	286
Graaff-Reinet	3	80	12	13	-	6	114
Grahamstown	3	79	18	12	2	8	122
Idutywa	30	91	222	36	-	16	395
King William's Town	18	314	29	130	3	25	519
Lady Frere	6	69	87	21	-	9	192
Libode	8	131	246	40	-	12	437
Lusikisiki	12	124	194	31	-	22	383
Maluti	3	61	129	21	1	8	223
Mt Fletcher	1	78	97	20	-	11	207
Mt Frere	4	58	165	25	1	16	269
Port Elizabeth	13	173	16	69	13	20	304
Queenstown	6	116	29	43	1	12	207
Qumbu	8	73	156	26	1	5	269
Sterkspruit	7	117	68	26	2	16	236
Uitenhage	5	120	25	29	3	18	200
Umtata	20	74	222	42	3	8	369
Umzimkulu	3	39	110	20	1	6	179
Total	**236**	**2,605**	**2,553**	**880**	**42**	**316**	**6,632**

Source: Analysis of Snap Survey data collected during the first 10 days of the first term in Jan 2004

Notes:

ECD = Early Childhood Development

Primary = Schools of grades R to 7

Combined = Schools including both primary and secondary grades, ie grades R to 12

LSEN = Schools for learners with special educational needs

ABET = Adult basic education and training

21. Analysis of strategic goals and objectives by programme and sub-programme

The following table provides an analysis of which strategic goals and objectives will be addressed by which programme or sub-programme. It shows that all goals and objectives will be dealt with by one or more programmes or sub-programmes.

Table 26: Analysis of strategic goals and objectives by programme and sub-programme

Strategic goals and objectives	Description	1. Administration	2. Public Ord Sch Edu	2.1. Public Prim Schs	2.2. Public Sec Schools	2.3. Professional Servs	2.4. HRD	2.5. In-sch Sport & Cult	2.6. Cond Grants (SNP)	3. Independ Sch Subs	4. Inclusive Education	5. FET	6. ABET	7. ECD	8. Auxiliary & Ass Serv	8.1. Payments to SETA	8.2. Cond Gr (HIV&Aid)	8.3. Special Projects	8.4. External Exams	8.5. Quality Assurance	Total
Strategic goal 1:	To promote literacy and numeracy among adults and the youth.																				4
SO 1:	To maximise the number of learner years by extending and strengthening the implementation of Grade R and pre-grade R schooling.													1							1
SO 2:	To provide ABET programmes at community-managed multi-purpose centres.												1						1		2
SO 3:	To expand the reach of ABET through the implementation of the Provincial Literacy Programme.												1								1
Strategic goal 2:	To transform schools into centres of community life and ensure the success of active learning through outcomes-based education.																				23
SO 1:	To develop and implement a programme for total learner performance improvement.			1	1						1		1								4
SO 2:	To strengthen the capacity of ECD centres and schools to become self managing and self-renewing.			1	1						1			1							4
SO 3:	To ensure the implementation of approved curricula.										1										1

Strategic goals and objectives	Description	1. Administration	2. Public Ord Sch Edu	2.1 Public Prim Schs	2.2 Public Sec Schools	2.3 Professional Servs	2.4 HRD	2.5 In-sch Sport & Cult	2.6 Cond Grants (SNP)	3. Independ Sch Subs	4. Inclusive Education	5. FET	6. ABET	7. ECD	8. Auxiliary & Ass Serv	8.1 Payments to SETA	8.2 Cond Gr (HIV&Aid)	8.3 Special Projects	8.4 External Exams	8.5 Quality Assurance	Total
SO 4:	To develop and implement programmes for the promotion of Maths, Science and Technology particularly for girls.			1	1																2
SO 5:	To plan and implement a credible assessment process for all levels of the Department.												1						1		2
SO 6:	To promote high levels of moral values and quality service, as enshrined in the Constitution.												1								1
SO 7:	To promote a safe and healthy environment free of the risk of HIV & Aids for all learners, educators, Department officials and all other public servants within the Department of Education.			1	1								1	1			1				5
SO 8:	To promote participation of the broader community in the development of school HIV & Aids health policies and programmes.																1				1
SO 9:	To mobilize resources to cater for vulnerable children including out-of-school disabled children and youth.										1										1
SO 10:	To implement norms and standards for school funding.			1						1											2
Strategic goal 3:	**To end conditions of physical degradation in our schools through linking ABET and FET to the Extended Public Works Programme.**																				**6**
SO 1:	To implement a medium to long term plan to address infrastructural backlogs including the alignment of ABET and FET programmes.			1	1								1								3
SO 2:	To maintain and sustain the planned maintenance programme.			1	1																2
SO 3:	To improve collaboration with the Department of Public Works and other agencies.												1								1

Strategic goals and objectives	Description	1. Administration	2. Public Ord Sch Edu	2.1. Public Prim Schs	2.2. Public Sec Schools	2.3. Professional Servs	2.4. HRD	2.5. In-sch Sport & Cult	2.6. Cond Grants (SNP)	3. Independ Sch Subs	4. Inclusive Education	5. FET	6. ABET	7. ECD	8. Auxiliary & Ass Serv	8.1. Payments to SETA	8.2. Cond Gr (HIV&Aid)	8.3. Special Projects	8.4. External Exams	8.5. Quality Assurance	Total
Strategic goal 4:	**To provide human resources appropriately qualified to meet the socio-economic needs of the 21st century.**																				**15**
SO 1:	To develop a professional and appropriately qualified teaching force capable of dealing with the scourge of HIV & Aids, among other things.					1	1														2
SO 2:	To create a vibrant further education and training system.					1						1									2
SO 3:	To create opportunities for learnerships, especially for historically disadvantaged individuals.					1	1					1		1							4
SO 4:	To provide a strategy for effective teacher development to empower educators to cope with changes in education, including changes in assessment requirements.					1						1		1			1				4
SO 5:	To establish and strengthen links with local, provincial and national industries; and other structures, especially sector education and training authorities.											1									1
SO 6:	To increase access and expand participation of historically disadvantaged groups in the FET system.											1									1
SO 7:	To align learning programmes to the social and economic needs of the country.											1									1
Strategic goal 5:	**To deal urgently and purposefully with poverty and the HIV & Aids emergency in and through the education and training system.**																				**8**
SO 1:	To establish an effective, efficient and sustainable community-driven nutrition programme.								1												1
SO 2:	To contribute to the improvement of education quality by enhancing pre-primary and primary school pupils' active learning capacity.								1												1

Strategic goals and objectives	Description	1. Administration	2. Public Ord Sch Edu	2.1. Public Prim Schs	2.2. Public Sec Schools	2.3. Professional Servs	2.4. HRD	2.5. In-sch Sport & Cult	2.6. Cond Grants (SNP)	3. Independ Sch Subs	4. Inclusive Education	5. FET	6. ABET	7. ECD	8. Auxiliary & Ass Serv	8.1. Payments to SETA	8.2. Cond Gr (HIV&Aid)	8.3. Special Projects	8.4. External Exams	8.5. Quality Assurance	Total
SO 3:	To contribute to general health development by alleviating pre-primary hunger and offering appropriate micro nutrient supplementation programmes.								1												1
SO 4:	To manage the HIV & Aids pandemic as it affects education, in line with the PGDP.																1				1
SO 5:	To integrate HIV & Aids and life skills into the curriculum.												1				1				2
SO 6:	To engage communities in the implementation of pro-poor HIV & Aids programmes.												1				1				2
Strategic goal 6:	**To mobilize resources for teaching and learning.**																				**2**
SO 1:	To implement an integrated strategy for funding, utilisation and retention of resources (infrastructure, LTSM, furniture, and human resources).			1																	1
SO 2:	To harness the international and local donor community as partners in education delivery.			1																	1
Strategic goal 7:	**To make cooperative governance work.**																				**3**
SO 1:	To establish systems for the promotion of effective cooperation between national, provincial and local government.	1																			1
SO 2:	To develop integrated quality management systems to enhance good governance at all levels.	1																		1	2
Strategic goal 8:	**To enhance the strategic role of the Department by making administrative systems work effectively.**																				**3**
SO 1:	To develop and strengthen the financial management and logistical support services.	1																			1

Strategic goals and objectives	Description	1. Administration	2. Public Ord Sch Edu	2.1 Public Prim Schs	2.2 Public Sec Schools	2.3 Professional Servs	2.4 HRD	2.5 In-sch Sport & Cult	2.6 Cond Grants (SNP)	3. Independ Sch Subs	4. Inclusive Education	5. FET	6. ABET	7. ECD	8. Auxiliary & Ass Serv	8.1 Payments to SETA	8.2 Cond Gr (HIV&Aid)	8.3 Special Projects	8.4 External Exams	8.5 Quality Assurance	Total
SO 2:	To provide capacity for human resource administration and personnel management systems.	1																			1
SO 3:	To implement a research agenda that addresses the needs of the department and informs planning.	1																			1
Total		5	25	9	6	4	3		3	1	4	5	10	5	9		6		2	1	64

PART C: BACKGROUND INFORMATION

APPENDIX 1: ANALYSIS OF SERVICE DELIVERY ENVIRONMENT

This part of the Five-Year Strategic and Performance Plan provides background information about the external environment which faces the Department of Education.

22.   Policy changes and trends

With the increased use of computer technology in more and more aspects of life, government recognized the need to pass legislation that would provide the framework for regulating electronic communications, such as email, and establish the legality of electronic business transactions. The **Electronic Communications and Transactions Act (Act 25 of 2002) (ECT)** provides for the facilitation and regulation of electronic communications and transactions; the development of a national e-strategy; universal access to electronic communications and transactions; human resource development in electronic transactions; the prevention of abuse of information systems; and to encourage the use of e-government services.

This is an important act for educational institutions seen against the requirement to provide access to and training in the use of computers and to enable people to make the transition into the world of the Internet and other computer-based work methods.

The **e-Education Draft White Paper** of the National Department of Education was published in August 2003. It has the overall policy goal that 'Every South African learner in the general and further education and training bands will be "ICT capable" that is, use Information and Communications Technology (ICT) confidently and creatively by 2013.

The relevant policy imperatives are set out under six strategic objectives:

* ICT professional development of teachers, managers and administrators
* Electronic content resources for teaching and learning
* ICT infrastructure
* Connectivity to an educational network and the Internet
* Community engagement to share the resources with the wider community
* Research and development into new technologies, methodologies and techniques.

Subsequent to the publication of the Draft White Paper was the requirement for all education departments to develop business plans to guide the implementation of the policy. The Eastern Cape DOE produced and submitted an interim plan and has engaged a service provider, through the funding support of Imbewu, to prepare a costed business plan by December 2004.

This policy will have a major impact on teaching and learning as well as the administration in our schools.

Quality Assurance

Quality Assurance is a concept that originally comes from the private sector even though its relevance spans both the public and the private sector. Any organization that has a service or goods to deliver needs to have a mechanism in place to guarantee that the service or the goods will be in compliance with service or production standards that the organization itself shall have set for itself. Quality Assurance ensures that the organization will have a guaranteed niche, this niche being guaranteed by the extent to which quality defines the services or goods the organization is associated with.

Quality as concept is a defining feature that sets an organization apart from others since it is a tool that promotes excellence. Quality also ensures compliance of performance with mutually agreed and set standards. There are quality principles and service standards that need to be agreed upon by organizations that aspire to a quality service for their identified customers and

market. The global thrust for quality assurance is to establish within organizations a culture of continuous improvement. The South African Excellence Framework presents a paradigm within which quality becomes a visible yet continuously aspired to goal. Quality Assurance initiatives are grounded in the National Education Policy Act No.27 of 1996 (NEPA). NEPA created a legislative framework for both the Assessment Policy for the General Education and Training Band, Grades R – 9   and ABET which prescribes that Systemic Evaluation studies be conducted as well as the National Policy on Whole-school Evaluation (WSE)

The focus for the Education Department as an organization in respect of quality assurance is both at system and school level with Systemic Evaluation being a tool that seeks to determine and measure the health of the Education system at exit points of the Foundation, Intermediate and the Senior Phases of the General Education and Training Band. The Grade 12 results for now are still a determining measure for the quality of the performance of the education system at the FET Phase. Whole-school Evaluation (WSE) focuses on the school system by monitoring and evaluating the extent to which curriculum provision takes place. This is done through a framework of nationally agreed criteria and guidelines. Nine nationally agreed areas for evaluation form the basis on which the performance of each school as unit of the system is evaluated. Whole-school Evaluation is now part of the Integrated Quality Management System (IQMS).

Quality Management Systems, one of the mechanisms for assuring quality within education, brings in a feedback loop through which the recommendations flowing from Systemic Evaluation and Whole-school Evaluation are fed back into the system to guarantee continuous improvement in terms of the performance of the education system.

The South African Excellence Foundation Model for quality service delivery provides a structure/framework on which our various service delivery modes as the Department of Education need to be located. Its fundamental concepts provide effective guidelines to take any organization on a sure path to realizing excellence in its service delivery.

23.   Environmental factors and emerging challenges

23.1 Infrastructure

In 1996, the Schools' Register of Needs recorded a backlog of 22 000 classrooms in our system. Between 1996 and 2004 all districts saw an increase in number of classrooms and a corresponding decrease in learner classroom ratio, particularly in the more rural districts of Lusikiski, Mzimkhulu, Bizana and Mt. Frere. To date we have provided 11000 classrooms across the province. Indeed the adequate provision of classrooms will still remain a challenge in the Department for the next ten years.

23.2 Learner Assessment

The last two years have seen a dramatic increase in our provincial pass rate, from 51.86 % in 2002, a 6% rise from 2001, to 60.14% in 2003,an increase of 8.2%. Concurrent with that has been the smooth conduct and management of examinations, which has given credibility to the results over the last four to five years. In that period there has not been a single report of examination leakages or any impropriety in our Grade 12 examinations.

The accolades received by our ABET level 4 achievement, where our learners surpassed all the provinces, will be strengthened each year. The annual increase in learner numbers from 285 in 2001 to 522 in 2002, and 669 in 2003 indicates the seriousness that the learners now attach to ABET in our province.

23.3 The FET College Sector

The successful merger of the Further Education and Training (FET) Colleges from 25 to eight institutions, streamlined to meet the skills needs of the province, was a major achievement.

The importance of this sector lies in its ability to address the human resource demands of our economy and a redefinition of the labour profile of the province.

After filling the all eight posts of CEO for the Colleges, the next step was to advertise for the next level, after all colleges had been allotted their staff establishments. Necessarily this will entail a proper focus on the relevance of the staff complement in each of the colleges, seen against the context in the communities where the Colleges are to be found. For it is that context that will determine the curriculum offerings in each instance.

The learnerships programme, driven from this sector is intended to address the skills development as well as create employment opportunities for our youth. So far we have had 84 unemployed youths participating in the following learnerships:

- Food and beverage Processing - NQF level 3
- Wholesale and retail specialization - levels 3 and 4
- Wholesale and retail general - levels 2 and 4
- Animal husbandry - level 1

Our partnership with GTZ has facilitated the secondment of a provincial learnerships coordinator for this sector.

23.4 Opening Access to Learning Opportunities

A meaningful foundation is being offered to our children with the introduction of Grade R in some 1 300 schools impacting on 33 000 learners who previously did not have access to such an offering. Simultaneously our ABET programme has seen skills and jobs offered to our rural people. Lately we have taken over the school nutrition programme that ensures a meal at least for our poorer children. That ladies and gentlemen is our attempt at poverty alleviation, which speaks to our Provincial Growth and Development Programme.

23.5 Institutional Management

Our capacity building efforts at all levels of the system have seen greater stability in the management of our institutions. The improvement in our pass rate over the last few years is indeed a pointer to that stability.

The delivery of Learner Support Material is smoothening each year. Our educators are currently receiving meaningful Professional Development Programmes that will enhance the introduction of the Revised National Curriculum. The stability at school level is strengthened by the tenacity with which our learners stay longer in the system, and the quality of our Grade 12 results.

23.6 Challenges: impediments to service delivery

Despite the successes listed above, we are still faced with a number of challenges, which centre on service delivery in the main.

First and foremost has been our budget allocation, which, inevitably, results in unending financial constraints.

Second is the age- old concern from both our employees and suppliers regarding our capacity to pay within expected turnaround time standards. This stems from insufficient capacity, which we are currently addressing from a number of fronts, like for example the backlogs' project, on which I shall say more later.

Our record keeping is one serious challenge that we are confronting headlong, with our Registry Project.

We have come to the realization that one of our main weaknesses lies in our management of procurement processes. That realization has pushed us to the adoption of a system of monthly and quarterly cycles of procurement monitoring, informed by a composite procurement plan of the Department.

The quality that we produce in the gateway subjects of mathematics, science and technology still leaves much to be desired.

A bigger challenge that we are faced with has to do with the Presidential injunction around infrastructure. In his State of the Nation address, the President made a call for all to ensure that by the end of this financial year no learner will receive tuition under a tree, mud school, or any dangerous conditions that expose learners and teachers to the elements. We are committed to the call. However, our current budgetary constraints will force us to seek additional funding to be able to meet the call.

One other critical area that we need to look into, is the matter of sound relations with our social partners. We need to operate in an environment that is conducive to stability within the Department and mutual trust between our social partners and us.

23.7 Demographic Profile of the Eastern Cape

In terms of land area, the Eastern Cape is the second largest province, covering an area of approximately 170 000 square kilometres or 14% of the land area of South Africa. In terms of population, in 2001 the Eastern Cape had the third largest provincial population, after KwaZulu-Natal and Gauteng.

23.7.1 Total Population and Population Density

According to the 2001 Population Census, of the 44.8 million people living in South Africa, 14% or some 6.4 million lived in the Eastern Cape. This represents a significant decrease in the relative share of the South African population accounted for by the Eastern Cape in 1996, which was 15.5%.

Table 2 shows the relative provincial populations according to the 1996 and 2001 Censuses. The province that has most increased its share of the total South African population is Gauteng, which went from 18.1% in 1996 to 19.7% in 2001. The decline in the Eastern Cape's share is the most significant of all provinces. There are several possible reasons for this including outward migration in search in better economic opportunities, decreased fertility (although there is no apparent reason why the Eastern Cape specifically should have declining fertility) and perhaps a different methodology in the 2001 Census that led to reduced counts. Overall, the population of the Eastern Cape grew by just 134 000 from 1996 to 2001, an increase of 2.1%.

Table 27: Total Population by Province, 1996 and 2001 Census

Province	Population 1996	% share of National Population 1996	Population 2001	% share of National Population 2001	Change in National share 1996 - 2000
Eastern Cape	6 302 524	15.5%	6 436 764	14.4%	-1.2%
Free State	2 633 503	6.5%	2 706 774	6.0%	-0.4%
Gauteng	7 348 425	18.1%	8 837 174	19.7%	1.6%
KwaZulu-Natal	8 417 020	20.7%	9 426 015	21.0%	0.3%

Province	Population 1996	% share of National Population 1996	Population 2001	% share of National Population 2001	Change in National share 1996 - 2000
Limpopo	4 929 365	12.1%	5 273 639	11.8%	-0.4%
Mpumalanga	2 800 710	6.9%	3 122 991	7.0%	0.1%
Northern Cape	840 323	2.1%	822 729	1.8%	-0.2%
North West	3 354 824	8.3%	3 669 353	8.2%	-0.1%
Western Cape	3 956 876	9.7%	4 524 341	10.1%	0.3%
Total	**40 583 570**	**100%**	**44 819 780**	**100%**	

Since a national population census was conducted by Statistics South Africa in both 1996 and 2001, this allows for several interesting comparisons to be made over the six-year period. **Graph 1** on the next page compares provinces in terms of their population growth over this period, showing which provinces experienced the greatest increase. The fact that the Eastern Cape has experienced a relatively low rate of increase has implications for the provision of education in the province – it implies that, unlike Gauteng, the demand for education has remained relatively stable during this period and that there is unlikely to be a need to build new schools to meet *new* demographic demand. This does not detract from an ongoing need to address existing backlogs and, in some cases, to build new schools to improve access to education.

A challenge for the education system is to improve access to schooling, more especially to secondary and further education and training facilities for the high number of non-urban.

Graph 1: Provincial Population growth, 1996 to 2001
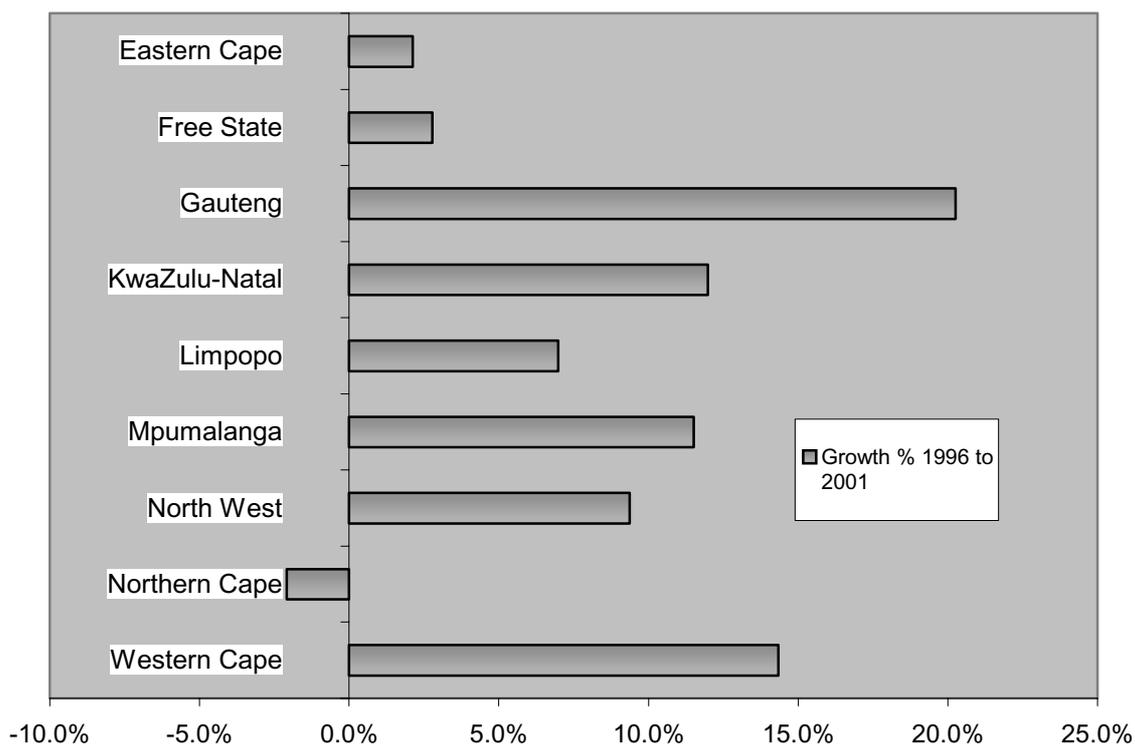
There are certain difficulties associated with making comparisons between the 1996 and 2001 Censuses. Prior to the release of the 2001 Census data for the Eastern Cape for example, Statistics South Africa estimated the provincial population at 6.978 million[1]. The Bureau of Market Research released a similar estimate of the population of the province in 2001, placing it at 6.976, and stated that the original Census figure for 1996 was an undercount. Both of these estimates differ markedly from the *actual* 2001 Census figure released for the province which was 6.4 million - in the region of ½ million less people than previously estimated. The calculation of sub-provincial population growth estimates is thus problematic – which estimates does one use? For the purposes of this report a direct comparison will be made between the two sets of *Census* data and not the interim population estimates described above. This means that one is comparing two *actual* population censuses, notwithstanding the disputes concerning whether the figures were accurate or not.

In order to derive the 1996 Census population figures for the new (post 2001) Education Districts, a two-stage process was followed. Firstly, new Education District boundaries were overlain on the 18 276 Enumerator Area boundaries that existed in the 1996 Census. A code was then assigned to each enumerator area to identify the Education District that it fell within. This was then used as the basis for creating population figures for Education Districts from the 1996 Census.

The 2001 figures were derived by assigning codes to the Municipalities, Wards and placenames described in **Table 1** that fell within each Education District.

The estimated distribution of total population by education district for the period 1996 and 2001 is shown in the table below

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[1] Considerably higher than the 2001 *Census* figure of 6.43 million.

Table 28: Distribution of total population by Education District as indicated by the 1996 and 2001 Censuses

District	1996	2001	% Growth 1996 - 2001
Bizana	235 520	245 419	4.2%
Butterworth	288 660	287 770	-0.3%
Cofimvaba	207 432	194 245	-6.4%
Cradock	92 972	92 916	-0.1%
East London	540 188	562 111	4.1%
Engcobo	199 218	202 422	1.6%
Fort Beaufort	167 871	153 478	-8.6%
Graaff-Reinet	109 711	109 146	-0.5%
Grahamstown	123 637	130 021	5.2%
Idutywa	243 744	253 379	4.0%
King William's Town	413 410	407 532	-1.4%
Lady Frere	125 243	115 935	-7.4%
Libode	407 298	427 397	4.9%
Lusikisiki	369 517	391 766	6.0%
Maluti	164 751	147 104	-10.7%
Mt Fletcher	134 635	137 581	2.2%
Mt Frere	214 006	228 999	7.0%
Port Elizabeth	769 639	799 821	3.9%
Queenstown	198 169	204 784	3.3%
Qumbu	194 392	196 674	1.2%
Sterkspruit	191 999	203 775	6.1%
Uitenhage	336 062	355 024	5.6%
Mthatha	394 626	415 227	5.2%
Umzimkulu	162 155	174 339	7.5%

Table 3 shows that the district with the highest population in 2001 was Port Elizabeth with 799 821, followed by East London with 562 111 and Libode with 427 397. A total of nine districts had a population of more than 250 000 in 2001. The smallest district in the Eastern Cape in terms of population is Cradock, with 92 916. Other small districts, with less than 150 000 people, are Graaff-Reinet, Lady Frere, Grahamstown, Mt Fletcher and Maluti.

Although Port Elizabeth and East London districts include the two largest urban centres, they still only account for 21% of the population in the province. There are sizable populations elsewhere, such as Mthatha, Libode and Lusikisiki, all of which lie in the north-eastern part of the province.

Table 3 also shows population growth that occurred between the two censuses by district for the period 1996 to 2001. This is an important indicator of future demand for schooling and points to the need for new school construction and, in cases of population decline, for rationalisation. The education district with the highest rate of population growth during the period was Umzimkulu, which experienced a growth rate of 7.5% (from 162 155 in 1996 to 174 339 in 2001). Other high growth districts for this period were Mt Frere, Sterkspruit, Lusikisiki and

Uitenhage. A total of sixteen districts experienced a positive population growth from 1996 to 2001 and eight a population decline. The most severe population decrease was in Maluti district, where the population decreased by 10% during the period.

It is important to note that many of the identified high-growth districts are located in more peripheral parts of the province, which traditionally have been under-served in terms of education. Many are facing severe physical infrastructure backlogs and this presents additional challenges for the Department if a legacy of poor provision is coincident with rising demand for education due to population growth. Settlement patterns in these areas can often be characterised as dense rural subsistence and peri-urban and population is less likely to be clustered around formal towns, which presents special challenges for education delivery.

The ongoing challenge in these areas is to improve access to schooling, more especially to secondary and further education and training facilities for the high number of non-urban dwellers.

It should be noted that Port Elizabeth, East London and Mthatha all experienced population growth of 4% or more, so demand for education in the main urban centres is likely to remain buoyant.

Graph 2 below compares districts graphically, showing the share of total provincial population for the 2001 Census that was accounted for by each district.

Port Elizabeth and East London districts account for the highest shares, followed by Libode and King William's Town.

Graph 2: Distribution of total provincial population by Education District, 2001 Census
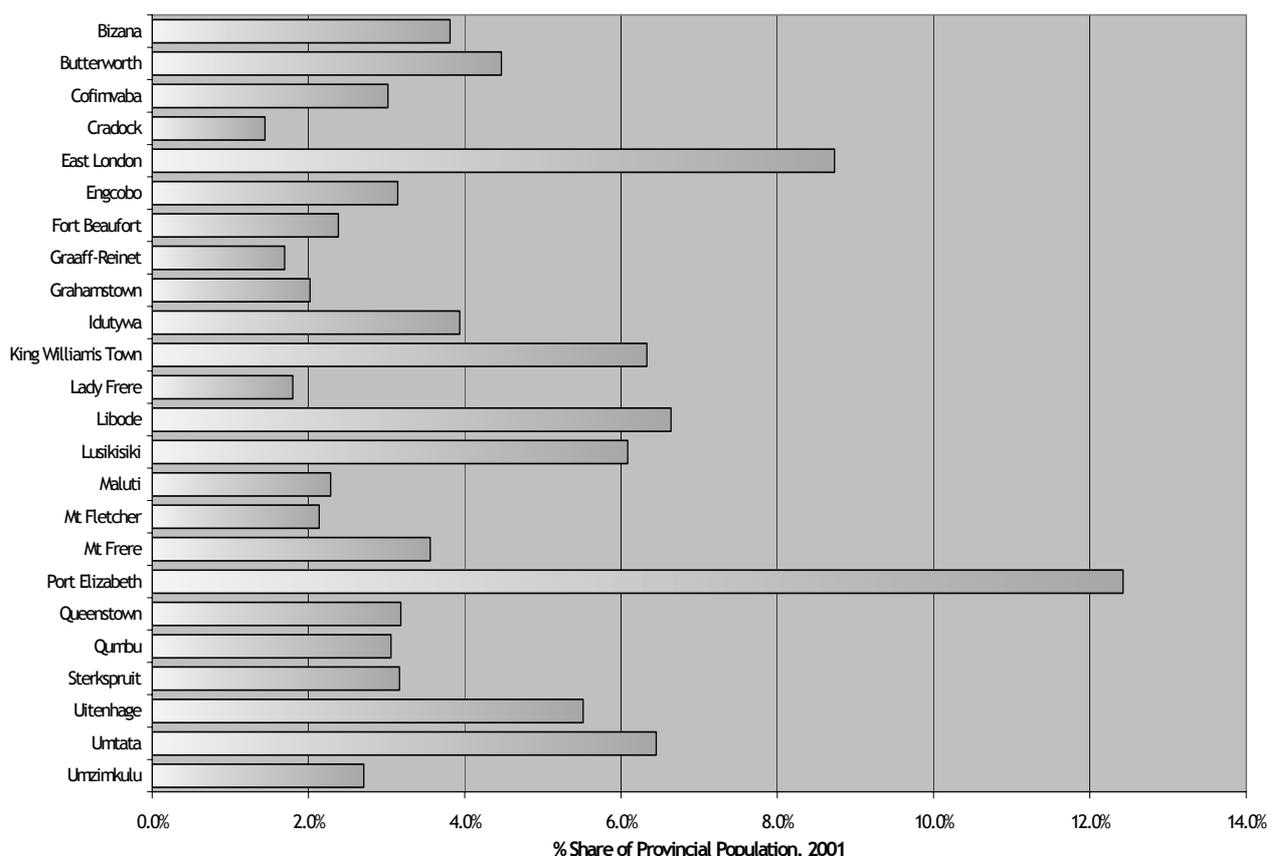
Map 4 overleaf illustrates the population density distribution in the province, based on the 2001 Census. The map shows average densities by Education District and by Ward in order to give a more refined picture of within-district variations.

The map shows that the highest average population densities are to be found in the districts of Port Elizabeth (302 per sq km) and East London (156 per sq km) followed by Mthatha and Libode. The districts of Libode, Bizana and Lusikisiki, which are located in the former Transkei, all have population densities in excess of 100 people per square kilometer. This is particularly high given that there are no large established urban centres in these districts and is indicative of the dense rural and peri-urban settlement referred to earlier.

Graaff-Reinet has the lowest population density at just 3 people per square kilometre, followed by Cradock with 5 and Sterkspruit with 10.

The ward-based population density map reveals that population densities vary considerably within districts. Large parts of Port Elizabeth District for example are fairly sparsely populated, notably the eastern portion that includes part of Sundays River Valley Municipality. Equally, East London and Mthatha Districts are not uniformly settled. In the case of East London District, Mdantsane and the city of East London account for the most densely settled areas. In Mthatha district, the highest densities are closely associated with the capital city. Many of the north eastern districts are settled at densities which consistently exceed 100 people per square kilometre.

23.7.2 Population of school-going age (7 – 18 years)

The Eastern Cape has one of the most 'youthful' populations of all the provinces. Nearly half of its population (47%) are below the age of 19 (see Graph 3 below). Only Limpopo province has a higher proportion of young people with 50% below age 19. By way of comparison this figure is only 30% in Gauteng. This means that the tax base in the Eastern Cape and Limpopo provinces will be far lower by comparison, and that each employed person is likely to have many more dependents. It also means that the demand for education will remain high – in the case of the Eastern Cape, 15% of the population had yet to enter school in 2001.

Graph 3: Distribution of Population by Age Group in the Eastern Cape, 2001 Census
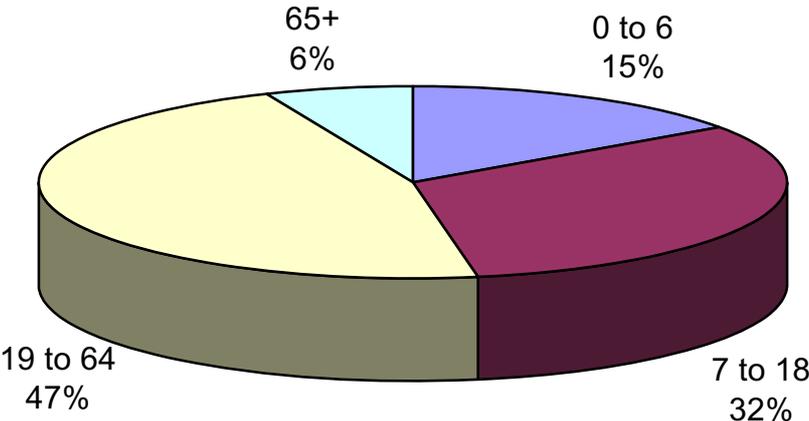
The South African Schools Act acknowledges the constitutional rights of children to basic education. The Act requires the compulsory attendance at school of learners from the age of 7 years to the age of 15 years or reaching the ninth grade. Each Provincial Member of the Executive council has to ensure that there are enough places in schools for the learners who meet these criteria.

Demographic studies typically view the age group of 7-18 year olds as the school-going population. Of the total population of the Eastern Cape in the 2001 Census, 32%, or 2 057 691, are found within this age group. The map showing the distribution of the 7–18 year old age group, **Map 5**, indicates the geographical distribution of the school going population. The district

with the highest number of 7–18 year olds is Port Elizabeth with 185 302, followed by Libode with 159 824 and Mthatha, with 144 364. The districts with the least number are Cradock, with 27 475 and Graaff-Reinet with 29 227.

Note that even though East London has the second highest *total* population in the Eastern Cape, it only has the fourth highest number of 7-18 year olds (behind Port Elizabeth, Libode and Mthatha), which indicates that its population structure is different (i.e. older). There are proportionally more people of working age (19-64) in this district (59% compared to just 39% in Libode).

An alternative way of looking at the school-going population is in terms of what proportion of the total district population they represent (see Table 4 overleaf). Districts with relatively high proportions of 7-18 year olds indicate growing demand for education and future pressure on existing school facilities. They also indicate areas with high numbers of dependents.

Local Government Wards

Legend

à Major towns & regional centres

Education Districts

Ward Population Density per sq km, 2001

- 1 - 50
- 50 - 100
- 100 - 250
- 250 - 1000
- 1000+

Education Districts

Legend

Population Density per sq km, 2001

- 3 - 10
- 10 - 50
- 50 - 100
- 100 - 150
- 150 - 323

N
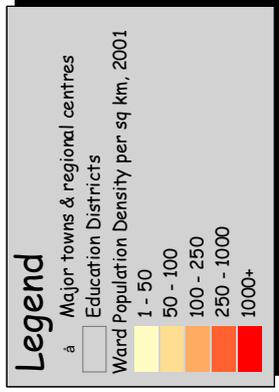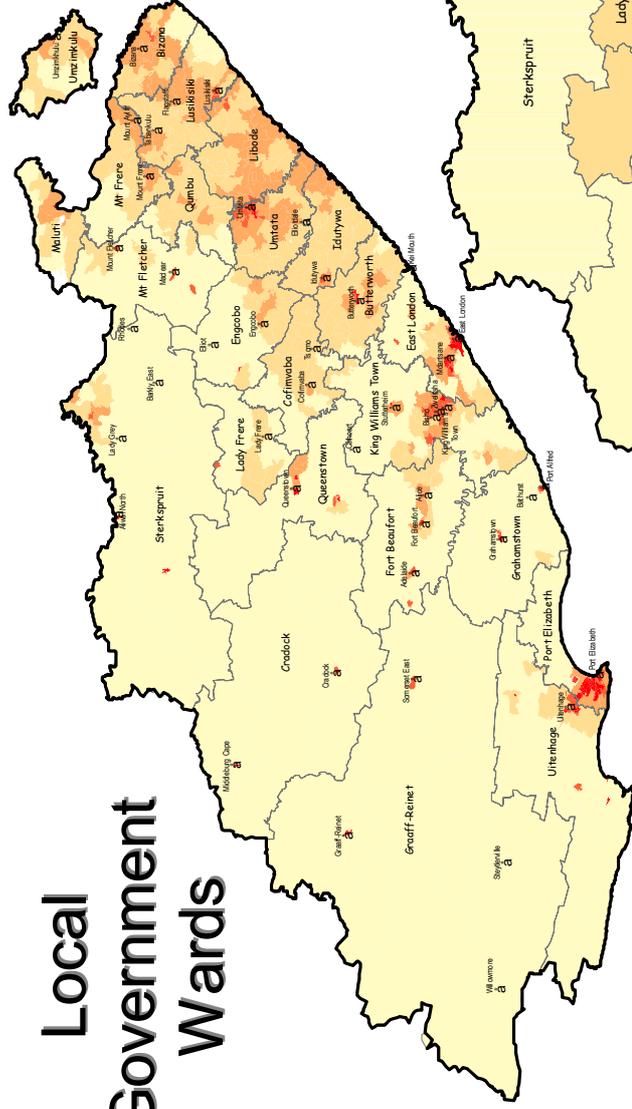
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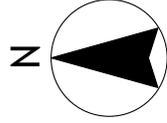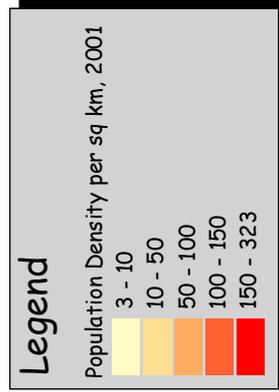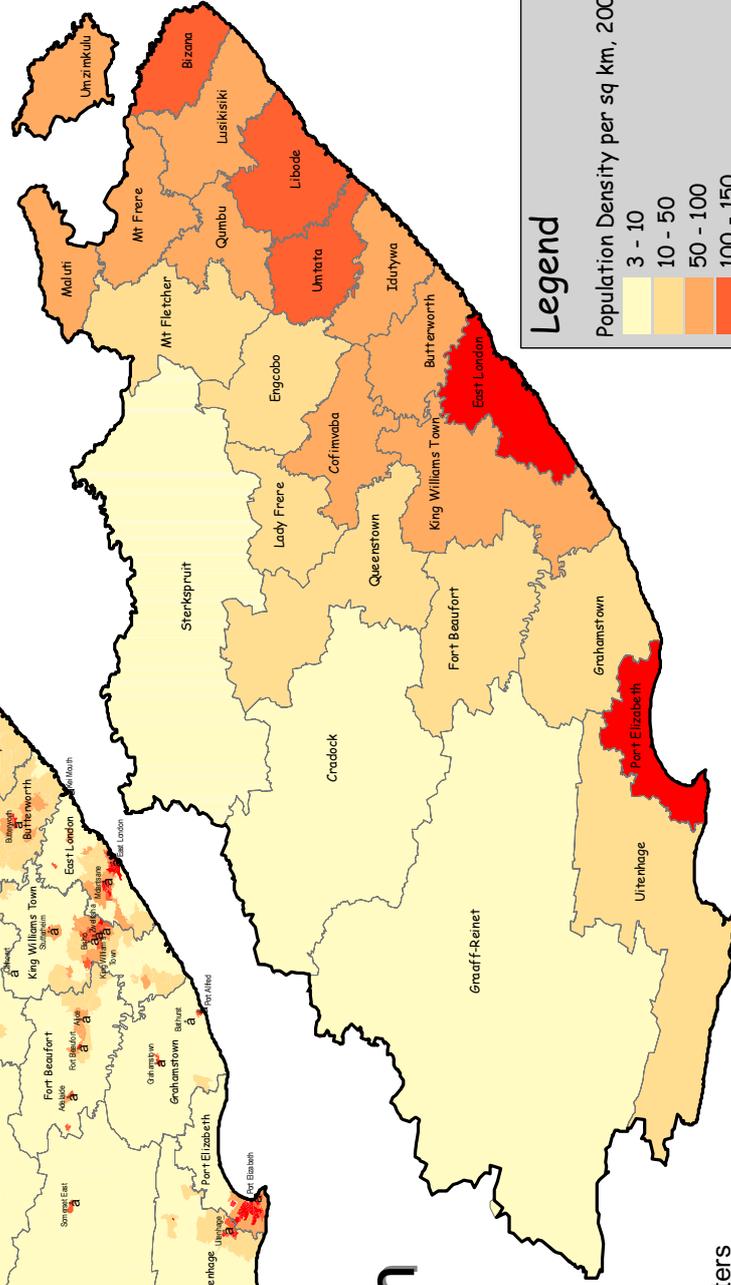
Data Source: 2001 Census, Statistics South Africa

The districts with the highest proportion of 7-18 year olds are Cofimvaba, Bizana & Lady Frere, all with in excess in 38%. Typically, higher proportions are found in rural areas, which may be a function of rural-urban migration of the working age population in search of employment. Note that the districts with established urban centres such as East London, Port Elizabeth and Uitenhage all have much lower proportions of 7-18 year olds, being lower than 25%.

This point is illustrated by the **chart** below, which shows the comparative age structure in two very different districts demographically, Port Elizabeth and Cofimvaba. They are at opposite ends of the district spectrum in terms of the relative age distribution of their populations.

Graph 4: Comparative population distribution by age band in two selected districts
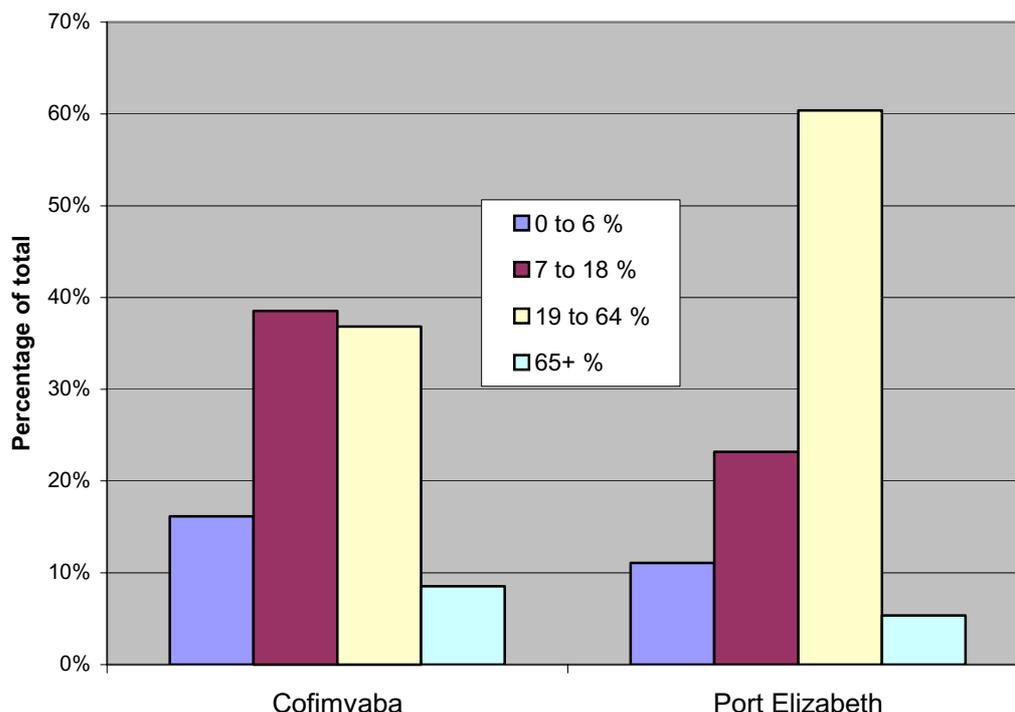
Table 29: Distribution of total population by Education District as indicated by the 1996 and 2001 Censuses

District	Total Population aged 7-18, 1996	Total Population aged 7-18, 2001	% of Total population aged 7-18, 2001
Bizana	83 468	92 999	38%
Butterworth	101 192	104 111	36%
Cofimvaba	77 959	74 838	39%
Cradock	27 714	27 475	30%
East London	134 018	139 771	25%
Engcobo	71 951	75 672	37%
Fort Beaufort	50 690	45 181	29%

District	Total Population aged 7-18, 1996	Total Population aged 7-18, 2001	% of Total population aged 7-18, 2001
Graaff-Reinet	31 605	29 227	27%
Grahamstown	31 070	32 351	25%
Idutywa	86 421	94 026	37%
King Williams Town	127 742	122 661	30%
Lady Frere	47 505	43 719	38%
Libode	140 424	159 824	37%
Lusikisiki	125 537	143 811	37%
Maluti	58 580	53 203	36%
Mt Fletcher	49 486	51 021	37%
Mt Frere	76 287	84 640	37%
Port Elizabeth	175 990	185 302	23%
Queenstown	60 379	63 064	31%
Qumbu	69 066	73 625	37%
Sterkspruit	65 868	66 917	33%
Uitenhage	81 990	84 979	24%
Umtata	129 593	144 364	35%
Umzimkulu	56 003	64 910	37%
Total	1 960 538	2 057 691	32%

Legend

Education Districts

Population aged 7 to 18 (2001 Census)

27475 - 50 000
50 000 - 70 000
70 000 - 90 000
90 000 - 110 000
110 000 - 195 000
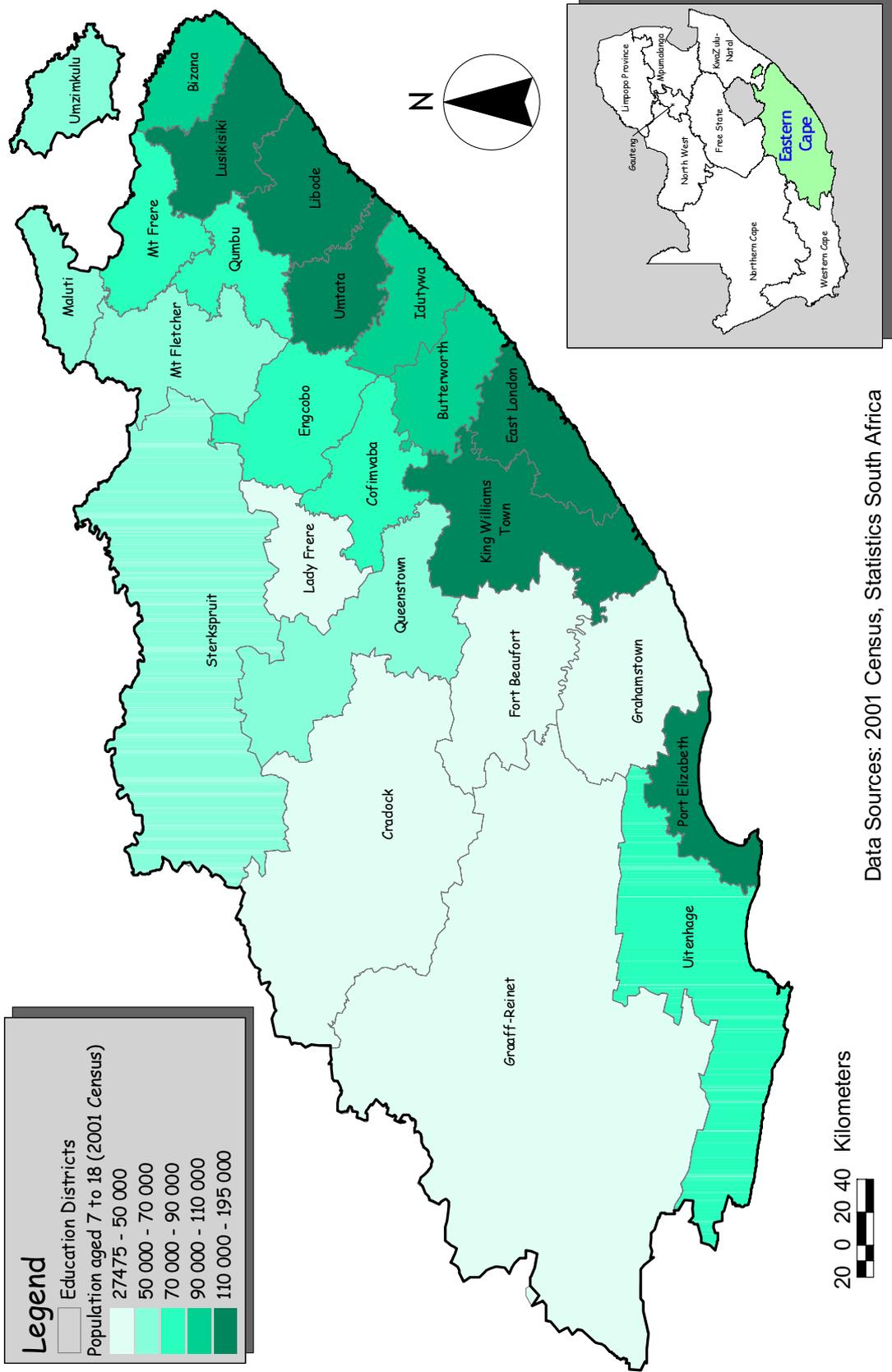
Data Sources: 2001 Census, Statistics South Africa

When comparing the school-age population figures (7-18) with the actual learner enrolment recorded in the Annual Survey, a pattern emerges for the period 1995 to 2001 that was reversed in 2002[2]. School enrolment for the seven-year period 1995 to 2001 was consistently higher than the equivalent school-aged population. This normally indicates that a proportion of the learner enrolment is either over-aged or under-aged and probably both. In 2002 however, the reported enrolment in the Annual Survey was slightly below the total population aged 7 to 18. This will be investigated further in the section dealing with indicators.

Graph 5: School-age population, aged 7–18 years, compared with reported learner enrolment for the period 1995-2002
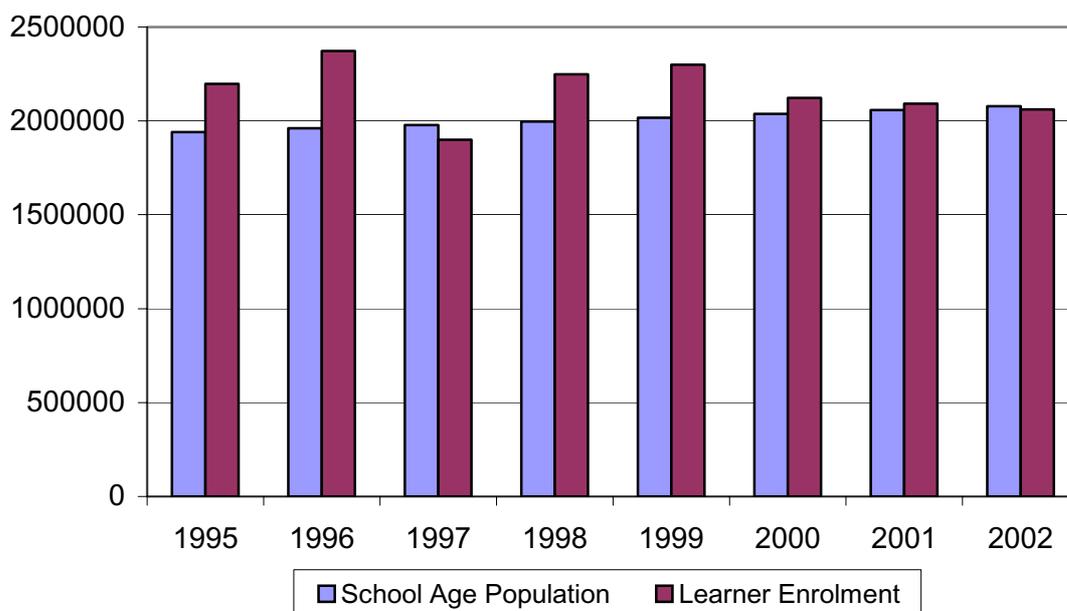
23.7.3 Socio-economic deprivation in Eastern Cape communities

Since communities play a vital part in supporting the provision of education, it is important to review the socio-economic environment in which those communities exist. In order to undertake a comparison, a socio-economic deprivation index has been calculated for education districts by combining various social and economic criteria from the 2001 Census.

The following criteria were used to create the index:

- Functional Literacy - percentage of the adult population that has attained at least Grade 6 schooling, divided by the total number of adults (age 20 and above)
- Per Capita Income - total annual income divided by the total population
- Percentage of households with electricity (supplied by Eskom or a local municipality)

Each criterion was ranked from worst to best, given equal weight and combined into a single standardised index ranging from 1 (most poor) to 0 (least poor). It is important to note that the score measures *relative* rather than absolute disadvantage within the Eastern Cape, and compares the performance of districts to one another and not to a defined national benchmark.

Education districts with the highest score, or those identified to be the most disadvantaged in terms of the criteria used, are typically characterised by:

- High unemployment

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[2] Based on projected figures from the 1996 and 2001 Censuses

- Large numbers of dependents
- Low levels of literacy
- Small proportions of the population with tertiary education
- Low levels of basic household services such as electricity and piped water

Using this index the most disadvantaged district (see Graph 6) in the Eastern Cape was Lusikisiki with a score of 0.972, followed closely by Idutywa with 0.970 and Bizana with 0.908. Other districts with high relative deprivation index scores were Mt Fletcher, Libode and Maluti, all of which have high proportions of 7-18 year olds in relation to their total populations, and hence many dependents. Poorer districts such as these should be targeted for greater development assistance and school support.

At the other end of the spectrum are the districts of Port Elizabeth, Uitenhage, East London and Grahamstown, which, in comparative terms have much lower deprivation index scores and could be considered better off. It should however be noted that the Eastern Cape as a whole is one of the poorest provinces in South Africa.

An identical poverty index was created in an earlier report using the 1996 Census[3], so it is possible to identify districts that have improved in terms of their overall provincial poverty ranking and those that have declined. The main winners and losers are shown in Table 5 overleaf. The table shows that Umzimkulu District has improved its overall ranking the most, followed by Libode and Cradock. In relative provincial terms, these districts improved socio-economically during the period 1996 to 2001. By contrast, the districts of Queenstown and Maluti experienced a relative decline. In 1996, Queenstown was ranked 20th in terms of district poverty but by 2001, it had worsened to 16th position. Similarly, Maluti went from 9th most poor to 6th during the 5-year period. Seven districts remained in the same relative position.

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[3] Eastern Cape Department of Education: Review of Education Indicators, 1995 – 2001, EduAction, 2002

Graph 6: Comparative socio-economic deprivation by District, based on 1996 Census data

0 = Least Poor, 1 = Most Poor
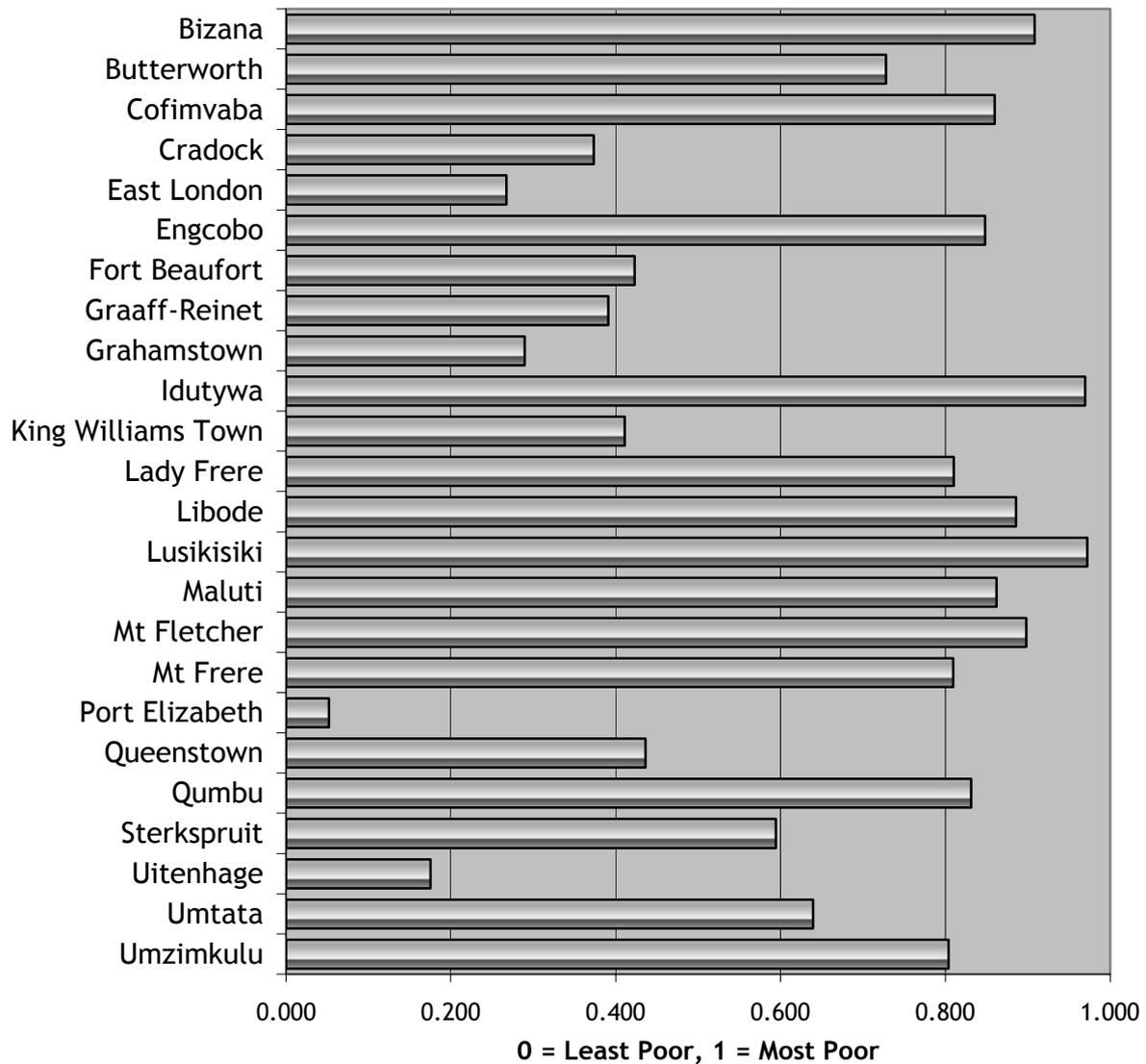
23.7.4 Socio-economic Deprivation Index 1996 and 2001 - Main Winners (relatively better off):

Table 30: Main Winners and Losers in terms of Poverty Index ranking 1996 to 2001

District	Poverty Index 1996	Relative Rank 1996	Poverty Index 2001	Relative Rank 2001	Rank Improvement
Umzimkulu	0.857	8	0.804	12	4
Libode	0.973	2	0.886	5	3
Cradock	0.497	18	0.374	20	2
Cofimvaba	0.876	6	0.860	7	1
East London	0.270	21	0.267	22	1
Engcobo	0.874	7	0.848	8	1
Fort Beaufort	0.606	16	0.423	17	1

District	Poverty Index 1996	Relative Rank 1996	Poverty Index 2001	Relative Rank 2001	Rank Improvement
King Williams Town	0.560	17	0.411	18	1
Queenstown	0.389	20	0.436	16	-4
Maluti	0.848	9	0.862	6	-3
Bizana	0.952	4	0.908	3	-1
Grahamstown	0.248	22	0.290	21	-1
Idutywa	0.966	3	0.970	2	-1
Lady Frere	0.824	11	0.810	10	-1
Mt Fletcher	0.882	5	0.898	4	-1
Mt Frere	0.794	12	0.809	11	-1
Qumbu	0.837	10	0.831	9	-1

Note that in the poverty index a rank of 1 was assigned to the poorest district and a rank of 24 to the least poor

Legend

Education Districts

Socio-economic deprivation, 2001

- 0.052 - 0.175 (least poor)
- 0.175 - 0.436
- 0.436 - 0.728
- 0.728 - 0.862
- 0.862 - 0.972 (most poor)

Data Source: 2001 Census, Statistics South Africa
(Functional Literacy, Per Capita Income and % Households
with Electricity)

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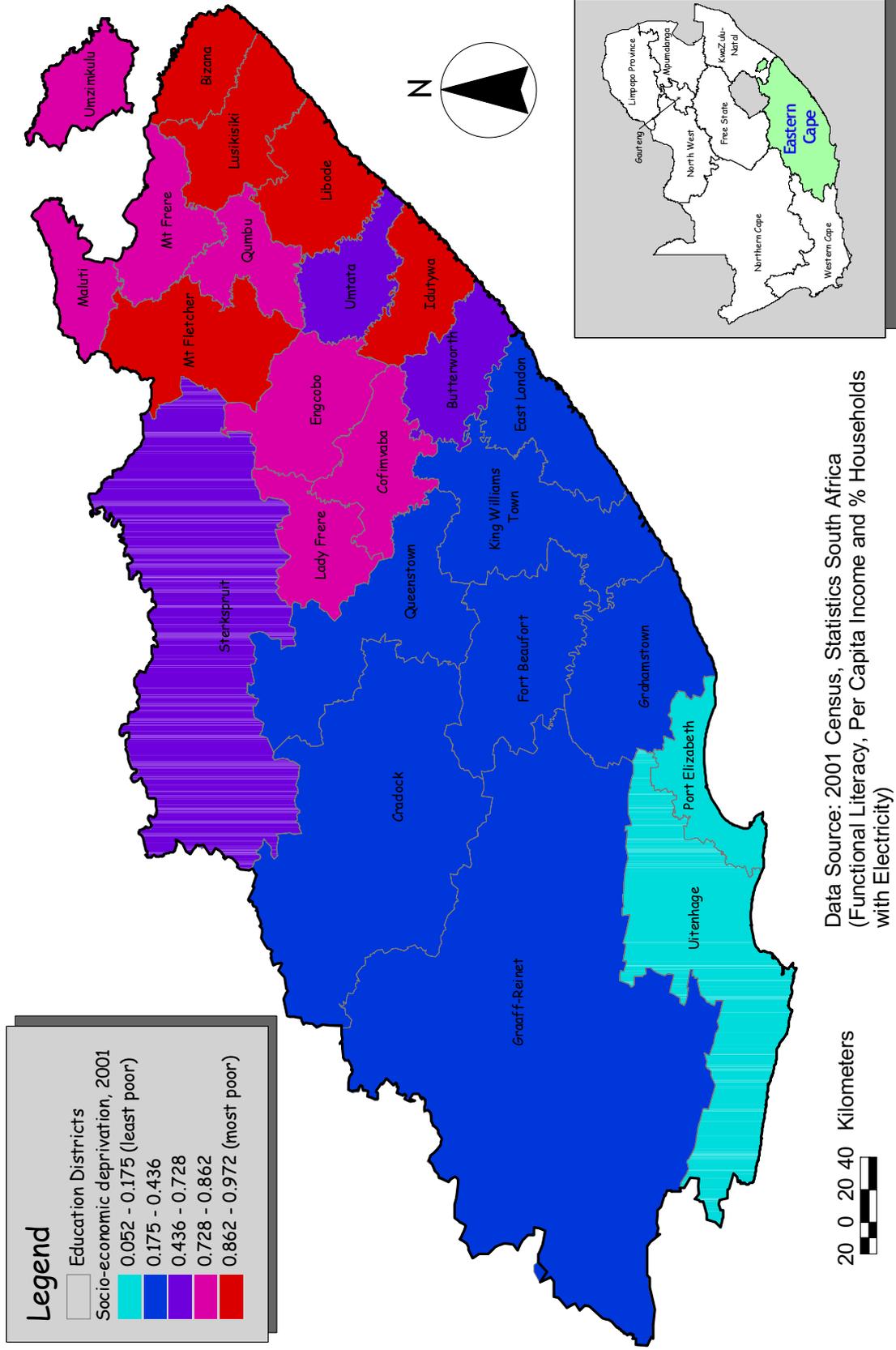
23.8 Employment, income and other relevant information

Of the 79 432 employees in the Department, nearly 90% are classified as professional, being teaching staff, followed by 5.78% elementary occupations, mainly general workers, and only just over 3% clerical. Managers make up 0.10% and the balance are technical (0.66%), sales and services (0.43%) and operators (0.07%) as detailed below.

Table 31: Occupational categories

Types of Occupation	Number	Percent of total
Managers	83	0.10%
Professionals	71 446	89.94%
Technical	526	0.66%
Clerical	2403	3.02%
Sales and services	341	0.43%
Operators	59	0.07%
Elementary occupations	4 574	5.78%
Total	**79 432**	**100.00%**

Over 67% of staff in the Department earn incomes between R6 000 and R11 000 per month, based on an analysis of the Persal system data as shown below.

Table 32: Income distribution

Income per month	Percent of total
None	
R1 – R500	0%
R501 - R1000	0%
R1001 - R2500	0%
R2501 - R6000	18.91%
R6001 -R11000	67.57%
> R11001	13.52%
Unspecified	0%
Total	**100.00%**

23.8.1 Education profile of people in the province

Table 33: Resourcing effected via the post provisioning norms

Programmes/purpose of posts	PL1	PL2	PL3	PL4	Total educator posts
Posts top-sliced before model is run					1 207
Posts distributed by model					67 074
2. Public ordinary school education					
2.1 Public primary phase					
Posts attached to schools	39 633	6 931	4528	483	51 823
Posts not attached to schools					
Curriculum redress posts	349				
2.2 Public secondary phase					
Posts attached to schools	10 742	1 754	1 130	241	13 867
Posts not attached to schools					
Curriculum redress posts	40				
4. Public special school education	618	107	65	5	795
5. Further Education and Training					778

Table 34: Number of employees

Programme	Educators	Public servants	Other public employees	Total employees
1. Administration		3823		3823
2. Public Ordinary School Education				
2.1 Public Primary School	18,382	1,145		19,527
2.2 Public Secondary School	43,544	2,042		45,586
2.3 Professional Services				
2.4 Human Resource Development				
2.6 Conditional Grants (on contract)	-	3	31	34
3. Independent School Subsidies	795	-	-	795
3.1 Primary Phase	591	-	-	591
3.2 Secondary Phase	204	-	-	204
4. Public Special Schools				
4.1 Schools	842	585	345	1,772
4.3 Human Resource Development				
5. Further Education and Training				
5.1 Public Institutions				
5.4 Human Resource Development				
6. Adult Basic Education and Training	4,158	-	15	4,173
6.1 Public Centres				
6.4 Human Resource Development		10		10
7. Early Childhood Development				
7.1 Grade R in Public Schools	858			858

Programme	Educators	Public servants	Other public employees	Total employees
7.2 Grade R in Community Centres	NA			
7.5 Human Resource Development				
8. Auxiliary and Associated Services				
8.2 Conditional Grants				
8.4 External examinations		91		91
Total for all programmes	**69,374**	**7,699**	**391**	**77,464**

Footnotes

Figures include all individuals employed at some point during the financial year being reported on. Each individual is only counted once, even if he or she is employed in more than one position during the year.

23.8.2 Transfers to institutions

Table 35: Resourcing effected via the school funding norms

Programmes/ legal status/ poverty quintiles	Schools	Total expenditure	Learners	Expenditure per learner
2. Public ordinary schooling education				
Non-Section 21 schools	**3,845**	**207,413,975**	**1,117,104**	185.67
Quintile 1 (poorest)	1,039	79,328,486	279,934	283.38
Quintile 2	1,252	61,070,617	267,472	228.33
Quintile 3	743	36,804,422	219,570	167.62
Quintile 4	514	22,397,811	185,081	121.02
Quintile 5 (least poor)	297	7,812,639	165,047	47.34
Section 21 schools	**2,196**	**137,521,028**	**966,958**	**142.22**
Quintile 1 (poorest)	423	43,308,942	157,714	274.60
Quintile 2	452	36,996,801	174,263	212.30
Quintile 3	460	27,070,259	184,844	146.45
Quintile 4	458	21,316,538	207,460	102.75
Quintile 5 (least poor)	403	8,828,488	242,677	36.38
Totals for public quintiles	**6,041**	**344,935,003**	**2,084,062**	**165.51**
Total for public quintile 1	1,462	122,637,428	437,648	280.22
Total for public quintile 2	1,704	98,067,418	441,735	222.01
Total for public quintile 3	1,203	63,874,681	404,414	157.94
Total for public quintile 4	972	43,714,349	392,541	111.36
Total for public quintile 5	700	16,641,127	407,724	40.81
3. Independent school subsidies	**114**	**17,459,000**	**21,005**	**831.18**
Grand total	**6,041**	**344,935,003**	**2,084,062**	**165.51**

Footnotes:

All figures represent the situation in the school year 2004

23.8.3 Programme 1: Administration

Section 29 below provides information on financial systems.

Section 26 deals with delegations and performance agreements.

Section 31 provides financial management information including expenditure figures from 2000/01 to 2003/04.

Section 32 provides detailed information on the audit queries reported by the Auditor-General.

23.8.4 Programme 2: Public Ordinary Schools Education

Demographic pressures and access issues

The following table refers to public ordinary, independent and special schools. It is nevertheless recommended that it appear in this section, considering that public ordinary schools form the bulk of the total.

Table 36: Age-specific enrolment rates for schools

Age	Learners			Total enrolment	Population	Age-specific enrolment rate
	Public ordinary schools (Prog 2)	Independent ordinary schools (Prog 3)	Special schools (Prog 4)			
6	48,643	366	76	49,085	187,077	26%
7	182,890	467	149	183,506	180,762	102%
8	186,711	512	164	187,387	175,841	107%
9	187,635	530	194	188,359	172,128	109%
10	191,611	559	220	192,390	169,252	114%
11	181,744	537	255	182,536	166,675	110%
12	169,917	460	338	170,715	163,794	104%
13	150,625	571	283	151,479	160,200	95%
14	155,939	641	296	156,876	156,071	101%
15	151,776	644	335	152,755	152,273	100%
16	133,431	643	323	134,397	148,786	90%
17	111,959	541	268	112,768	144,701	78%
18	95,451	357	226	96,034	139,798	69%
Total	**1,948,332**	**6,828**	**3,127**	**1,958,287**	**2,117,358**	**92%**
%	99.5%	0.3%	0.2%	100%		
Footnotes						
All figures represent the situation in the school year 2001						

Budgeted resources

Physical infrastructure

Table 37: Classrooms available for programme 3

Programme	Learners	Classrooms	L:C ratio
3.1 Primary phase	1,688,855	38,164	44.25
3.2 Secondary phase	417,729	10,970	38.07
Total for independent schools	**25,446**	**653**	**38.97**

Employees

Although the focus is on publicly employed employees, the interaction between publicly and privately employed employees is important, and is therefore included in the following table.

Table 38: Learner-educator ratios in programme 3 schools

Phase	Learners	Publicly employed educators	Public L:E	Privately employed educators	Total educators	Effective L:E ratio
3.1 Primary	1,688,855	50,624	33.36	557	51,181	32.99
3.2 Secondary	417,729	14,358	29.09	204	14,562	28.69

23.8.5 Programme 4: Public Special School Education

23.8.5.1 Demographic pressures and access issues

See above under programme 2 for age-specific enrolment rates for public ordinary, independent and special school.

23.8.5.2 Budgeted resources

Physical infrastructure

Table 39: Classrooms available for programme 4

Programme	Learners	Classrooms	L:C ratio	Classroom backlog
4.1 Schools	8 386	514	16.31:1	133
Total for public special schools	8 386	514	16.31:1	133
Footnotes:				
All figures represent the situation in the school year 2004				

Employees

Although the focus is on publicly employed employees, the interaction between publicly and privately employed employees is important, and is therefore included in the following table.

Table 40: Learner-educator ratios in programme 4 schools

	Learners	Publicly employed educators	Public L:E	Privately employed educators	Total educators	Effective L:E ratio
4.1 Schools	8 386	622	13.48	47	669	12.5

23.8.6 Programme 5: Further Education and Training

23.8.6.1 Budgeted resources

Employees

See also programme 2 for figures on publically employed educators.

Table 41: Learner-educator ratios in programme 5 institutions

	Learners	Publicly employed educators	Public L:E	Privately employed educators	Total educators	Effective L:E ratio
5.1 Public Institutions	15,873	726	21.86	Not applicable	726	21.86

23.8.7 Programme 6: Adult Basic Education and Training

23.8.7.1 Budgeted resources

Physical infrastructure

Table 42: Classrooms available for programme 6

Programme	Learners	Classrooms	L:C ratio	Classroom backlog
6.1 Public centres	45,783	0	1:20	0
Total for public centres	**37**	**0**		
Footnotes:				
All figures represent the situation in the school year 2004				

Employees

See also programme 2 for data on public school ratios.

Table 43: learner-educator ratios in programme 6 centres

	Learners	Publicly employed educators	Public L:E	Privately employed educators	Total educators	Effective L:E ratio
6.1 Public centres	45,783	911	50.25	0	0	50.25

23.8.8 Programme 7: Early childhood development

23.8.8.1 Budgeted resources

Employees

See also programme 2 for public school figures.

Table 44: Learner-educator ratios in programme 7

	Learners	Publicly employed educators	Public L:E	Privately employed educators	Total educators	Effective L:E ratio
6.1 Public centres	15,450	469	32.94	264	733	21.07

24. Evaluation of current implementation performance

This is the first year that the Department has prepared a comprehensive strategic plan in line with the national guidelines. For 2003/04 the strategic plan was more focused on operational planning issues which tended to provide too much detail, although that was required in the guideline at the time.

Progress is therefore being made in the approach to strategic planning, which has also been integrated more effectively into the operational planning processes. Accordingly the whole approach to planning and the consequent quarterly and monthly reporting has become more focused. This is expected to assist the Department in monitoring its performance better than in the past.

APPENDIX 2: ORGANISATIONAL INFORMATION AND THE INSTITUTIONAL ENVIRONMENT

The Department is committed to rolling out its service delivery model articulated in previous plans by establishing fully serviced district offices, which can support the core business of the Department, which is teaching and learning. While the 24 districts have now been established with district managers appointed in each, the focus has shifted to ensuring that district offices are adequately resourced and capacitated. Fully functional district offices will take services closer to the public and be a more efficient and effective service delivery model.

The decision taken in 2004 was to change from a service delivery model that included the use of four Corporate Service Centres to one that suggests fully functional District offices with both professional and administrative support structures. Districts now report to cluster Chief Directors who supervise and are accountable for the functionality of the District offices.

Insufficient classroom space still characterizes the operation at school level.

One of the strategic goals is to reduce the illiteracy that is so prevalent in the province and the promotion of learning and teaching in all our institutions will undoubtedly contribute to the reduction of poverty, a major thrust of our Provincial Growth and Development Programme.

The programmes are subjected to quality assurance processes that will ensure benefit to all our clients, learners, educators and communities.

A pressing need for adequate financial, human and physical resources exists if the Department is to deliver on its mandate. Nonetheless the challenge now is to manage the available resources more effectively and efficiently.

In its quest to deliver exemplary service to all its clients – both internal and external – the Department of Education, like all other departments within the public sector, is continuously striving to inculcate the principles of Batho Pele in the very ethos of staff.

25. Organisational Design

The Department consists of a Head Office, which is responsible for operational policy, monitoring and evaluation, and twenty four districts that are responsible for all services to learners, educators, schools and local communities. The district boundaries are shown in map 1 below.

On the next page after the map, figure 1 shows the top level organogram of the Department as approved by the MEC in August 2004. This is followed by a table setting out the names of the managers against their job titles.

Figure 2: Map showing educational districts

EDUCATION DISTRICTS

Map Produced by: EMIS
Tel: 043-7351820

Eddists.shp
BIZANA
BUTTERWORTH
COFIMVABA
CRADOCK
EAST LONDON
ENGCOBO
FORT BEAUFORT
GRAAF-REINET
GRAHAMSTOWN
IDUTYWA
KING WILLIAMS TOWN
LADY FRERE
LIBODE
LUSIKISIKI
MALUTI
MT FLETCHER
MT FRERE
PORT ELIZABETH
QUEENSTOWN
QUMBU
STERKSPRUIT
UITENHAGE
UMTATA
UMZIMKULU

N

300   0   300   600 Kilometers

Figure 3: Organogramme of the Department

```
                    Member of the Executive
                    Council for Education
                              │
                              │
                    ┌─────────┴─────────┐
                    │  Superintendent-  │
                    │      General       │
                    └─────────┬─────────┘
```

- Member of the Executive Council for Education
  - Superintendent-General
    - Directorate: Internal Audit, Anti-Fraud Unit and Inspectorate Services
    - Chief Director: Education Planning and Monitoring
      - Directorate: Strategic Planning and Monitoring
      - Directorate: Education Management Information System
      - Directorate: Research and Policy
    - Office of the Chief Financial Officer
      - Chief Directorate: Financial Management
        - Directorate: Accounting Services
        - Directorate: Payment Services
        - Directorate: Financial Planning Services
      - Chief Directorate: Supply Chain Management
        - Directorate: Acquisitions
        - Directorate: Transversal Systems
        - Directorate: Asset & Fleet Management
    - Deputy Director-General: Corporate Services
      - Directorate: Communications
      - Chief Directorate: Physical Resource Management & Information Systems
        - Directorate: Physical Resource Management
        - Directorate: Auxiliary Services
        - Directorate: Information Technology (DGITO)
      - Chief Directorate: Human Resource Management
        - Directorate: Human Resource Administration
        - Directorate: Labour Relations
        - Directorate: Human Resource Development
    - Deputy Director-General: Education Services
      - Chief Directorate: Education Policy, Services & Management
      - Chief Directorate: Curricula
      - Chief Directorate: Further Education and Training
      - Chief Directorate: Specialised Education
      - Chief Directorate: District Development & Support: Cluster A
      - Chief Directorate: District Development & Support: Cluster B
      - Chief Directorate: District Development & Support: Cluster C
      - Sub-Directorate: Special Programmes Unit
      - Directorate: Quality Assurance

The following are the managers from the Superintendent-General to Director, showing the posts and the name of the incumbent.

Table 45: Posts and names of managers occupying them as at February 2005

No.	Post	Name	Reports to:
	Office of the MEC		
1	Director: Office of the MEC	Mr Z Mhlauli	DDG: Corporate Services
2	Director: Community Liaison	Vacant	DDG: Corporate Services
	Office of the Superintendent-General		
3	**Superintendent-General**	Dr DWM Edley	MEC
4	DDG: Education Services	Vacant	Superintendent-General
5	DDG: Corporate Services	Mr EJ Harris	Superintendent-General
6	Chief Financial Officer (DDG)	Ms T Cumming	Superintendent-General
7	Chief Director: Education Planning and Monitoring	Vacant	Superintendent-General
8	Director: Internal Audit, Anti-Fraud and Inspectorate Services	Vacant	CFO
9	Director: SG-Support	Mr M Sangqu	Superintendent-General
	Chief Directorate: Education Planning and Monitoring		
10	Director: Research and Policy	Vacant	CD: Education Planning & Monitoring
11	Director: Education Management Information Systems (EMIS)	Vacant	CD: Education Planning & Monitoring
12	Director: Strategic Planning and Monitoring	Vacant	CD: Information Technology
	Branch: Education Services		
13	**Chief Director: Education Policy, Services and Management**	Vacant	DDG: Education Services
14	Director: GET Schools	Mrs S Nongogo	CD: Educ Pol, Serv & Mngt
15	Director: FET Schools	Dr OB Magqaza	CD: Educ Pol, Serv & Mngt
16	Director Maths, Science and Technology (MST)	Mr N Mgoduka	CD: Educ Pol, Serv & Mngt
17	Director: Early Childhood Development (ECD)	Vacant	CD: Educ Pol, Serv & Mngt
18	**Chief Director: Curriculum**	Vacant	DDG: Education Services
19	Director: Curriculum Management and Development	Mrs NPN Siwisa	CD: Curriculum
20	Director: Professional Support (Curricula)	Dr F Peters	CD: Curriculum
21	Director: Assessment and Examinations	Mr PIS Mfenyana (on secondment to the Office of the Premier)	CD: Curriculum
22	**Chief Director: Specialised Education Services**	Vacant	DDG: Education Services
23	Director: Inclusive Education	Mrs N Nabe	CD: Specialised Education Services

No.	Post	Name	Reports to:
24	Director: HIV & Aids and Co-Curricular Activities	Vacant	CD: Specialised Education Services
25	Director: School Nutrition Programme	Vacant (Mrs N Nxiweni is CD: SNP and Ms S Didiza is Director: SNP both on contract and not on the organogram)	CD: Specialised Education Services
26	Director: Quality Assurance	Dr L du Toit	DDG: Education Services
27	**Chief Director: Further Education and Training Colleges**	Mr BB Mabandla	DDG: Education Services
28	Director: FET Development Unit	Vacant	CD: FET Colleges
29	Principal of FET College (x8)		CD: FET Colleges
30	Director: Adult Basic Education and Training (ABET)	Mr ENM Khumalo	CD: FET Colleges
31	**Chief Director: District Development and Support - Cluster A**	Vacant	DDG: Education Services
32	District Director: East London	Vacant	CD: Dist Dev & Sup – Clust A
33	District Director: King William's Town	Mr FD Xasa	CD: Dist Dev & Sup – Clust A
34	District Director: Butterworth	Mr WM Ngwanya	CD: Dist Dev & Sup – Clust A
35	District Director: Fort Beaufort	Mrs FS Nkwinti	CD: Dist Dev & Sup – Clust A
36	District Director: Graaff-Reinet	Mr EM Kani	CD: Dist Dev & Sup – Clust A
37	District Director: Grahamstown	Mr GM Naidoo	CD: Dist Dev & Sup – Clust A
38	District Director: Port Elizabeth	Mr S Snayer	CD: Dist Dev & Sup – Clust A
39	District Director: Uitenhage	Mr WM Tyali	CD: Dist Dev & Sup – Clust A
40	**Chief Director: District Development and Support - Cluster B**	Mr SS Zibi	DDG: Education Services
41	District Director: Cofimvaba	Mr M Ngonzo	CD: Dist Dev & Sup – Clust B
42	District Director: Cradock	Mr DJA Smeda	CD: Dist Dev & Sup – Clust B
43	District Director: Dutywa	Mr FC Sokutu	CD: Dist Dev & Sup – Clust B
44	District Director: Lady Frere	Mr GN Jojwana	CD: Dist Dev & Sup – Clust B
45	District Director: Mthatha	Mr TT Dyasi	CD: Dist Dev & Sup – Clust B
46	District Director: Ngcobo	Mr JMK Mvambo	CD: Dist Dev & Sup – Clust B
47	District Director: Queenstown	Mr MH Kali	CD: Dist Dev & Sup – Clust B
48	District Director: Sterkspruit	Mrs NY Kanjana	CD: Dist Dev & Sup – Clust B
49	**Chief Director: District Development and Support - Cluster C**	Ms N Skenjana	DDG: Education Services
50	District Director: Bizana	Mr P Ngceke	CD: Dist Dev & Sup – Clust C
51	District Director: Lusikisiki	Mr FA Ngewana	CD: Dist Dev & Sup – Clust C
52	District Director: Maluti	Mrs Z Loni	CD: Dist Dev & Sup – Clust C
53	District Director: Mt Fletcher	Mr MM Maqhutyana	CD: Dist Dev & Sup – Clust C
54	District Director: Mt Frere	Mr FT Majova	CD: Dist Dev & Sup – Clust C
55	District Director: Umzimkulu	Vacant	CD: Dist Dev & Sup – Clust C

No.	Post	Name	Reports to:
56	District Director: Libode	Mr AS Nuku	CD: Dist Dev & Sup – Clust C
57	District Director: Qumbu	Mr HRD Ncanywa	CD: Dist Dev & Sup – Clust C
	Branch: Corporate Services		
58	**Chief Director: Human Resource Management**	Ms C Clark (Acting from Gauteng)	DDG: Corporate Services
59	Director: Human Resource Administration	Mrs M Alberts	CD: HRM
60	Director: Labour Relations	Mr R Pretorius	CD: HRM
61	Director: Human Resource Development	Mr K Ngaso	CD: HRM
62	Director: Human Resource Planning and Efficiency Services	Mrs Z Makina	CD: HRM
63	**Chief Director: Physical Resource Management and Information Systems**	Mr Z Tom	DDG: Corporate Services
64	Director: Physical Resource Management	Mr E Fray	CD: Phys Res Mngt & IS
65	Director: Auxiliary Services	Mr BS Xoseka	CD: Phys Res Mngt & IS
66	Director: Information Technology (Chief Information Officer)	Mr JHM te Braake (out of adjustment)	CD: Phys Res Mngt & IS
67	Director: Communications	Mr G Khaile	DDG: Corporate Services
68	Director: Legal Services	Mr R Fortune	Shared service from Office of the Premier
	Branch: Chief Financial Officer		
69	**Chief Director: Supply Chain Management**	Mr F Mavuso (Acting from NDOE)	CFO
70	Director: Acquisitions	Mr M Gaca	CD: SCM
71	Director: Asset and Fleet Management	Mr Z Ngaba	CD: SCM
72	Director: Transversal Systems Integration	Vacant	CD: SCM
73	**Chief Director: Financial Management**	Mrs NP Mdikane	CFO
74	Director: Accounting Services	Mr T Mashalaba	CD: Financial Management
75	Director: Payment Services	Vacant	CD: Financial Management
76	Director: Financial Planning Services	Mr P Oosthuysen	CD: Financial Management

Note: of the 76 Senior Management posts, 18 posts are vacant or on secondment and two are filled with acting personnel from outside the province. Of the 18, 2 out of 24 are from district offices leaving 16 out of 52 vacant posts in head office. This is 31% of head office senior management posts vacant.

26.   Delegations and performance agreements

The Department has implemented a Performance Management System for Senior Managers. The aim of the system is to ensure that managers are making the maximum possible contribution towards the achievement of Departmental goals. All Senior Managers have undergone training in the use of the system. Most importantly, the Performance Management

System currently in place will assist the Department in coaching and motivating our employees so that they not only meet their objectives but also understand the strengths they need to emphasize to ensure that we provide quality service to the public. The performance wheel will be kept turning everyday in an informal and formal process by three aspects, viz planning, coaching and reviewing. The Performance Management System for level 1 to 12 departmental employees has been implemented.

The Accounting Officer signed financial and human resources delegations in the 2004/05 financial year. Powers have been delegated to DDGs as programme managers, to Chief Directors as responsibility managers 1 and to Directors as responsibility managers 2. Delegations have been built into performance agreements to measure the utilisation of delegations.

27. Capital investment, maintenance and asset management plan

This section will be discussed under the headings of long-term capital investment and asset management plans and the capital investment plan of the Department.

27.1 Long-term capital investment and asset management plans

Building projects in progress, and expected completion dates

The following is a summary of the most important infrastructural indicators of projects completed and under construction at present:

Table 46: Capital investment projects

Total Projects for 2004/05 financial year	301
Projects under construction	202
Projects still to be completed by March 2005	63
Completed projects during 2004/05	52
Projects being carried forward into 2005/06 (includes final payments due to retention)	87
Projects put on hold due to budget cuts	99

New building projects being planned

A total of 277 projects (including the 99 projects put on hold) have been assessed and documentation of the 99 schools is ready for advertisement and adjudication of tenders by March 2005. Contractors should report on site by 01 April 2005. These projects include 79 GET and 20 FET schools, 3 special schools, a reformatory school, the Examination Centre, and 3 FET technical college administration buildings. Some of the larger projects will span over 3 financial years while the majority of the schools should be completed by the end of the 2005/06 financial year.

The above implementation plan has been amended and will now form part of the Departmental "belt tightening" strategy in an attempt to reduce over-expenditure. The strategy to be followed will effectively amend the scope of the programme in the following manner:

- All schools that were programmed to be implemented in the 2004/05 financial year will have to be aligned to a first phase comprising of 3 classrooms, ablution and water facilities as well as fencing.
- The programme will strictly target learners under trees and those who are in unsafe and unsuitable structures.

Facilities whose closure or downgrading are being planned

Eight farm schools have been amalgamated into a new school that have been built and another 18 farm schools have been closed.

The department has established a committee to look into the entire process of rationalizing smaller schools. A policy will be formulated before the end of the financial year which will guide the rationalization of schools. The Department intends to review the status of 367 schools with the intention to rationalize these institutions. These schools fall within the group of 939 mud-structure schools scattered across the province.

Plans for major refurbishing projects

Approximately 35 of the 202 schools mentioned in 1 above have been considered for major renovations and additional facilities. There are 572 schools that carry the tag "disaster schools" which range from mud structures that have collapsed to existing structures where roofs have

been damaged and pose extreme danger to the lives of learners and educators. Schools have been categorized according to needs in terms of the Electronic Facilities Management System (EFMS) and it is the Department's intention to introduce a cyclic maintenance programme. More funding will be needed to do justice to the renovation programme of the Department.

Presently there are:

- 1 279 schools requiring water
- 842 schools requiring sanitation
- 1 924 schools requiring electrification
- 2 171 schools requiring fencing
- 5 136 schools requiring libraries
- 5 162 schools requiring laboratories

An implementation plan has been prepared and submitted to stakeholders for inputs and consultation.

The "belt tightening" measures introduced in the Department have negatively impacted on the Departmental plans to eradicate the sanitation backlog by 2006 and the mud-structure and unsafe schools by 2008.

The budget cut from R642m to R301m, coupled with the "belt tightening" strategy to build only 3 classrooms per school will lead to delays in infrastructure delivery.

There is an urgency to address the classroom backlogs in the shortest time possible. The largest portion of the infrastructure budget is currently spent on the eradication of mud-structured classrooms and sanitation, mainly in the former Transkei area. Whilst this is the case, there is also an urgent need to set aside more funds to maintain the rest of the school buildings that have already been built.

The Department's policy is to build less new schools, but to add additional facilities to existing schools to prevent an oversupply of classrooms in areas where there is a significant drop in learner enrolments.

A process in now underway to rationalise some schools, in particular farm schools or small schools. Learners affected either will be transported or accommodated in a hostel of a larger, but under utilized school.

15 % of the budget is currently being spent on maintenance.

Major maintenance projects are included in the annual School Building Programme.

The current state the department's capital stock

The following is a summary of the current capital stock of the department's buildings.

Table 47: Condition of capital stock

Condition	Number	%
Very weak (mud)	939	12.5
Weak	3 148	41.9
In need of repair	2 207	29.4
Good Condition	963	12.8
New Building	52	0.7
Being Upgraded	201	2.7
No Response	0	
Total	**7 510**	**100.0**

The Department has spent R40 million on routine maintenance during the 2004/05 financial year. This represents a 20/80 split between expenditure on maintenance and on new construction. The Schedule for major maintenance forms part of the over-all capital works programme.

27.2 Capital investment plan.

The attached schedule of projects in titled **"Details of expenditure for MTEF 2005-2008"** clearly outlines the Capital Investment Plan of the Department. The projects that can be considered for funding have had to be reviewed in the light of the severe budget cuts which the Department has been faced with for 2005/06.

The documentation to invite tenders on the 99 schools placed on hold due to the "belt tightening" measures implemented by the Department, as reflected in subsection 1 above, is ready for implementation and can be done whenever adequate funding can be secured.

28.   Personnel

The Department finalised its organogram in August 2004 and person to post matching was to have been completed by 31 December 2004. The process is taking longer than planned due to dealing with some of the complexities in the process. This is being addressed. It is expected that the process will be completed shortly. Post provisioning was completed for the 2004 academic year and is in the process of completion for 2005. Strategies have been developed and are in the process of finalisation to address the challenges around critical posts.

The following table reflects the number of employees as at 31 Mach 2004.

Table 48: Employee numbers as at 31 March 2004

Salary Band	Number of Posts	Number of Posts Filled	Vacancy Rate	Number of Posts Filled Additional to the Establishment
Lower skilled (Levels 1-2), Permanent	4 635	4 635	0	0
Lower skilled (Levels 1-2), Temporary	0	30	0	30
Skilled (Levels 3-5), Permanent	9 332	9 332	0	0
Skilled (Levels 3-5), Temporary	0	174	0	174
Highly skilled production (Levels 6-8), Permanent	57 493	52 920	8	(4 573)
Highly skilled production (Levels 6-8), Temporary	0	1 643	0	1 643
Highly skilled supervision (Levels 9-12), Permanent	6 442	6 104	5.2	(338)
Highly skilled supervision (Levels 9-12), Temporary	0	3	0	3
Senior management (Levels 13-16), Permanent	125	62	50.4	(63)
Senior management (Levels 13-16), Temporary	0	2	0	2
TOTAL	**78 027**	**74 905**	**4**	**(3 122)**

29.   IT systems

The Department operates the National Treasury's transversal systems of Persal, BAS and Logis systems for personnel and salary administration, accounting, and ordering and stores management.

The Logis and BAS systems now have an interface which means that transaction information initiated in the Logis system is transferred directly to the BAS system without the need for again capturing the data. Logis is now a web-based system.

An interface also operates between the Persal and BAS systems.

The Department makes use of the transversal Examinations system to administer examination results.

A provincially developed system called the Electronic Facilities Management System (EFMS) provides useful information on every school in the province. This database has five modules consisting of:

1. Programme management

2. Property register showing the location of each school

3. Facilities management module which deals with projects for new schools or additional classrooms

4. Maintenance planning, which enables maintenance and rehabilitation projects to be defined

5. Property management.

The transversal Education Management Information System (EMIS) is used for a range of statistics collected annually on the demographics and other indicators of learners, educators, classrooms and schools.

The National Treasury's Vulindlela system provides management information from the Persal and BAS systems in an easy-to-use, web-based format.

30.   Performance management system

The Department has implemented a Performance Management System for Senior Managers which has been discussed under the section 23.2: Delegations and performance agreements.

31.   Financial management

The Department of Education has had a significant task of managing the 2004/05 year's under funding as well as identifying savings and re-prioritizing the budget to partially address previous years' over-expenditure. The following is a summary of spending over the last four financial years:

Table 49 : Department of Education expenditure from 2000/01 to 2003/04

Financial Year	Overall (over)/under-expenditure	Personnel (over)/under-expenditure
2000/2001	248,383	(109,274)
2001/2002	254,989	(256,115)
2002/2003	(337,339)	(582,438)
2003/2004	(243,300)*	(220,556)*

During 2004/05 the Department has controlled its expenditure carefully so that an over-expenditure of only R39m is anticipated. This followed the identification of R248m of expenditure that was re-prioritised in order to meet the "belt tightening" requirements. Additional savings were realised from general curtailment of expenditure.

The Department stopped the filling of posts, which became vacant through attrition and stopped the extension of temporary appointments at institutions where temporary educators were additional to the school establishment. Austerity measures were implemented on office budgets to realise savings which were utilised to ensure the Department did not over-spend the budget and to be able to set aside funds to reduce previous years' over-expenditure.

Looking back

It is important to note that the Provincial Education Department had an average real growth rate in funding from 1997/98 to 2004/05 - over seven years - of only 1,06% per year, inter alia, to accommodate:

- including the former Transkei and Ciskei in the provincial budget that in 1994/95 was funded at only 29% of requirements
- achieving equity in the Provincial Education Department
- contributing towards the elimination of infrastructure backlogs
- increasing learner numbers as learners who previously did not attend school started doing so
- providing adequate learner and teacher support materials
- implementing new policy initiatives such as reception year education, curriculum 2005, ABET and literacy programmes, FET, etc

Financial management practices

To ensure the required financial management practices are carried out at all levels within the Department the following processes are in place:

- budget hearings are held three times during the financial year to verify the accuracy of budget submissions
- office budgets and spending patterns are reviewed regularly and any discrepancies are followed up with the applicable responsibility managers; and
- monthly financial committee meetings are held to interrogate spending and projections for the financial year.

Future years

The Department is currently exploring options of rationalizing schools as well as increasing learner: educator ratios in schools as these are some of the key cost drivers in the Department.

A gap has been identified in relation to financial management. A course on financial management for non-financial managers is being explored and donor funds have been secured to roll out such training.

32. Audit queries

Auditor-General queries have been analysed and documented into a compliance checklist format. These will be distributed through a Departmental Circular and become a standard compliance certificate, which is required to be submitted monthly by all relevant directorates. Items which have been raised in the audit report qualification paragraph have been priorities in the audit reports and projects have been formed to address these matters urgently.

Internal audit have also contributed in performing internal audits on several internal control weaknesses, which is in line with the annual audit plan. Recommendations raised are currently being implemented which should reflect improvement.

The Audit Committee of the Department has identified Auditor-General queries as one of the areas that the Department needs to focus on in order to improve its financial management. The Committee reviews progress in this area at each meeting.

Many of the issues raised in the Auditor-General's report form part of the Department's Turnaround Plan. Monthly reporting is done on the Turnaround Plan, which assists the Department in monitoring progress.

Performance Management for senior managers has been re-aligned with the strategic goals and Turnaround Plans of the Department.

The following are details of audit queries raised during the last three years' audits:

Revenue

    Segregation of duties

    Control over receipt books

    Cancelled receipts not captured on BAS

    Banking of receipts

Asset management

    Warehouse maintenance

    Storekeeper appointment

    Control over stores

    Stock count

    Fixed assets register

    Repairs and maintenance

    Vehicle inspection forms availability

    Completeness trip authorities

    Trip authorities availability

    Completeness loss control register

    Investigation of losses

Personnel (HR)

    Non-submission of documentation

    Missing documentation

    Salary payments & adjustments

    Leaves administration

    Appointments

    Terminations

    Maintenance of attendance registers

    Timeliness in processing of teachers' claims

    Implementation of action plan not (other procedures)

    Internal control & deductions management

    Leave gratuity

    Home owner's allowances

    Transfers - persal update

    Overtime payment administration

    Manual salary payments

    Manual payments-overdue

    Salary reversals

    Duplicate service bonuses

    Overtime approval

    Secondments

    Payrolls

    Promotions documentation

    Compliance

    Persal interface

Expenditure

Non-submission of batches

Missing documentation and/ or no supporting documentation

Prior year expenditure

Payments not made timeously

Cancelling of supporting documentation

Invoices not recorded in invoice register

Signatories

Initial approval by Pre-Audit

Submission to Pre-Audit

Subsistence and travel claims incomplete

Subsistence and travel approval forms Prescribed subsistence and travel claim forms usage

Part or progress payments

Disbursement reports

Payments re-issued

Commitment register

Value Added Tax

Leases

Budget availability

Telkom payments

Eskom payments

RSC Levies payments

Expenditure paid in next financial year

Creditors Reconciliations: Ledger accounts

    Non submission of information

    Incorrect classification in the Balance sheet

    Accounts uncleared more than 6 months

    Unmatched entries
    PMG Reconciliations not timeously prepared

    Debit on Telkom control account

    Adjustments approved not processed
    Controls over Unauthorised, wasteful expenditure

Budget Process

    Budget committees
    Budget captured timeously on the Basic Accounting System (BAS)

    Budget Reviews

    Completeness of EC4.1 & EC 5.1 forms
    Supporting documentation not traceable to final budget

Annual Financial Statements

Non compliance with guideline:

Donor Funding

Donor funding correct utilisation

AFS disclosure

Filing

Procurement procedures

Assets received not on asset register

PFMA and national treasury regulations

Internal procedures and controls

Asset management

Management of debtors

Early Warning System (EWS) reports

Government Payroll Deductions Chapter 23

Tender Process

Payments not authorised

Three quotations not submitted

Submission of documentation

Needs analysis/feasibility study

No quorum present at meeting
No register of members present at
meetings

No Provincial Tender Board authorisation

Provincial IT Committee Recommendations

Transfer Payments

Non-submission of documentation

Beneficiary financial statements

Register of transfers